BCSCR

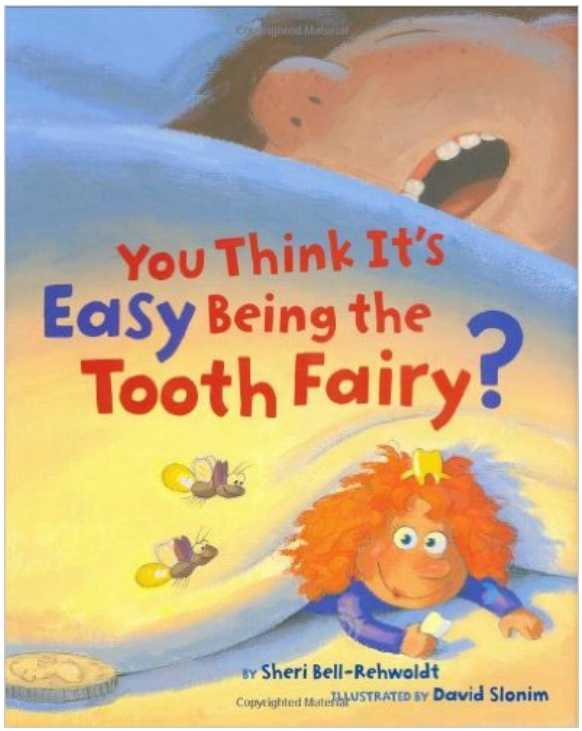
Building Communities that Support Children's Reading

New Mexico/Colorado

You Think It's Easy Being the Tooth Fairy?

By Sheri Bell-Rehwoldt

Lexile 500



2nd Grade - Unit 2: Teeth

Other books in this unit include:

Throw Your Tooth on the Roof

Melvin the Magnificent Molar!

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2nd Grade CCSS Unit of Study

You Think It's Easy Being the Tooth Fairy?
Throw Your Tooth on the Roof: Tooth Traditions from Around the World,
Melvin the Magnificent Molar!

Purpose for Reading & Learning:

Overall unit purpose is to explore the essential question:

1) Why might people develop tooth traditions?
2) How can we use the books we read to help us become better writers?

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

You Think It's Easy Being the Tooth Fairy? -

1) How does this version of the tooth fairy tradition compare to your family's or to that of other people you know?
2) How does the author try to persuade us to agree with her opinion?

Throw Your Tooth on the Roof: Tooth Traditions from Around the World -

1) Why might people want to learn about traditions different from their own?
2) What text structures are used by the author to help us better understand this nonfiction material?

Melvin the Magnificent Molar! -

1) Why is it important to take care of your teeth?
2) How can understanding your audience influence the way you write?

Pacing Guide:

This unit is designed to be completed in 5 - 8 instructional days. Assessments may be completed on the final day of instruction for the designated book or on the following day at the teacher's discretion.

You Think It's Easy Being the Tooth Fairy?: 1-2 days
Throw Your Tooth on the Roof: 2-3 days
Queen Victoria's Bathing Machine: 1-2 days

Student Texts

1. You Think It's Easy Being the Tooth Fairy?, by Sheri Bell-Rehwoldt (2007)
   Lexile 500
   Narrative fiction
   Book Jacket Synopsis:
   You think it's easy being the toothfairy? Think again - of stormy nights, dangerous pets, pearly whites hidden in pajama pockets or wrapped in dirty tissues, to say nothing of all those thousands of teeth falling out all over the world every single day. The tooth fairy's nights are long and hard. But she's up for it. She never misses a tooth. How does she do it? For the first time ever, she reveals everything, right here!

2. Throw Your Tooth on the Roof: Tooth Traditions from Around the World, by Selby B. Beeler (1998)
   Lexile 770
   Informational Text
   Book Jacket Synopsis:
   Teeth fall out every day, all over the world. What do you do with yours?

3. Melvin the Magnificent Molar!, by Julia Cook & Laura Jana, Md. (2014)
   Lexile 720
   Narrative fiction, some pieces of nonfiction
   Book Jacket Synopsis:
   Taking good care of your teeth is one of the best things you can do to stay healthy. The authors have created this book to help all children enjoy learning about taking care of their teeth. Meet Melvin...the loveable tooth. Mel in will speak to your child from a tooth's point of view, explaining all that is involved with maintaining a healthy smile.

CCSS Focus

You Think It's Easy Being a Tooth Fairy?

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Throw Your Tooth on the Roof: Tooth Traditions from Around the World

RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.

Melvin the Magnificent Molar!

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

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
- Using mentor texts to teach writing
- Differentiation
- Think Alouds
- Vocabulary Instruction Protocol
- Partner Reading Routines
- Question Stems for Partner Reading
- Character Analysis Charts
- Sentence Web
- Vocabulary Word Map Examples

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2nd Grade CCSS Unit of Study

You Think It's Easy Being the Tooth Fairy?
Throw Your Tooth on the Roof: Tooth Traditions from Around the World, Melvin the Magnificent Molar!

Unit Essential Questions:

1. Why might people develop tooth traditions?
2. How can we use the books we read to help us become better writers?

In addition, this book will explore its own guiding questions:

1. How does this version of the tooth fairy tradition compare to your family's or to that of other people you know?
2. How does the author try to persuade us to agree with her opinion?

Unit Assessment Preview

Student Copy in Resources

1) What kind of personality does the Tooth Fairy have? Use 4-5 words to describe her character.

