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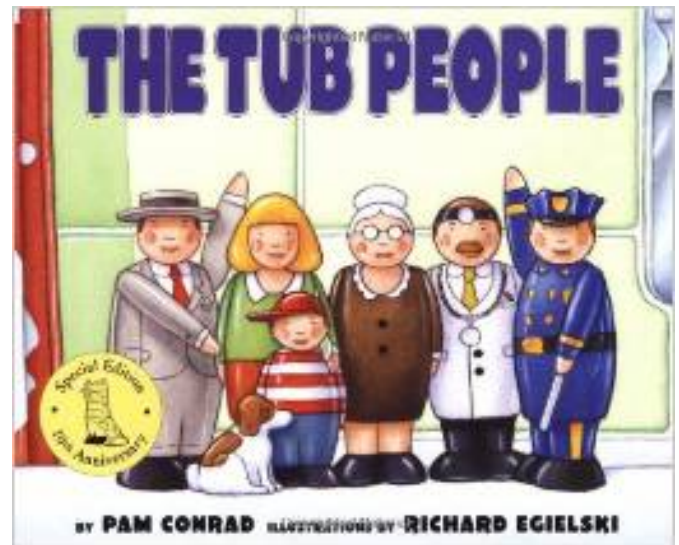
Building Communities that
Support Children's Reading

Texas

The Tub People

By Pam Conrad

Lexile 540



2nd Grade - Unit 1: Communities

Other books in this unit include:

Queen Victoria's Bathing Machine

Who Does That? Jobs in Your Community

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2nd Grade Unit of Study

Communities, Tubs, and the Jobs People Do

Purpose for Reading & Learning:

The overall unit purpose is to explore the essential question:
What makes a community a place where we would like to live?

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

Who Does That? Jobs in Your Community - How do different workers help make a community a nice place to live?

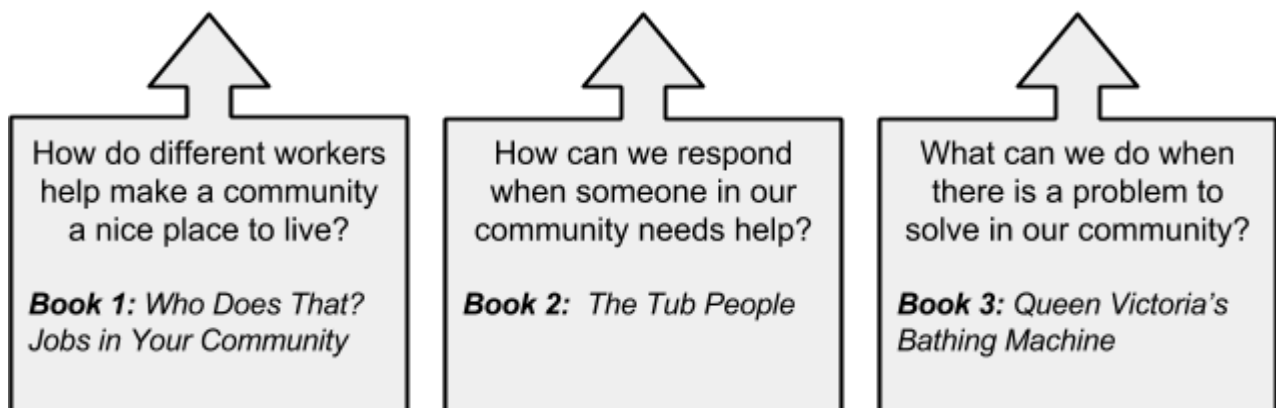
The Tub People - How can we respond when someone in our community needs help?

Queen Victoria's Bathing Machine - What can we do when there is a problem to solve in our community?

What is Creativity?

Essential Knowledge and Skills

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare approaches the authors take.



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.

Who Does That? Jobs in Your Community 1 day of instruction

The Tub People 2 days of instruction

Queen Victoria's Bathing Machine 2 days of instruction

Student Texts

1. Who Does That? Jobs in Your Community, by Maria Harea (2009)

Lexile 500 (approximate)

Informational text

Synopsis:

Many jobs need to be done in a community to meet people's needs and wants. Many different people work together to help keep our communities clean, healthy, safe, and nice places to live.

2. The Tub People, by Pam Conrad (1989)

Lexile 540

Narrative fiction

Book Jacket Synopsis:

Meet the tub people - the father, the mother, the grandmother, the doctor, the policeman, the child and the dog. Each day they stand in a line on the edge of the bathtub. Until one evening, when the child is in danger and the Tub People must come together...only their unsinkable spirits can save the day.

3. Queen Victoria's Bathing Machine, by Gloria Whelan (2014)

Lexile 820

Narrative nonfiction in verse

Book Jacket Synopsis:

No one ever said being Queen would be easy. But one thing Queen Victoria never thought about was not being able to swim - ever. It would be so indelicate to have your loyal subjects see your bathing suit and you, Her Royal Highness, in it! What is a queen to do?

If you are Queen Victoria with a smart and loving husband like Prince Albert, you have no worries because your husband will make sure you have a bathing machine that is fit for a queen.

Essential Knowledge and Skills

Who Does That? Jobs in Your Community

TEKS 25 - Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.

TEKS 13 – Students analyze, make inferences and draw conclusions about the author's purpose. Students are expected to identify the topic and explain the author's purpose in writing the text.

TEKS 3.C. - Students comprehend a variety of texts drawing on useful strategies as needed - Establish purpose for reading selected texts and monitor comprehension

TEKS 5.D. - Vocabulary Development - Alphabetize a series of words and use a dictionary or a glossary to find words.

The Tub People

TEKS 12.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 - Describe main characters in works of fiction, including their traits, motivations, and feelings.

TEKS 7 - Comprehension of Literary Text/Poetry - Students are expected to describe how rhyme, rhythm, and repetition interact to create images in poetry.

TEKS 3 - Reading/Strategies - Use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions.

TEKS 16 - Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.

Vocabulary: TEKS 11 - Students are expected to recognize that some words and phrases have literal and non-literal meanings. TEKS 5.B. Use context to determine the relevant meaning of unfamiliar words or multiple-meaning words.

Queen Victoria's Bathing Machine

TEKS 9.B. - Describe main characters, including their traits, motivations, and feelings.

TEKS 13 - Students analyze, make inferences and draw conclusions about the author's purpose.

Students are expected to identify the topic and explain the author's purpose in writing the text.

TEKS 5 Vocabulary Development - Students understand new vocabulary and use it when reading and writing.

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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Queen Victoria's Bathing Machine

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- Unit Assessment Student

Copy Unit Assessment Answer Key

Assessment Evidence Tables

- Reading Information
- Reading Literature
- Vocabulary Interpretation and Use
- Writing to Express Understanding Using Text Sources

Citations

Conrad, P. (1989). *The tub people*. New York, NY: HarperCollins Children's Books.

Harea, M. (2009). *Who does that? Jobs in your community*. New York, NY: Rosen Publishing Group.

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.

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

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.

Whelan, G. (2014). *Queen Victoria's bathing machine*. New York, NY: Simon & Schuster Books for Young Readers.

2nd Grade Unit of Study

Communities, Tubs, and the Jobs People Do

The Tub People

by Pam Conrad

Book Assessment Preview

[Student Copy in Resources](#)

- 1.) The compound word **bathtub** means a tub in which you take a bath.
What does the compound word whirlpool mean?

- a.) a topping you put on your ice cream
- b.) a round puddle
- c.) water that is quickly swirling around in a circle
- d.) an animal that you see in a zoo

TEKS 5 - Vocabulary Development. Students understand new vocabulary and use it when reading and writing.

Read this section of the text to answer the question.

“The Tub People stood woodenly in their line. If they could have spoken, they would have shouted out what a terrible drain that was, and how it had sucked away their little Tub Child.”

- 2.) As it is used in this passage, the word woodenly means _____ .

- a) the Tub People were standing stiff and still
- b) the Tub People were made out of wood
- c) the Tub People were wishing they could talk
- d) the Tub People were angry at the tub drain

TEKS 7 - 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 describe how rhyme, rhythm, and repetition interact to create images

Look at the Character Analysis Chart we made together in class.

The Tub People like to do different activities on the bed than they did in the tub.

- 3.) What did the Tub Father and the Tub Child do in each location?

- 4.) How are these activities similar for them?

TEKS 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

Phonemic Awareness Warm-up

3 minutes – oral

ELA-Literacy - Use knowledge of the meaning of individual words to predict the meaning of compound words.

“Compound words are two words put together to make one larger word.
Both of the words keep their meaning.”

I do: Say the word bathtub . The first word that has meaning is bath .
The second word that has meaning is tub . Together they are bathtub ,
or a tub where you take a bath.

We do /

You do: Your turn. Say the word swimsuit . First word? _____.
Second word? _____. Together they are _____ , or a (students
define).

Repeat with additional compound words from the text

| | | |
|--|-------------------------------------|-------------------------------------|
| grandmother whirlpool bathtime windowsill | washcloth policeman afternoon | sometimes bathwater something |
|--|-------------------------------------|-------------------------------------|

Phonics Skill Practice

[See Resources](#)

ELA-Literacy - Generalize learned spelling patterns when writing words.

-ing endings: doubling the consonant and drop e rules

Day 1 Instruction (10 minutes)

“To add the ending -ing to a word, sometimes we have to make a change to the base word.

Today we will sort and read short vowel words with -ing endings. We will look for how many consonants follow the short vowel and sort them into the two columns of our graphic organizers.

- When the short vowel is followed by only one consonant, place it in the first column. To keep the vowel short, the ending consonant has to double before we add -ing.
- When the short vowel is followed by two or more consonants, the vowel can stay short when we just add the -ing.

