

BCSCR

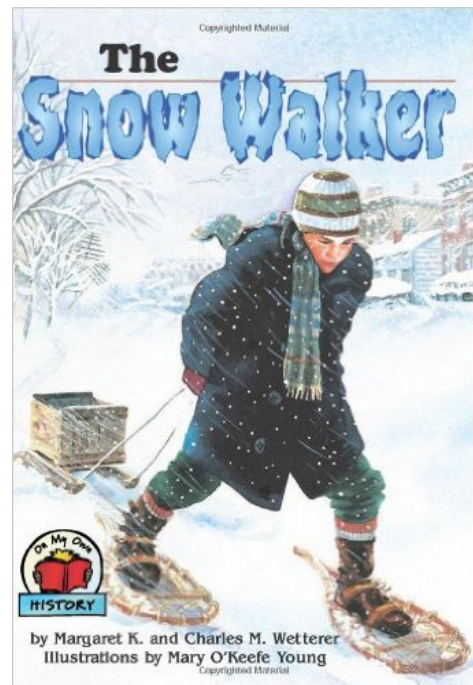


Building Communities that  
Support Children's Reading

New Mexico/Colorado

## The Snow Walker

**By Margaret K. Wetterer**  
**Lexile 520**



**3rd Grade - Unit 1:**  
**Snow, Snowflakes, and the Gifts We Bring**

**Other books in this unit include:**  
**Snowflake Bentley**

**A Drop of Water: A Book of Science and Wonder**

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

505-436-2548

501 Airport Dr., Suite 209  
Farmington, NM 87401

# 3rd Grade CCSS Unit of Study

## Snow, Snowflakes, and the Gifts we Bring

### Purpose for Reading & Learning:

The overall unit purpose is to explore the essential question:

*How can something unique be a special gift?*

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

*The Snow Walker* - What kinds of gifts can we share during a time of need?

*A Drop of Water* - What are some of nature's cold weather gifts?

*Snowflake Bentley* - Why would we want to overcome difficulty to give a special gift?

### How can something unique be a special gift?

CCSS Focus: R.CCR.9

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

What kinds of gifts can we share during a time of need?

**Book 1:**  
*The Snow Walker*

What are some of nature's cold weather gifts?

**Book 2:**  
*A Drop of Water*

Why would we want overcome difficulty to give a special gift?

**Book 3:**  
*Snowflake Bentley*

## Pacing Guide:

This unit is designed to be completed in approximately 6-8 instructional days. The assessment contains questions from each of the 3 texts as well as items related to the essential question. The individual sections of the assessment may be completed following reading and instruction for each text **or** after the study of all 3 texts - at the teacher's discretion.

The Snow Walker 2-3 days of instruction

A Drop of Water 2 days of instruction

Snowflake Bentley 2-3 days of instruction

## Student Texts

1. The Snow Walker, by Margaret K. & Charles M. Wetterer (1996)

Lexile 820

Informational Narrative

*Book Jacket Synopsis:*

*The Famous Blizzard of 1888 was the worst ever to hit the Northeast. Many people perished, and New York City was paralyzed. But to a twelve-year-old Bronx boy named Milton Daub, the storm was a call to action. On a pair of homemade snowshoes, Milton braved the elements to bring food, medicine, and supplies to many of his neighbors.*

2. A Drop of Water, by Walter Wick (1997)

Lexile 870

Informational text

*Book Jacket Synopsis Excerpt:*

*The most spectacular photographs ever created on the subject of water.... Evaporation, condensation, capillary attraction, and surface tension are explained through simple text and illustrated by pictures that reveal water in its many awesome transformations.*

3. Snowflake Bentley, by Jacqueline Briggs Martin (1998)

Lexile 830

Informational narrative

*Book Jacket Synopsis:*

*Snow in Vermont is as common as dirt. Why would anyone want to photograph it? But from the time he was a small boy, Wilson Bentley has thought of the icy crystals as small miracles, and he determines that one day his camera will capture for others their extraordinary beauty..*

## CCSS Focus

### Cross Unit CCSS Focus

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

### The Snow Walker

RI.3.1 / RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas, or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

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.

### A Drop of Water

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.8 Describe a logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

### Snowflake Bentley

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.5 Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

## Additional Teacher Resources

Accompanying this unit are resources including:

- Curriculum Design Theory
- Differentiation
- Think Alouds
- Vocabulary Instruction Protocol
- Partner Reading Routines
- Question Stems for Partner Reading
- Character Analysis Charts
- Sentence Webs
- Vocabulary Word Map Examples

## **Table of Contents**

### **The Snow Walker**

Book Assessment Preview  
Phonemic Awareness / Phonics Skill ow  
Vocabulary List and Activity Menu  
Text Dependent Questions

### **A Drop of Water**

Book Assessment Preview  
Vocabulary List and Activity Menu  
Text Dependent Questions

### **Snowflake Bentley**

Book Assessment Preview  
Vocabulary List and Activity Menu  
Text Dependent Questions

### **Reader's Journal**

#### **Student Resources**

Essential Question Anchor Chart

#### The Snow Walker

Phonics

Day 1 Word Cards

Skill & Fluency Passage

Sorting Mat

Day 2 Word Cards

Vocabulary Cards

Character Traits Anchor Chart

#### A Drop of Water

Vocabulary Cards

Winter Gifts Anchor Chart

#### Snowflake Bentley

Vocabulary Cards

Willie's Character Anchor Chart

Unit Assessment Student Copy

Extended Writing Tasks

### **Common Core State Standards / PARCC Evidence Tables**

Reading Information

Reading Literature

Vocabulary Interpretation and Use

Writing to Express Understanding Using Text Sources

## Citations

- Briggs Martin, J. (1998). *Snowflake Bentley*. New York, NY: Houghton Mifflin Harcourt.
- 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 from <http://www.parcconline.org/K2-assessments> 4-24-2015.
- Patterson, K. (2013). *Robust vocabulary instruction*. Des Moines, NM: Professional development session by Regional Reading Coach. Adapted from Beck, McKeown, & Kuchan (2002).
- Vaughn, S., & Linan-Thompson, S. (2004). *Research-based methods of reading instruction: Grades K-2*. Alexandria, VA: Association for Supervision and Curriculum Development.
- West Virginia Department of Education Reading First Phonics Lessons. Retrieved from <http://wvde.state.wv.us/osp/ReadingFirst.html> 1-14-2015.
- Wetterer, M.K. & Wetterer, C.M. (1996). *The snow walker*. Minneapolis, MN: Millbrook Press.
- Wick, W. (1997). *A drop of water: A book of science and wonder*. New York, NY: Scholastic Press.