Possible answers:

smart/intelligent	*determined*	*tough/ not wimpy*
athletic/active	*tomboy*	*x-treme/thrill seeker*

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

2) a. What are the central messages, lessons, or morals of this story?

Possible answers:

If you want to get a job done, you have to be determined and persevere, even if it is difficult.
If someone has a difficult job, help them out by doing your part.

b. What part(s) of the story helped you understand the central message?

Answers will vary. Students should reference events, page numbers, or direct quotes from the text.

RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

3) How does this version of the tooth fairy tradition compare to your family's or to that of

other people that you know?

Answers will vary.

4) a. Why might the author choose to start the story with a sleeping child (see illustration on page 2)?

Possible answer:
The tooth fairy cannot start her job until the children are asleep

b. Why might the author choose to end the story with sleeping children (see pages 25-26)?

Possible answers:
Sleeping indicates an end to the day (end to the story).

These are pictures in the Tooth Fairy's scrapbook along with the teeth she's collected from each child. Indicates that she worked hard and can now rest.

RL2.5 Describe the overall structure of a story, including how the beginning introduces the story and ending concludes the action.
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

You Think It's Easy Being the Tooth Fairy?

by Sheri Bell-Rehwoldt

Phonemic Awareness Warmup: from West Virginia Phonics Lessons

THIS SHOULD TAKE NO MORE THAN 2 MINUTES

Description/script of activity

Students will give a thumbs up if there is a diphthong /ou/ sound in the word. Teachers says each word, checks students' mouth articulation and thumb choices.

Word List: mouse, bat, cup, couch, slow, slouch, mite, bounced, chain
Articulation: Two mouth movements – open mouth with tongue heightened in the back to rounded lips and facial muscles somewhat tense.

Phonics Practice

THIS SHOULD TAKE NO MORE THAN 10 MINUTES

CCSS.ELA-Literacy.RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words. b. Know spelling-sound correspondences for additional common vowel teams.

Materials:

- magnetic letter tiles
- index cards with word reading list words printed on them

Day 1 Instruction

Word Reading List: mouse, couch, slouch, bounced, out, house, touch, sound, ouch, around, found, aloud

Read words from Word Cards

I Do: Teacher reads words on word cards. Model blending routine: "I see the diphthong -ou-, and I know it says /ou/. I'll blend the sounds. /m/ /ou/ /s/. The word is mouse.
We Do: Teacher and students read words on word cards together using blending routines students have been taught. Begin by pointing to the diphthong, then blend the whole word, as before.
You Do: Students read words on word cards together. Students whisper read -teacher moves around to listen to each student individually to provide immediate, corrective feedback.

Word Building Words: couch-slouch; couch to ouch; ouch to out; found to sound; mouse to house
Word Chains w/ magnetic letters.
I Do: Teacher models one word chain for students. Builds the word **sound** - change to **found**. Use think aloud to model explicitly for student. ex. "sound to found: (segment the sounds w/ routine taught) s - /ou/ nd the "s" changes to "f" so I'll move the "s" out and slide in the "f "
We Do: Teacher and students do one word chain together. house-mouse
You Do: Students do words chains individually; teacher continually monitors and provides feedback.

Day 2 Instruction
THIS SHOULD TAKE NO MORE THAN 3 MINUTES.

Materials:

- magnetic letter tiles
- highlighting tape; optional

Word Building Words: couch-slouch; couch to ouch; ouch to out; found to sound; mouse to house

I Do: Teacher models one word chain for students. Builds the word sound - change to found. Use think aloud to model explicitly for student. ex. "sound to found: (segment the sounds w/ routine taught) s - /ou/ nd the “s” changes to “f” so I'll move the “s” out and slide in the “f "

We Do: Teacher and students do one word chain together. house-mouse

You Do: Students do words chains individually; teacher continually monitors and provides feedback.

Partner Work: 5 MINUTES Students find and highlight-ou- words that follow this rule in the text.

out	thousands	flouncing
around	soundly	pounding

Tier 2 Vocabulary Possibilities

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.

daring	lugging	graceful
flouncing	invented	twinkling
shut-eye	ears peeled	pearly whites

Vocabulary Activity Menu

Options for practicing new vocabulary following initial instruction

Whole group: complete one of the vocabulary maps for each word as you encounter the word in the text during the second read. Post as anchor charts for future reference.

Generate Situations, Contexts, and Examples	Variation 4) Students work together to make lists to accompany vocabulary words. *Name 3 things that would be CATASTROPHIC.*
Word Relationships	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.*
Writing	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.

Day 1: First Read

PURPOSE: Read for general understanding and enjoyment.

RL.2.1 Ask and answer questions such as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

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

Day 2: SECOND READ

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

RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.
W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.

