

BCSCR



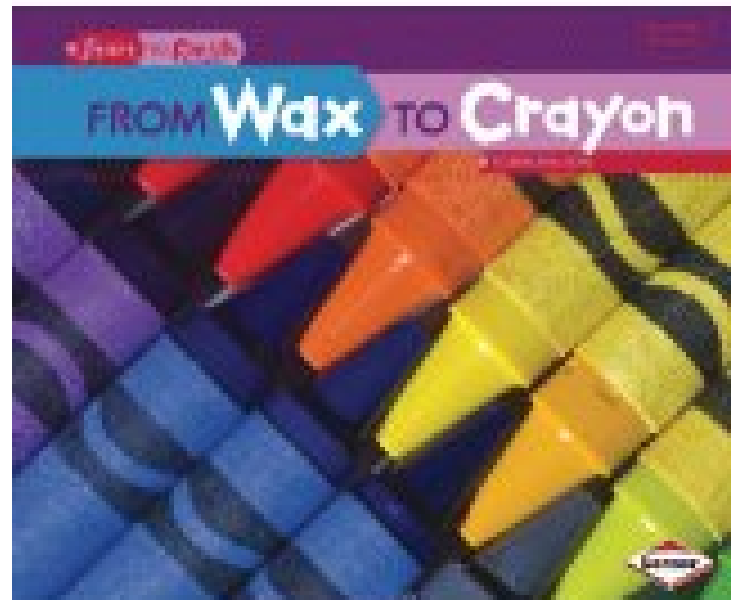
Building Communities that
Support Children's Reading

Texas

From Wax to Crayon

By Robin Nelson

Lexile 370



1st Grade - Unit 2:

Crayons, Pencils and Creativity

Other books in this unit include:

The Pencil

The Day the Crayons Quit

This grant is managed by
The Three Rivers Education Foundation
<http://threeriverseducationfoundation.org>

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501 Airport Dr., Suite 209
Farmington, NM 87401

Purpose for Reading & Learning:

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

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?

Essential Knowledge and Skills

Book 1: The Day the Crayons Quit

TEKS 9: Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text.

TEKS 18 - Writing/Literary Texts
Write literary texts to express ideas and feelings about real or imagined people, events, and ideas

Book 2:
From Wax to Crayon

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Book 3: The Pencil

TEKS 9 - Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

TEKS 14 - Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.

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.

Essential Knowledge and Skills

The Day the Crayons Quit

TEKS 9 - Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding

TEKS 11 - Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding

TEKS 19 - Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes

From Wax to Crayon

TEKS 14. D. - Comprehension of Informational Text/Expository Texts - (D) use text features (e.g., title, table of contents, illustrations) to locate specific information in text

TEKS 6 - Students understand new vocabulary and use it when reading and writing.

The Pencil

TEKS 9 - (9) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding

TEKS 14.D. - Use text features (e.g., title, table of contents, illustrations) to locate specific information in text.

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

Table of Contents

The Day the Crayons Quit

- Book Assessment Preview
- Phonemic Awareness & Phonics - Day 1
- Vocabulary List and Activity Menu
- Text Dependent Questions

From Wax to Crayon

- Book Assessment Preview
- Phonemic Awareness & Phonics - Day 2
- Phonemic Awareness & Phonics - Day 3
- Vocabulary List and Activity Menu
- Text Dependent Questions

The Pencil

- Book Assessment Preview
- Phonemic Awareness & Phonics - Day 4
- Phonemic Awareness & Phonics - Day 5
- Vocabulary List and Activity Menu
- Text Dependent Questions

Reader's Journal

Crayons, Pencils, and How We Are Creative

Student Resources

- Essential Question Anchor Chart
- Phonemic Awareness & Phonics Resources
 - Tracking Mat
 - Day 1 Materials
 - Day 2 Materials
 - Day 3 Materials
 - Day 4 Materials
 - Day 5 Materials
 - Fluency Passages
- Vocabulary Cards
- Unit Assessment Student Copy

Assessment 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.

Jeffers, O. (2013). *The day the crayons quit*. New York, NY: Philomel Books.

Moats, L.C., & Hall, S. (2010). *Language essentials for teachers of reading and spelling: Teaching phonics, word study, and the alphabetic principle*. Boston, MA: Sopris West Educational Services.

Nelson, R. (2013). *Start to finish: From wax to crayon*. Minneapolis, MN: Lerner Publications Company.

PARCC evidence tables. Retrieved from <http://www.parcconline.org/K2-assessments> 4-24-2015.

Patterson, K. (2013). *Robust vocabulary instruction*. Des Moines, NM: Professional development session by Regional Reading Coach. Adapted from Beck, McKeown, & Kuchan (2002).

Vaughn, S., & Linan-Thompson, S. (2004). *Research-based methods of reading instruction: Grades K-2*. Alexandria, VA: Association for Supervision and Curriculum Development.

West Virginia Department of Education Reading First Phonics Lessons. Retrieved from <http://wvde.state.wv.us/osp/ReadingFirst.html> 1-14-2015.

1st Grade College and Career Ready 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.

TEKS 9.A. and 9.B - Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding

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.

