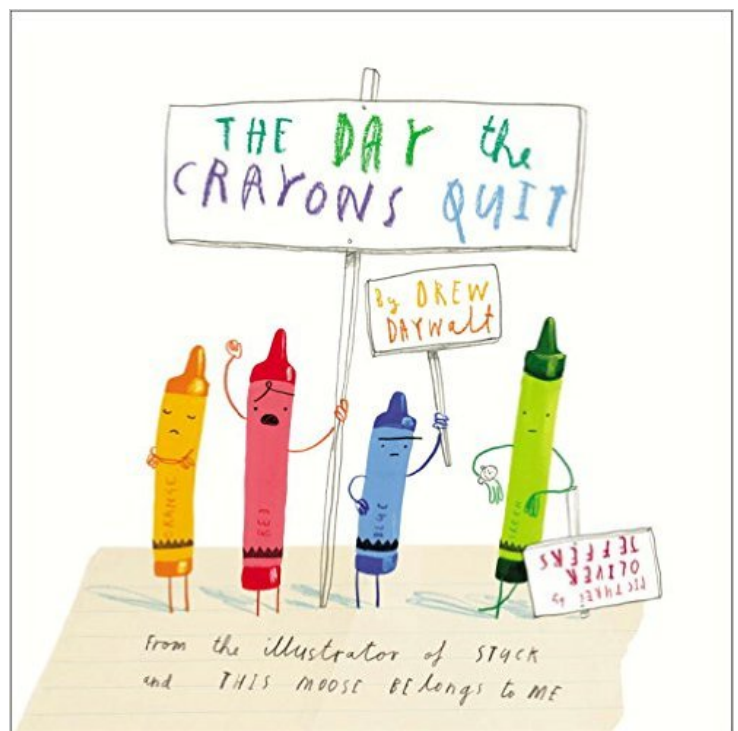# BCSCR

Building Communities that Support Children's Reading

New Mexico/Colorado

The Day the Crayons Quit

By Drew Daywalt

Lexile 730

THE DAY the CRAYONS QUIT

By DREW DAYWALT

from the illustrator of STUCK and THIS MOOSE BElongs to ME

PICTURES by OLIVER JEFFERS

1st Grade - Unit 2:
Crayons, Pencils and Creativity

Other books in this unit include:
The Pencil
From Wax to Crayon

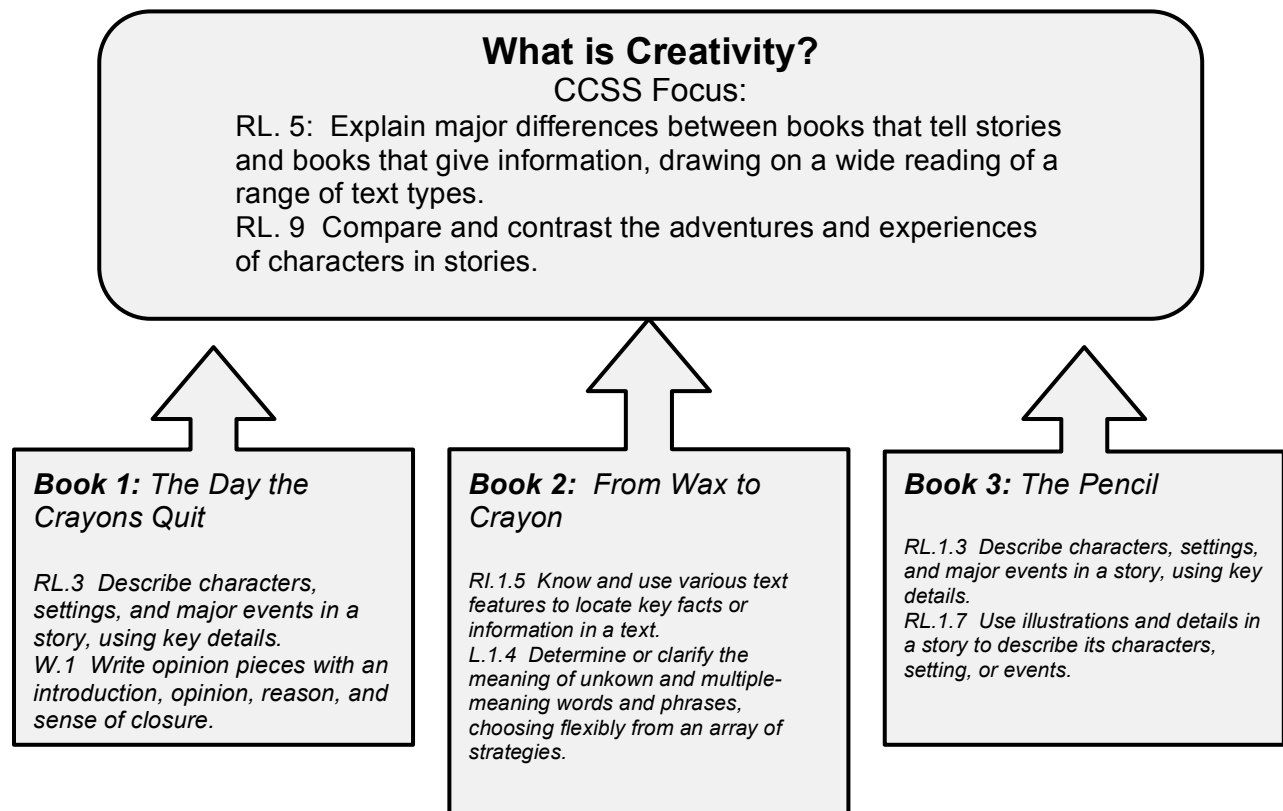# 1st Grade CCSS Unit of Study Purpose for Reading & Learning:

The overall unit purpose is to explore the essential question:
> What is creativity?

In addition, each book will explore its own guiding question:

The Day the Crayons Quit - Why is creativity important? How can practicing our creativity help us?

From Wax to Crayon - How can tools, like crayons, help us be creative?

The Pencil - How can thinking be creative? When might we want to think creatively?

What is Creativity?
CCSS Focus:
RL. 5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
RL. 9 Compare and contrast the adventures and experiences of characters in stories.

Book 1: *The Day the Crayons Quit*

RL.3 Describe characters, settings, and major events in a story, using key details.
W.1 Write opinion pieces with an introduction, opinion, reason, and sense of closure.

Book 2: *From Wax to Crayon*

RI.1.5 Know and use various text features to locate key facts or information in a text.
L.1.4 Determine or clarify the meaning of unkown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.

Book 3: *The Pencil*

RL.1.3 Describe characters, settings, and major events in a story, using key details.
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

Pacing Guide:

This unit is designed to be completed in 5 - 6 instructional days. The assessment contains questions from each of the 3 texts. The individual sections of the assessment may be completed following reading and instruction for each text **or** after the study of all 3 texts - at the teacher's discretion.