# 3rd Grade CCSS Unit of Study

## Snow, Snowflakes, and the Gifts we Bring

### The Snow Walker

by Margaret K. and Charles M. Wetterer

#### Assessment Preview: Part 1

and answer key

[Student Copy in Resources](#)

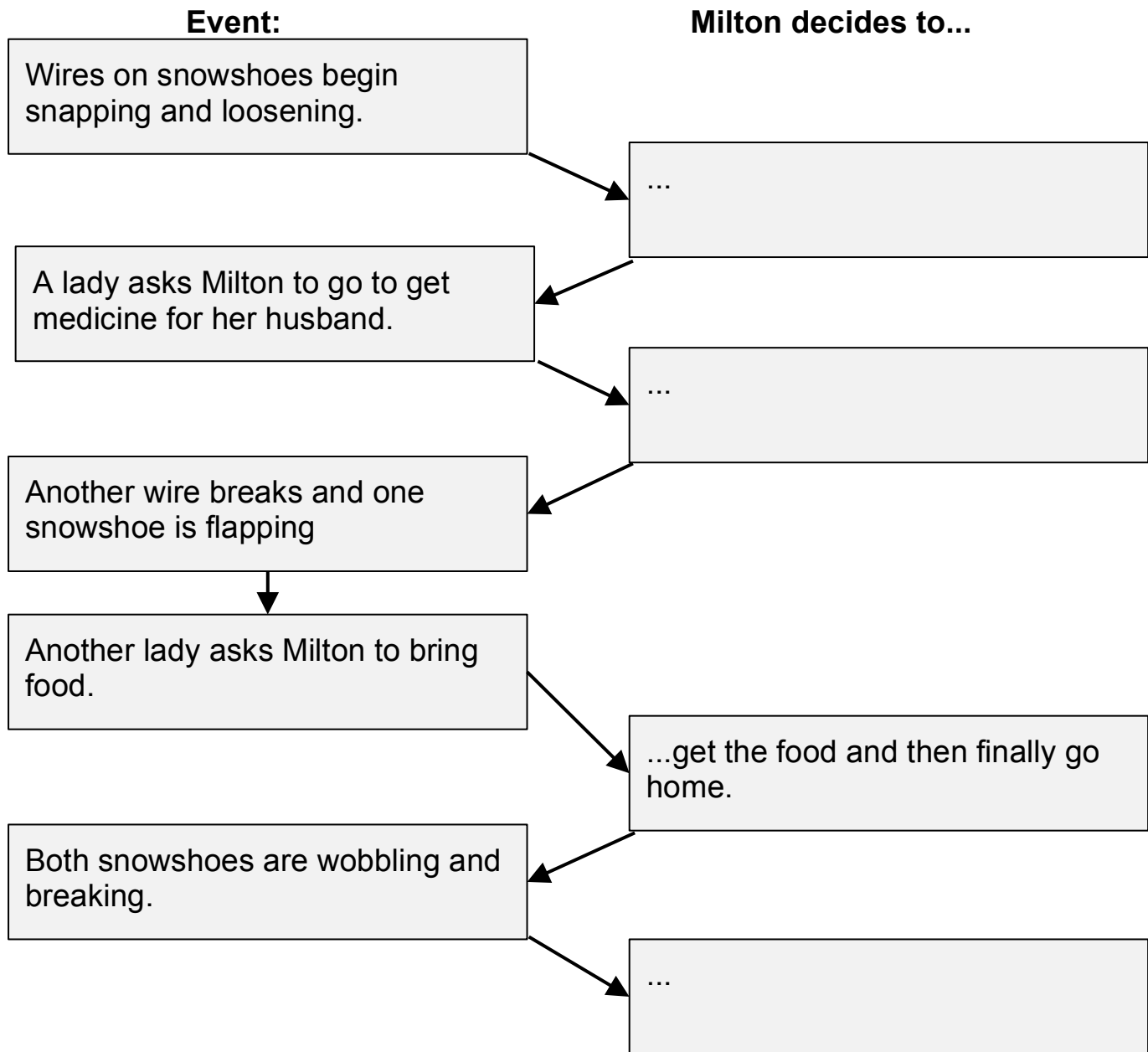
- 1.) Which phrase best describes Milton's personality?
- a.) Milton was afraid to try anything new and never took any risks
  - b.) Milton had a spirit of adventure and caring for others**
  - c.) Milton was interested in helping only himself
  - d.) Milton had a spirit of greed and wanted to make a lot of money

- 2.) Cite 3 examples from the text that support the answer you selected.  
Include the page number for your citations.

Example from the text:	Page #
1.	
2.	
3.	

*RI.3.1 / RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.*

3.) Complete the flow-chart below to show Milton's decisions on the afternoon of Monday, March 12, 1888.



4.) Write a paragraph about one of Milton's decision points.

Include:

- When did this decision occur in the sequence of the events of that day?
- What effect did this decision have in shaping the events of the rest of the day?

*Student answers will vary.*

*RI.3.3 Describe the relationship between a series of historical events, scientific ideas, or concepts, or steps in technical procedure that pertains to time, sequence, and cause/effect.*



The essential question for this unit is, “How can something unique be a special gift?”

5.) What was the unique thing that Milton did in this story? What made his actions unique?

6.) How was this seen by his community as a special gift?

*RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or conveyed through key details in the text.*

## DAY 1 Phonics Instruction: Multiple Sound Vowel Team – ow

See Student Resources for word cards & fluency passage

*RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.*

Section	Instructional Routine for DAY 1
Phonological Awareness and Articulation of Skill <b>3 min.</b>	<b>Oral Word List:</b> cow, crow, snow, sow, now, brow, flow, low, row, plow <b>Activate Phonemic Awareness:</b> Students indicate with thumbs up for words that have the long /ō/ sound. Thumbs down for words with /ou/ sound. <b>Articulation:</b> Teacher models how mouth shape changes between /ō/ and /ou/ sounds. Provide students with mirrors so they can watch their mouth formations.
Letter-Sound Correspondence <b>2 min.</b>	<b>Word List for modeling:</b> cow, crow, snow, sow, now, brow, flow, low, row, plow <b>Letter sound Correspondence:</b> Tell the students that vowel team ow can make two common sounds: long /ō/ and /ou/. Teach students when they aren't sure which sound to make, they should flex it, or try it both ways to see which way makes sense. Model for students with the word <i>snow</i> , trying it as /snou/ then /snō/. (50% of the time <i>ow</i> sounds like /ō/ and 48% of the time the sound is the diphthong /ou/)
Word Blending Routine <b>5 min.</b>	<b>Word Reading Cards:</b> plow, tow, vow, row, grow, crow, low, mow, sow, now, brow <b>I Do</b> Remind students that the vowel team ow can make two common sounds: long /ō/ and /ou/. Place word cards on the table. Blend the first word (plow) orally with a think aloud using both long /ō/ and /ou/ to determine which sound fits best. Repeat this procedure with tow. <b>We Do:</b> Let's read one together. Ask student to silently sound out the new word and flex the sound. Students say it aloud on cue. (vow) Next word (row) <b>You Do:</b> Ask students to take turns reading all of the words making sure to flex the <i>ow</i> sound.