TEKS - Reading and Comprehension Skills (D) - Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

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

See Student Resources for word cards, letter tiles, & fluency passage 1

Distinguish long from short vowel sounds in spoken single-syllable words.

Know final -e and common vowel team conventions for representing long vowel sounds.

| Section | Instructional Routine for DAY 1 |
|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Warm-up Activity 2 min. | <p>Oral Word Chain: cat, bat, bag, brag, rag, rab, grab, grad, rad, rid See Tracking Mat in Student Resources</p> <p>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.</p> |
| Phonological Awareness and Articulation of Skill 3 min. | <p>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.</p> <p>Oral Word List: ran, rain, tap, tail, play, plan, grab, gray, crayon</p> <p>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.</p> <p>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.</p> |
| Letter-Sound Correspondence 2 min. | <p>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.</p> |
| Word Blending Routine 5 min. | <p>Word Reading Cards (from above): May, Gail, play, rain, stray, day, stays, tail, gray, trail, pain, waits</p> <p>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.</p> <p>We Do: Teacher and students read all ay pattern word cards together, practicing identifying ay pattern and blending to read the whole word.</p> <p>You Do: Ask students to whisper read all of the ay words with a partner.</p> <p><i>*Repeat the I Do, We Do, and You Do routine for ai pattern words.</i></p> |
| Word Work: Word Building with Letter Tiles 5 min. | <p>See Tracking Mat in Student Resources</p> <p>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.</p> <p>Word Building Chains: day, bay, say, stay. rain, pain, pail, tail</p> <p>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</p> |

| | |
|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>orally together. What is the new word?</p> <p>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.</p> |
| <p>Words for Dictation</p> <p>3 min.</p> | <p>May, tail, play, ray, wait, play, rain, stay, pain, trail</p> |
| <p>Text Application & Fluency</p> <p>10 min.</p> | <ul style="list-style-type: none"> • 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 <p>Skill Specific Passage 1 Words: day, gray, rain, May, Gail, play, wait, trail, tail, stays, okay</p> |

Vocabulary List

Some vocabulary words may be taught explicitly before reading, while others may be taught in context during reading of the text.

Refer to **Effective Instruction - Vocabulary Instruction Protocol** section of this unit for detailed instructions.

Tier 2 Vocabulary Possibilities

| content vocabulary | text features vocabulary |
|--------------------|--------------------------|
| factory | table of contents |
| label | heading |
| mold | bold type |
| pigment | glossary |
| vats | index |

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

| | |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Generate Situations, contexts, and examples | <ul style="list-style-type: none">• Students find the bold type signifying a vocabulary word within the text. Identify the exact words within the text that explain the meaning of the bold type vocabulary word. Highlight or underline the meaning.• Students find the bold type signifying a vocabulary word within the text. Identify, within the illustration, the image of the vocabulary word. With a learning buddy, each student will explain, orally, the purpose of the object and describe its properties of the object (size, color, etc.) as shown in the illustration. Each student will draw, label, and color the object. |
| Writing | <p>Complete the following question stem for each vocabulary word:</p> <p>A _____ is a _____ and it is used for _____.</p> <p><i>A mold is a hole that you pour melted stuff into, and it is used for shaping things, like crayons or jello.</i></p> |

Text Dependent Questions for Comprehension and Building Connections

Day 1: FIRST READ

PURPOSE: Read for general understanding and enjoyment.

TEKS 14) - Reading/Comprehension of Informational Text/Expository Texts. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding

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.

Day 2: SECOND READ

PURPOSE: Read for deeper understanding and analysis of the author's craft.

TEKS 6 - Vocabulary Development. Students understand new vocabulary and use it when reading and writing.

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 | <input type="checkbox"/> choral reading with all students <input type="checkbox"/> student whisper read followed by teacher guided phrase reading | <input type="checkbox"/> partner choral reading <input type="checkbox"/> triangle read around groups <i>teacher paces the reading to allow for questioning following each page / section read</i> |
| <i>Set Purpose for Reading</i> | <i>Have you ever colored with crayons? Do you ever wonder how they are made? As we read this story together the first time, we'll focus on understanding the information that the author shares with us.</i> | <i>Now we know how crayons are made. We'll read the text again to look more closely at how the author organized the information for us:</i> <ul style="list-style-type: none"> → <i>How the author provides clues to help us know what new words mean</i> → <i>How the puts the book together in a way that helps us learn new information</i> |
| Title Page | | What is creativity? How can tools, like crayons, help us be creative? <i>Revisit anchor chart to record and continue discussion. See student resources.</i> |
| Table of Contents | Explain what a table of contents is and its purpose. | Ask a few questions to help students use this text feature. |