> The Day the Crayons Quit 1 day of instruction
> From Wax to Crayon 2 days of instruction
> The Pencil 2 days of instruction

Student Texts

1. The Day the Crayons Quit, by Drew Daywalt (2013)
   Lexile 730
   Fictional text

   Synopsis:

   Poor Duncan just wants to color. But when he opens his box of crayons, he finds only letters, all saying the same thing: We quit! Beige is tired of playing second fiddle to Brown. Blue needs a break from coloring all that water, while Pink just wants to be used. Green has no complaints, but Orange and Yellow are no longer speaking to each other. What is Duncan to do? Debut author Drew Daywalt and New York Times *bestseller Oliver Jeffers create a colorful solution in this playful, imaginative story that will have children laughing and playing with their crayons in a whole new way.*

2. From Wax to Crayon, by Robin Nelson (2013)
   Lexile 370
   Informational text

   Book Jacket Synopsis:

   How does wax turn into a colorful crayon? Follow each step in the production cycle— from melting wax into a liquid to coloring a fun picture—in this fascinating book!

3. The Pencil, by Allan Ahlberg (2008)
   Lexile 540
   Narrative fiction

   Book Jacket Synopsis:

   Once there was a pencil, a lonely little pencil, and nothing else. It lay there, which was nowhere in particular, for a long, long time. Then one day that little pencil made a move, shivered slightly, quivered somewhat… and began to draw. What did he draw? Whom did he draw? What did they do? Find out in this comical story about a pencil and the world he creates, brought to life by the imaginative twosome behind The Runaway Dinner *and* Previously.

CCSS Focus

The Day the Crayons Quit
RL.1.3 Describe characters, settings, and major events in a story, using key details.
RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
W.1.1 Write opinion pieces with an introduction, opinion, reason, and sense of closure.

From Wax to Crayon
RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

<u>The Pencil</u>
RL.1.3 Describe characters, settings, and major events in a story, using key details.
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

Additional Teacher Resources
Accompanying this unit are sets of documents entitled
>   **Resources for Effective Instruction** and
>   **Resources: Forms and Reproducibles**.
>   In these resources you will find:
>   - Curriculum Design Theory
>   - Differentiation
>   - Think Alouds
>   - Vocabulary Instruction Protocol
>   - Partner Reading Routines
>   - Question Stems for Partner Reading
>   - Character Analysis Charts
>   - Sentence Webs
>   - Vocabulary Word Map Examples

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The Pencil
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>Phonemic Awareness & Phonics - Day 5
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>Text Dependent Questions

Reader's Journal
>**Crayons, Pencils, and How We Are Creative**

Student Resources
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>>Fluency Passages
>Vocabulary Cards
>Unit Assessment Student Copy

PARCC Evidence Tables
>Reading Information
>Reading Literature
>Vocabulary Interpretation and Use
>Writing to Express Understanding Using Text Sources

Citations

Ahlberg, A. (2008). *The pencil.* Somerville, MA: Candlewick Press.

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1st Grade CCSS Unit of Study
Crayons, Pencils, and Creativity

The Day the Crayons Quit
by Drew Daywalt

Book Assessment Preview
Student Copy in Resources

---

1. What is creativity? How can being creative help us?

Answers will vary.

---

2. Describe the major events in the story, using key details. You can use the book to help you remember.

Possible Answer:
First, the crayons were unhappy with Duncan.
Then, they wrote him letters to tell him why they were upset.
Last, Duncan read the letters and got more creative.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

---

3. Compare and contrast Red (the character) and Gray (the character).

Possible Answer:
Both characters feel overworked. They are different because Red wants a rest, and Gray just wants to color smaller things.

RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

DAY 1 Phonics Instruction: Predictable Vowel Team – ai / ay

See Student Resources for word cards, letter tiles, & fluency passage 1
RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words.
RF.1.3.C Know final -e and common vowel team conventions for representing long vowel sounds.

Section	Instructional Routine for DAY 1
Warm-up Activity **2 min.**	**Oral Word Chain:** cat, bat, bag, brag, rag, rab, grab, grad, rad, rid *See Tracking Mat in Student Resources* **Tracking changes with color blocks / manipulatives**: Teacher asks students to track changes in orally presented word chain. Students will substitute, add, and delete phonemes represented by color blocks / manipulatives.
Phonological Awareness and Articulation of Skill **3 min.**	**Introduction of skill:** Teacher models the articulation of the long /ā/ sound. Explain 2 vowel teams (ai / ay) stand for the long /ā/ sound. Students practice articulation chorally and individually. **Oral Word List:** ran, rain, tap, tail, play, plan, grab, gray, crayon **Activate Phonemic Awareness:** Teacher says words with long and short a vowel sounds. Students indicate with thumbs up for words that have the long /ā/ sound. Thumbs down for words with the short /ă/ sound. **Articulation Notes for long /ā/:** The front part of the tongue is mid-height in the mouth. The lips are unrounded and the facial muscles are relatively tense.
Letter-Sound Correspondence **2 min.**	**Word Cards for Sorting:** May, Gail, play, rain, stray, day, stays, tail, gray, trail, pain, waits, ran, wax, add, vat, has, pack, wrap. **Letter sound Correspondence:** Students will differentiate between vowel team (ai / ay) words and non-pattern words. The teacher will pass out word cards having ai / ay vowel spellings to students. Students with each vowel team will organize themselves into 2 groups; students with short /ă/ word cards will organize into a 3rd group.
Word Blending Routine **5 min.**	**Word Reading Cards (from above):** May, Gail, play, rain, stray, day, stays, tail, gray, trail, pain, waits **I Do:** Teacher reads 2/ 3 words from **ay** pattern word cards, modeling visual identification of **ay** pattern and blending sounds to read the whole word. **We Do:** Teacher and students read all **ay** pattern word cards together, practicing identifying ay pattern and blending to read the whole word. **You Do:** Ask students to whisper read all of the **ay** words with a partner. *Repeat the I Do, We Do, and You Do routine for **ai** pattern words.*
Word Work: Word Building with Letter Tiles **5 min.**	*See Tracking Mat in Student Resources* **I Do:** Write the word May on the board with a think aloud. Change May to day. Ask students to think about where the long /ā/ sound is in the word. Most often, when the /ā/ is at the <u>end</u> of the word, the spelling is **ay**. Write rain on the board. Change rain to rail. Most often, when the /ā/ is in the <u>middle</u> of the word, the spelling is **ai.** **Word Building Chains:** day, bay, say, stay. rain, pain, pail, tail **We Do:** Have students use letter tiles to form the word day on their own and blend the sounds orally together. What is the word? Change the "d" to "b" and blend the sound

	orally together. What is the new word? **You Do:** Students make the word chains above with a partner using their letter tiles. One partner can tell the other which letter to change and then together they blend and read the new word. Rotate around the room and provide corrective feedback as needed.
Words for Dictation *3 min.*	May, tail, play, ray, wait, play, rain, stay, pain, trail
Text Application & Fluency *10 min.*	● Have students identify the words in passage 1 that contain the long /ā/ (ai / ay) by highlighting / underlining the text ● Read the identified words ● Read the passage **Skill Specific Passage 1 Words**: day, gray, rain, May, Gail, play, wait, trail, tail, stays, okay

Vocabulary List

Tier 2 Vocabulary Possibilities

Noun	Adjective	Adverb
career	overworked	brilliantly
tattletale	gorgeous	
whiner	stubby	
creativity		