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

	First Read	Second Read
Text Access Options	❑ choral reading with all students ❑ student whisper read followed by teacher guided phrase reading	❑ partner choral reading ❑ triangle read around groups *teacher paces the reading to allow for questioning following each page / section read*
Set Purpose for	*Have you ever lost a tooth? What do you do with your tooth when it comes out? This is a story about the tooth*	*Now we'll reread the story about the tooth fairy. We'll read the text again to look more closely at how the author tries*

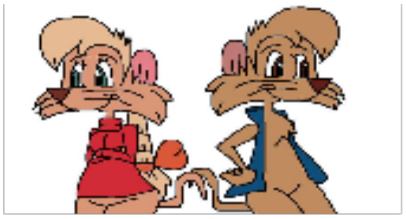
Reading	*fairy, and what her job is.*	*to convince us that being the tooth fairy is difficult:* ➔ *How the author tells us about each **character*** ➔ *How the **illustrations** work to add meaning to the words the author has written* ➔ *The author's **choice of specific words** to achieve an effect*
Page 1-2	Why might the author choose to start the story with a sleeping child?	Explain: This book is an opinion/persuasive text. Reread, "You think it's easy being the tooth fairy? Well, it's not." This is the author's introduction. The introduction in a persuasive piece tells us the author's opinion/position on a topic. What is the author's opinion/position here? What kind of topic sentence is it? See anchor chart sample. Begin one with your class.
Page 3-6	What about the tooth fairy's job do you think would be dangerous?	What textual clues does the author or illustrator provide to support the idea that the tooth fairy is "an action kind of gal"? See anchor chart sample. Begin one with your class.
Page 7-10	What kind of personality does the Tooth Fairy have?	What textual clues does the author or illustrator provide to support the idea that the tooth fairy is tough? Smart? Refer to anchor chart graphic.
Page 12-16	One of the author's positions is that being the tooth fairy is dangerous. What examples do the author or illustrator include to show us how the tooth fairy's job is dangerous?	
Page 16-18		The author has tried to convince us that the tooth fairy's job is dangerous. In this part (the conclusion), the author is encouraging us to help make the tooth

		fairy's job easier and less dangerous. Has the author convinced you to help the tooth fairy? If yes, why do you want to help? What parts of the story were the most convincing to you? See anchor chart sample. Begin one with your class.
After reading	Why might the author choose to end the story with sleeping children?	What are the central messages, lessons, or morals of this story? What part(s) of the story helped you understand the central message?

Sample Anchor Charts

See vocabulary web examples in Resources

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)

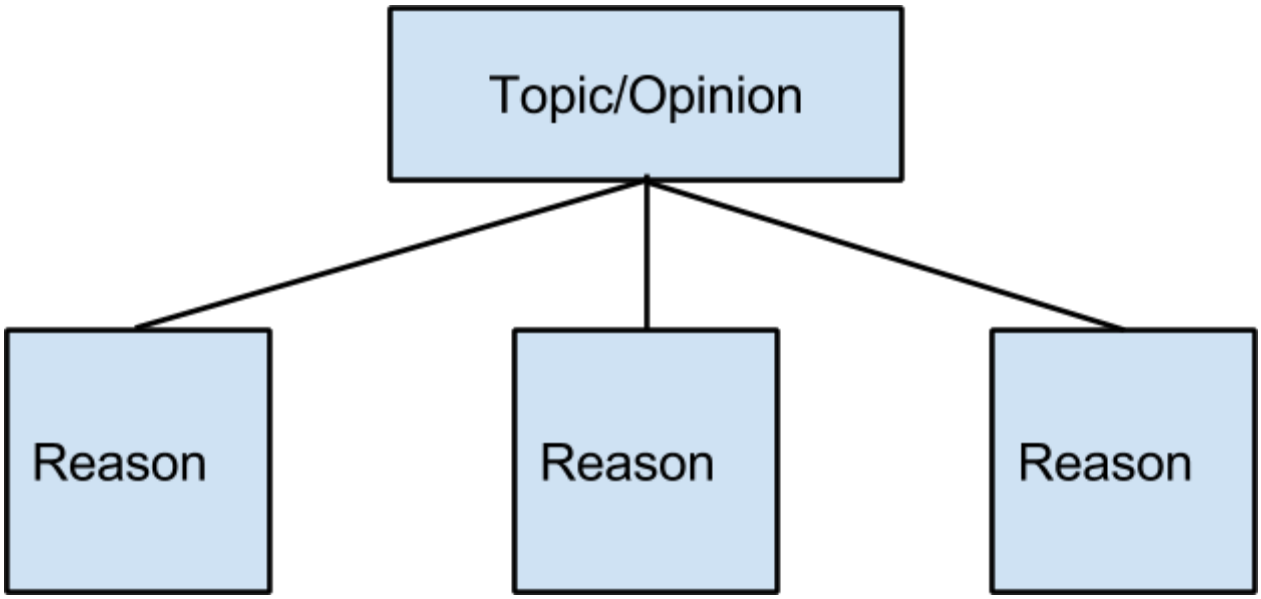
Development:
The meat of your piece.

Persuasive Writing

Development:

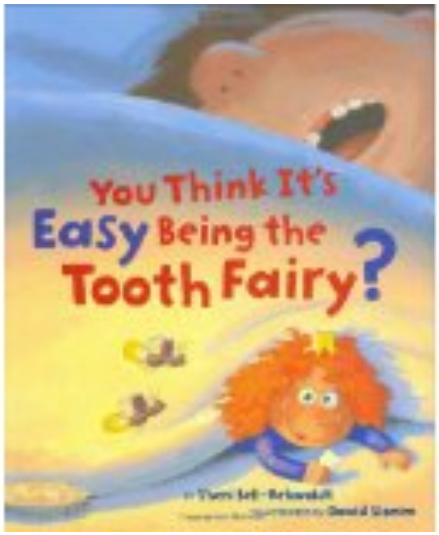
Examples	Elaboration	Expert opinion
Experiences	Explanations	Excitement
Everyday life	Evidence	Events
Effective illustrations		

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



Reader's Journal

You Think It's **Easy** Being the Tooth Fairy?