Materials:

- 1 of each cards with **-ing, consonant + ing**
- teacher demonstration 2 column graphic organizer, (written on board, chart paper, other)
- 2 column graphic organizer for each student (to be used both days)

I do: Model 2 words from each category, think aloud on checking for short vowel and noticing how many consonants follow the vowel.
Write word in appropriate column, decide on whether consonant should be doubled before adding **-ing**.
Read the new word with the **-ing** ending.

We do: Select 2-4 more words: sort, write, add **-ing**, and read as a group.

You do: Teacher selects 4 more words, students talk with an elbow partner to categorize and write words with **-ing** endings on their graphic organizer. (keep the organizer - to be completed day 2)

Day 2 Instruction (15 minutes)

"Remember that when we add the ending -ing to a word, sometimes we have to make a change to the base word.

Today you will work with a partner to sort and read short vowel words with -ing endings.

- When the short vowel is followed by only one consonant, place it in the first column. To keep the vowel short, the ending consonant has to double before we add -ing.
- When the short vowel is followed by two or more consonants, the vowel can stay short when we just add the -ing.

Materials:

- base word cards, cut and packaged for pairs of students (bag or envelope)
- 1 of each cards with **-ing, consonant + ing**
- 2 column graphic organizer for each student (from day 1)

I do: Model 1 word from each category, think aloud on checking for short vowel and noticing how many consonants follow the vowel.
Write word in appropriate column, decide on whether consonant should be doubled before adding **-ing**.
Read the new word with the **-ing** ending as a group.

We do: Students work with a partner to categorize all words from their bag and write words with **-ing** endings on their graphic organizer. Students read the full list from each column to their partner.

You do: Dictate the following sentences for students to write in the space at the bottom of the graphic organizer

1. We were running to the swimming pool.
2. The dripping water was getting on the floor.
3. Tom was standing by the slide.

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

| Noun | Adjective | Verb | Adverb |
|-----------|-----------|---------|-----------|
| edge | plain | frown | hardly |
| order | unusual | wink | lonely |
| whirlpool | firm | rescue | woodenly |
| raft | | bobbing | comforted |
| grating | | pried | |
| | | cheer | |
| | | peered | |

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 | <p>Variation 3) Provide students with 2 choices that illustrate / contrast the target word. Begin the sentence with “which would” or “which is”.</p> <p>eg: Which would <u>hardly</u> show? A tiny thread on the sleeve of your shirt or a glob of blackberry jam on your chin?</p> <p>Which would cause you to <u>peer</u> at something? Sitting on the couch watching television or trying to use a tiny screwdriver to fix a miniature car?</p> |
| Word Relationships | <p>Variation 5) Students place words on a continuum line to order shades of meaning.</p> <p>eg: simple _____ ornate _____ placing plain, fancy, ordinary, decorated</p> <p>mushy _____ solid _____ placing firm, hard, soft, pliable</p> |
| Generate Situations, contexts, and examples | <p>Variation 3) Students make comments people might say in response to a statement that uses the target word</p> <p>eg: What would your teacher say about your friend's <u>unusual</u> new hat?</p> <p>What would someone who is feeling <u>lonely</u> say to their friend?</p> |
| Writing | <p>Variation 1) Provide students with sentence stems, including wording to force students to show understanding of the target word.</p> <p>eg: The <u>whirlpool</u> was dangerous because _____ .</p> <p>We can say the swimmers were <u>bobbing</u> because they were _____ in the water.</p> |

Text Dependent Questions for Comprehension and Building Connections

Day 1: FIRST READ

PURPOSE: Read for general understanding and enjoyment.

TEKS 3 - Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. TEKS 3.B. - Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and TEKS 3.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)

Set the purpose for reading and ask questions following each page of text based on the **FIRSTREAD** 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 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 - Describe main characters in works of fiction, including their traits, motivations, and feelings
TEKS 7 - Comprehension of Literary Text - Students are expected to describe how rhyme, rhythm, and repetition interact to create image
TEKS 3.A. - Reading Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to - Use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions;

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> |
| Set Purpose for Reading | <i>Have you ever played with toys in the tub? Do you imagine adventures for those toys as you play? As we read this story together the first time, we'll focus on understanding the adventure that the author tells about.</i> | <i>Now we know the story of what happens to the Tub People. We'll read the text again to look more closely at how the author tells the story of The Tub People:</i> <ul style="list-style-type: none"> → 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 | What can we infer about the Tub People based on just the title and this illustration? | |
| Page 1-2 | Who are the characters introduced on this page? | What do we know about the characters so far? How are these characters related? |
| Page 3-4 | What does the child like to do? What does he say? | Begin Character Analysis Chart, first 3 columns only. See Resources. |
| Page 5-6 | What is the problem that the author introduces on this page? What do you think might happen next? What clues does the author give us? | Look at the illustration. What actions do you see in each character? In what ways do these actions in the illustration help us predict what will happen next in the story? |
| Page 7-8 | What has happened? | The text says this happened "without a sound". Look at the illustration. What sounds would you expect to hear in this situation? Is the information a perfect match from the text to the illustration? |
| Page 9-10 | What does the Tub Mother do here? Why? | The author does not tell us how the Tub Mother is feeling at this moment. What words does the author give us to help us make an inference? |

| | First Read | Second Read |
|------------|--|--|
| Page 11-12 | Look at the illustration. What do you notice in the space where the Tub Child should have been standing? What meaning might that have? | Why does the author include the word <u>lonely</u> in the sentence, “The washcloth made a lonely dripping sound”? What effect does this adjective have in the sentence? What effect does it have in helping us understand the story as a whole? |
| Page 13-14 | Why are the Tub People calling for the Tub Child? Why do you think they stopped calling for him? | The Tub People’s behavior changes on this page. Why did their behavior change? What words does the author provide that help us know why? |
| Page 15-16 | Why is the bathwater going down the drain more slowly? | |
| Page 17-18 | What words does the author give us to help us know the big man had to work hard to get the tub child out of the drain? | Look for words that are repeated on this page. What are they? Why do you think the author repeats them? |
| Page 19-20 | Why do you think the big man just put the Tub Child in his tool box? | What were the Tub People expecting to happen when the Tub Child was rescued? What was their reaction when that didn’t happen? |
| Page 21-22 | Where are the Tub People now? What do they do when they are reunited with their Tub Child? | The author says that the bed “seemed just like the water to them, except that it was dry and very firm”. Compare a bed to a bathtub. In what ways might they have seemed similar to the Tub People? |
| Page 23-24 | What do the Tub People like to do on the bed? | Add the 4th column to the Character Analysis Chart. See Resources . Complete with activities the characters like to do now that they are on the bed. What similarities do you notice between what they did in the tub compared to what they do now on the bed? |
| Page 25-26 | Where do the Tub People line up now? | What do you notice about the order in which the Tub People are lined up? |
| Page 27-28 | Where is the Tub Child standing in the line in the morning? | What are some of the reasons why the Tub Child might be in a different spot in the morning? |

After Reading The Tub People:

- 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

Essential Question

Anchor Chart

| What makes a community a place where we would like to live? | | |
|--|---|---|
| Ideas from book 1: <u>Who Does That?</u> <u>Jobs in Your</u> <u>Community</u> | Ideas from book 2: <u>The Tub People</u> | Ideas from book 3: <u>Queen Victoria's Bathing</u> <u>Machine</u> |
| | | |

I can add -ing to short vowel words

| Short vowel followed by one consonant: consonant doubles before -ing | Short vowel followed by 2 or more consonants: only add -ing |
|--|--|
| | |
| 1. | |
| 2. | |
| 3. | |

Phonics skill: The Tub People

| | | |
|-----------------------|-------|-------|
| run | bob | get |
| swim | fan | fit |
| sip | win | stand |
| chuck | watch | rush |
| wash | raft | wink |
| drip | hop | grunt |
| splash | sink | top |
| bump | pick | snap |
| double consonant -ing | | -ing |

Phonics skill: The Tub People

| Adjective | Noun | Verb |
|-----------|-----------|-------|
| Adverb | frown | plain |
| peered | rescue | wink |
| lonely | edge | firm |
| bobbing | cheer | raft |
| grating | hardly | pried |
| unusual | whirlpool | |
| order | comforted | |

Vocabulary Word Cards: The Tub People

The Tub People

Character Analysis Chart

(sample)

| Character | What do they say? | What do they like to do in the tub? | What do they like to do on the bed? |
|--------------------|--------------------------------|-------------------------------------|--|
| Father | We're coming! We're coming! | to play sea captain | to lead the mountain climbing |
| Child | Help! Help! Cheer Noisily | to be rescued | to be rescued |
| Policeman & Doctor | | to have water races | |
| Grandmother | | | hide under the pillow and have everyone find her |
| Mother | | | |

The Tub People
Character Analysis Chart
 part 1

| Character | What do they say? | What do they like to do in the tub? | glue |
|-----------|-------------------|-------------------------------------|------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

The Tub People
Character Analysis Chart
part 2

| | |
|------|-------------------------------------|
| glue | What do they like to do on the bed? |
| | |
| | |
| | |
| | |
| | |
| | |

Name _____ Date _____

Unit Assessment:

Communities, Tubs, and the Jobs People Do

Directions: Use a copy of the books Who Does That? and The Tub People to answer the following questions. You may also use the anchor charts, character charts, and procedure charts we have made in class.

Part 1: Who Does That? Jobs in Your Community

1.) Page 14 of the text has the heading, “So Many Jobs!” The heading helps us know that the text on this page will be about:

- a.) how librarians help us get books to read
 - b.) the many jobs that are needed in a community
 - c.) that everyone has to be a veterinarian
 - d.) how many jobs each person needs to have in a community
-

Read this section of the text to answer the question.

“Communities can be very different. Some are in the country, and some are in the city. Some communities are on cold mountains, and some are in hot deserts.