<p>Word Work: Word Building with Letter Tiles <b>5 min.</b></p>	<p><b>Word Building Chain:</b> <a href="#">grow-mow-sow-tow-low-flow-clown</a></p> <p><b>I Do:</b> Write the word plow on the board with a think aloud. Change plow to flow. Then flow to tow, and tow to cow.</p> <p><b>We Do:</b> Have students use letter tiles to form the word crow on their own and blend the sounds orally together. Change the “cr” to “br” and blend the sound orally together. Change “bro” to ‘m’. What is the new word? /mō/. Change “m” to “h”. What is the new word? /hou/</p> <p><b>You Do:</b> Have students make the word chain above with a partner using their letter tiles. One partner can tell the other which letter to change and then together they flex the sound and read the new word. Rotate around the room and provide corrective feedback as needed.</p>
<p>Phrases for Dictation <b>3 min.</b></p>	<p>mow in rows how now brown cow sows in rows</p>
<p>Text Application &amp; Fluency <b>10 min.</b></p>	<p>Have students identify the words in the passage that contain the targeted skill <b>ow</b> by highlighting / underlining the text</p> <ol style="list-style-type: none"> <li>1. Read the identified words</li> <li>2. Read the passage</li> </ol>

## DAY 2 Phonics Instruction: Multiple Sound Vowel Team – ow

[See Student Resources for word cards & fluency passage](#)

*RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.*

Section	Instructional Routine for DAY 2
<p>Phonological Awareness <b>3 min.</b></p>	<p><b>Oral Word List:</b> <a href="#">blown, thrown, how, chow, plow, flown, gown, snow</a></p> <p><b>Activate Phonemic Awareness:</b> Thumbs up for words that have the long /ō/ sound. Thumbs down for words with /ou/ sound.</p>
<p>Letter-Sound Correspondence <b>2 min.</b></p>	<p><b>Word List for modeling:</b> <a href="#">blown, thrown, how, chow, plow, flown, gown, snow</a></p> <p><b>Letter sound Correspondence:</b> Remind students that vowel team ow can make two common sounds: long /ō/ and /ou/. When they aren’t sure which sound to make, students should flex it, or try it both ways to find which one makes sense. Model for students with the word <i>crow</i>, trying it as /crou/ then /crō/.</p>
<p>Word Blending Routine <b>5 min.</b></p>	<p><b>Word Reading Cards for Open Sort:</b> <a href="#">grow, row, sow, mow, tow, crow, bow, low, grown, sow, bow, brown, vow, brow, chow, frown, the, could, where, because, people, like, they, find</a></p> <p><b>I Do:</b> Take the first card from a stack of word cards. Blend the word orally. Do a think aloud describing in which column you would place each word.</p> <p><b>We Do:</b> Let’s do some together. Allow students to pick a word card and let them silently blend the sounds and say the word on cue. Allow them to think through the word and point to the column it should go in. Then have them justify why they placed it in that column.</p> <p><b>You Do:</b> Give each student their own stack of word cards and have them sort them. Monitor and provide feedback as necessary.</p>

<p>Word Work: Paper &amp; Pencil or White Board <b>5 min.</b></p>	<p><b>Word Building Chain:</b> crow-crown-frown-grown-shown-show-slow-stow-tow-mow</p> <p><b>I Do:</b> Watch me use letter tiles. One tile has the spelling for ow. Place the ow on the table and place the “pl” in front of it. Blend the sounds orally. The word plow has four letters and three sounds. Let's make one together on your dry erase boards.</p> <p><b>We Do:</b> The word is low. What letter do we need to change? Remove the “p” in plow to make low. Students should show the word low on their dry erase boards. Ask where the “ow” is in the word. (end) How many letters? (3) How many sounds? (2)</p> <p><b>You Do:</b> Have each student create the word chain listed above with their dry erase board.</p>
<p>Sentences for Dictation <b>3 min.</b></p>	<p>The slow brown cow will grow and grow. Mr. Brown will sow in rows.</p>
<p>Text Application <b>10 min.</b></p>	<p>Read clean copy of passage Formative Assessment: Student should read targeted skill words with 95% accuracy</p>

## Vocabulary List

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

Refer to Teacher Resource **Vocabulary Instruction Protocol** section of this unit for detailed instructions.

### Tier 2 Vocabulary Possibilities

historical period	noun	verb	adjective
telegraph	blizzard	jolted	condensed
parlor	territory	huddled	frantic
drugstore	landmark	shrieked	exhausted
icebox	frostbite	insisted	
kerosene		ached	
		wobbled	
		trudged	
		soared	

## Vocabulary Activity Menu

Options for practicing new vocabulary following initial instruction

Word Cards in Student Resources

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:  <b>Which would <u>wobble</u>? A table with one leg shorter than the others or an expert skier on the bunny slope?</b></p> <p><b>Which would cause your teacher to feel <u>frantic</u>? Sending you to recess with the duty teacher or not being able to find you at the end of a field trip?</b></p>
Word Relationships	<p>Variation 5) Students place words on a continuum line to order shades of meaning.</p> <p>eg:  <b>whisper _____ shriek</b>          placing <b><u>say</u>, <u>yell</u>, <u>mumble</u>, <u>exclaim</u></b></p> <p><b>skip _____ trudge</b>          placing <b><u>walk</u>, <u>amble</u>, <u>plod</u>, <u>trek</u></b></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:  <b>What would your neighbor say is a <u>landmark</u> in your neighborhood?</b></p> <p><b>What would someone who is feeling <u>exhausted</u> say to their friend?</b></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:  <b>An <u>icebox</u> was different from a refrigerator because _____ .</b></p> <p><b><u>Frostbite</u> is dangerous because _____ .</b></p>

## Text Dependent Questions for Comprehension and Building Connections

### Day 1: FIRST READ

**PURPOSE:** Read for general understanding and enjoyment.

RI.3.1 / RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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.