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| | | e.g., What page tells us about crayons getting boxed? Which page will show us how a worker checks crayons? |
| Page 4-5 | Closely examine the illustration. Point out that this is the Crayola Factory. The sign says that this is a hands-on discovery center. Ask students if they have any questions about this. Record their questions for later exploration. (Posed questions can be researched by students later. Examples: Where is this factory? What is a hands-on discovery center? Where does wax come from?) | <p>Point out the bolded heading. Explain what a heading is and its purpose. Further explain that the heading is always located at the top of the information that it pertains to.</p> <p>Point out the bolded vocabulary word. Tell that the illustration shows an example of a factory. Ask students to tell about factories they've seen or read about.</p> |
| Page 6-7 | Ask students if they have any questions about this. Record their questions for later exploration. (Posed questions can be researched by students later. Examples: What is the powdered pigment made of? How many colors does crayola make?) | <p>Point out the bolded heading. Again, explain what a heading is and its purpose.</p> <p>Point out the bolded vocabulary words.</p> <p>Ask students to point out the vat in the illustration. Have them describe it to a learning buddy. When might a vat be used (other than when making crayons)?</p> <p>Ask students to point out the pigment in the illustration. Have them describe it to a learning buddy. What other pigment colors do you think the workers add to melted wax? What leads you to think this?</p> |
| | First Read | Second Read |
| Page 8-9 | <p>Clarify misconceptions and discuss different meanings of MOLD (mold, as a fungus on cheese or bread vs. mold, as a shaped hole vs. to mold, as in shaping clay or dough) Revisit this several times; an assessment question addresses this.</p> <p>Have students explain to their learning buddies how crayons get their shape.</p> | <p>Complete, together, a multiple meaning vocabulary web (see printable resources). Revisit this several times; an assessment question addresses this.</p> <p>Ask students where the heading is on this page. How do they know? What is the purpose of the heading?</p> |
| Page 10-11 | <p>How does the melted wax get hard?</p> <p>Explain that the illustration shows the cooled wax after the mold has been removed.</p> | |

| | | |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Page 12-13 | <p>Why might the company want to remove crayons with dents or chips?</p> <p>That's a long wax stick! How do you think it gets crayon-sized, and a pointy tip?</p> | <p>Ask students where the heading is on this page. How do they know? What is the purpose of the heading?</p> <p>Ask students to point out the paper label in the illustration. Have them describe it to a learning buddy. When might a label be used (other than when making crayons)?</p> |
| Page 20-21 | How do crayons get to stores? | Ask students where the heading is on this page. How do they know? What is the purpose of the heading? |
| Page 24 | <p>Explain what a glossary is and its purpose Explain what an index is and its purpose.</p> <p>What is creativity? How can tools, like crayons, help us be creative?</p> <p><i>Create an anchor chart to record and continue discussion. See student resources.</i></p> | <p>Ask a few questions to help students use this text feature:</p> <p>Glossary - How do you say this word? What does ____ mean?</p> <p>Index - What page tells us about shaping crayons? Which page will show us how crayons get wrapped?</p> <p>What is creativity? How can tools, like crayons, help us be creative?</p> <p><i>Revisit anchor chart to record and continue discussion. See student resources.</i></p> |

After Reading From Wax to Crayon:

- 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?

TEKS 6 - Vocabulary Development. Students understand new vocabulary and use it when reading and writing:

(A) identify words that name actions (verbs) and words that name persons, places, or things (nouns);

(B) determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime);

(C) determine what words mean from how they are used in a sentence, either heard or read;

(D) identify and sort words into conceptual categories (e.g., opposites, living things)

Retell the story in your own words.

| |
|---------------------------------------------|
| <i>First,</i> |
| <i>Then,</i> |
| <i>Finally,</i> |
| <i>The central message of this story is</i> |

TEKS 9.A. Comprehension of Literary Text/Fiction - Describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events

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.

TEKS 4 - Strategies. Students comprehend a variety of texts drawing on useful strategies as needed: (B) Ask relevant questions, seek clarification, and locate facts and details about stories and other texts

TEKS 14. B. - Comprehension of Informational Text(B - Identify important facts or details in text, heard or read

In what ways are you creative? Give 3 examples.

I am creative when...

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How can you improve your creativity? Give three examples.

I can be more creative by...

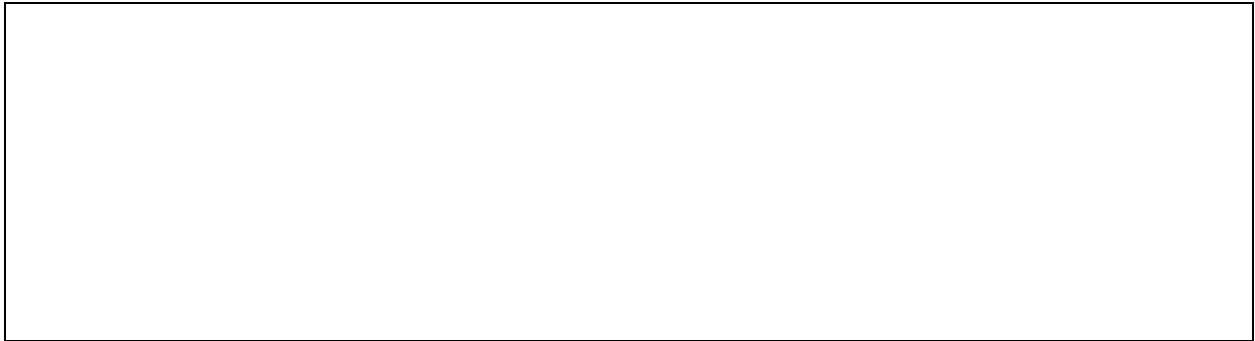
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From Wax to Crayon