“All communities have workers who help meet people’s needs and wants. Who are community workers? Police officers, doctors, and teachers are just a few examples.”

2.) Which of the following is **not** a reason the author wrote this part of the text?

- a) to give you information about cities
- b) to inform you about what community workers do
- c) to describe different kinds of communities
- d) to give a few examples of community workers

*Read the meanings of **power***

| | |
|---|--------------------------------------|
| 1 | physical strength or force (noun) |
| 2 | an ability to do something (noun) |
| 3 | electricity (noun) |
| 4 | to supply with energy (verb) |

3.) Which meaning of **power** is used in these sentences?

“Sometimes storms cut off **power**.

Utility workers act quickly to fix problems and bring the **power** back on.”

- a) meaning 1
- b) meaning 2
- c) meaning 3
- d) meaning 4

The essential question for this book is, “How do different workers help make a community a nice place to live?”

4.) Look back at our Community Workers Chart.

Write a paragraph about one worker you read about in this book.

- What is important about their job?
- How does their work make the community a nice place to be?

Part 2: The Tub People

- 1.) The compound word **bathtub** means a tub in which you take a bath.
What does the compound word whirlpool mean?

- a.) a topping you put on your ice cream
 - b.) a round puddle
 - c.) water that is quickly swirling around in a circle
 - d.) an animal that you see in a zoo
-

Read this section of the text to answer the question.

“The Tub People stood woodenly in their line. If they could have spoken, they would have shouted out what a terrible drain that was, and how it had sucked away their little Tub Child.”

- 2.) As it is used in this passage, the word woodenly means

_____.

- a) the Tub People were standing stiff and still
- b) the Tub People were made out of wood
- c) the Tub People were wishing they could talk
- d) the Tub People were angry at the tub drain

Look at the Character Analysis Chart we made together in class.

The Tub People like to do different activities on the bed than they did in the tub.

- 3.) What did the Tub Father and the Tub Child do in each location?

- 4.) How are these activities similar for them?

Part 3: Queen Victoria's Bathing Machine

- 1.) What is a more exciting word to use instead of **threw** in the following sentence?

In the lasts second of the game, the player **threw** the basketball across the court toward the hoop.

- a.) tossed
 - b.) hurled
 - c.) handed
 - d.) released
-

- 2.) Which word best completes this rhyming couplet:

“You climb down the steps in perfect repose, into the ocean right up to your _____.”

- a.) knees
- b.) propose
- c.) swimsuit
- d.) nose

- 3.) Look back at your Bathing Machine Procedure Chart.

Select one of the workers from the chart and write a paragraph about

- what they do
 - where they might work
 - what materials and tools they might use
 - how their work helps the community
-
-
-
-

4.) Think about the communities in each of the 3 books: Who Does That, The Tub People, and Queen Victoria's Bathing Machine.

Look at the comparison charts you made in your reading journal.
Write about two of the similarities between these communities and one of the differences.

Unit Assessment Answer Key

| Who Does That? Jobs in Your Community | | | | | | | | | |
|--|---|-----------------------------------|---|-----------------------------------|---|--------------------|---|------------------------------|---|
| <p>1.) Page 14 of the text has the heading, “So Many Jobs!” The heading helps us know that the text on this page will be about:</p> <ul style="list-style-type: none"> a. how librarians help us get books to read b. the many jobs that are needed in a community c. that everyone has to be a veterinarian d. how many jobs each person needs to have in a community | <p>Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> | | | | | | | | |
| <p><i>Read this section of the text to answer the question.</i></p> <p>“Communities can be very different. Some are in the country, and some are in the city. Some communities are on cold mountains, and some are in hot deserts.</p> <p>“All communities have workers who help meet people’s needs and wants. Who are community workers? Police officers, doctors, and teachers are just a few examples.”</p> <p>2.) Which of the following is not a reason the author wrote this part of the text?</p> <ul style="list-style-type: none"> a. to give you information about cities b. to inform you about what community workers do c. to describe different kinds of communities d. to give a few examples of community workers | <p>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> | | | | | | | | |
| <p><i>Read the meanings of power.</i></p> <table border="1"> <tbody> <tr> <td>1</td><td>physical strength or force (noun)</td></tr> <tr> <td>2</td><td>an ability to do something (noun)</td></tr> <tr> <td>3</td><td>electricity (noun)</td></tr> <tr> <td>4</td><td>to supply with energy (verb)</td></tr> </tbody> </table> <p>3.) Which meaning of power is used in these sentences?</p> <p>“Sometimes storms cut off power. Utility workers act quickly to fix problems and bring the power back on.”</p> <ul style="list-style-type: none"> a) meaning 1 b) meaning 2 c) meaning 3 d) meaning 4 | 1 | physical strength or force (noun) | 2 | an ability to do something (noun) | 3 | electricity (noun) | 4 | to supply with energy (verb) | <p>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> |
| 1 | physical strength or force (noun) | | | | | | | | |
| 2 | an ability to do something (noun) | | | | | | | | |
| 3 | electricity (noun) | | | | | | | | |
| 4 | to supply with energy (verb) | | | | | | | | |

| | |
|--|--|
| <p>The essential question for this book is, “How do different workers help make a community a nice place to live?”</p> <p>4.) Look back at our Community Workers Chart.</p> <p>Write a paragraph about one worker you read about in this book.</p> <ul style="list-style-type: none"> • What is important about their job? • How does their work make the community a nice place to be? <p><i>Student answers will vary.</i></p> | <p>Recall information from experiences or gather information from provided sources to answer a question.</p> |
|--|--|

| The Tub People | |
|---|--|
| <p>The compound word bathtub means a tub in which you take a bath.</p> <p>1.) What does the compound word <u>whirlpool</u> mean?</p> <ol style="list-style-type: none"> a topping you put on your ice cream a round puddle water that is quickly swirling around in a circle an animal that you see in a zoo | <p>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p> |
| <p><i>Read this section of the text to answer the question.</i></p> <p>“The Tub People stood <u>woodenly</u> in their line. If they could have spoken, they would have shouted out what a terrible drain that was, and how it had sucked away their little Tub Child.”</p> <p>2.) As it is used in this passage, the word <u>woodenly</u> means _____.</p> <ol style="list-style-type: none"> the Tub People were standing stiff and still the Tub People were made out of wood the Tub People were wishing they could talk the Tub People were angry at the tub drain | <p>Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> |
| <p>Look at the Character Analysis Chart we made together in class.</p> <p>The Tub People like to do different activities on the bed than they did in the tub.</p> <p>3.) What did the Tub Father and the Tub Child do in each location?</p> <p>Possible answers: <i>In the tub the child likes fall into the water to get rescued by his father and the father likes to be in charge of the ship. On the bed, the father likes to be the leader of the mountain climbing expedition on the quilt. The child likes to pretend to fall off the edge of the bed and have his father rescue him</i></p> <p>4.) How are these activities similar for them?</p> <p>Possible answers: <i>In both places, the father likes to be the leader or in charge. The child likes to do things that seem dangerous that his father can rescue him from.</i></p> | <p>Describe how characters in a story respond to major events and challenges.</p> |

| Queen Victoria's Bathing Machine | |
|--|---|
| <p>1.) What is a more exciting word to use instead of threw in the following sentence?</p> <p>In the lasts second of the game, the player threw the basketball across the court toward the hoop.</p> <ul style="list-style-type: none"> a. tossed b. hurled c. handed d. released | <p>Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p> |
| <p>2.) Which word best completes this rhyming couplet:</p> <p style="padding-left: 40px;">“You climb down the steps in perfect repose, into the ocean right up to your _____.”</p> <ul style="list-style-type: none"> a. knees b. propose c. swimsuit d. nose | <p>Describe how words and phrases (e.g. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> |
| <p>3.) Look back at your Bathing Machine Procedure Chart. Select one of the workers from the chart and write a paragraph about</p> <ul style="list-style-type: none"> • what they do • where they might work • what materials and tools they might use • how their work helps the community <p><i>Student answers will vary.</i></p> | <p>Describe how characters in a story respond to major events and challenges</p> |
| <p>4.) Think about the communities in each of the 3 books: Who Does That, Tub People, and Queen Victoria. Look at the comparison charts you made in your reading journal. Write about two of the similarities between these communities and one of the differences.</p> <p><i>Possible answer: The three communities were similar because they all had people who worked together to do something and different people had different jobs. They were different because they were in different places - one was in a town like ours, one was in a bathtub with toys, and one was in the country of England. There were also different problems in each community. The Who Does That book didn't really have a problem, but The Tub People had a problem of one of their children getting lost, and Queen Victoria had a problem with not being able to go swimming.</i></p> | <p>Compare and contrast the most important points presented by two texts on the same topic.</p> |

Curriculum Design Theory

Backwards Design - Begin With the End Goals in Mind

Effective curriculum development reflects a three-stage design process called "backward design" that delays the planning of classroom activities until goals have been clarified and assessments designed. This process helps to avoid the twin problems of "textbook coverage" and "activity-oriented" teaching, in which no clear priorities and purposes are apparent (Authentic Education, retrieved 1/17/15).

- a. Instructional goals are based on State Standards. Each book has been examined carefully to determine which grade-level standards best correlate to its textual content.
- b. Assessment questions have been developed based on those goals and have been written to best mirror the questions students will eventually encounter on short-cycle and state assessments. Assessments in grades K-1 (and perhaps first-semester grade 2) should be done whole group, with questions and correct answers being discussed by classmates and adults. Adults should help students understand why an answer is correct, and why the other answer options are not correct.
- c. Activities have been designed to scaffold students toward meeting the goals set by standards.