See word cards in Resources
Word cards may be used for:
- Vocabulary practice activities (see next page)
- Language activities:
  - Sorting into part of speech categories
  - Drawing from part of speech category(ies) to say or write sentences

Vocabulary Activity Menu

Options for practicing new vocabulary following initial instruction

Example / Non Example	Variation 3) Provide students with 2 choices that illustrate / contrast the target word. Begin the sentence with "which would" or "which is". eg: **Which would show _creativity_? A drawing of a dog in all one color, or a painting with many different colors, shapes, and textures?** **Which would make you feel _overworked_? Sitting on the couch watching television or doing chores all day long?**
Word Relationships	Variation 5) Students place words on a continuum line to order shades of meaning. eg: **ugly _____ _____ _____ _____** placing **plain**, **pretty**, **beautiful**, **gorgeous** **stunted _____ _____ _____ _____** placing **stubby**, **short**, **tall**, **stretched**
Generate Situations, contexts, and examples	Variation 3) Students make comments people might say in response to a statement that uses the target word eg: **What would an adult say if you _tattletale_?** **What would someone who is a _whiner_ say to a friend?**
Writing	Variation 1) Provide students with sentence stems, including wording to force students to show understanding of the target word. eg: **The _career_ is important because _____ .** **We can say the artists were _creative_ because they were _____.**

Text Dependent Questions for Comprehension and Building Connections

FIRST READ

<u>PURPOSE:</u> Read for general understanding and enjoyment.

RL.1.1 Ask and answer questions about key details in a text.

Set the purpose for reading and ask questions following each page of text based on the **FIRST READ** column of the following chart. Highlight vocabulary in the text on sticky notes or an anchor chart as you read.

SECOND READ

<u>PURPOSE:</u> Read for deeper understanding and analysis of the author's craft.

RL.1.3 Describe characters, settings, and major events in a story, using key details.
RL.1.6 Identify who is telling the story at various points in a text.
RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

Set the purpose for reading and ask questions following each page of text based on the **SECOND READ** column of the following chart. After completion of the second read, partners / triads work collaboratively to complete activity pages for this text.

	First Read	**Second Read**
Text Access Options	❏ choral reading with all students ❏ student whisper read followed by teacher guided phrase reading	❏ partner choral reading ❏ triangle read around groups *teacher paces the reading to allow for questioning following each page / section read*
Set Purpose for Reading	*Think about your crayons. Which ones do you use most? Why? Which ones do you rarely use? Why? As we read this story together the first time, we'll focus on understanding the adventure that the author tells about.*	*Now we know the story of what happens with the crayons. We'll read the text again to look more closely at how the author tells the story:* ➔ *What the author tells us about each **character*** ➔ *How the **illustrations** work to add meaning to the words the author has written* ➔ *The author's **choice of specific words** to achieve an effect*
Title Page	Do you think this book is fiction or nonfiction? How can you tell? What can we infer about the crayons based on just the title and this illustration?	What is creativity? Why is creativity important? How can practicing our creativity help us? *Revisit anchor chart to record and continue discussion. See student resources.*
Page 1-2	Who are the characters writing to?	
Page 3-4	Look carefully at the illustration of Red. Based on this picture, how do you think Red is feeling?	Why does Red write this letter to Duncan? What words in the text support your answer? How do you feel when you have to do a lot of work?
Page 5-6		What evidence from the text and illustrations tells us that Purple is a clean and orderly character?
Page 7-8	How do you think Beige is feeling? What makes you say that?	
Page 9-10	How are Red (the character) and Gray (the character) similar? What evidence in the text supports your answer?	

	First Read	**Second Read**
Page 11-12		How does White encourage Duncan to more creative? OPTIONAL - How might you be more creative with your white crayon?
Page 13-14	How are Black (the character) and White (the character) similar? What evidence in the text supports your answer?	How does Black encourage Duncan to be more creative?
Page 15-16	How does Green feel about being used so much?	What clues in the text suggest that Green is a very caring character?
Page 17-18		
Page 19-20	Why are Yellow and Orange upset with each other?	
Page 21-22	OPTIONAL - What is something creative that Duncan could do to help stubby Blue see over the railing in the crayon box?	
Page 23-24	How are Red (the character) and Pink (the character) different? What evidence in the text supports your answer?	How does Pink encourage Duncan to be more creative?
Page 25-26	OPTIONAL - What is something creative that Duncan could do to help Peach?	
Page 27-28		
Page 29-30	Look carefully at the illustration. Are all of the colors used in the way they hoped they would be?	
Page 31	What is creativity? Why is creativity important? How can practicing our creativity help us? *Create an anchor chart to record and continue discussion. See student resources.*	What is creativity? The author used his imagination to write about how crayons might feel if they were alive. How is using our imagination creative? Why is creativity important? How can practicing our creativity help us? *Revisit anchor chart to record and continue discussion. See student resources.*

After Reading The Day the Crayons Quit:

- Discuss Essential Question as a whole group
- Record student ideas from this text on class anchor chart (sample in resources)
- Students work in pairs / triads to complete Reader's Journal pages for this text

Crayons, Pencils, and Creativity

Reader's Journal

Name: _____

Partner: _____

The Day the Crayons Quit
by Drew Deywalt

1. Look carefully at these words. What do you notice about them?

   create   creative   creativity

   Based on what you notice, what do you think *creativity* means?

Retell the story in your own words.

First,
Then,
Finally,
The central message of this story is

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Why are Yellow and Orange mad at each other?

What is something creative that Duncan could do to help them be friends again? Draw a picture to help explain your answer.

RL.1.1 Ask and answer questions about key details in a text.

In what ways are you creative? Give 3 examples.
I am creative when…

How can you improve your creativity? Give three examples.
I can be more creative by…
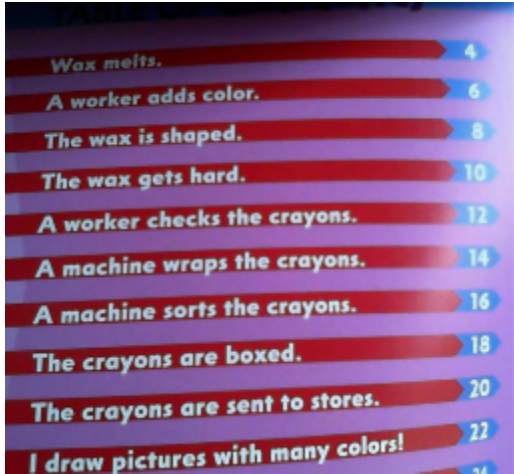

From Wax to Crayon
by Robin Nelson

1. How can tools, like crayons, help us be more creative?
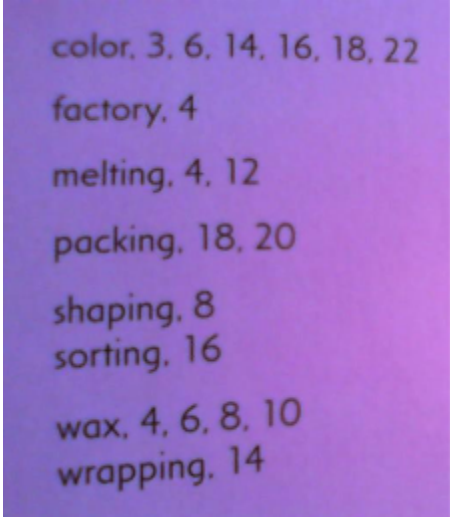
Show your creativity! Draw and color something amazing.