	First Read	Second Read
<b>Text Access Options</b>	<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>
<b>Set Purpose for Reading</b>	<i>Have you ever had to stay home from school for a snow day? What were some of the things you did? We will read <u>The Snow Walker</u> to find out the true story of what one young man did when there was a snow day.</i>	<i>Now we know the story of Milton Daub's adventure on his snow day. We'll read the text again to look more closely at:</i> <ul style="list-style-type: none"> <li>→ <i>The sequence of events and how they affected Milton's decisions</i></li> <li>→ <i>The author's central message about Milton's actions</i></li> </ul>
<b>Author's Note</b> pp. 3-4	<i>Teacher read aloud.</i>	
p. 5-7	How did Milton feel about the snow? What words does the author use to help us know?	What words does the author use that help us know that this story took place many years ago?
pp. 8-9	What are the problems presented on these pages?  What was Milton's idea for a solution?	Describe how Milton responded to the problem of running out of milk during the blizzard.  <i>Add to Character Traits Anchor Chart throughout 2nd reading</i>
pp. 10-13	What materials did Milton and his father use to make the snowshoes?  Why did they test the snowshoes to see if they would work?	

	First Read	Second Read
pp. 14-15	<p>What was the weather like outside?</p> <p>What are some of the action words the author uses to help us understand what it felt like to be out in the storm?</p>	
pp. 16-18	Why didn't Milton recognize Ash's Grocery store right away?	
pp. 19-23	What unique business opportunity did Milton find as he snowshoed along with his case of condensed milk?	<p>How much did Milton pay for each can of milk?</p> <p>Does Milton make a profit on the can of milk? How do you know?</p>
pp. 24-26	<p>How did Milton feel as he made his way toward home?</p> <p>How did his parents react when he arrived? Why?</p>	
pp. 27-30	After lunch Milton wanted to go out again. What 3 reasons did he use to convince his parents?	
p. 31	What new problem develops here?	When the wire snaps on his snowshoe, what does Milton decide to do?
pp. 32-35	What happened to change Milton's mind about heading home after selling the milk?	<p>What does Milton decide to do now?</p> <p>What does Mr. McCane think about Milton's actions? How does the author tell us?</p>
pp. 36-39	What dangers did Milton face if his snowshoes broke?	Milton changed his mind about heading home again. What is important to him?
pp. 40-43	Milton is in trouble here. What words does the author use to let us know how he is feeling?	Now that Milton is finally headed home, does he question his decisions to help others before attending to his own safety? How do you know?

	First Read	Second Read
pp. 44-45	What does it mean that Milton's " <i>spirits soared</i> " when he finally saw his house?	
pp. 46-47	How did neighbors express their thanks to Milton?	What was Milton's special gift to his neighbors?  What is the author's message here?
Afterword	The information here tells about the many real dangers of the blizzard that Milton faced. What words would describe Milton's character throughout this event? <a href="#">Begin Character Traits Anchor Chart (in Student Resources)</a>	

## Day 2: SECOND READ

**PURPOSE:** Read for deeper understanding and analysis of the sequence of events and central message of the text.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas, or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

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.

Set the purpose for reading and ask questions following each page of text based on the **SECOND READ** column of the chart.

## After Reading The Snow Walker:

- Discuss Essential Question as a whole group
- Record student ideas from this text on Essential Question Anchor Chart (in Student Resources)
- Students work in pairs / triads to complete **Reader's Journal** pages, including SNOW anchor chart for information and theme of this text.

# Snow, Snowflakes, and the Gifts we Bring



## Reader's Journal

Name: \_\_\_\_\_



Partner: \_\_\_\_\_

## Snow: Information and Text Themes

The Snow Walker	
Information we learn about snow	The author's theme or message
A Drop of Water	
Information we learn about snow	The author's theme or message
Snowflake Bentley	
Information we learn about snow	The author's theme or message

## The Snow Walker

by Margaret K. & Charles M. Wetterer

- 1.) After lunch, Milton decided to go back out on his snowshoes to help more neighbors get milk from the grocery store. Work with your partner to complete the flowchart with the events and Milton's decisions from pages 31- 37.

### Event:

Wires on snowshoes begin snapping and loosening.

A lady asks Milton to \_\_\_\_\_  
\_\_\_\_\_.

Another wire breaks and one snowshoe is flapping

Another lady asks Milton to \_\_\_\_\_.

### Milton decides to...

...finish selling the case of milk before going home.

...get the medicine then go straight home.

... \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

RI.3.3

Re-read pages 18-19 with your partner.

2.) How much did Milton pay for each can of milk? \_\_\_\_\_

3.) When the woman paid a quarter for the milk, how much **profit** did Milton make? Show how you know in numbers, pictures, and words.

numbers

picture

words

Reread page 32 with your partner.



Milton “didn’t think about his broken snowshoe”.

4.) What WAS he thinking about?

---

---

---

5.) What is the message or moral the author wants the reader to know based on this event in the text?

---

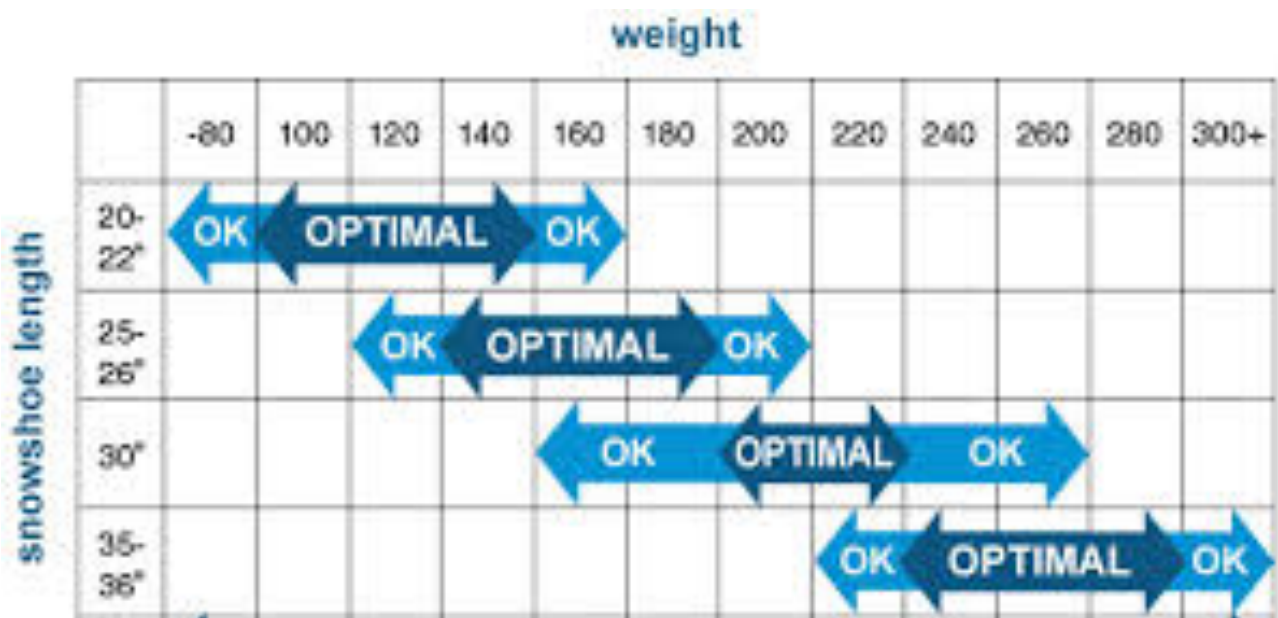
---

---

---

---

R.L.3.2



## Snowshoe Size Chart

Study the snowshoe size chart with your partner.