Name: _____ Date: _____

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.

In this book, the first sentence is the author's position statement: "You think it's **easy** being the tooth fairy? Well, it's not!"

Look at the persuasive topic sentences chart above. Which type of topic sentence does the author use here?

_____

Rewrite this book's topic sentence to make it into one of the other kinds of persuasive topic sentences.

_____

_____.

Transition and Connect: Glue the pieces together.

Persuasive Writing -- Words that Connect Opinions and Reasons:

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

The author of this book doesn't use a lot of connecting words. Look at pages 11-14. Rewrite those pages, using as many connecting words from the chart above as you can.

_____

_____

_____

_____

_____

_____

_____

Context Clues

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.

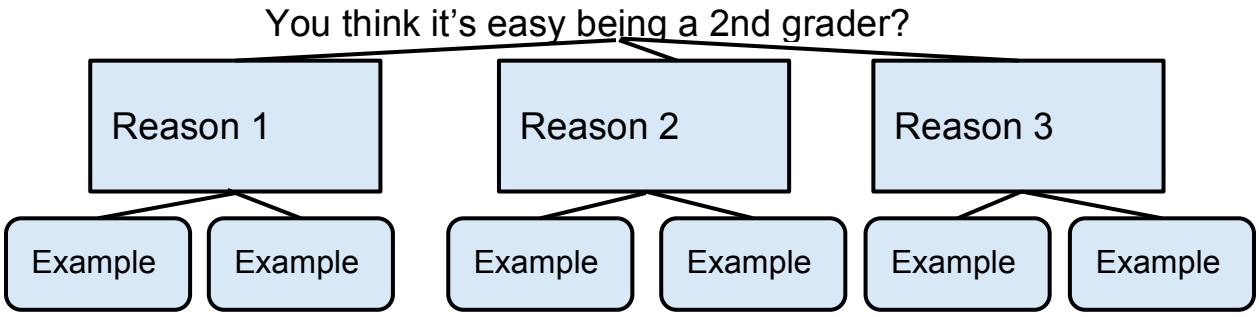
This author uses example and non-example context clues to help you better understand what you read. Tell whether each context clue below is an example or a non-example. Use the chart above to help you.

You think it's easy being the tooth fairy? Well, it's not! _____

I'm tough! Check out my muscles! _____

She does a lot of sitting around the castle looking pretty. BORING! Me, I'm an action kind of gal. _____

And I'm SMART! Take my amazing Tooth-o-Finder, for example. I invented it.
_____



Write your own persuasive story! Be sure to use one of the persuasive topic sentences from the chart. Also, use connecting words to link your reasons to your examples or non-examples. Have fun with it!

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 Common Core Standards. Each book has been examined carefully to determine which grade-level Common Core 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 PARCC 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 CCSS 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 Common Core 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 PARCC 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.3.2 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: un*happi*ly, dis*agree*able, dis*cover*ed]. 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 - civ*ilian, *civ*ilization; *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	" "	These lists were very "useful".

(to denote con-notation or stress)	italicized or bold text	"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'ree 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 *Writing* 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			

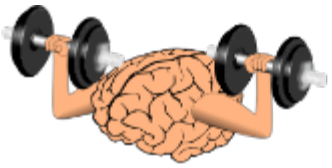
Oosterbann, B. & Pelletier, T. (2014)

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 good 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)

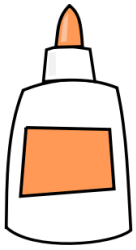
Development: The meat of the text Informational Text

Kindergarten W.2	*First Grade W.2*	*Second Grade W.2*	*Third Grade W.2*
...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.
Kindergarten RI.4	*First Grade RI.4*	*Second Grade RI.4*	*Third Grade RI.4*
...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.

Domain-specific words and phrases -- vocabulary specific to a particular field of study.
WRITING INFORMATIONAL TEXT
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.'

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

Transition & Connect:
Glue the pieces together.



Transitions for Informational Text

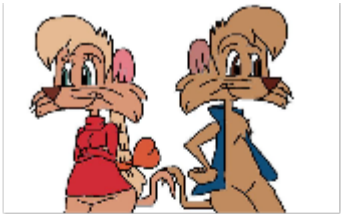
Words that link within categories:	**Words that signal examples:**
also because another and more but for example	for example for instance specifically to illustrate and also furthermore likewise in addition besides what's more moreover further again
Words that indicate cause and effect:	**Words that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

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)

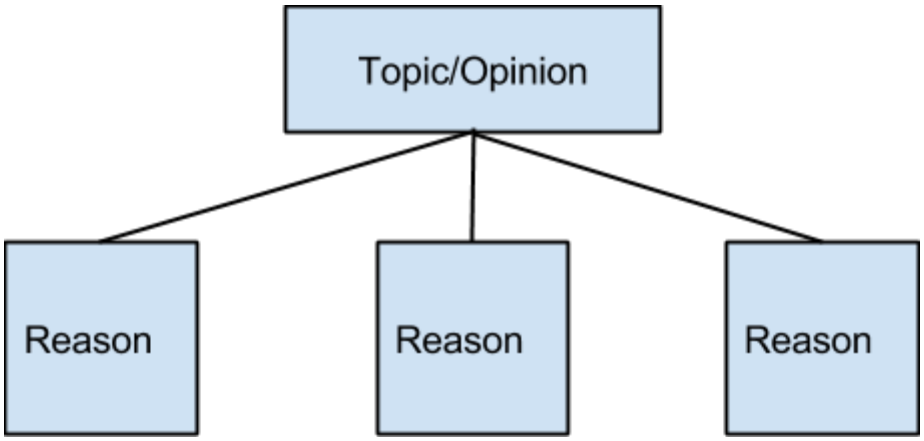
Development:
The meat of your piece.