Write the name and purpose of each text feature for the illustration below.

	The name of this text feature is:
	_____
	The purpose of this text feature is:
	_____
	_____
	_____
	_____

RI.1.5 Know and use various text features to locate key information in a text.

Write the name and purpose of each text feature for the illustration below.

color, 3, 6, 14, 16, 18, 22 factory, 4 melting, 4, 12 packing, 18, 20 shaping, 8 sorting, 16 wax, 4, 6, 8, 10 wrapping, 14	The name of this text feature is: _____ The purpose of this text feature is: _____ _____ _____ _____

On which page would you find information about sorting? _____

Which page will tell you about melting? _____

Write the name and purpose of each text feature for the illustration below.

factory (FAK-tuh-ree): a building where things are made label (LAY-buhl): a paper that names a crayon's color mold (MOHLD): a container that shapes crayons pigment (PIHG-mehnt): a powder that colors wax vats (VATS): pots for melting wax	The name of this text feature is: _____ The purpose of this text feature is: _____ _____ _____ _____

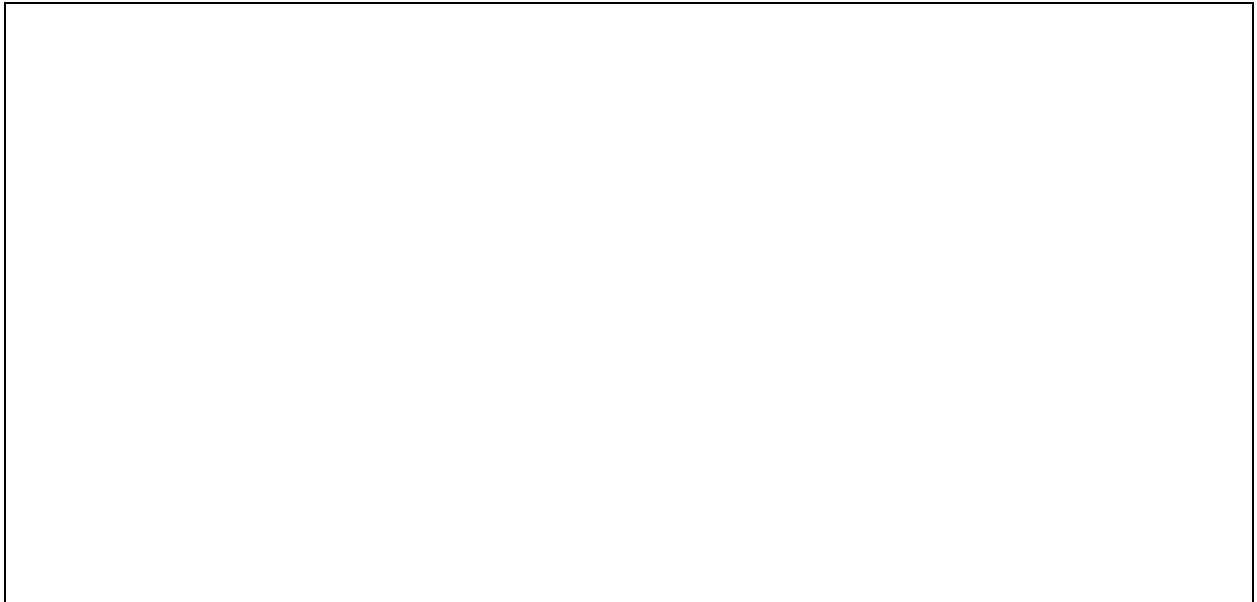In this book, what does *label* mean?

_____

As you read this book, you thought of things you'd like to know more about. Your teacher wrote your questions down. Pick one question, research to find answers, and write about it here.

My question is: _____

_____.

Here is where I looked for answers: _____

_____.

Here are some answers I found: _____

_____

_____

_____

_____

Here's an illustration to show my answers:

_____
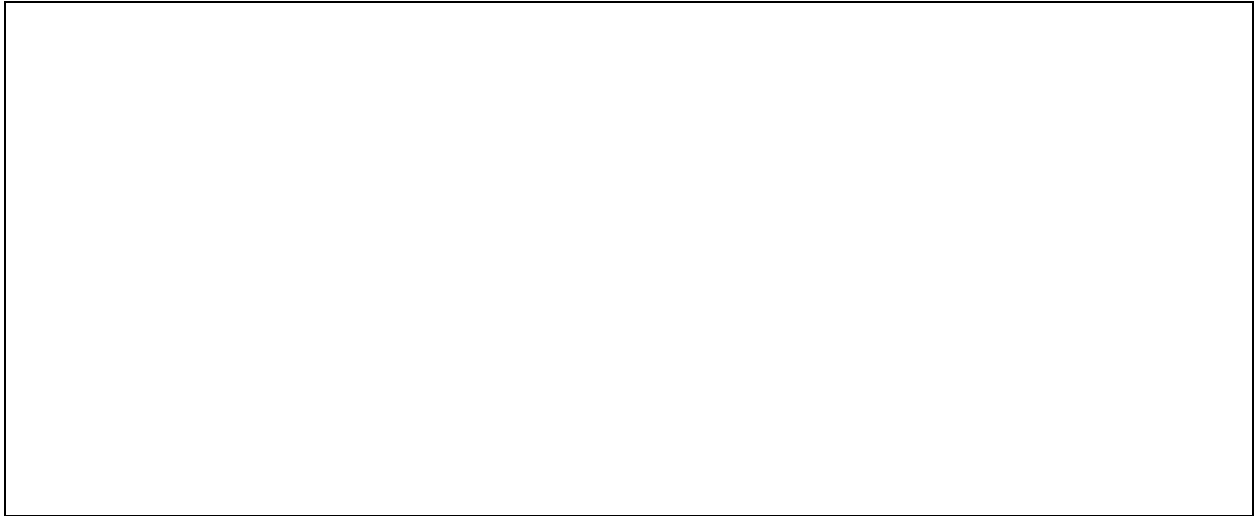
W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

The Pencil
by Allan Ahlberg

Think creatively!

Imagine that you are sitting next to a person who bothers you. Draw a picture to show how you might solve this problem in a creative way.

Think creatively!