Using Essential Questions (EQs)

“Essential questions make our unit plans more likely to yield focused and thoughtful learning and learners... [They] make crystal-clear to students that passive learning is a no-no in the classroom; that thinking is required, not optional. Essential questions:

- Signal that inquiry is a key goal of learning.
- Make it more likely that the unit will be intellectually engaging.
- Help to clarify and prioritize standards for teachers.
- Provide transparency for students.
- Encourage and model metacognition for students.
- Provide opportunities for intra- and interdisciplinary connections.
- Support meaningful differentiation.” (McTighe & Wiggins, 2013)

Further, essential questions help frame the PURPOSE for reading and learning.

Differentiation

As quality educators, we must never allow struggling students to remain in low-level text or produce less quality work as means of differentiation. Further, advanced students should be expected to expand their knowledge through extended thinking activities, rather than simply producing more work than their peers.

The intent of this unit is to expose all students to quality, complex, grade-level text and to provide extensive practice with expectations. As differentiation, students should be provided various levels of support from peers and adults, as needed, to ensure a successful navigation through the text and tasks. These supports include discussion opportunities and partner and small group work. Further, students may be allowed to complete each task at his/her own optimal pace and sequence; there is no need for all students to be working on the same task at the same time (see variations within the Vocabulary Instruction Protocol, and the close reading sections found in the During Reading sections of each chapter).

When considering methods for differentiation within the grade level expectation, the tasks required of students may be graduated as seen in the assessment evidence tables. The following example is taken from the grade 3 Reading Literature strand.

| Grade Level Expectation (Standard) | Evidence in the student's response | Differentiation |
|--|---|--|
| RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | 1. Provides a recounting of stories, including fables, folktales, and myths from diverse cultures. 2. Provides a statement of the central message, lesson, or moral in a text. 3. Provides an explanation of how a central message, lesson, or moral is conveyed through details in a text. | Above Level Students: Expected to demonstrate mastery of all 3 points of evidence as well as expanding content knowledge and skills through extended thinking activities. Work products may be modified to reflect these extensions. |
| | | On Level Students: Expected to work toward and demonstrate mastery of all 3 points of evidence. |
| | | Below Level Students: Expected to work toward mastery of all 3 points of evidence with allowances for scaffolded supports |

| | | |
|--|--|---|
| | | such as additional time and guidance / support from peers and adults. |
|--|--|---|

Partner Reading Routine

Directly copied from www.readingrockets.org/strategies/paired_reading

Retrieved 2/2015

Paired reading is a research-based fluency strategy used with readers who lack fluency. In this strategy, students read aloud to each other. When using partners, more fluent readers can be paired with less fluent readers, or children who read at the same level can be paired to reread a story they have already read. Paired reading can be used with any book, taking turns reading by sentence, paragraph, page or chapter.

Why use paired reading?

- It helps students work together.
- It encourages cooperation and supports peer-assisted learning.

How to use paired reading

How to pair students

Pair students either by same reading ability or by high level readers with low level readers. Use the following steps to pair high-level readers with low-level readers:

- List the students in order from highest to lowest according to reading ability
- Divide the list in half
- Place the top student in the first list with the top student in the second list
- Continue until all students have been partnered
- Be sensitive to pairings of students with special needs, including learning or emotional needs. Adjust pairings as necessary
- The reader from the first list should read first while the reader from the second list listens and follows along
- The second reader should pick up where the first reader stops. If additional practice is needed, the second reader can reread what the first reader read.
- Encourage pairs to ask each other about what was read. "What was your page about? What was your favorite part?"

Implementing the strategy

1. Introduce the students to the Paired Reading strategy. This includes:

- Establishing a routine for students to adopt so that they know the step-by-step requirements for engaging in paired reading (i.e. Will they read out loud, simultaneously? Will they take turns with each person reading a paragraph? a page? Or will one person read while the other person listens?).
 - Teaching students an error-correction procedure to use when supporting each other's reading (i.e. re-reading misread words; signals for difficulty).
 - Modeling the procedure to ensure that students understand how to use the strategy.
2. Ask students to begin reading in pairs and adjust reading speed if reading simultaneously so they stay together.
 3. Have students offer feedback and praise frequently for correct reading.
 4. Monitor and support students as they work.

When to use: ☐ Before reading ☒ During reading ☐ After reading

How to use: ☐ Individually ☒ With small groups ☐ Whole class setting

Implementation Tips

When teaching any routine, remember to model correct behaviors for the students, and allow them to practice several times as you teach the routine. Continued practice and positive reinforcement are needed to truly create a solid routine.

Ideas to help students agree on [which partner reads first](#). Here are some ideas on how to speed up the decision-making:

- *Good manners* technique: One partner says, “Would you like to start first?” The other partner says either, “Yes, please,” or, “No, thank you.”
- *Rock, paper, scissors*: Students play only once. The winner of the game chooses which partner gets to read first.
- *Youngest first*: Students determine which partner is the youngest. The youngest chooses which partner reads first.
- *Alphabetical order*: Partners look at the first letter of their first names. The partner whose letter occurs first in the alphabet chooses which partner reads first.

Partners provide reading support to each other. To encourage teamwork and support, teach students the [Coaching or Time?](#) routine:

Tell the students, “Sometimes, when you get stuck on a word, you want to try to figure it out on your own. Other times, you’d like a clue or hint to help you figure it out. Helpful reading coaches don’t blurt the word out right away, because that won’t help their partner be a good reader. Here is what it looks like and sounds like to be a helpful reading coach.”:

- When your partner comes to a word he or she doesn’t know, count to three silently to yourself.
- After you count silently to three, ask your partner, “Do you want coaching, or time?”
- If your partner says, “Time,” you just sit quietly and wait. While you wait, look carefully at the word. See if you can come up with a strategy that might help your partner figure the word out. That way, you’ll be ready in case your partner changes his/her mind.
- If your partner says, “Coaching,” you suggest a strategy that you think will help them figure out the word.

Implementation tips above excerpted from

Boushey, G. & Moser, J. (2014) *The daily 5: Fostering literacy independence in the elementary grades*. Portland, Maine: Stenhouse Publishers.

Teaching students an [error-correction procedure](#) to use when supporting each other's reading (i.e. re-reading misread words; signals for difficulty). Some students get angry when they are corrected.

- While one partner is reading aloud, the other is following along attentively to check for errors.
- When the partner reads a word incorrectly, the coach says, “Check,” and points to the word incorrectly read.
- If the reader takes longer than a silent count of three to self-correct, the coach begins the Coaching or Time? routine by asking, “Do you want coaching or time?”

| Word Attack Strategies for Peer Coaches |
|---|
| Sound out the whole word. |
| Break the word into syllables or small chunks. Sound out each syllable/chunk. Blend the syllables/chunks together. |
| Look carefully at the word. Are there any smaller words inside that will help you decode? |
| Look carefully at the word. Is there prefix or suffix? What does the prefix or suffix mean? What is the base or root word? Read the prefix/suffix with the base/root. What does this word mean? |

Look at the beginning letters. Do they give you a clue? Does your guess match the letters that are there?

Look at the ending letters. Do they give you a clue? Does your guess match the letters that are there?

Think Alouds

Copied directly from www.readingrockets.org/strategies/think_alouds

Think-alouds

Think-alouds have been described as "eavesdropping on someone's thinking." With this strategy, teachers verbalize aloud while reading a selection orally. Their verbalizations include describing things they're doing as they read to monitor their comprehension. The purpose of the think-aloud strategy is to model for students how skilled readers construct meaning from a text.

Why use think-alouds?

- It helps students learn to monitor their thinking as they read and improves their comprehension.
- It teaches students to re-read a sentence, read ahead to clarify, and/or look for context clues to make sense of what they read.
- It slows down the reading process and allows students to monitor their understanding of a text.

How to use think-alouds

1. Begin by modeling this strategy. Model your thinking as you read. Do this at points in the text that may be confusing for students (new vocabulary, unusual sentence construction).
2. Introduce the assigned text and discuss the purpose of the Think-Aloud strategy.

Develop the set of questions to support thinking aloud (see examples below).

- What do I know about this topic?
- What do I think I will learn about this topic?
- Do I understand what I just read?
 - i. Do I have a clear picture in my head about this information?
 - ii. What more can I do to understand this?
 - iii. What were the most important points in this reading?
 - iv. What new information did I learn?
 - v. How does it fit in with what I already know?

- Give students opportunities to practice the technique, and offer structured feedback to students.
- Read the selected passage aloud as the students read the same text silently. At certain points stop and "think aloud" the answers to some of the pre-selected questions.
- Demonstrate how good readers monitor their understanding by rereading a sentence, reading ahead to clarify, and/or looking for context clues. Students then learn to offer answers to the questions as the teacher leads the Think Aloud.

Vocabulary Instruction

Teach vocabulary both directly and indirectly:

- When there is a need for direct instruction of vocabulary items that are required for a specific text to be read as part of the lesson.
- The more connections that can be made to a specific word, the better it seems to be learned.

What kinds of words need instructional attention?

“A mature literate individual’s vocabulary is comprised of three tiers.” (Beck & McKeown, 1985)

- Tier One: *Basic words* such as baby, clock, happy, walk (playground vocabulary).
- Tier Two: Words that are *high frequency* for mature language users and are *found across a variety of domains*. Ex.: coincidence, absurd, redundant, fortunate, gregarious.
- Tier Three: Words whose frequency is quite low and often *limited to specific domains*. Ex.: isotope, peninsula, refinery, photosynthesis.