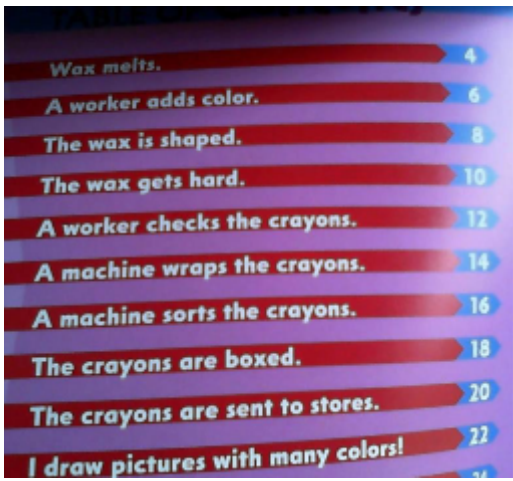
by Robin Nelson

1. How can tools, like crayons, help us be more creative?

Show your creativity! Draw and color something amazing.

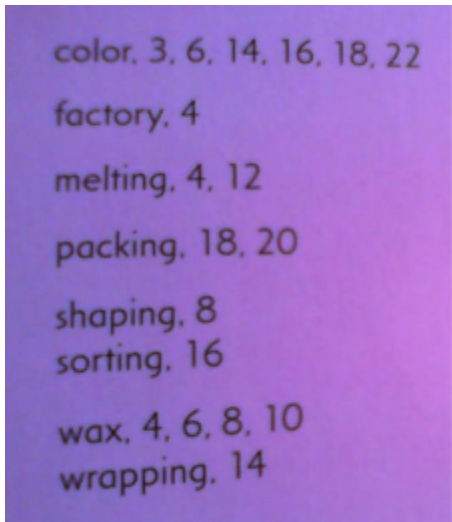


Write the name and purpose of each text feature for the illustration below.

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|  | <p>The name of this text feature is:</p> <hr/> <p>The purpose of this text feature is:</p> <hr/> <hr/> <hr/> <hr/> <hr/> |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|

TEKS 24.B. - Students determine, locate, and explore the full range of relevant sources - Use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information
TEKS 10 = Comprehension of Literary Text/Literary Nonfiction - Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding


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

| | |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>The name of this text feature is:</p> <p>_____</p> <p>The purpose of this text feature is:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|

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.

| | |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>The name of this text feature is:</p> <p>_____</p> <p>The purpose of this text feature is:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|

In this book, what does *label* mean?

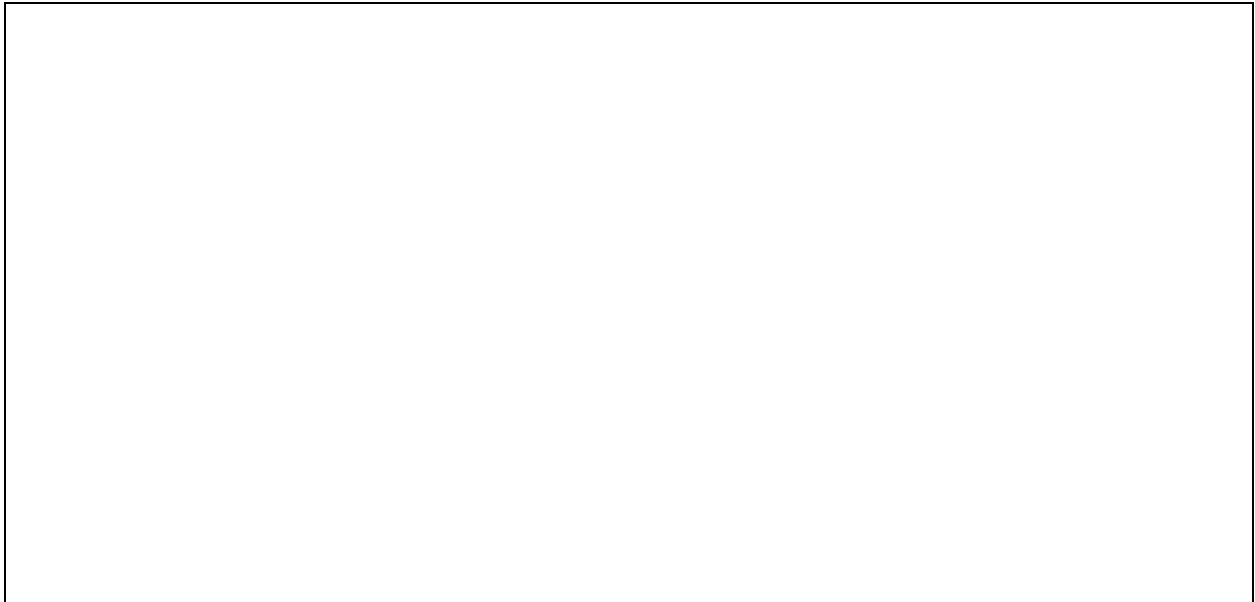
As you read this book, you thought of things you'd like to know more about. Your teacher wrote your questions down. Pick one question, research to find answers, and write about it here.

My question is: _____
_____.