Imagine that your scissors have come to life, just like the pencil did in our story. Write and illustrate a story to tell what your scissors do.
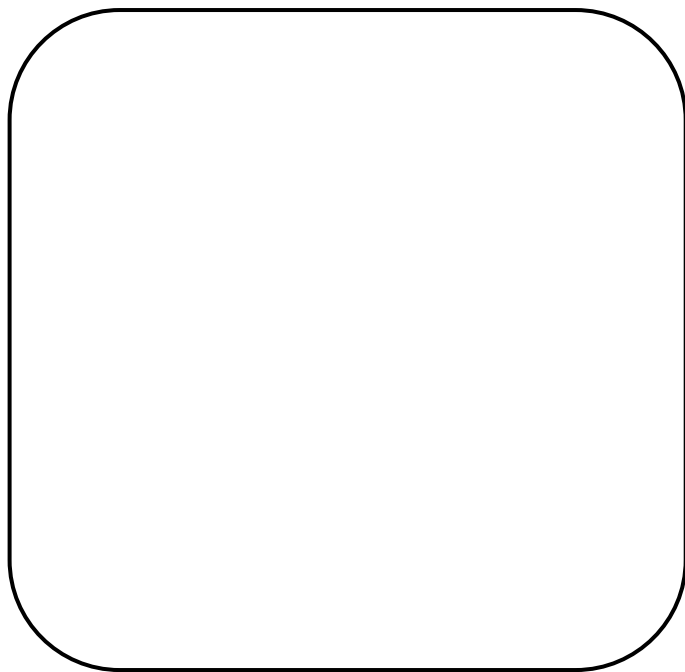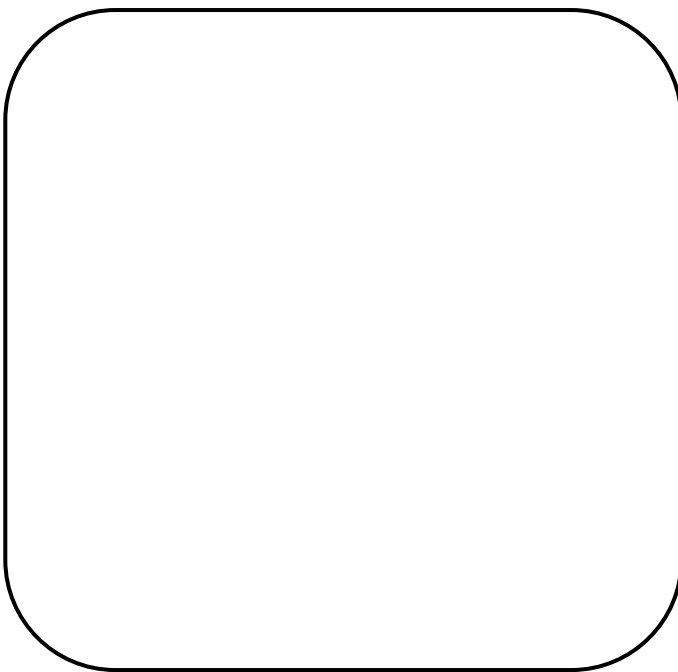
Essential Question
Anchor Chart

What is creativity?		
Why is creativity important? How can practicing our creativity help us? Ideas from book 1: The Day the Crayons Quit	How can tools, like crayons, help us be creative? Ideas from book 2: From Wax to Crayon	How can thinking be creative? When might we want to think creatively? Ideas from book 3: The Pencil

Vowels

Consonants

May	**Gail**
play	**rain**
day	**stray**
stays	**tail**
gray	**trail**

pain	**waits**
ran	**wax**
add	**vat**
has	**pack**
wrap	

Day 1 Phonics Instruction: Predictable Vowel Team – ai/ay
Word Work: Letter tiles

ay	b	d	s
t	ai	r	p
n			

Day 2 Phonics Instruction: Predictable Vowel Team – ai/ay
Letter Sound Correspondence: Word Reading List

May	play	stray
Gail	rain	tail
day	stays	gray
trail	pain	waits

Day 2 Phonics Instruction: Predictable Vowel Team – ai/ay
Word Work: Letter tiles

ay	ai	d	g
l	m	n	p
r	s	s	t
w			

your	friend
people	each
again	into
should	every
many	under

which	**around**
little	**out**
said	**only**
different	
become	

s	ai	l

fr	ay	

gr

sn

w

l

d

sail	frail
snail	wail
lay	way
day	gray
faint	bay

plain	**play**
stay	

ay	ai	b	f
l	n	p	r
s	t	w	

Name _____

ai	ay

May	Gail	play	rain	stray
day	stays	tail	gray	trail
pain	waits	snail	plain	way
bay	lay	sail	frail	wails

Passage Number: 1

The Stray Dog

The day is gray. It may rain. May and Gail want to play at the pond. They will meet on the trail to the pond. May gets to the trail first and waits for Gail.

Gail finds a stray dog on the trail. The dog is in pain. The dog tucks his tail as Gail comes close. May sees Gail and runs to meet her. Gail stays with the dog and sends May for help. May will bring help. The dog will be okay.

A Day at the Bay

Gail and May plan a day at the bay. May and Gail want to sail on the bay and lay in the sun. On the way to the bay, they see a frail snail and a plain frog on a log. The plain frog gulps the frail snail and May wails!

Gail and May get to the bay. First they lay in the sun. They get so hot they start to feel faint. Then they go to the dock and get a boat to sail. As they sail on the bay, they cool off. May and Gail have a fun day at the bay.

Instructional Focus: **Predictable Vowel Team – ai/ay**

Passage Number: 3

The Train to Spain

Jay drives a train on the main line. The train takes mail and grain to Spain. Jay pays for Ray and Clay to ride the train with him to Spain.

The train sways and comes off the rails. The grain spills on the mail. Ray and Clay use pails to pick up the mail and the grain. Jay fails to get the mail and grain to Spain on time.

Vocabulary Cards

The Day the Crayons Quit

career	overworked	brilliantly
tattletale	gorgeous	creativity
whiner	stubby	

From Wax to Crayon

factory	table of contents	pigment
label	heading	vats
mold	bold type	glossary
index		

The Pencil

ridiculous	shivered	absolutely
darkening	quivered	
cozy		

Unit Assessment: **Crayons, Pencils, and How We Are Creative**

Directions: Use a copy of the books _The Day the Crayons Quit, From Wax to Crayon,_ and _The Pencil_ to answer the following questions. You may also use the anchor charts we have made in class.

Part 1: The Day the Crayons Quit

1. The essential questions for this book are, "Why is creativity important? How can practicing our creativity help us? "

Look back at our What is Creativity Chart. Write 4 sentences about why you think creativity is important, and how you practice creativity.

_____

_____

_____

_____

_____

2. Describe the major events in the story, using key details. You can use the book to help you remember.

First,
Second,
Then,
Finally,

3. Compare and contrast Red (the character) and Gray (the character).

Red and Gray are the same because...	Red and Gray are different because…

Part 2: From Wax to Crayon

1. Use these words as you tell how crayons are made:
- wax
- vat
- pigment
- mold

First,
Second,
Then,
Finally,

2. Locate the following text features in the book. Explain (orally, to your teacher) the purpose of each feature.

- ☐ table of contents
- ☐ heading
- ☐ bold type
- ☐ glossary
- ☐ index

3. Which page tells about how crayons are sorted? What text feature will help you find the answer quickly?

Page: _____   Text feature: _____

4. *Read the meanings of **mold:***

1	a fungus that grows on bread or cheese (noun)
2	to form something into a desired shape (verb)
3	a container used to shape a liquid as it hardens(noun)

Which meaning of **mold** is used in this sentence?