Key principles for selecting words to teach:

- Importance and utility
- Instructional potential
 - Choose words that your students don’t already know!
- Conceptual understanding
 - Choose sets of Tier Two words for instruction. Words should be taught in context.
 - Students can create lists of Tier Two words as synonyms for Tier One words. Ex.: happy = thrilled, ecstatic, jubilant

Evaluate words as possible candidates for instruction:

- How generally useful is the word?
 - Is it a word that students are likely to meet often in other texts? Will it be of use to students in describing their own experiences?
- How does the word relate to other words and/or ideas that students know or have been learning?
 - Does it directly relate to some topic of study in the classroom, or might it add a dimension to ideas that have been developed?
- What does the word bring to a text or situation?
 - What role does the word play in communicating the meaning of the context in which it is used?

Vocabulary Instruction Protocol

DAY 1

Use the DAY 1 Protocol whenever you introduce new vocabulary words for the first time. A sample script for this protocol follows.

PART I: Activate *phonological awareness* - This is a listening exercise; students should have books closed. Do not post the words for this.

We begin by activating students' phonemic awareness because the human brain is wired for speaking and listening, but not for reading & writing. By beginning any new word study with phonemic awareness tasks we are "priming the pump" to ready the brain for higher-level tasks that build toward meaning. Further, when students hear and speak words correctly, they are more likely to spell the word correctly in their writing.

- Teacher says the vocabulary word clearly, using correct pronunciation. Students watch the teacher's mouth as she does this.
- Students repeat back the word exactly. Teacher watches the students' mouths as they do this, and listens intently to their pronunciation. Any pronunciation errors should be corrected immediately.
- Repeat this up to 5 times for this one vocabulary word. *See Sample Script below.
- Continue on to PART II.

PART II: Utilize *phonics and word study skills* - This is a word analysis & writing exercise. Students should participate orally and write alongside the teacher, in their personal dictionaries or reading reflection logs. [3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.]

- Teacher says the word aloud.
- Class whale talks, stomps, taps, or claps to determine how many syllables the word has. Teacher draws lines on the board representing the number of syllables. (Students draw the lines in the vocabulary section of their response journals).
- Determine how many phonemes (sounds) are in the first syllable. Write graphemes (letters) that represent each sound on the first line.

- Determine how many phonemes are in the second syllable. Write graphemes that represent each sound on the second line. Repeat this process for all syllables.
- Discuss syllable types; e.g., Open or closed? How does this affect the vowel sound? Why do certain letter combination make that sound?
- Discuss morpheme types (meaningful pieces); e.g.; If there is a suffix, what does it mean? If there is a prefix, what does it mean? If there is a base word, what does it mean? [Base words stand alone. Examples include: *unhappily*, *disagreeable*, *discovered*]. If there is a root, what is its origin? What does it mean? [We generally study Latin and Greek roots. Root words have meaning, but cannot stand alone. Examples include: *civ* - meaning citizen - civilian, civilization; *fer* - meaning to carry or bear - aquifer, circumference, fertile]. You can Google a list of Greek & Latin roots. This website has a good one: <http://grammar.about.com/od/words/a/wordroots.htm>

PART IIIa: Use Tier II vocabulary words that have been gathered from PART I and PART II. In this activity, the class, with your guidance, will agree on a *student-friendly definition* to the word - there are a few steps to this:

- a. The teacher generates several situations or contexts for the word, so that students infer its meaning and assign it a synonym or short phrase. (e.g., This morning I fell in the mud and I was so *distressed* because I thought I'd ruined my favorite skirt! Or, the mother cat seemed *distressed* when her kitten wandered away.)
- b. Students use a thesaurus (book, internet, app, etc.) to verify their definition.
- c. Some words have multiple meanings depending on the context. Be aware that, after you've read the word in context, you may need to go back and add a new definition to this word!

PART IIIb: Agree on a *simple picture/sketch* to represent the word's meaning. Do not spend more than 2 minutes on this; the purpose is to associate a visual with the vocabulary word, not to practice art.

- Students very briefly discuss what visual best represents the word's meaning. Sketch.

PART IV: Choose an *example/non-example* to accompany this word - students work in pairs or small group for this piece.

- Students provide both an example and a non-example to illustrate the vocabulary word.
- Teacher circulates, listening to conversations, to check for both correct examples/non-examples and on-task behavior.

Day 1 Vocabulary Instruction Protocol - Sample Script for Parts I - IV

T: O.K., everyone, watch my mouth. The word is DISTRESSED. What's the word?

S: Distressed!

T: (Watching students' mouths. Make corrections if needed). Good. Say it again.

S: Distressed.

T: Say it like a mouse! Say it like a lion! Say it very slowly! (Get creative here. Students should say each word correctly many times.)

Now let's say the word and count how many syllables it has. Dis tress ed. How many syllables were there?

S: 3!

T: Draw 3 lines on your paper like this: _____

Distressed has 3 syllables. What's the first syllable?

S: DIS.

T: Yes, dis. What's the first sound in this syllable?

S: /d/

T: Good, what letter represents that sound?

S: D. Everybody write the d..

T: Second sound?

S: /i/

T: Yes. What letter represents that sound? (Students with difficulties will likely have problems identifying the proper vowel here. That's why you're doing this part whole group.)

T: I. (If your phonics program uses a hand motion for the short vowel sounds, use that motion here.) Third sound?

S: /s/.

T: What letter represents that sound?

S: S.

T: Great! We got DIS. The word is distressed. What's the second syllable?

S: Tress

T: (Be aware that tr is sometimes confused with dr, or even ch! You must articulate clearly, and watch your students as they say the syllables.) Tress. First sound? Second sound? Third sound? Fourth sound? (Students respond and write after each of your questions) In this word, the fourth sound, /s/, is written as ss. Everybody make sure your syllable has two s's.

T: Yes! We have distress. The word is distressed. What's the last syllable?

S: /t/

T: Yes. In this word, the /t/ is spelled with an E D. Everybody make sure your last syllable is E D. (Remind students of applicable phonics rules as you go through this piece of the protocol. In this case, you could remind them that the suffix -ed can make 3 different sounds: /ed/, /d/, and /t/.)

T: Great job, everybody. Let's spell this word aloud together to make sure we've all got it right! d-i-s-t-r-e-s-s-e-d. Why do you think it has 2 s's? (Phonics rule: to protect the short vowel. If the second s was not there, the e in the suffix would make the last vowel long.) We have a suffix here. Can anybody tell me what it is?

S: -ed.

T: What does that mean?

S: It makes the word past tense, so, like, it already happened.

T: Good. Let's find out what this word means. I'm going to say some sentences with the word distressed in them. You figure out what distressed means! 'My couch is very old. The fabric is really thin and distressed.' 'I know a lady who likes antique farmhouse furniture, so she banged up her coffee table with hammer to make it look distressed.'

(You'll have to guide them through this if it's not something your students are used to doing. When everyone has agreed on a definition, move on to parts 3 and 4 of the protocol.)

Context Clues Anchor Chart

Context clues are information that appears near a word or phrase and offers direct or indirect suggestions about its meaning. You can use this as an anchor chart to teach students about how to use context clues to better understand what they are reading, or to use in their own writing.

| Type of Clue | "Look fors" | Example |
|--------------------------------|--------------------------|---|
| Direct definition | is | "The loss of topsoil is called erosion." Dirt, by Natalie M. Rosinsky |
| Restatement (an appositive) | , , or () | The beast, a lion , was starting to show interest in our party. Gary Paulsen writes books that appeal, or are of particular interest, to young adult readers. grammar.about.com "Every few days, she goes back to each puddle and lays infertile eggs (eggs that won't hatch) to feed her tadpoles." Flashy Fantastic Rain Forest Frogs, by Dorothy Hinshaw Patent |
| Examples | | The builder decided that the house could be built on a number of sites, for example, along a wooded path, near the ocean, or atop a mountain. grammar.about.com |
| Non-examples | not | The beast was mighty, not small and weak like his friend, the mouse. |

| | | |
|---|------------------------------------|--|
| Synonyms | | "Birds may rule the air by day, but bats are the monarchs of the night." Bat Loves the Night, by Nicola Davies |
| Antonyms | | The boxes weren't exactly heavy, just cumbersome , unlike the easy-to-carry bags with handles. grammar.about.com |
| Text Structure (to denote connotation or stress) | " " italicized or bold text | These lists were very "useful". "But, what does that mean ?" I asked again. I mean, his guy was big ! |

Writing

The Synergies of Writing and Reading in Young Children by P. David Pearson

As dean of the Graduate School of Education at the University of California, Berkeley, P. David Pearson is widely recognized for his research in reading and literacy evaluation. He has also served as co-director of two nationally prominent literacy research institutes: the Center for the Study of Reading at the University of Illinois and Michigan State University's Center for the Improvement of Early Reading Achievement. Interviewed for this publication, Pearson describes some synergies of reading and writing and the implications for developing literacy in classrooms.

"Writing has a central role in early reading development. Increasingly, we see the synergistic relationship between learning to write and learning to read. At the most rudimentary level, when kids are encouraged to write, even at a very early age, prekindergarten and kindergarten, and they're encouraged to spell words as they sound them, two things happen. The first is that they develop phonemic awareness in precisely the way that advocates of direct phonemic instruction intend for it to be learned and tested. But with writing, they do it, I would argue, in a much more incidental, less laborious, and more natural way. And it's acquired in the service of some other functional task - namely, trying to communicate something with someone.

A second synergy is that there's actually some payoff in terms of the letter-sound knowledge - the kind you use to sound out words while reading, even though we all know that when you're writing and trying to spell things they way they sound you're not going from the letter to sound, you're going from the sound to letter. But there's enough of an overlap between these two correspondences that transfer occurs. Phonics is so much more transparent in spelling than it is in reading that I think it's easier for kids to deal with.