Here is where I looked for answers: _____
_____.

Here are some answers I found: _____

Here's an illustration to show my answers:



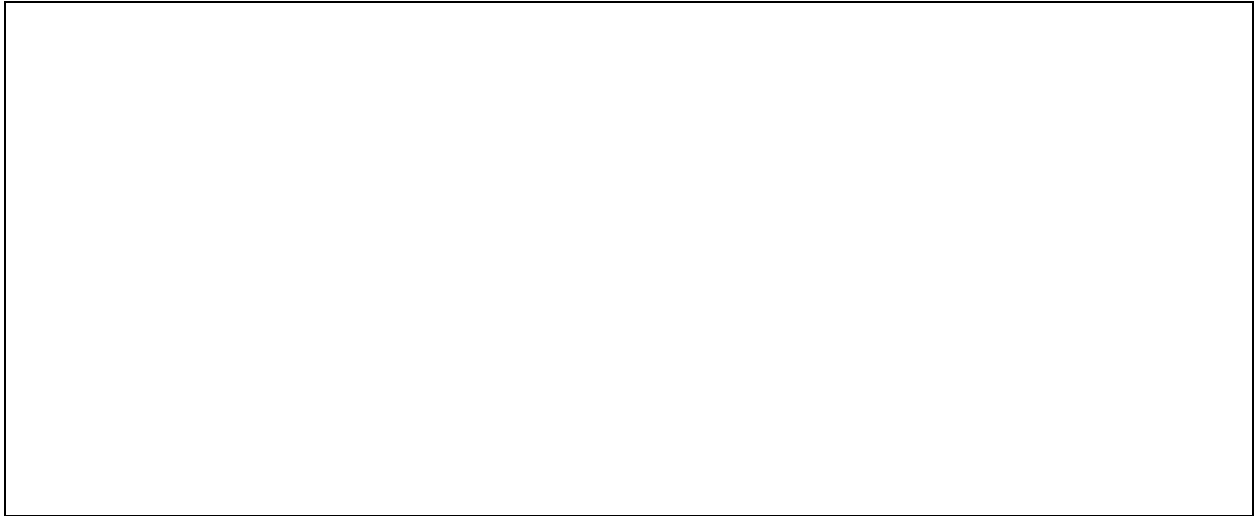
TEKS 19 - Writing/Expository and Procedural Texts. Students write expository and procedural or work- related texts to communicate ideas and information to specific audiences for specific purposes

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.

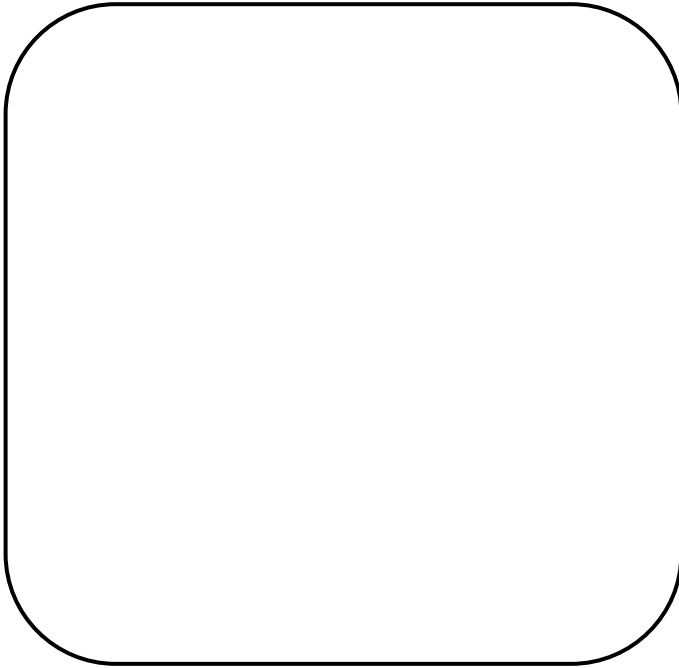
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Essential Question