"The colored wax is poured into a mold."

a) meaning 1
b) meaning 2
c) meaning 3

5. The essential question for this book is, "How can tools, like crayons, help us be creative?"

Look back at our What is Creativity Chart. Write 4 sentences about which tools help you be more creative, and how they do it.

_____

_____

_____

_____

Part 3: The Pencil

1. The essential questions for this book are, "How can thinking be creative? When might we want to think creatively?"

Look back at our What is Creativity Chart. Write 4 sentences about what you think creative thinking is, and when you might need to think creatively.

_____

_____

_____

_____

_____

2. What's the setting of this story? Where does this story's setting come from?

_____

_____

_____

_____

3. What kind of personality does the pencil have? Use the illustrations in the book and the words to help you explain your answer.

_____

_____

Vocabulary Review Menu of Activities

(shared by Kayce Patterson, NM Regional Reading Coach, 2013. Adapted from Beck, McKeown, & Kuchan, 2002).

Use these suggested activities on words that have already been introduced. A variety of activities is listed to provide choice for both the teacher and students. These activities can be used in any combination and in any order.

General Review of Meaning and Usage: Students work together in pairs or small groups to "quiz" each other.

Variation 1) Students use their personal glossaries in the Reading Response Journal to ask peers for a meaning, or a sentence for, or synonyms for a given word.

Variation 2) Each student chooses 4 vocabulary words. The student writes the word on one side of an index card, and the student friendly definition on the other side of the card. The student tapes the cards on his/her sleeves, then walks around, asking classmates if they can say what's on the back side of the card (it may be the word, or the definition, depending on how the student taped them). If the classmate gets the right answer, the classmate pulls the card off and keeps it as a "point". The student with the most cards at the end of the given time frame wins.

Variation 3) Working in pairs or small groups, students complete a Word Family Tree for each word. *See Resources: Forms and Reproducibles section of this unit for Word Family Tree template.*

Variation 4) Students create a 3-part vocabulary chart with the day's words. When complete, students fold one side of the 3-part vocabulary chart back (the picture side, or the word side), so the owner sees only one row of the chart, and the partner sees a different row. Pairs face each other and quiz the other on the word's definition. *See Resources: Forms and Reproducibles section of this unit for the 3-part vocabulary chart template.*

Word Relationships: Students respond to how two words might be related. Teachers should model how to do this before assigning to students.

Variation 1) Ask students how two words may be related or connected.

How might RUFFLED and GLITTERING be connected? The model wore a ruffled dress that was glittering in the candlelight.

How might COZY and DOZING be connected? The cat laid on the cozy cushion, dozing in the sunlight.

Variation 2) Teacher poses a question around two target words. Students respond and explain their response.

Can ORDINARY people be FASCINATING?

Variation 3) Teacher creates analogies for students to complete. Later, students can create their one for classmates to complete.

A DETERMINED person is someone who is really set on getting something done, while a WAVERING person is _____ .

Variation 4) Students sort vocabulary words into various categories (categories can be designated by the teacher, or student created). Students will explain why they sorted words the way they did.

Variation 5) Students place words on a teacher created continuum line.

Very slow _____*Very fast*

    PLOD   *TRUDGE*   BOUND   SPRINT

Connect to Self: Students are asked to connect the vocabulary words to something familiar to them. It may be other words, people, happenings, books, movies, common experiences, etc.

Variation 1) Direct connection

ELOQUENT reminds me of the president because he has to make a lot of speeches and say them correctly with just the right words.

Variation 2) Students write two sentences, one in which they substitute and idea with a vocabulary word.

> *I didn't want to answer the question, so I pretended that I didn't hear it.*
> *I didn't want to answer the question, so I evaded it.*

Generate Situations, Contexts, and Examples: These are based on situations that stay constant. Students find ways to apply their words to situations and explain why. These won't work for every word.

Variation 1) Teacher provides questions including the vocabulary words for students to answer.
What would make a teacher call her students INDUSTRIOUS? CLEVER? DILIGENT?

Variation 2) The teacher poses questions that require students to use vocabulary across various contexts.

> *What would a SPLENDID day for ducks be like?*
> *What would be a SPLENDID meal for vegetarians?*
> *Who would be a SPLENDID friend, and why?*

Variation 3) Students work together to come up with answers in which situations remain the same, but application changes.

> *How might a cook/musician/veterinarian/teacher show that he/she is VERSATILE?*

Variation 4) Students work together to make lists to accompany vocabulary words.

> *Name 3 things that would be CATASTROPHIC.*

Writing: Students write thoughtful responses and uses for vocabulary words.

Variation 1) Students use sentence stems, including the word 'because' or 'when'.

> *The king was ___(student inserts vocabulary word)___ because _____.*
> *Yesterday I ___(student inserts vocabulary word)___ when _____.*

Variation 2) Teacher provides a writing prompt that will help students build personal connections with vocabulary words.

Think of a time when you felt either ENVIOUS, COOPERATIVE, OR PLACID. Write about why you felt that way.

Think of a time when you might need to INVESTIGATE or be IMPRESSIVE. Write a paragraph to tell about it.

Variation 3) Students use a prompt or an idea generator, then link target words together in a story. Students should use as many vocabulary words as possible.

Who? An old woman   What? All the lights go out   Where? In a mall

Variation 4) Students are asked to think (and write) of ways their target words can be used differently in the story where they came from, or how they could be used in a different story.

Beck, I.L., McKeown, M.G., & Kucan, L. (2002). *Bringing words to life.* New York, NY: The Guilford Press.

3-part Vocabulary Chart Template

Word	Student-friendly definition	Simple sketch

Fold   Fold

Some teachers write these stems on index cards or on tongue depressors. Or, you can print them out and laminate them or put them in a page protector. Students ask each other these questions during partner or small group reading.

<u>Question Stems - General Understanding & Key Details</u>

What happened first? Second? Next?

Tell me about _____ (a character or event).

What is the main idea of this page/chapter?

Describe _____ (a character's) appearance.

Describe _____ (a character's) personality.

Who is the most important person in this part? How do you know?

Retell/summarize what happened in this part.

Who are the main characters?

When/where is this story taking place?

How did _____ (character) react when _____ (something interesting/important) happened?

What happened when _____ (a character did something)?

Question Stems - Further Exploration

Retell (summarize) what's happened so far, in your own words.

What does _____ (choose a word from the text) mean?

Why did _____ (choose a character) say _____ (choose a piece of dialogue) this way?

What is another meaning for this word (choose a vocabulary man from the text)?

How does this picture (choose a picture from the text) help us understand what is happening?

What is the author's purpose in writing this part?

Describe _____'s (choose a character) mood. What clues in the text helped you?

Tell me about _____'s (choose a character) personality. What clues in the text helped you?

How does this section help us answer the essential question(s)?

Context Clues

Copied directly from Reading Rockets

http://www.readingrockets.org/article/using-context-clues-understand-word-meanings

Introduction

When attempting to decipher the meaning of a new word, it is often useful to look at what comes before and after that word. The surrounding words can give readers helpful context clues about the meaning and structure of the new word, as well as how it is used.