Less obvious are the more structural and conceptual kinds of symmetry. For example, when you engage kids in writing stories there's a natural hookup to those they have been reading. This may be an instance where the writing helps kids. Because it's surely the case that kids use the stories they read as models for their writing. But it also works back the other way - from writing to reading. Because the minute the student now uses a story frame that he

or she gathers from the stories that have been read with someone, the student can now use that structural idea in writing in a more vivid way. The minute the student uses some sort of story frame in her writing, it becomes a potential object for deliberate examination. Writing makes things concrete and puts them out there for inspection in a way that reading doesn't. And when a student has to deal with "once upon a time" and "they lived happily ever after" in writing, it hits her in the face more than in reading. That helps the next time she encounters one of the frames in reading.

Another way to look at this is that when you're writing, it slows things down so you can examine the language. We've discovered this in some of our work with ELL students. Written language makes language available for examination in a way that oral language doesn't.

The strategies that are part of learning to write, such as peer editing and author's chair, also help kids with reading. When I do a peer editing, I'm asking questions like, "OK, what was it you really wanted to say?" and "How well did you say it?" and "How could I help you say it better?" These are exactly the kind of questions we are trying to promote in critical reading.

Another obvious synergy is that the texts we write in a classroom are potentially texts for you and me and our peers to read to one another. That's a wonderful kind of expectation to promote in classrooms: what we write is written to be read.

So these are synergies that link learning to read and learning to write: the first at a letter-sound level, the second at a structural level, and the third one less structural and more about the pragmatics of language intention and purpose and the relation to an audience. If I were asked to offer advice on building a reading-and-language arts program for grade 1 or even kindergarten, I would have writing time every day. It might be ten or fifteen minutes to start with. Students would be composing texts: some on their own, some with buddies, and some with a group. I would use a combination of individual texts, small-group texts, and the more conventional language experience stories - all those to me should be part of a reading-writing program.

National Writing Project Staff. *Thinking About the Reading/Writing Connection with David Pearson*
The Voice, Vol. 7, No. 2 March-April 2002

Using Mentor Texts to Teach Writing

'There's an abundance of educational research documenting the best instructional methods for teaching writing, including the use of mentor texts. For a good summary of those findings, look to *Writing Next, Effective Strategies to Improve Writing of Adolescents in Middle and High School*, by Graham & Perin (2007). In this passionate call to action to improve teaching and learning of writing, the authors cite 11 elements of effective writing instruction. Number 10 is the "study of models" (p.5). Graham and Perin specify that "students are encouraged to analyze these examples and emulate the critical elements, patterns, and forms embodied in the models in their own writing." (p.20)'

-Ruth Culham, *The Writing Thief* (2014)

Mentor texts or anchor texts are books that can be used as an example of good writing for students. Students can use the writing in these books to improve their own writing. Ralph Fletcher explains that mentor texts are, "...any texts that you can learn from, and every writer, no matter how skilled you are or how beginning you are, encounters and reads something that can lift and inform and infuse their own writing. I'd say anything that you can learn from - not by talking about but just looking at the actual writing itself, being used in really skillful, powerful way." Jen Vincent, blogger (2014)

Read more: <http://www.teachmentortexts.com/p/what-are-mentor-texts.html#ixzz3XxlfkNnz>

| How to Teach Informational Text Structures |
|---|
| 1. Explicitly teach one structure (i.e., descriptive) |
| 2. Explicitly teach a second contrasting structure (i.e., sequential) |
| 3. Use a mentor text or model to compare and identify passages of the two structures. |
| 4. Explicitly teach a third contrasting structure (i.e., compare/contrast) |
| 5. Compare and identify passages of the three structures. |

| How to Teach <i>Writing</i> Using Informational Text Structures |
|---|
| 1. Select a topic (i.e., teeth) |
| 2. Provide sentence stems or writing prompts. |
| 3. Provide graphic organizers for note-taking for each structure. |
| 4. Compose a paragraph from the notes for each structure. |



Characteristics of Informational Text: **Text Features**

| | | | |
|-------------------|----------|-------------------|---------------|
| Title | Headings | Subheadings | Questions |
| Graphics | Captions | Bulleted Lists | Boldface type |
| Labels | Index | Table of Contents | Footnotes |
| Highlighted Words | | | |

Oosterbann, B. & Pelletier, T. (2014)

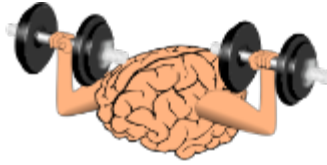


Characteristics of Informational Text: **Format**

- ❖ Repetition of theme or topic
- ❖ Description of theme or topic attributes
- ❖ Use of timeless verbs / manner (i.e., Sharks live in water.)
- ❖ Description of characteristic events / behaviors
- ❖ Comparing/contrasting/classifying
- ❖ Use of technical vocabulary
- ❖ Shows realistic illustrations / photos

Oosterbaan, B. & Pelletier, T. (2014)

Informational Writing



Purpose:

1. To share directions for someone to follow.
2. To give/share information.

Genres:

1. Expository
2. Procedural/Functional
3. Persuasive (searches, info-grapics)
4. Nonfiction narrative

Oosterbaan, B. & Pelletier, T. (2014)

How to Write an Informational Text



Select a topic.



Select an informational writing structure to use.



Research. Take notes using graphic organizers.



Compose a paragraph from your notes for your structure.



Oosterbaan, B. & Pelletier, T. (2014)



Informational Text Structures

- ★ Events listed in sequence, chronological order
- ★ Description of or enumeration of events/information
- ★ Compare / contrast events, information or view-points
- ★ Cause / effect
- ★ Problem / solution
- ★ Question / answer

Oosterbaan, B. & Pelletier, T. (2014)

Examples of Text Structure Sentences

Sequence

Brushing teeth begins with getting your toothbrush and toothpaste out. First, squeeze a small amount of paste from the tube on the bristles of the brush. Next, place the brush on your teeth and gently move it up and down. Continue with moving...

Descriptive

A bicuspid is a kind of tooth that is used for tearing and chewing located between the canines and molars.

Comparison

Bicuspids and molars are similar as they are both teeth located toward the back of the mouth but they have different jobs. The bicuspid is located closer to the front and continues to tear food and begins the chewing. The molars are in the back of the mouth and finish grinding the food before swallowing.

Cause & Effect

Cavities are holes in our teeth that happen because food breaks down the protective enamel.

Problem / Solution


Brian wanted his tooth out but he was afraid it would hurt. So...

- Somebody
- Wanted
- But
- So

Oosterbaan, B. & Pelletier, T. (2014)

| Informational Structure Sentence Frames | |
|---|--|
| Sequence | _____ begins with..., continues with..., and ends with... |
| Description | _____ is a kind of _____ that... |
| Compare/Contrast | X and Y are similar in that they are both..., but X..., while Y... |
| Cause/Effect | _____ happens because... or _____ causes... because... |
| Problem/Solution | _____ wanted..., but..., so... |

Oosterbaan, B. & Pelletier, T. (2014)

| <div>  </div> | | | |
|---|--|---|--|
| Development: The meat of the text | | Informational Text | |
| <i>Kindergarten W.2</i> | <i>First Grade W.2</i> | <i>Second Grade W.2</i> | <i>Third Grade W.2</i> |
| ...name what they are writing about and supply some information about the topic. | ...name a topic, supply some facts about the topic, and provide some sense of closure. | ...introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | Introduce a topic and group related information together. Develop the topic with facts, definitions, and details. Use linking words and phrases to connect ideas within categories or information. Provide a concluding statement or section. Include illustrations. |
| <i>Kindergarten RI.4</i> | <i>First Grade RI.4</i> | <i>Second Grade RI.4</i> | <i>Third Grade RI.4</i> |
| ...unknown words in text. | Clarify meaning of words and phrases in text. | Determine the meaning of words and phrases. | Determine the meaning of general academic and domain specific words and phrases. |
| <p>Domain-specific words and phrases -- vocabulary specific to a particular field of study.</p> <p>WRITING INFORMATIONAL TEXT</p> <p>Use precise language! Limit use of pronouns, adjectives and adverbs. Use specific nouns (example: instead of 'It is huge!' or 'A great big tree...', use 'The redwood stood 70 feet tall.'</p> <p>Oosterbaan, B. & Pelletier, T. (2014)</p> | | | |



Transition & Connect:
Glue the pieces together.

Transitions for Informational Text

| | |
|--|--|
| <p>Words that link within categories:</p> <p>also because another and more but for example</p> | <p>Words that signal examples:</p> <p>for example for instance specifically to illustrate and also furthermore likewise in addition besides what's more moreover further again</p> |
| <p>Words that indicate cause and effect:</p> <p>because then as result the result for this reason therefore what followed in response thus because of this consequently so the reaction</p> | <p>Words that signal comparison:</p> <p>like likewise also in the same way the same is true with similar similarly in a similar way in a similar fashion</p> |
| <p>Words that indicate contrast:</p> <p>but however in contrast instead nevertheless still in spite of different from yet on the other hand on the contrary</p> | |



Conclusion:
Wrap it all up!

Concluding Informational Texts

- Stress the importance of the topic
- Leave a final impression on the reader
- Include the strongest facts, definitions, details or examples
- Echo the introduction
- Challenge the reader to action or further thought

Persuasive Writing



Purpose:

1. To change the reader's point of view or opinion
2. To bring action from the reader
3. To ask the reader to accept the author's point of view or explanation

Genres:

1. Essay
2. Letter
3. Editorial

Oosterbaan, B. & Pelletier, T. (2014)

Opinion:
How you feel in your heart.



Persuasive Writing

Types of Topic Sentences:

1. Occasion Statement (reason for writing)
Whenever our resources are limited, many people become creative.
2. Position Statement (what you plan to prove or explain)
Even though many people use cell phones to text, writing will continue to flourish.
3. Side-by-Side Statements (two short comparing statements)
Some instructional challenge is good. Too much challenge is frustrating.
4. Semicolon Statement (to emphasize the reason and the position that will be explained)
Starting a new school year is exciting; it's also stressful.