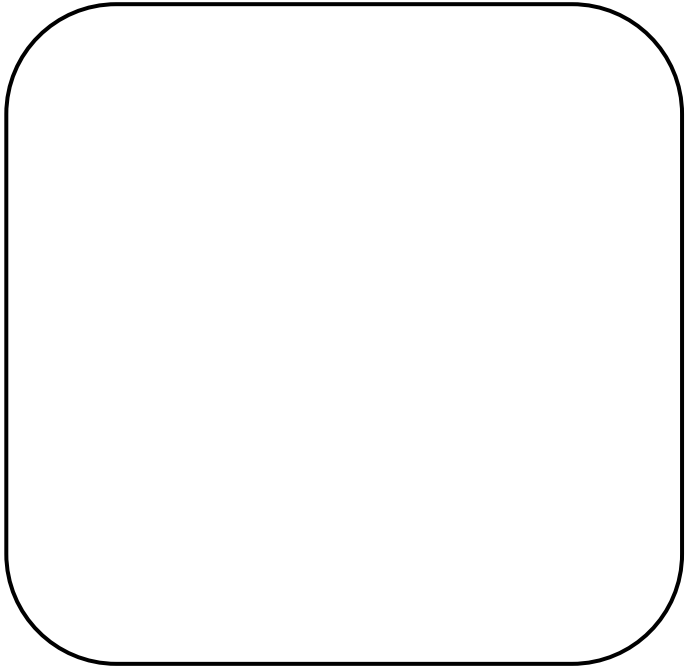
Anchor Chart

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

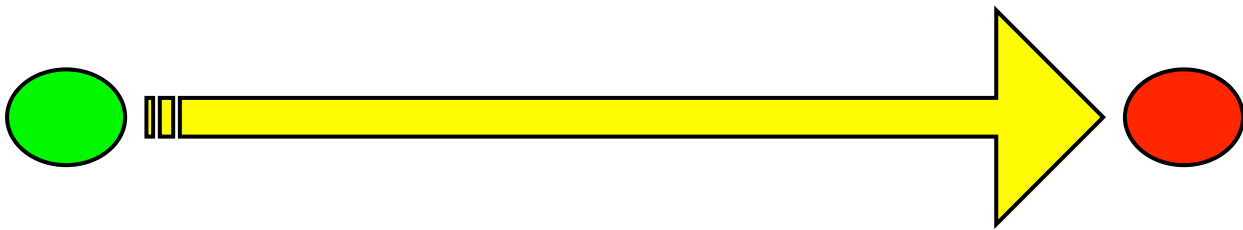
Vowels



Consonants



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Day 1 Phonics Instruction: Predictable Vowel Team – ai/ay
Letter Sound Correspondence: Word Cards for Sorting

| | |
|--------------|--------------|
| May | Gail |
| play | rain |
| day | stray |
| stays | tail |
| gray | trail |

pain

waits

ran

wax

add

vat

has

pack

wrap

The Pencil 2 days of instruction

| | | | |
|----|----------|----------|----------|
| ay | <u>b</u> | <u>d</u> | s |
| t | ai | r | <u>p</u> |
| 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

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

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 | <u>d</u> | g |
| l | m | n | <u>p</u> |
| r | s | s | t |
| w | | | |

Day 3 Phonics Instruction: Predictable Vowel Team – ai/ay

Warm-Up: Sight Words

your

friend

people

each

again

into

should

every

many

under

which

around

little

out

said

only

different

become

Day 3 Phonics Instruction: Predictable Vowel Team – ai/ay

Word Blending: Flip Book

| s | ai | l |
|----------|-----------|----------|

| fr | ay | |
|-----------|-----------|--|

| gr |
|-----------|

| sn |
|-----------|



w



l



d

Day 4 Phonics Instruction: Predictable Vowel Team – ai/ay

Word Blending: Pocket Chart Word Sort

| | |
|--------------|--------------|
| sail | frail |
| snail | wail |
| lay | way |
| day | gray |
| faint | bay |

plain

play

stay

Day 4 Phonics Instruction: Predictable Vowel Team – ai/ay

Word Work: Letter tiles

| | | | |
|----|----|----------|---|
| ay | ai | <u>b</u> | f |
| l | n | <u>p</u> | r |
| s | t | w | |

Day 5 Phonics Instruction: Predictable Vowel Team – ai/ay

Word Blending Routine: Closed Sort Record Sheet

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.

West Virginia Department of Education Reading First: **Explicit Instruction for Phonics Intervention**
Instructional Focus: **Predictable Vowel Team – ai/ay**

Passage Number: 2

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.

West Virginia Department of Education Reading First: **Explicit Instruction for Phonics Intervention**

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 | | |

name

date

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 an 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.

Question Stems - General Understanding & Key Details

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 Standard:

- ELA-Literacy.1.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.