Using context clues aligns with the following ELA Common Core Standard:

- CCSS.ELA-Literacy.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Helping struggling students use context clues

There are six common types of context clues (see below), and teachers need to provide struggling students and those with learning disabilities with direct instruction in how to use these clues.

Common Types of Context Clues

- Root word and affix: People who study birds are experts in ornithology.
- Contrast: Unlike mammals, birds incubate their eggs outside their bodies.
- Logic: Birds are always on the lookout for predators that might harm their young.
- Definition: Frugivorous birds prefer eating fruit to any other kind of food.
- Example or illustration: Some birds like to build their nests in inconspicuous spots — high up in the tops of trees, well hidden by leaves.
- Grammar: Many birds migrate twice each year.

Teachers have found it effective to model a self-questioning strategy to identify the different types of context clues. You can ask questions that are designed to focus attention on the unknown word and the possible clues to its meaning, such as: What are the surrounding words? How do these offer me clues? What does this word mean in terms of the context?

It is also helpful to provide students with frequent reminders and examples of the different types of context clues. Using online tools, you can post the list of context clues (and some corresponding examples) on your class wiki, website, or blog. You can also display the list on the bulletin board in your classroom so that students can easily remind themselves about context clues. Students can also keep examples in their reading or writing portfolios.
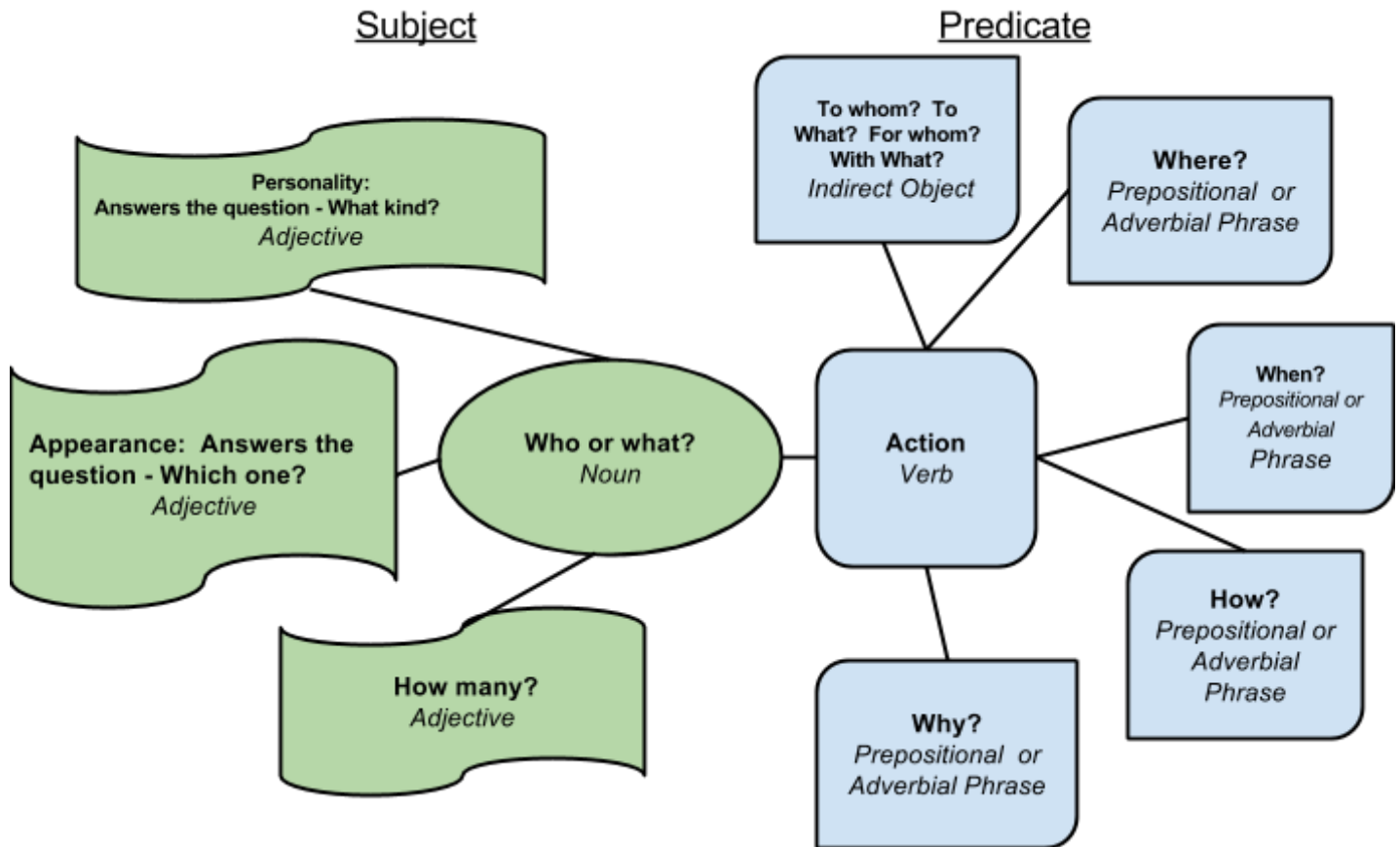
Character Analysis Chart

For each entry, provide the page number on which the detail is found.

CHARACTER	APPEARANCE	PERSONALITY	ACTIONS

Sentence Web
A graphic organizer/tool to help students write longer, more complex sentences.

Subject

Personality:
Answers the question - What kind?
Adjective

Appearance: Answers the
question - Which one?
Adjective

Who or what?
Noun

How many?
Adjective

Predicate

To whom? To
What? For whom?
With What?
Indirect Object

Where?
Prepositional or
Adverbial Phrase

Action
Verb

When?
Prepositional or
Adverbial
Phrase

How?
Prepositional or
Adverbial
Phrase

Why?
Prepositional or
Adverbial Phrase

3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. f) Ensure subject-verb and pronoun-antecedent agreement. g) Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. i) Produce simple, compound, and complex sentences.

Sentence Elaboration Protocol

Based on "Masterpiece Sentences" activity in LANGUAGE! 2nd Edition (Greene, 2000).

1) Create a basic sentence with a base subject and base predicate. Draw a box around each part.

- **Ask** *who* or *what* did it (subject), and *what did the subject do* (predicate):

2) Stretch the predicate by asking:

- *How* did s/he do it?
- *When* did s/he do it?
- *Where* did s/he do it?

Write each response on a different card or sentence strip.

> The dog
> barked
> ferociously
> in the middle of the night
> downstairs.

3) Move the predicate parts.

- The dog barked ferociously downstairs in the middle of the night.
- The dog barked in the middle of the night, ferociously, downstairs.
- The dog barked downstairs, ferociously, in the middle of the night.

4) Add to the subject by asking:

- *Which*?
- *What kind of*?
- *How many*?

Write each response on a different card or sentence stip.

In the middle of the night, the solitary, fearsome guard dog barked ferociously downstairs.

5) Add detail or substitute synonyms if necessary.

Near midnight, a single, formidable guard dog barked ferociously downstairs.

6) Polish, if needed. Sometimes less is more.