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:

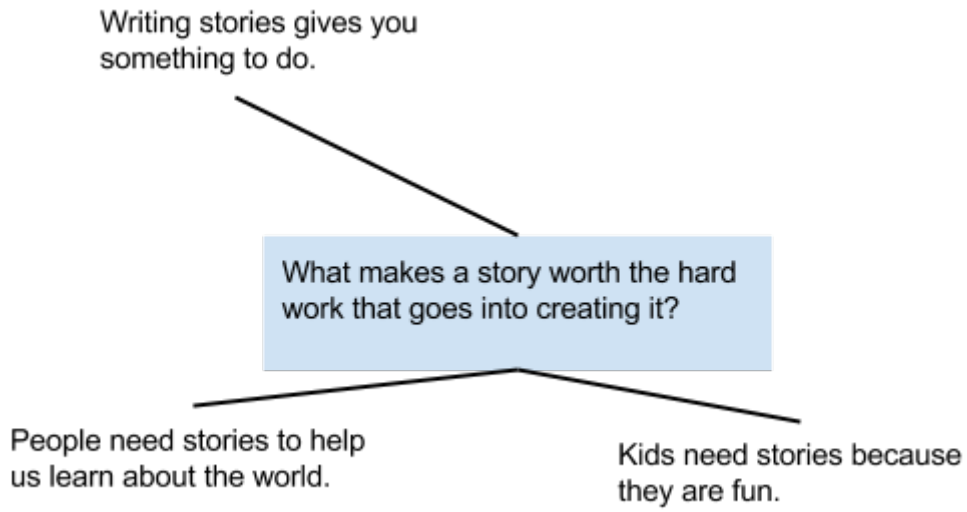
- stress the importance of the stated opinion
- include the strongest reasons
- pose questions for the reader to think about
- challenge the reader

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 and idea with a vocabulary word.

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

I didn't want to answer the question, so I evaded it.

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

Variation 1) Teacher provides questions including the vocabulary words for students to answer.

What would make a teacher call her students INDUSTRIOUS? CLEVER? DILIGENT?

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

What would a SPLENDID day for ducks be like?

What would be a SPLENDID meal for vegetarians?

Who would be a SPLENDID friend, and why?

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

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

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

Name 3 things that would be CATASTROPHIC.

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

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

The king was __(student inserts vocabulary word)__ because _____.

Yesterday I __(student inserts vocabulary word)__ when _____.

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

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

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

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

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

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

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

3-part Vocabulary Chart Template

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?

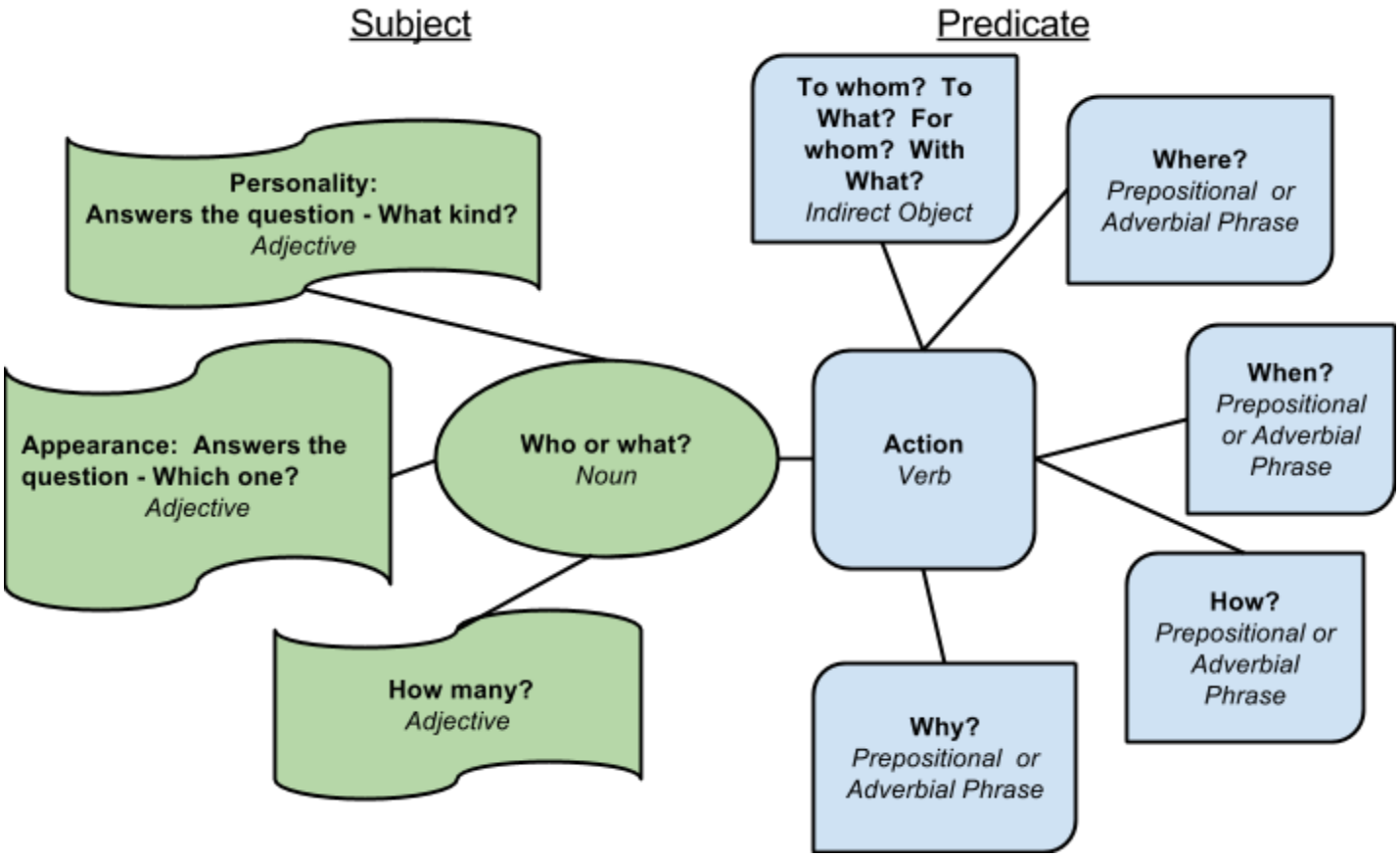
How does this section help us answer the essential question(s)?