6.) If Milton weighed about 100 pounds, what length of snowshoe would be optimal, or the best, for him?

---

7.) Talk to your partner about **why** the length of snowshoe should be shorter for people who weigh less and longer for people who weigh more. Record ideas from your discussion below.

Possible Reasons:

# Snow, Snowflakes, and the Gifts we Bring

## Essential Question Anchor Chart

How can something unique be a special gift?		
Ideas from book 1: <u>The Snow Walker</u>	Ideas from book 2: <u>A Drop of Water</u>	Ideas from book 3: <u>Snowflake Bentley</u>
What is unique?	What is unique?	What is unique?
What special gift is given?	What special gift is given?	What special gift is given?

**Word Cards for Phonics Day 1 Reading & Blending Routine**

plow	tow	vow
row	grow	crow
low	mow	sow
now	brow	mow

**Word Cards for Phonics Day 1 Reading & Blending Routine**

plow	tow	vow
row	grow	crow
low	mow	sow
now	brow	mow

## **DAY 1 & DAY 2 Phonics Instruction: Multiple Sound Vowel Team – ow**

Passage for skill application and fluency

---

### **Snow Day**

While the boys and girls slept the snow fell. How can snow get so deep in just one night? The snow has blown and flown for hours. The boys and girls all woke to the news: “No School, Snow Day”.

The boys and girls cheer and rush to get outside. One girl ran out in her gown. She went back in for snow clothes.

The snow plow tows a salt truck. They try to melt the snow on the road. The snow plow slows for the boys and girls.

By lunch the boys and girls have thrown snow balls all day. They chow down on hot oats, juice and toast. All boys and girls love snow days.



name \_\_\_\_\_

date \_\_\_\_\_

*I can sort & read words with the **ow** spelling pattern*

ow = /ou/

ow = /ō/

Sight Words

Phonics day 2 open sort

Word Cards for Phonics Day 2 Open Sort

grow	row	sow
mow	tow	crow
bow	low	grown
sow	bow	brown
vow	brow	chow
frown	the	could
where	because	people
like	they	find

**Vocabulary Word Cards: The Snow Walker**

jolted	blizzard
parlor	territory
huddled	landmark
insisted	telegraph
icebox	frostbite
shrieked	drugstore
ached	wobbled
trudged	kerosene
frantic	exhausted
soared	condensed

# Character Traits Anchor Chart

## The Snow Walker

Person	Character Trait	We know because...
Milton		
Milton's mother		
Milton's father		
Mr. Ash		
Mr. McKane		

\_\_\_\_\_

name

\_\_\_\_\_

date

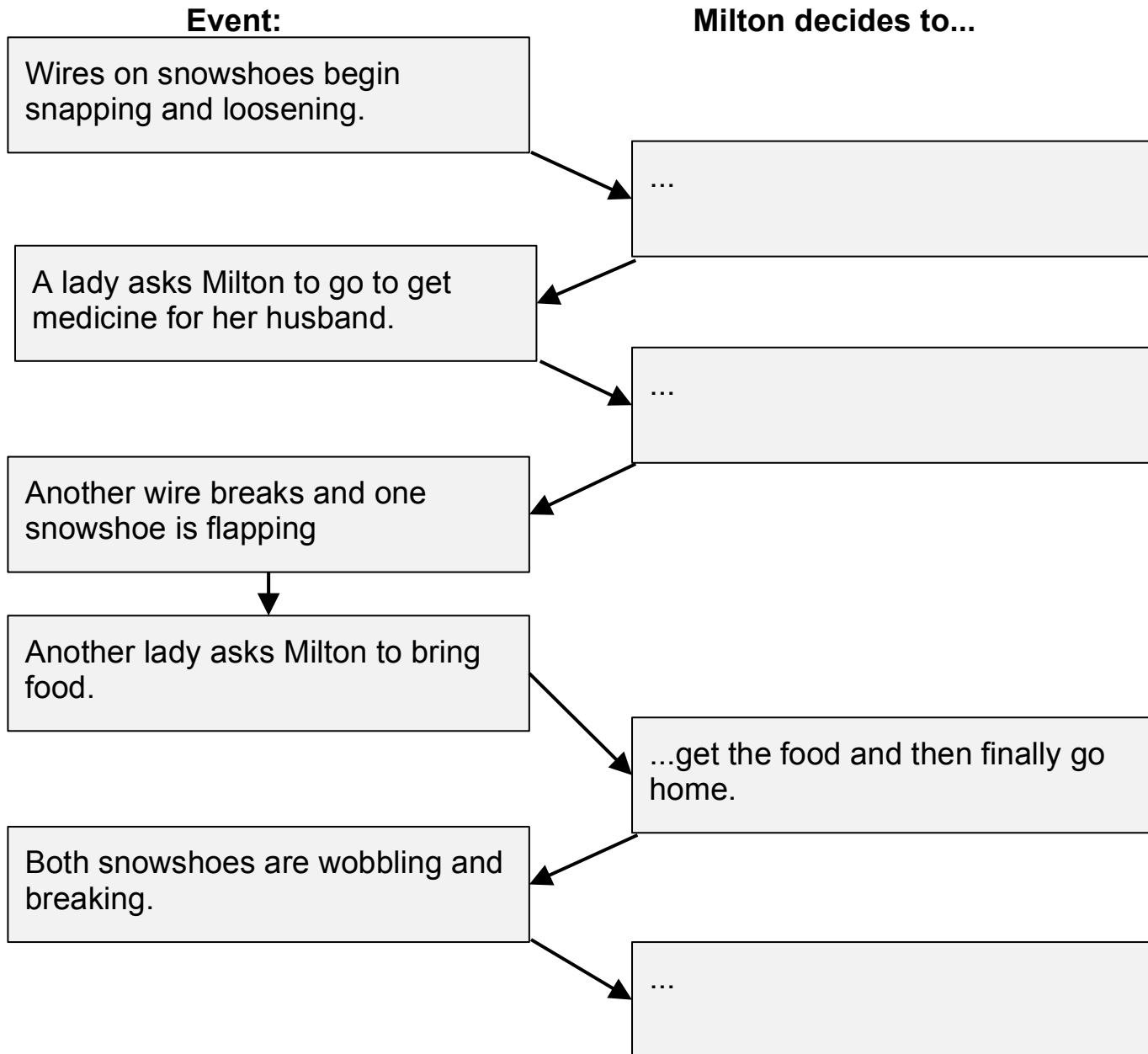
## Unit Assessment: Snow, Snowflakes, and the Gifts we Bring

### Part 1: The Snow Walker

- 1.) Which phrase best describes Milton's personality?
- a.) Milton was afraid to try anything new and never took any risks
  - b.) Milton had a spirit of adventure and caring for others
  - c.) Milton was interested in helping only himself
  - d.) Milton had a spirit of greed and wanted to make a lot of money
- 2.) Cite 3 examples from the text that support the answer you selected.  
Include the page number for your citations.