> **Near midnight, a single, formidable guard dog barked viciously.**

Grade: 1	
Claim: Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	**Evidences to be measured on the PARCC Assessments** **The student's response:**
RI 1: Ask and answer questions about key details in a text.	• Provides questions and answers that show understanding of the key details in a text. (1)
RI 2: Identify a topic and retell key details of a text.	• Provides an identification of the topic of a text. (1) • Provides a retelling of key details in a text. (2)
RI 3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.	• Provides a description of the connection between two **individuals** in a text. (1) • Provides a description of the connections between two **events** in a text. (2) • Provides a description of the connections between two **ideas or pieces of information** in a text. (3)
RI 5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	• Demonstrates knowledge and use of **text features** to locate key facts or information in a text. (e.g., headings, table of contents, glossaries, electronic menus, icons). (1)
RI 6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	• Provides an identification of the difference between information provided by pictures or other illustrations and information provided by the words in a text. (1)
RI 7: Use the illustrations and details in a text to describe its key ideas.	• Demonstrates use of the illustrations and details in a text to describe the key ideas in the text. (1)
RI 8: Identify the reasons an author gives to support points in a text.	• Provides an identification of the reasons an author gives to support points in a text. (1)
RI 9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	• Provides an identification of the similarities and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures). (1)

NOTE- Items may combine standards and evidence statements.

K-2 reading and writing evidence tables are currently in draft form. Final evidence tables will be released in May of 2015.

Grade: 1
Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text.
Items designed to measure this claim may address the standards and evidences listed below:

Standards:	Evidences to be measured on the PARCC Assessments The student's response:
RL 1: Ask and answer questions about key details in a text.	• Provides questions and/or answers that show understanding of key details in a text. (1) •
RL 2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.	• Provides a retelling of a story, including key details. (1) • Provides an identification of the central message or lesson in a text. (2)
RL 3: Describe characters, settings, and major events in a story, using key details.	• Provides a description of **characters** in a story using key details. (1) • Provides a description of the **setting** of a story using key details. (2) • Provides a description of the **major events** in a story using key details. (3)
RL 5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	• Provides an explanation of the major differences between books that tell stories and books that give information. (1)
RL 6: Identify who is telling the story at various points in a text.	• Provides an identification of who is telling the story at various points in a text. (1)
RL 7 Use illustrations and details in a story to describe its characters, setting, or events.	• Provides a description of characters, setting, or events from a story using illustrations and details from a story. (1)
RL 9: Compare and contrast the adventures and experiences of characters in stories.	• Provides a comparison and contrast of the adventures and experiences of characters in two or more stories. (1)

K-2 reading and writing evidence tables are currently in draft form. Final evidence tables will be released in May of 2015.

Grade: 1

Claim: Vocabulary Interpretation and Use: Students use context to determine the meaning of words and phrases.

Items designed to measure this claim may address the standards and evidences listed below:

Standards:	**Evidences to be measured on the PARCC Assessment.** **The student's response:**
RL 4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	• Provides an identification of words and phrases in a story or a poem that suggests feelings or that appeal to the senses. (1)
RI 4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	• Demonstrates the ability to ask or answer questions to determine the meaning of or clarify the meaning of words and phrases in a text. (1)
L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).	• Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases, using sentence-level context as a clue to the meaning of a word or phrase. (1) • Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases, using frequently occurring affixes as a clue to the meaning of a word. (2) • Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases, using frequently occurring root words and their inflectional forms. (3)
L 5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	• Demonstrates understanding of word relationships and nuances in word meanings by sorting words into categories (e.g. colors, clothing) to gain a sense of the concepts the categories represent. (1) • Demonstrates understanding of word relationships and nuances in word meanings by defining words by category and by one or more key attributes. (2) • Demonstrates understanding of word relationships and nuances in word meanings by identifying real-life connections between words and their use. (3) • Provides a statement that defines the different shades of meaning among verbs differing in manner and by adjectives differing in intensity.(4) • Acts out the different shades of meaning among verbs differing in manner and/or by adjectives differing in intensity.(5)

K-2 reading and writing evidence tables are currently in draft form. Final evidence tables will be released in May of 2015.

L 6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).	• Provides a statement using words and phrases acquired through conversations and reading, including frequently occurring conjunctions to signal simple relationships. (1)

K-2 reading and writing evidence tables are currently in draft form. Final evidence tables will be released in May of 2015.

BCSCR

Building Communities that Support Children's Reading

Community-Based Components

- **Read Alongs:** Held at the schools, community centers, or community libraries for children 0-4 and 5-8.

- **Little Free Libraries:** A Little Free Library will be placed in each community. A Little Free Library is a box full of books where anyone may stop by and pick up a book (or two) and bring back another book to share.

- **Reading and Outreach:** Public service announcement (PSAs) placed in print and electronic media outlets, as well as brochures placed throughout the community.

- **Community Reading Nights:** One-hour reading blocks with follow-up discussions and book distribution for all community members of all ages.

- **School and Community-Based Tutoring:** Small group (3-4 students) tutoring will be offered at each targeted school, to over 12,000 students over 2 years.

School-Based Components

Regional coordinators will work with school administrators to determine critical areas for enhancing reading instruction in a particular school or district and to address professional development needs focused on literacy.

- **Book Distribution:** Class sets of books, with multiple options per grade level, for checkout and instructional packets.

- **Reading Achievement and Readiness:** Analysis of state standardized testing; reporting of assessment data.

- **Needs Assessment:** Collaboration with district personnel to identify

Classroom Book Sets

Teachers have access to a variety of fiction and informational classroom book sets selected to address rigorous college and career readiness skills. Each set comes complete with high quality curriculum activities and additional resources appropriate for specific grade level bands.

- **Materials available for K-3, 4-6, and 7-12:** For a complete list of books available by grade level, please visit the bcscr.3riversed.org website. Select the 'Schools' tab and then the 'Unit Plans' link. All unit plans are available for free download.

- **Classroom Book Sets Available:** Contact your regional BCSCR coordinator for more information and to schedule a time to utilize these resources with your students.

Parent-Based Components

- **Book Distribution:** Take home books with activity packets based on books for each reading component, for all age groups.

- **Monthly 'help your kids read' workshops:** Parent training will be held in each district on a monthly basis. Workshops will be broken down by age group (Pre-K, K-3, grades 4-6).

- **Understanding Your Child's Assessment Scores:** A 4th workshop will help parents understand what reading achievement scores mean and how they might support their child's reading success.

Fully funded through a federal grant from the Department of Education

Grant award number S215G140114

Project Goals

By the end of the funding period, in comparison to 2014 baseline:

- 40% of participating 4-year-old children will achieve significant gains in oral language skills;
- the percentage of 3rd-grade students who meet or exceed proficiency of State reading or language arts assessments will increase by 15 percentage points;
- the percentage of 8th-grade students who meet or exceed proficiency of State reading or language arts assessments will increase by 15 percentage points;
- the percentage of high school students who meet or exceed proficiency of State reading or language arts assessments will increase by 15 percentage points and the percentage of parents who report reading with their children will increase by 25 percentage points
- 65% of teachers will indicate improvements in their reading instruction as a result of professional development as evidenced by school- and classroom-based assessments