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.



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

Sentence Elaboration Protocol

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

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

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

2) Stretch the predicate by asking:

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

Write each response on a different card or sentence strip.
The dog
barked
ferociously
in the middle of the night
downstairs.

3) Move the predicate parts.

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

4) Add to the subject by asking:

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

Write each response on a different card or sentence stip.
In the middle of the night, the solitary, fearsome guard dog barked ferociously downstairs.

5) Add detail or substitute synonyms if necessary.

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

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

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

Student Friendly Definition

If something is admirable, it deserves respect or approval.

Base word
admire

Prefix / Suffix
-able

Admirable
word

ad - mi - ra - ble
syllables

adjective
part of speech

Synonyms
deserving
praiseworthy
respectable
excellent
good

Antonyms
unworthy
disreputable
reprehensible

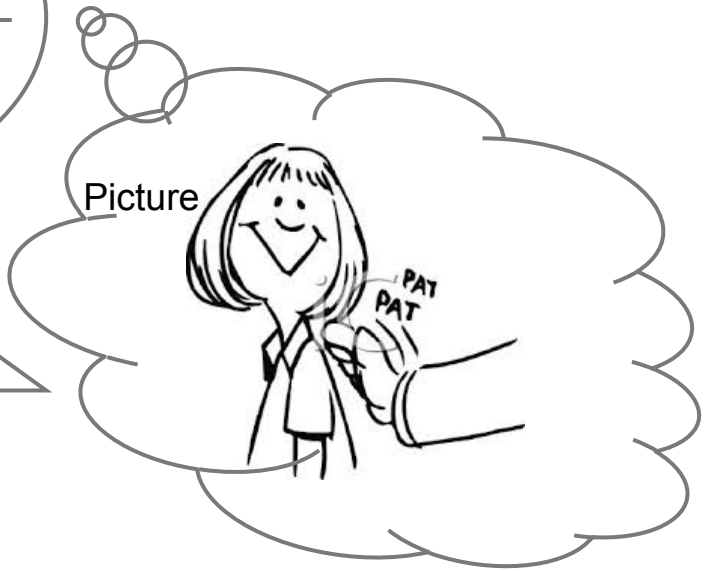
Sample Sentence

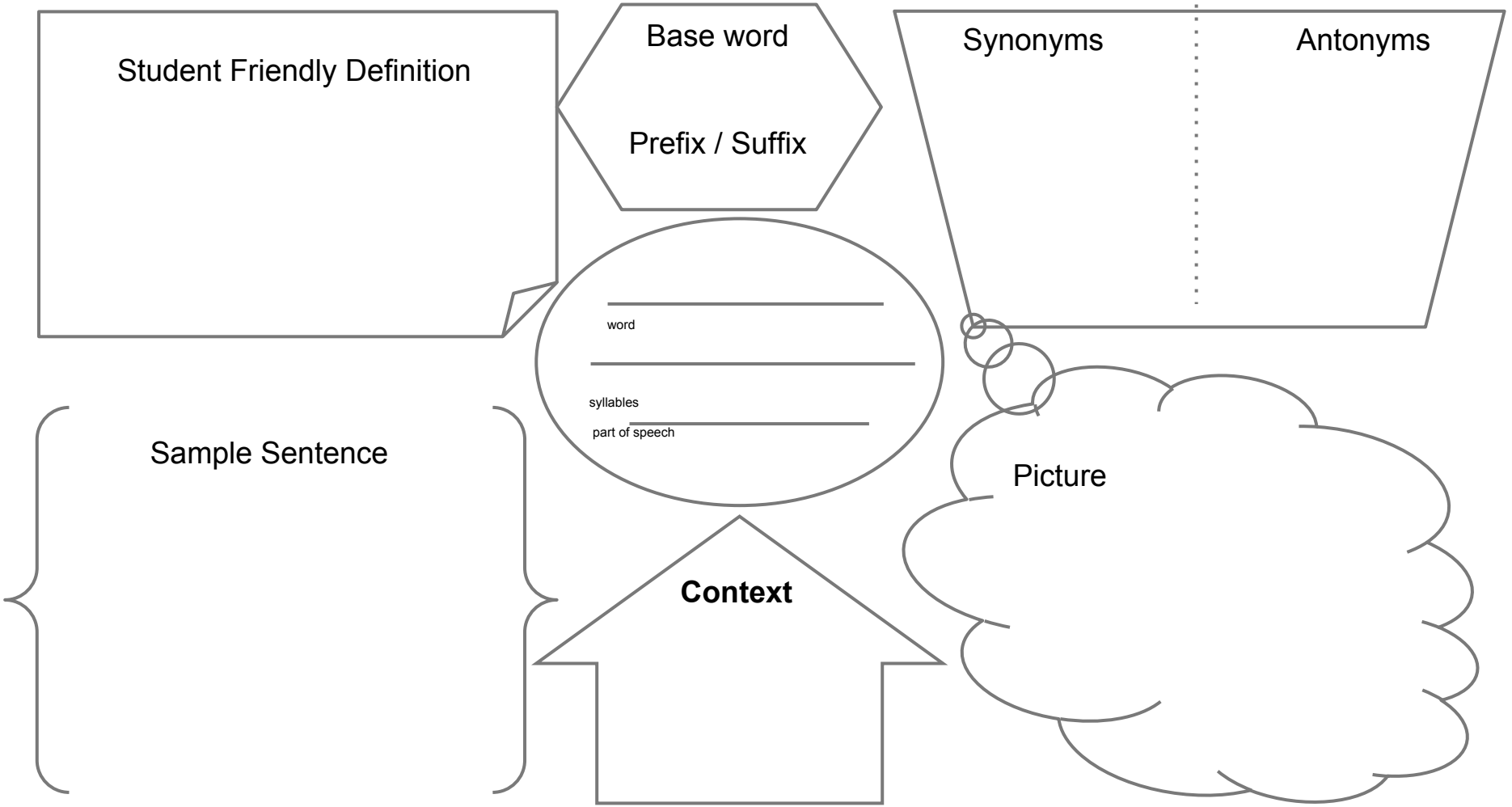
His kindness to others is admirable.

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

Contexts
describing
a person
or
their action

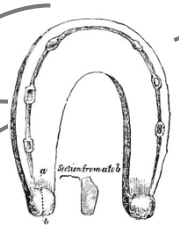
Picture




Student Friendly Definition
Base word
Prefix / Suffix
Synonyms
Antonyms
word
syllables
part of speech
Sample Sentence
Context
Picture

CAST

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



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

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

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

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

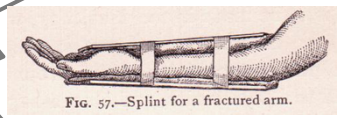
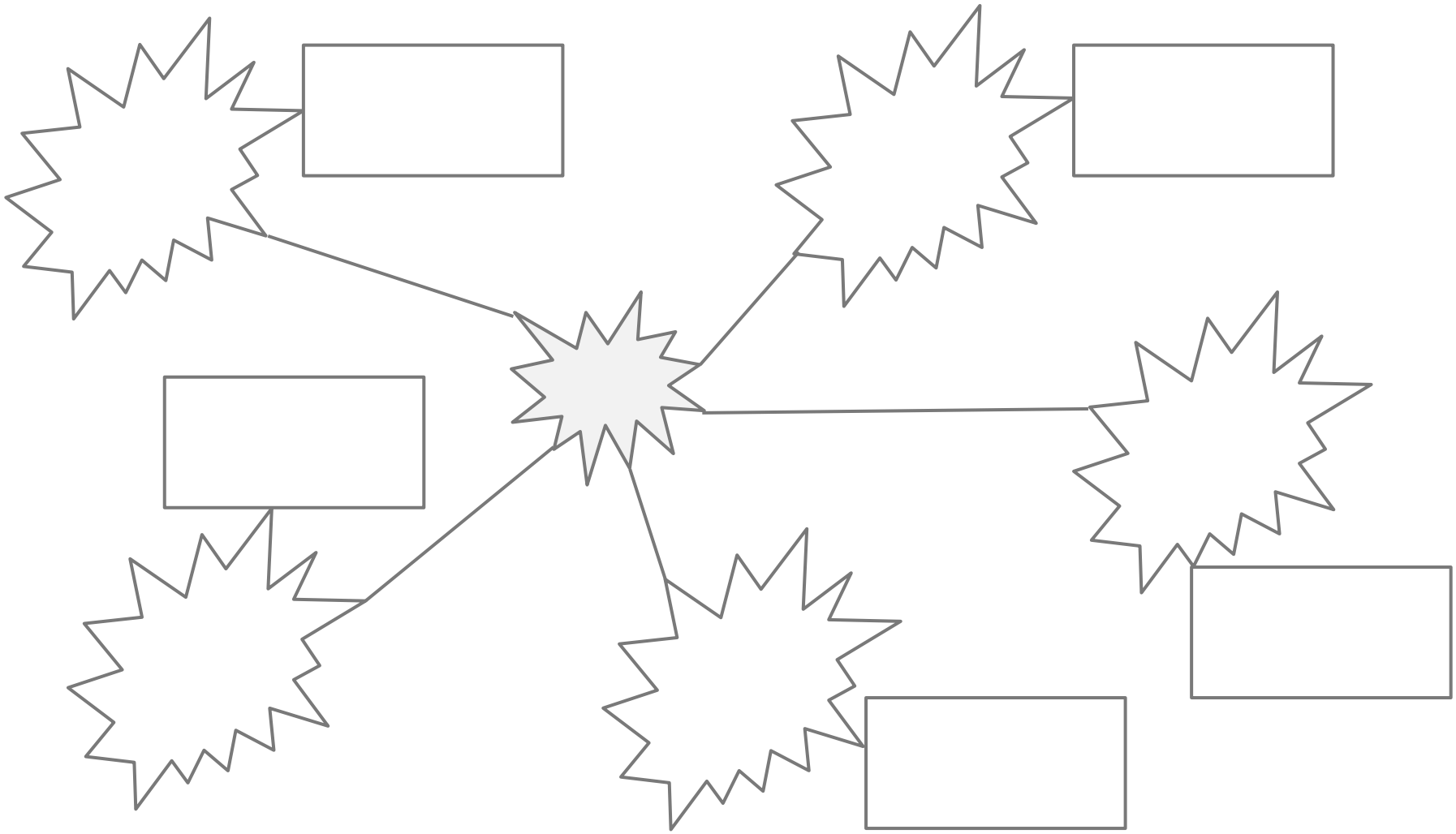