Example from the text:	Page #
1.	
2.	
3.	

- 3.) Complete the flow-chart below to show Milton's decisions on the afternoon of Monday, March 12, 1888.



4.) Write a paragraph about one of Milton’s decision points.

Include:

- a.) When did this decision occur in the sequence of the events of that day?
- b.) What effect did this decision have in shaping the events of the rest of the day?

---

---

---

---

---

---

---

---

---

---

The essential question for this unit is, “How can something unique be a special gift?”

5.) What was the unique thing that Milton did in this story? What made his actions unique?

---

---

---

6.) How was this seen by his community as a special gift?



## Writing Prompt 1

Each of the three books The Snow Walker, A Drop of Water, and Snowflake Bentley presented information about snow.

Refer to the texts, anchor charts made in class, and your reading journal to **compare and contrast** these three texts in terms of

- the information given about snow
- the messages or themes the authors communicated through their text about snow.

[illegible]

## Writing Prompt 2

Nature provides distinct “gifts” in the the cold weather season such as storms and snowflakes. People possess unique gifts as well - such as we see in the stories of Milton Daub and Willie Bentley.

Write about the unique gifts that Milton and Willie brought to their communities. Include information about

- the obstacles they had to overcome to achieve their goals
- the effects their gifts had on their communities
- the lasting impact of their actions

---

---

---

---

---

---

---

---

---

---

---

---

## 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.	<b>Above Level Students:</b> 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.
		<b>On Level Students:</b> Expected to work toward and demonstrate mastery of all 3 points of evidence.
		<b>Below Level Students:</b> 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](http://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](http://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 <b>is</b> called erosion." Dirt, by Natalie M. Rosinsky
Restatement (an appositive)	, ,  or  ( )	The beast, <b>a lion</b> , was starting to show interest in our party.  Gary Paulsen writes books that appeal, <b>or</b> are of particular interest, to young adult readers. grammar.about.com  "Every few days, she goes back to each puddle and lays infertile eggs ( <b>eggs that won't hatch</b> ) 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, <b>along a wooded path, near the ocean, or atop a mountain.</b> grammar.about.com
Non-examples	not	The beast was mighty, <b>not</b> small and weak like his friend, the mouse.
Synonyms		"Birds may <b>rule</b> the air by day, but bats are the <b>monarchs</b> of the night." Bat Loves the Night, by Nicola Davies
Antonyms		The boxes weren't exactly heavy, just <b>cumbersome</b> , unlike the <b>easy-to-carry</b> bags with handles. grammar.about.com
Text Structure	" "	These lists were very "useful".

(to denote connotation or stress)	italicized or bold text	"But, what does that <i>mean</i> ?" I asked again. I mean, his guy was <b>big</b> !
-----------------------------------	-------------------------	--

## 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.

## 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



Grade: 3		
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 Summative Assessment	
	The student's response:	
<b>RL 1:</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"> <li>Provides questions and/or answers that show understanding of a text, referring explicitly to the text as the basis for the answers. (1)<sup>1</sup></li> </ul>	
<b>RL 2:</b> 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.	<ul style="list-style-type: none"> <li>Provides a recounting of stories, including fables, folktales, and myths from diverse cultures. (1)</li> <li>Provides a statement of the central message, lesson, or moral in a text. (2)</li> <li>Provides an explanation of how a central message, lesson, or moral is conveyed through details in a text. (3)</li> </ul>	
<b>RL 3:</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<ul style="list-style-type: none"> <li>Provides a description of characters in a story (e.g., their traits, motivations, or feelings). (1)</li> <li>Provides an explanation of how characters' actions contribute to the sequence of events. (2)</li> </ul>	
<b>RL 5:</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	<ul style="list-style-type: none"> <li>Provides references to parts of stories, dramas, and poems when writing about a text, using terms such as chapter, scene, and stanza. (1)</li> <li>Provides a description of how each successive part of a text builds on earlier sections. (2)</li> </ul>	
<b>RL 7:</b> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	<ul style="list-style-type: none"> <li>Provides an explanation of how a specific aspect of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize an aspect of a character or setting). (1)</li> </ul>	
<b>RL 9:</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	<ul style="list-style-type: none"> <li>Provides a comparison and contrast of the <b>themes</b> of stories written by the same author about the same or similar characters (e.g., in books from a series). (1)</li> <li>Provides a comparison and contrast of the <b>settings</b> of stories written by the same author about the same or similar characters (e.g., in books from a series). (2)</li> <li>Provides a comparison and contrast of the <b>plots</b> of stories written by the same author about the same or similar characters (e.g., in books from a series). (3)</li> </ul>	

<sup>1</sup> This evidence combines grade 3 evidences RL1.1 and RL1.2 from Phases 1 and 2.

<b>Grade: 3</b>		
<b>Claim: Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.</b>		
<b>Items designed to measure this claim may address the standards and evidences listed below:</b>		
<b>Standards:</b>	<b>Evidences to be measured on the PARCC Summative Assessment</b>	
	<b>The student's response:</b>	
<b>RI 1:</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"> <li>Provides questions and answers that show understanding of a text, referring explicitly to the text as the basis for the answers. (1)<sup>2</sup></li> </ul>	
<b>RI 2:</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.	<ul style="list-style-type: none"> <li>Provides a statement of the main idea of a text. (1)</li> <li>Provides a recounting of key details in a text. (2)</li> <li>Provides an explanation of how key details in a text support the main idea. (3)</li> </ul>	
<b>RI 3:</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	<ul style="list-style-type: none"> <li>Provides a description of the relationship between <b>a series of historical events</b>, using language that pertains to time, sequence and/or cause/effect. (1)</li> <li>Provides a description of the relationship <b>between scientific ideas or concepts</b>, using language that pertains to time, sequence and/or cause/effect. (2)</li> <li>Provides a description of the relationship <b>between steps in technical procedures in a text</b>, using language that pertains to time, sequence and/or cause/effect. (3)</li> </ul>	
<b>RI 5:</b> Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<ul style="list-style-type: none"> <li>Demonstrates use of <b>text features</b> to locate relevant information (e.g., key words, sidebars). (1)</li> <li>Demonstrates use of <b>search tools</b> to locate relevant information (e.g., key words, sidebars, hyperlinks). (2)</li> </ul>	
<b>RI 7:</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<ul style="list-style-type: none"> <li>Demonstrates use of information gained from illustrations (e.g., maps, photographs) and words in a text to show understanding of the text (e.g., where, when, why, and how key events occur). (1)</li> </ul>	
<b>RI 8:</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<ul style="list-style-type: none"> <li>Provides a description of the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (1)</li> </ul>	
<b>RI 9:</b> Compare and contrast the most important points and key details presented in two texts on the same topic.	<ul style="list-style-type: none"> <li>Provides a comparison and contrast of the most important points and/or key details presented in two texts on the same topic. (1)</li> </ul>	

<sup>2</sup> This evidence combines grade 3 evidences RI1.1 and RI1.2 from Phases 1 and 2.