Oosterbaan, B. & Pelletier, T. (2014)

Development:
The meat of your piece.



Persuasive Writing

Development:

Examples

Elaboration

Expert opinion

Experiences

Explanations

Excitement

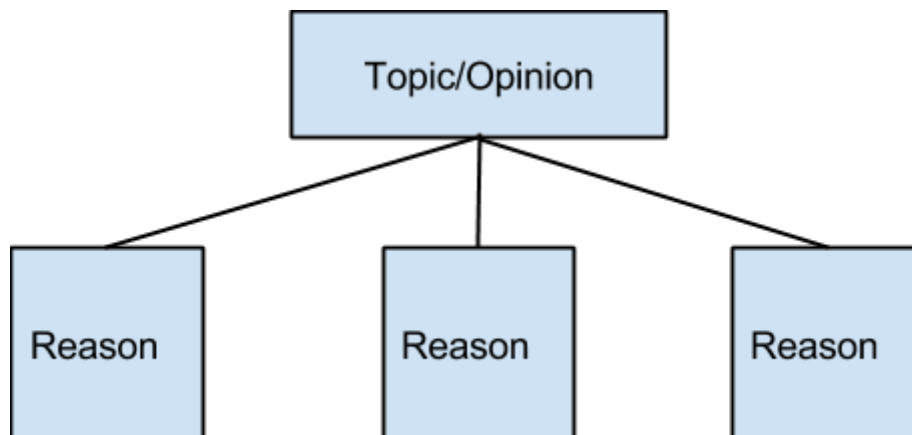
Everyday life

Evidence

Events

Effective illustrations

Oosterbaan, B. & Pelletier, T. (2014)



Transition and Connect:
Glue the pieces together.



Persuasive Writing

CCSS Use linking words and phrases to connect opinion and reasons.

Words that Connect Opinions and Reasons:

because and also since therefore
for example for instance in order to
in addition consequently specifically

Words that Signal Support:

for example to illustrate in this case specifically once
for instance such as to demonstrate take the case of

Words that Signal Conclusion:

to summarize in short in brief in sum in summary finally
in conclusion to conclude to sum it up

Oosterbaan, B. & Pelletier, T. (2014)

Conclusion:
Wrap it all up.



Persuasive Writing

Conclusion:

Focus your conclusion...

- to summarize information
- to encourage your reader to think differently
- to convince your audience to agree with you
- to challenge your audience to act

Ideas for a conclusion:

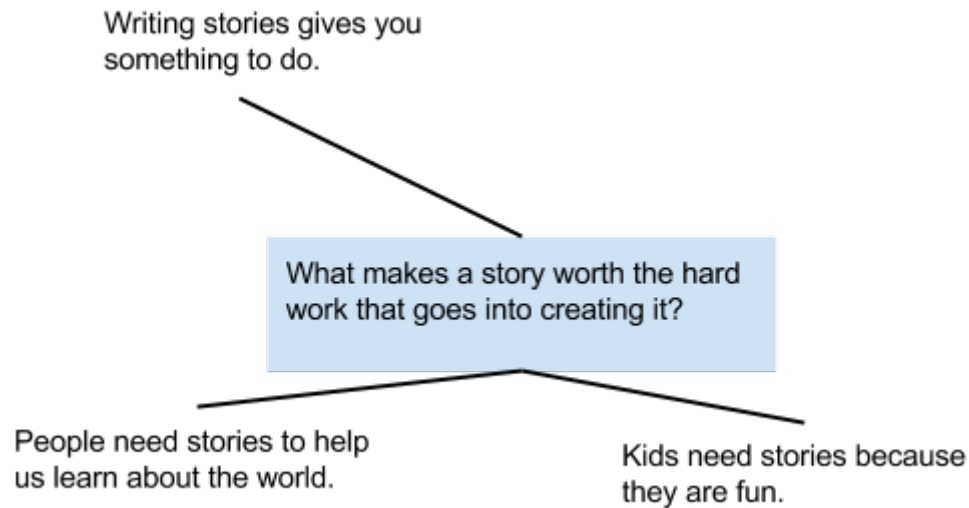
- stress the importance of the stated opinion
- include the strongest reasons
- pose questions for the reader to think about
- challenge the reader

Oosterbaan, B. & Pelletier, T. (2014)

Things Authors Do to Create Good Stories

| |
|--|
| Have a beginning, middle, and end (pg. 1) |
| Use details (pg. 1) |
| Ask other people for help/ideas (cite specific pages) |
| Write about what they know (end of the book, class discussion) |
| Change the story to make it better [revise and edit] (cite specific pages) |
| Keep trying -- don't give up! (cite specific pages) |

Idea Concept Web



Moles use their noses to find the way underground.



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, other 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?

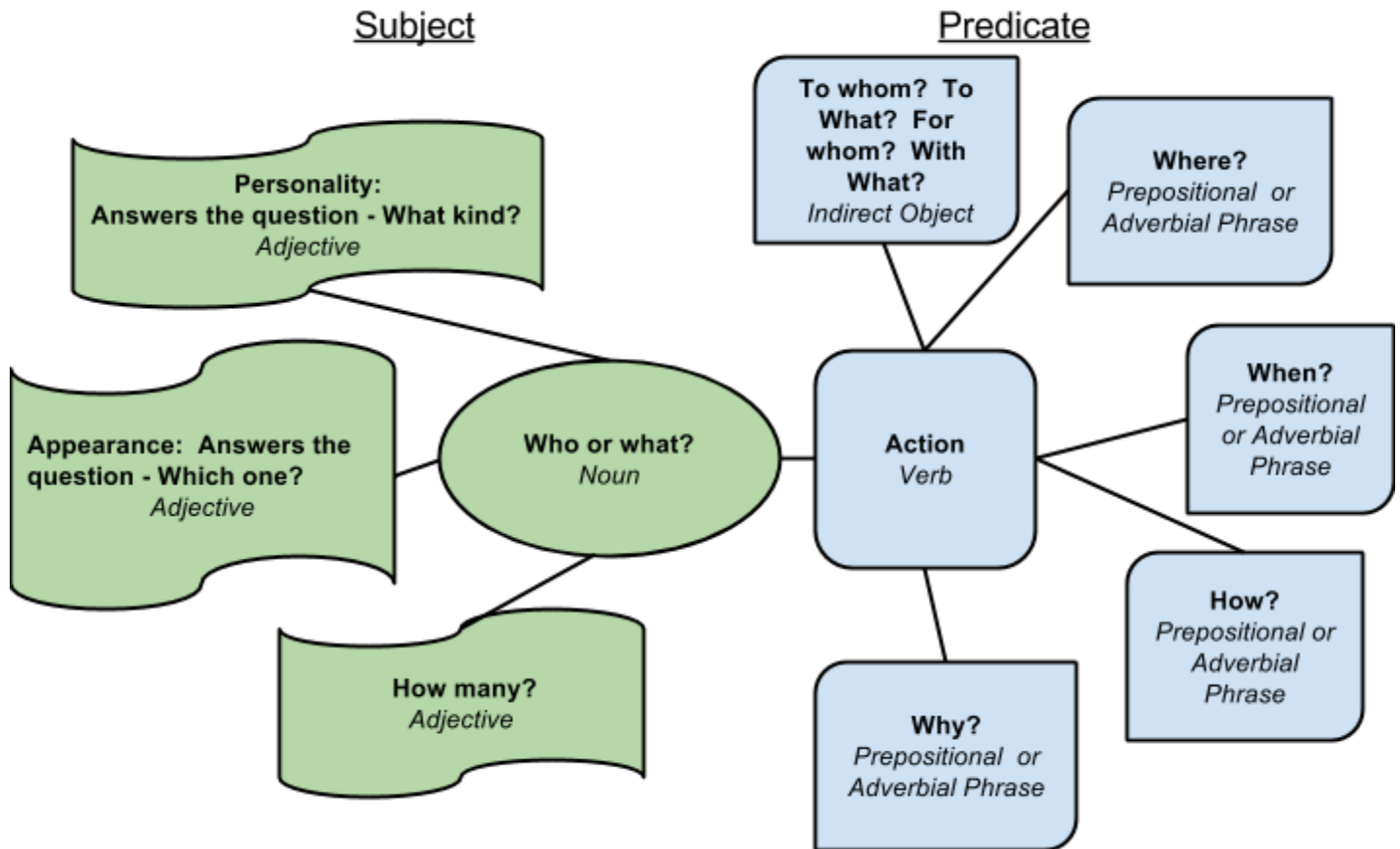
How does this section help us answer the essential question(s)?

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 and 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):

•

| |
|----------------|
| The dog |
|----------------|

| |
|----------------|
| barked. |
|----------------|

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.

Student Friendly Definition

If something is
admirable, it deserves
respect or approval.

Base word
admire

Prefix / Suffix
-able

Synonyms
deserving
praiseworthy
respectable
excellent
good

Antonyms
unworthy
disreputable
reprehensible

Admirable

word

ad - mi - ra - ble

syllables

adjective

part of speech

Sample Sentence

His kindness to others is
admirable.

The team of students did an
admirable job explaining their
experiment to the class.

Contexts
**describing
a person
or
their action**

Picture



Student Friendly Definition

Base word

Prefix / Suffix

Synonyms

Antonyms

word

syllables

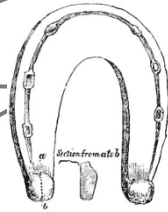
part of speech

Sample Sentence

Context

Picture

Verb: To
throw off or
away
The horse
cast its
shoe..

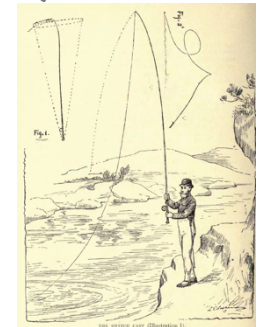


Verb: As in
boating:
The boat
cast off and
set sail.