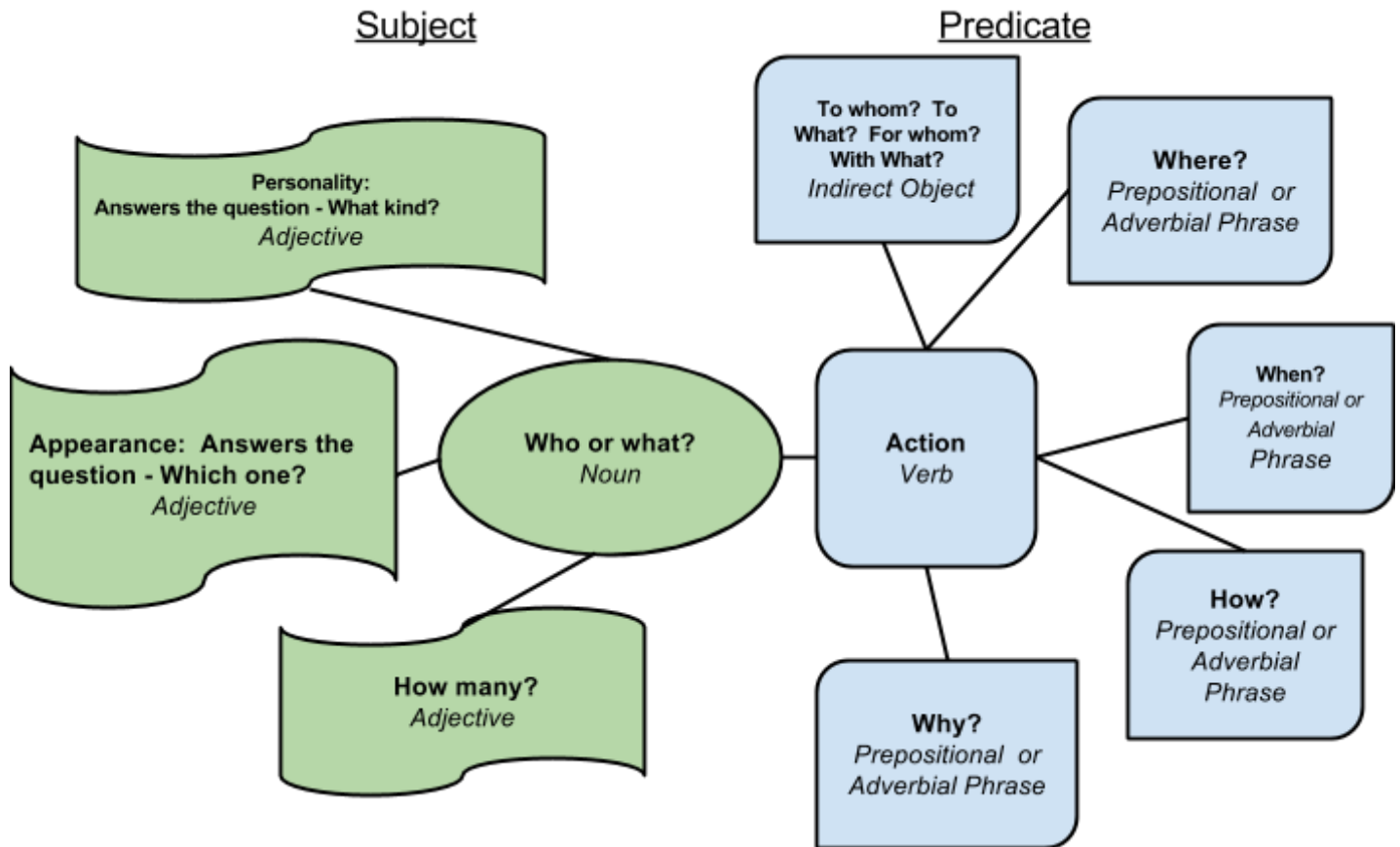
Character Analysis Chart

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.



Writing - Writing Process / Conventions: 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 strip.

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.

Texas Essential Knowledge and Skills for Grade 1

Knowledge and Skills (KS)

- (1) **Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:**
 - (A) recognize that spoken words are represented in written English by specific sequences of letters;
 - (B) identify upper- and lower-case letters;
 - (C) sequence the letters of the alphabet;
 - (D) recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation);
 - (E) read texts by moving from top to bottom of the page and tracking words from left to right with return sweep; and
 - (F) identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).
- (2) **Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:**
 - (A) orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr);
 - (B) distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/bite);
 - (C) recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g., /b/l/o/w/ to /g/l/o/w/);
 - (D) blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr);
 - (E) isolate initial, medial, and final sounds in one-syllable spoken words; and
 - (F) segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat = /s/p/l/a/t/).
- (3) **Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:**
 - (A) decode words in context and in isolation by applying common letter-sound correspondences, including:
 - (i) single letters (consonants) including b, c=/k/, c=/s/, d, f, g=/g/ (hard), g=/j/ (soft), h, j, k, l, m, n, p, qu=/kw/, r, s=/s/, s=/z/, t, v, w, x=/ks/, y, and z;
 - (ii) single letters (vowels) including short a, short e, short i, short o, short u, long a (a-e), long e (e), long i (i-e), long o (o-e), long u (u-e), y=long e, and y=long i;
 - (iii) consonant blends (e.g., bl, st);
 - (iv) consonant digraphs including ch, tch, sh, th=as in thing, wh, ng, ck, kn, -dge, and ph;
 - (v) vowel digraphs including oo as in foot, oo as in moon, ea as in eat, ea as in bread, ee, ow as in how, ow as in snow, ou as in out, ay, ai, aw, au, ew, oa, ie as in chief, ie as in pie, and -igh; and
 - (vi) vowel diphthongs including oy, oi, ou, and ow;

- (B) combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words;
 - (C) use common syllabication patterns to decode words, including:
 - (i) closed syllable (CVC) (e.g., mat, rab-bit);
 - (ii) open syllable (CV) (e.g., he, ba-by);
 - (iii) final stable syllable (e.g., ap-ple, a-ble);
 - (iv) vowel-consonant-silent "e" words (VCe) (e.g., kite, hide);
 - (v) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal); and
 - (vi) r-controlled vowel sounds (e.g., tar); including er, ir, ur, ar, and or);
 - (D) decode words with common spelling patterns (e.g., -ink, -onk, -ick);
 - (E) read base words with inflectional endings (e.g., plurals, past tenses);
 - (F) use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream);
 - (G) identify and read contractions (e.g., isn't, can't);
 - (H) identify and read at least 100 high-frequency words from a commonly used list; and
- (4) **Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:**
- (A) confirm predictions about what will happen next in text by "reading the part that tells";
 - (B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts; and
 - (C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).
- (5) **Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.**
- (6) **Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:**
- (A) identify words that name actions (verbs) and words that name persons, places, or things (nouns);
 - (B) determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime);
 - (C) determine what words mean from how they are used in a sentence, either heard or read;
 - (D) identify and sort words into conceptual categories (e.g., opposites, living things); and
 - (E) alphabetize a series of words to the first or second letter and use a dictionary to find words.
- (7) **Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:**
- (A) connect the meaning of a well-known story or fable to personal experiences; and
 - (B) explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk- and fairy tales.
- (8) **Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to respond to and use rhythm, rhyme, and alliteration in poetry.**