<b>Grade: 3</b>	
<b>Claim: Vocabulary Interpretation and Use: Students use context to determine the meaning of words and phrases.</b>	
<b>Items designed to measure this claim may address the standards and evidences listed below:</b>	
<b>Standards:</b>	<b>Evidences to be measured on the PARCC Summative Assessment The student's response:</b>
<b>RL 4:</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	<ul style="list-style-type: none"> <li>• Demonstrates the ability to determine the meaning of words and phrases as they are used in a text. (1)</li> <li>• <b>FOR DIAGNOSTIC ONLY:</b> Distinguishes literal from nonliteral language. (2)</li> </ul>
<b>RI 4:</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	<ul style="list-style-type: none"> <li>• Demonstrates the ability to determine the meaning of general academic words or phrases in a text relevant to a grade 3 topic or subject area. (1)</li> <li>• <b>FOR DIAGNOSTIC ONLY:</b> Demonstrates the ability to determine the meaning of domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (2)</li> </ul>
<b>L 4:</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</li> <li>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</li> <li>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ol>	<ul style="list-style-type: none"> <li>• Demonstrates the ability to determine the meaning of words and phrases, using sentence-level context as a clue to the meaning of a word or phrase. (1)</li> <li>• <b>FOR DIAGNOSTIC ONLY:</b> Demonstrates the ability to determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (2)</li> <li>• <b>FOR DIAGNOSTIC ONLY:</b> Demonstrates the ability to use a known root word as a clue to the meaning of an unknown word with the same root. (3)</li> </ul>
<b>L 5:</b> Demonstrate understanding of word relationships and nuances in word meanings. <ol style="list-style-type: none"> <li>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</li> <li>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</li> <li>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</li> </ol>	<ul style="list-style-type: none"> <li>• Provides distinctions between the literal and nonliteral meanings of words and phrases. (1)</li> <li>• Provides distinction(s) between shades of meaning among related words that describe states of mind or degrees of certainty (e.g. <i>knew, believed, suspected, heard, wondered</i>). (2)</li> <li>• <b>FOR DIAGNOSTIC ONLY:</b> Demonstrates the ability to identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). (3)</li> </ul>
<b>L 6:</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	<ul style="list-style-type: none"> <li>• Provides a statement demonstrating the accurate meaning and use of grade-appropriate conversational and general academic words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>). (1)</li> </ul>

Grade: 3	
Claim: Writing: Students write effectively when using and/or analyzing sources.	
Items designed to measure this claim may address the standards and evidences listed below and the writing standards for literacy in History/Social Studies, Science, and Technical Subjects 6–12	
Standards:	Evidences:
<p><b>W1</b></p> <p>Write opinion pieces on topics or texts, <u>supporting a point of view with reasons</u>.</p> <ol style="list-style-type: none"> <li>Introduce the topic or text they are writing about, state an opinion, and <u>create an organizational structure that lists reasons</u>.</li> <li>Provide reasons that support the opinion.</li> <li>Use linking words <u>and phrases</u> (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</li> <li>Provide a concluding statement or section.</li> </ol>	<p><b>Written Expression:</b></p> <p><b>Development of Ideas</b></p> <ul style="list-style-type: none"> <li>The student response addresses the prompt and shows effective development of the topic and/or narrative elements<sup>1</sup> by using reasoning, details, text-based evidence, and/or description; the development is largely appropriate to the task and purpose.</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li>The student response consistently demonstrates purposeful and controlled organization and includes an introduction and conclusion.</li> </ul> <p><b>Clarity of Language</b></p> <ul style="list-style-type: none"> <li>The student response uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.</li> </ul> <p><b>Knowledge of Language and Conventions</b></p> <ul style="list-style-type: none"> <li>The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.</li> </ul>
<p><b>W2</b></p> <p>Write informative/explanatory texts <u>to examine a topic and convey ideas and information clearly</u>.</p> <ol style="list-style-type: none"> <li>Introduce a topic and <u>group related information together; include illustrations when useful to aiding comprehension</u>.</li> <li><u>Develop the topic with</u> facts, definitions, and <u>details</u>.</li> <li><u>Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information</u>.</li> <li>Provide a concluding statement or section.</li> </ol>	
<p><b>W3</b></p> <p>Write narratives <u>to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</u>.</p> <ol style="list-style-type: none"> <li><u>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally</u>.</li> <li><u>Use dialogue and descriptions</u> of actions, thoughts, and feelings <u>to develop experiences and events or show the response of characters to situations</u>.</li> <li>Use temporal words <u>and phrases</u> to signal event order.</li> <li>Provide a sense of closure.</li> </ol>	

<sup>1</sup> Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters' motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing and elucidated in the scoring guide for each PCR.

<b>W4</b>	<u>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</u> (Grade-specific expectations for writing types are defined in standards 1–3 above.)	
<b>W5</b>	With guidance and support from peers and adults, <u>develop and</u> strengthen writing as needed by <u>planning</u> , revising, and editing. <u>(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</u>	
<b>W6</b>	With guidance and support from adults, use <u>technology</u> to produce and publish writing <u>(using keyboarding skills)</u> as well as <u>to interact and</u> collaborate with others.	
<b>W7</b>	<u>Conduct short</u> research projects <u>that build knowledge about a topic.</u>	
<b>W8</b>	Recall information from experiences or gather information from <u>print and digital sources</u> ; <u>take brief notes on sources and sort evidence into provided categories.</u>	
<b>W9</b>	(Begins in grade 4)	
<b>W10</b>	<u>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</u>	