CAST

As in fishing:
The man
cast his line
out into the
water.



Noun:
Performers in a
move or play
The cast
bowed at the
end..



Noun: a splint
The boy wore
a cast on his
broken arm.

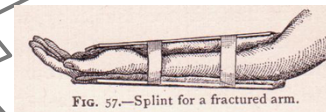
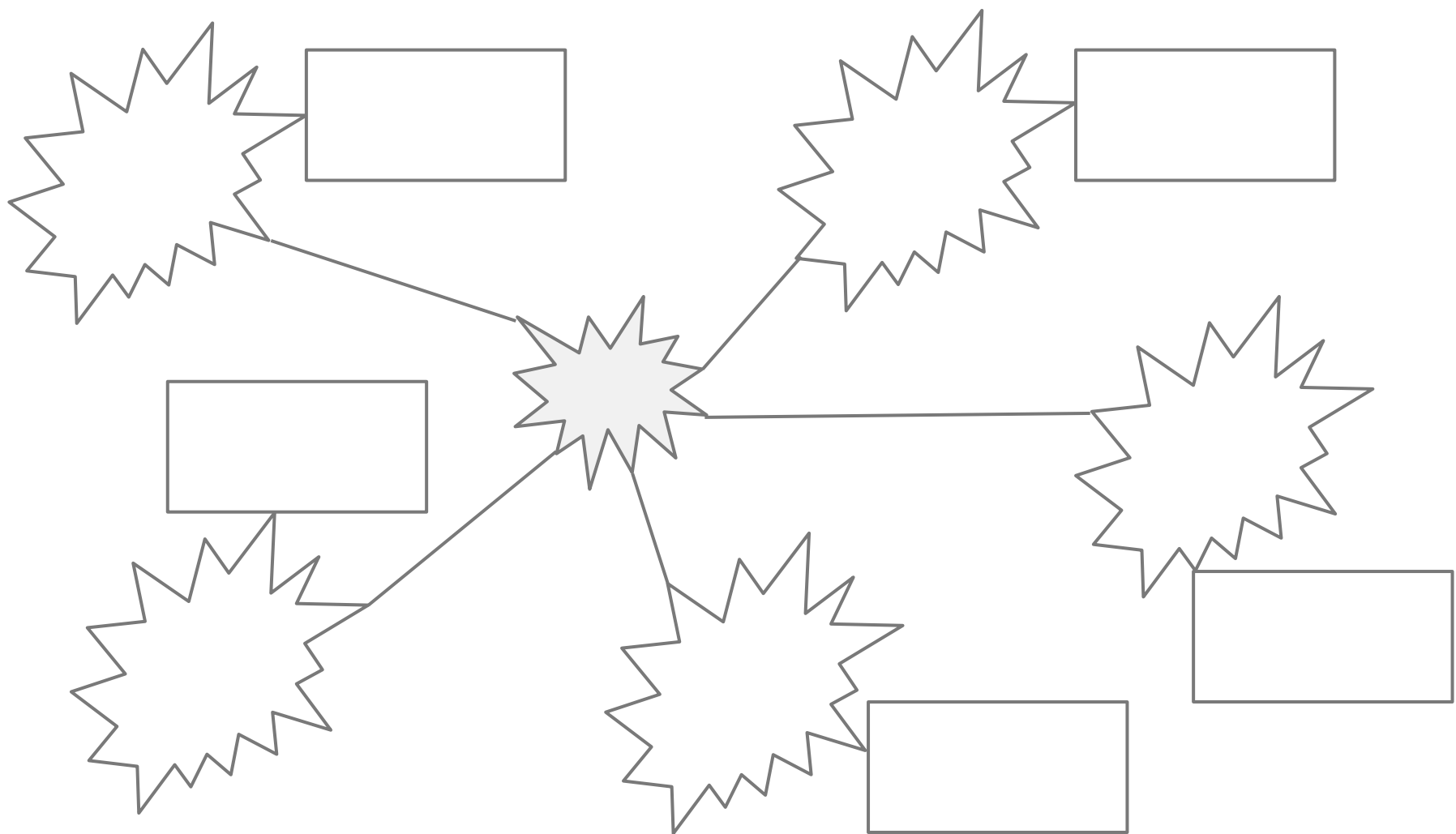


FIG. 57.—Splint for a fractured arm.



Word Family Tree

Ancestor (Root Word):

Origin:

Words that are relatives:

Pronunciation Key:

Memory Clue:

Words that are similar:

Word:

Part of speech:

Definition:

A sentence where you found this word:

Who would say this word? Pick 2 kinds of people who might say this word and write a sentence showing how they might use it.

Texas Essential Knowledge and Skills for Grade 2

Knowledge and Skills (KS)

- (1) **Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks).**
- (2) **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 multisyllabic words in context and independent of context by applying common letter-sound correspondences including:
 - (i) single letters (consonants and vowels);
 - (ii) consonant blends (e.g., thr, spl);
 - (iii) consonant digraphs (e.g., ng, ck, ph); and
 - (iv) vowel digraphs (e.g., ie, ue, ew) and diphthongs (e.g., oi, ou);
 - (B) use common syllabication patterns to decode words including:
 - (i) closed syllable (CVC) (e.g., pic-nic, mon-ster);
 - (ii) open syllable (CV) (e.g., ti-ger);
 - (iii) final stable syllable (e.g., sta-tion, tum-ble);
 - (iv) vowel-consonant-silent "e" words (VCe) (e.g., in-vite, cape);
 - (v) r-controlled vowels (e.g., per-fect, cor-ner); and
 - (vi) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal);
 - (C) decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant);
 - (D) read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful);
 - (E) identify and read abbreviations (e.g., Mr., Ave.);
 - (F) identify and read contractions (e.g., haven't, it's);
 - (G) identify and read at least 300 high-frequency words from a commonly used list; and
 - (H) monitor accuracy of decoding.
- (3) **Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:**
 - (A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions;
 - (B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; 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).
- (4) **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.**
- (5) **Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:**
 - (A) use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow);
 - (B) use context to determine the relevant meaning of unfamiliar words or multiple-meaning words;
 - (C) identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning; and
 - (D) alphabetize a series of words and use a dictionary or a glossary to find words.

- (6) **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) identify moral lessons as themes in well-known fables, legends, myths, or stories; and
 - (B) compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.
- (7) **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 describe how rhyme, rhythm, and repetition interact to create images in poetry.
- (8) **Reading/Comprehension of Literary Text/Drama.** Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to identify the elements of dialogue and use them in informal plays.
- (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 similarities and differences in the plots and settings of several works by the same author; and
 - (B) describe main characters in works of fiction, including their traits, motivations, 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 distinguish between fiction and nonfiction.
- (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 that some words and phrases have literal and non-literal meanings (e.g., take steps).
- (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 and paraphrase what the reading was about, maintaining meaning.
- (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 the text.
- (14) **Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from text to support their understanding. Students are expected to:
 - (A) identify the main idea in a text and distinguish it from the topic;
 - (B) locate the facts that are clearly stated in a text;
 - (C) describe the order of events or ideas in a text; and
 - (D) use text features (e.g., table of contents, index, headings) to locate specific information in text.

- (15) **Reading/Comprehension of Informational Text/Procedural Text. Students understand how to glean and use information in procedural texts and documents. Students are expected to:**
- (A) follow written multi-step directions; and
 - (B) use common graphic features to assist in the interpretation of text (e.g., captions, illustrations).
- (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);
 - (B) describe techniques used to create media messages (e.g., sound, graphics); and
 - (C) identify various written conventions for using digital media (e.g., e-mail, website, video game).
- (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 words, phrases, or sentences;
 - (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) **Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community.**
- (21) **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: old, wonderful; articles: a, an, the);
 - (iv) adverbs (e.g., time: before, next; manner: carefully, beautifully);
 - (v) prepositions and prepositional phrases;
 - (vi) pronouns (e.g., he, him); and
 - (vii) time-order transition words;
 - (B) use complete sentences with correct subject-verb agreement; and
 - (C) distinguish among declarative and interrogative sentences.

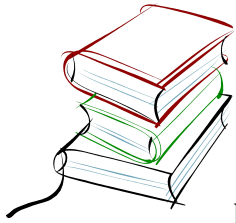
- (22) **Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:**
- (A) write legibly leaving appropriate margins for readability;
 - (B) use capitalization for:
 - (i) proper nouns;
 - (ii) months and days of the week; and
 - (iii) the salutation and closing of a letter; and
 - (C) recognize and use punctuation marks, including:
 - (i) ending punctuation in sentences;
 - (ii) apostrophes and contractions; and
 - (iii) apostrophes and possessives.
- (23) **Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:**
- (A) use phonological knowledge to match sounds to letters to construct unknown words;
 - (B) spell words with common orthographic patterns and rules:
 - (i) complex consonants (e.g., hard and soft c and g, ck);
 - (ii) r-controlled vowels;
 - (iii) long vowels (e.g., VCe-hope); and
 - (iv) vowel digraphs (e.g., oo-book, fool, ee-feet), diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy);
 - (C) spell high-frequency words from a commonly used list;
 - (D) spell base words with inflectional endings (e.g., -ing and -ed);
 - (E) spell simple contractions (e.g., isn't, aren't, can't); and
 - (F) use resources to find correct spellings.
- (24) **Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students 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.
- (25) **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 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, headings) 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).
- (26) **Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to revise the topic as a result of answers to initial research questions.**
- (27) **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.**
- (28) **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.

- (29) 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 that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.
- (30) 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 — 2nd 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 content 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, generating questions);
- (D) make inferences about text using textual evidence to support understanding;
- (E) retell 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