- (9) **Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:
 - (A) describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events; and
 - (B) describe characters in a story and the reasons for their actions and feelings.
- (10) **Reading/Comprehension of Literary Text/Literary Nonfiction.** Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to determine whether a story is true or a fantasy and explain why.
- (11) **Reading/Comprehension of Literary Text/Sensory Language.** Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize sensory details in literary text.
- (12) **Reading/Comprehension of Text/Independent Reading.** Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time.
- (13) **Reading/Comprehension of Informational Text/Culture and History.** Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author's purpose in writing about the text.
- (14) **Reading/Comprehension of Informational Text/Expository Texts.** Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:
 - (A) restate the main idea, heard or read;
 - (B) identify important facts or details in text, heard or read;
 - (C) retell the order of events in a text by referring to the words and/or illustrations; and
 - (D) use text features (e.g., title, table of contents, illustrations) to locate specific information in text.
- (15) **Reading/Comprehension of Informational Text/Procedural Texts.** Students understand how to glean and use information in procedural texts and documents. Students are expected to:
 - (A) follow written multi-step directions with picture cues to assist with understanding
 - (B) explain the meaning of specific signs and symbols (e.g., map features).
- (16) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:
 - (A) recognize different purposes of media (e.g., informational, entertainment) (with adult assistance); and
 - (B) identify techniques used in media (e.g., sound, movement).

- (17) **Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:**
- (A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);
 - (B) develop drafts by sequencing ideas through writing sentences;
 - (C) revise drafts by adding or deleting a word, phrase, or sentence;
 - (D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and
 - (E) publish and share writing with others.
- (18) **Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:**
- (A) write brief stories that include a beginning, middle, and end; and
 - (B) write short poems that convey sensory details.
- (19) **Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:**
- (A) write brief compositions about topics of interest to the student;
 - (B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); and
 - (C) write brief comments on literary or informational texts.
- (20) **Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:**
- (A) understand and use the following parts of speech in the context of reading, writing, and speaking:
 - (i) verbs (past, present, and future);
 - (ii) nouns (singular/plural, common/proper);
 - (iii) adjectives (e.g., descriptive: green, tall);
 - (iv) adverbs (e.g., time: before, next);
 - (v) prepositions and prepositional phrases;
 - (vi) pronouns (e.g., I, me); and
 - (vii) time-order transition words;
 - (B) speak in complete sentences with correct subject-verb agreement; and
 - (C) ask questions with appropriate subject-verb inversion.
- (21) **Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:**
- (A) form upper- and lower-case letters legibly in text, using the basic conventions of print (left- to-right and top-to-bottom progression), including spacing between words and sentences;
 - (B) recognize and use basic capitalization for:
 - (i) the beginning of sentences;
 - (ii) the pronoun "I"; and
 - (iii) names of people; and
 - (C) recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.

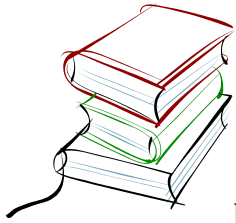
- (22) **Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:**
- (A) use phonological knowledge to match sounds to letters to construct known words;
 - (B) use letter-sound patterns to spell:
 - (i) consonant-vowel-consonant (CVC) words;
 - (ii) consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope"); and
 - (iii) one-syllable words with consonant blends (e.g., "drop");
 - (C) spell high-frequency words from a commonly used list;
 - (D) spell base words with inflectional endings (e.g., adding "s" to make words plurals); and
 - (E) use resources to find correct spellings.
- (23) **Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:**
- (A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and
 - (B) decide what sources of information might be relevant to answer these questions.
- (24) **Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students (with adult assistance) are expected to:**
- (A) gather evidence from available sources (natural and personal) as well as from interviews with local experts;
 - (B) use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information; and
 - (C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).
- (25) **Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students (with adult assistance) are expected to revise the topic as a result of answers to initial research questions.**
- (26) **Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.**
- (27) **Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:**
- (A) listen attentively to speakers and ask relevant questions to clarify information; and
 - (B) follow, restate, and give oral instructions that involve a short related sequence of actions.

- (28) **Listening and Speaking/Speaking.** Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.
- (29) **Listening and Speaking/Teamwork.** Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

Reading and Comprehension Skills (RC)—First Grade

Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

- (A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;
- (B) ask literal questions of text;
- (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);
- (D) make inferences about text and use textual evidence to support understanding;
- (E) retell or act out important events in stories in logical order; and
- (F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.



BCSCR

Building Communities that Support Children's Reading

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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

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.

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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.

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