Grade: 4	
Claim: Writing: Students write effectively when using and/or analyzing sources.	
Items designed to measure this claim may address the standards and evidences listed below and the writing standards for literacy in History/Social Studies, Science, and Technical Subjects 6–12	
Standards:	Evidences:
<p><b>W1</b></p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons <u>and information</u>.</p> <ol style="list-style-type: none"> <li>Introduce a topic or text <u>clearly</u>, state an opinion, and create an organizational structure <u>in which related ideas are grouped to support the writer's purpose</u>.</li> <li>Provide reasons that are <u>supported by facts and details</u>.</li> <li>Link opinion and reasons using words and phrases (e.g., <u>for instance, in order to, in addition</u>).</li> <li>Provide a concluding statement or section <u>related to the opinion presented</u>.</li> </ol>	<p><b>Written Expression:</b></p> <p><b>Development of Ideas</b></p> <ul style="list-style-type: none"> <li>The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements<sup>2</sup> by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience.</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li>The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.</li> </ul> <p><b>Clarity of Language</b></p> <ul style="list-style-type: none"> <li>The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas.</li> </ul> <p><b>Knowledge of Language and Conventions</b></p> <ul style="list-style-type: none"> <li>The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.</li> </ul>
<p><b>W2</b></p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>Introduce a topic <u>clearly</u> and group related information <u>in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia</u> when useful to aiding comprehension.</li> <li>Develop the topic with facts, definitions, <u>concrete details, quotations, or other information and examples related to the topic</u>.</li> <li>Link ideas within categories of information using words and phrases (e.g., <u>another, for example, also, because</u>).</li> <li><u>Use precise language and domain-specific vocabulary to inform about or explain the topic</u>.</li> <li>Provide a concluding statement or section <u>related to the information or explanation presented</u>.</li> </ol>	

<sup>2</sup> Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters' motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing and elucidated in the scoring guide for each PCR.

W3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li><u>Orient the reader by</u> establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>Use <u>a variety of transitional</u> words and phrases <u>to manage the sequence of events</u>.</li> <li><u>Use concrete words and phrases and sensory details to convey experiences and events precisely</u>.</li> <li>Provide <u>a conclusion that follows from the narrated experiences or events</u>.</li> </ol>	
W4	<p>Produce <u>clear and coherent</u> writing in which the development and organization are appropriate to task, purpose, <u>and audience</u>. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	
W5	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 <u>up to and including grade 4</u> on pages 28 and 29.)</p>	
W6	<p>With some guidance and support from adults, use technology, <u>including the Internet</u>, to produce and publish writing as well as to interact and collaborate with others; <u>demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting</u>.</p>	
W7	<p>Conduct short research projects that build knowledge <u>through investigation of different aspects of a topic</u>.</p>	
W8	<p>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and <u>categorize information</u>, and <u>provide a list of sources</u>.</p>	
W9	<p><u>Draw evidence from literary or informational texts to support analysis, reflection, and research</u>.</p> <ol style="list-style-type: none"> <li><u>Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</u></li> <li><u>Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</u></li> </ol>	
W10	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	



Grade: 5	
Claim: Writing: Students write effectively when using and/or analyzing sources.	
Items designed to measure this claim may address the standards and evidences listed below and the writing standards for literacy in History/Social Studies, Science, and Technical Subjects 6–12	
Standards:	Evidences:
<p><b>W1</b></p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are <u>logically</u> grouped to support the writer’s purpose.</li> <li>Provide <u>logically ordered</u> reasons that are supported by facts and details.</li> <li>Link opinion and reasons using words, phrases, <u>and clauses</u> (e.g., <u>consequently, specifically</u>).</li> <li>Provide a concluding statement or section related to the opinion presented.</li> </ol>	<p><b>Written Expression:</b></p> <p><b>Development of Ideas</b></p> <ul style="list-style-type: none"> <li>The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements<sup>3</sup> by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience.</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li>The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.</li> </ul> <p><b>Clarity of Language</b></p> <ul style="list-style-type: none"> <li>The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas.</li> </ul> <p><b>Knowledge of Language and Conventions</b></p> <ul style="list-style-type: none"> <li>The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.</li> </ul>
<p><b>W2</b></p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly, <u>provide a general observation and focus</u>, and group related information <u>logically</u>; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>Link ideas within <u>and across</u> categories of information using words, phrases, <u>and clauses</u> (e.g., <u>in contrast, especially</u>).</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Provide a concluding statement or section related to the information or explanation presented.</li> </ol>	

<sup>3</sup> Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters’ motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing and elucidated in the scoring guide for each PCR.



W3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>Use <u>narrative techniques</u>, such as dialogue, description, <u>and pacing</u>, to develop experiences and events or show the responses of characters to situations.</li> <li>Use a variety of transitional words, phrases, <u>and clauses</u> to manage the sequence of events.</li> <li>Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>Provide a conclusion that follows from the narrated experiences or events.</li> </ol>	
W4	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	
W5	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, <u>or trying a new approach</u>. (Editing for conventions should demonstrate command of Language standards 1–3 <u>up to and including grade 5</u> on pages 28 and 29.)</p>	
W6	<p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of <u>two pages</u> in a single sitting.</p>	
W7	<p>Conduct short research projects that <u>use several sources</u> to build knowledge through investigation of different aspects of a topic.</p>	
W8	<p>Recall relevant information from experiences or gather relevant information from print and digital sources; <u>summarize or paraphrase information in notes and finished work</u>, and provide a list of sources.</p>	
W9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply <u>grade 5</u> Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</li> <li>Apply <u>grade 5</u> Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text,</li> </ol>	

	identifying which reasons and evidence support which point[s]”).	
<b>W10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	



# BCSCR

## Three Rivers Education Foundation

501 Airport Dr., Suite 209  
Farmington, New Mexico 87401

Phone: 505-436-2548

Fax: 505-436-2553

Web: <http://bcscr.3riversed.org>

## Building Communities that Support Children's Reading

### Community-Based Components

- **Read Alongs:** Held at the schools, community centers, or community libraries for children 0-4 and 5-8.
- **Little Libraries:** Little Libraries will be placed in each community. A Little Library is a location where anyone may stop by and pick up a book (or two) and bring back another book to share if they have one.
- **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 and instructional packets with multiple options per grade level are available for checkout.
- **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 4<sup>th</sup> 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.

- **Materials available for K-3, 4-6, and 7-12:** Each set comes complete with high quality curriculum unit plans and additional resources appropriate for a specific grade level. For a complete list of books available, visit the [bcscr.3riversed.org](http://bcscr.3riversed.org) website. Select the 'Schools' tab and then the 'Unit Plans' link. All unit plans are available for free download.

Contact your regional BCSCR coordinator to schedule a time to utilize these resources with your students. Your coordinator will deliver the book set directly to your school site and retrieve the set 6-8 weeks later.

### 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, 8th-grade, and high school students who meet or exceed proficiency of State reading or language arts assessments will increase by 15 percentage points;
- the percentage of parents who report reading with their children will increase by 25 percentage points; and
- 65% of teachers will indicate improvements in their reading instruction as a result of professional development as evidenced by school- and classroom-based assessments