FIG. 57.—Splint for a fractured arm.



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.

Grade: 2	
Claim: Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	**Evidences to be measured on the PARCC Assessments** **The student's response:**
RI 1: Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.	• Provides questions and answers to questions such as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. (1)
RI 2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	• Provides an identification of the main topic of a multi-paragraph text. (1) • Provides an identification of the focus of specific paragraphs within a multi-paragraph text. (2)
RI 3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	• Provides a description of the connection between a series of **historical events** in a text. (1) • Provides a description of the connection between a series of **scientific concepts or steps in technical procedures** in a text. (2)
RI 5: 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.	• Demonstrates knowledge and use of text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text. (1)
RI 6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	• Provides an identification of the main purpose of a text, including what the author wants to answer, explain, or describe. (1)
RI 7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	• Provides an explanation of how specific images contribute to and/or clarify a text. (1)
RI 8: Describe how reasons support specific points the author makes in a text.	• Provides a description of how the reasons in a text support specific points made by the author. (1)
RI 9: Compare and contrast the most important points presented by two texts on the same topic.	• Provides a comparison and contrast of the most important points presented by two texts on the same topic. (1)

NOTE- Items may combine standards and evidence statements.

Grade: 2	
Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	**Evidences to be measured on the PARCC Assessments** **The student's response:**
RL 1: Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.	• Provides questions and/or answers that show understanding of key details in a text, including answers to such questions as *who, what, where, when, why,* and *how.* (1)
RL 2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	• Provides a recounting of stories, including fables, folktales and folktales from diverse cultures. (1) • Provides an identification of the central message, lesson or moral in a text. (2)
RL 3: Describe how characters in a story respond to major events and challenges.	• Provides a description of how characters in a story respond to major events. (1) • Provides a description of how characters in a story respond to challenges. (2)
RL 5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	• Provides a description of the overall structure of a story, including how the beginning introduces the story and how the ending concludes the action. (1)
RL 6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	• Provides a statement about the differences in the points of view of characters. (1) • Speaks in a different voice for each character when reading dialogue aloud to show understanding of the difference in the point of view of characters. (2)
RL 7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	• Demonstrates understanding of characters, setting, or plot of a print or digital text by using information gained from the illustrations and words of the text. (1)
RL 9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	• Provides a comparison and contrast of two or more versions of the same story written by different authors. (1) • Provides a comparison and contrast of two or more versions of the same story written from different cultures. (2)

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

Grade: 2	
Claim: Vocabulary Interpretation and Use: Students use context to determine the meaning of words and phrases.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	**Evidences to be measured on the PARCC Assessment. The student's response:**
RL 4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	• Provides a description of how words and phrases supply rhythm and meaning in a story, poem, or song. (1)
RI 4: Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area.*	• Demonstrates the ability to determine the meaning of words or phrases in a text relevant to a grade 2 topic or subject area. (1)
L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	• Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using sentence-level context as a clue to the meaning of a word or phrase. (1) • Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases when a known prefix is added to a known word. (2) • Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using a known root word as a clue to the meaning of the unknown word with the same root. (3) • Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using the knowledge of individual words to predict the meaning of compound words. (4) • Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using glossaries and beginning dictionaries. (5)
L 5: Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*). b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).	• Provides a statement showing understanding of word relationships and nuances in word meanings by identifying real-life connections between words and their use. (1) • Provides a statement showing understanding of the shades of meaning among closely related verbs and adjectives. (2)

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

L 6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).	• Provides a statement demonstrating the meaning of words and phrases acquired through conversations and reading, including adjectives and adverbs used. (1)	

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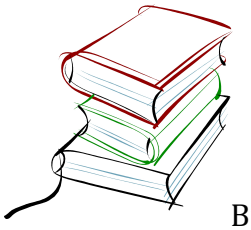

BCSCR

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.

Fully funded through a federal grant from the Department of Education

Grant award number S215G140114

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