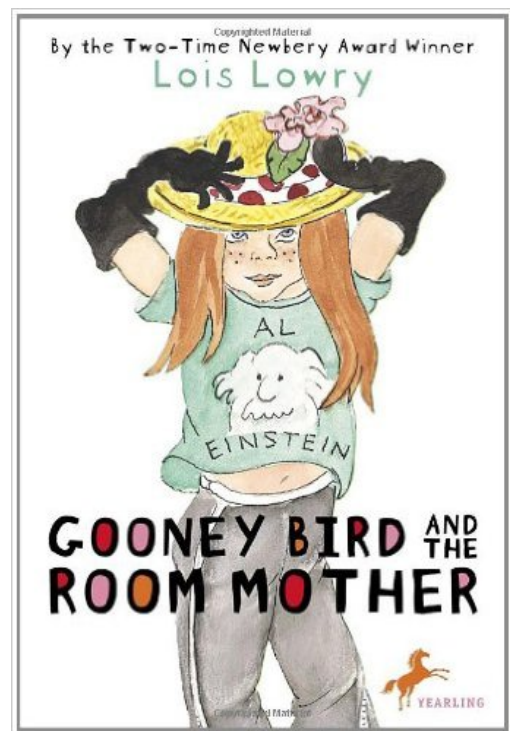# BCSCR

Building Communities that Support Children's Reading

New Mexico/Colorado

Gooney Bird and the Room Mother

By Lois Lowry

Lexile 660

3rd Grade - Unit 2: Gooney Bird Greene Series

Other books in this unit include:
Gooney Bird Greene

Gooney Bird is So Absurd

3rd Grade CCSS Unit of Study
Gooney Bird Greene Series

Purpose for Reading & Learning:

Overall unit purpose is to explore the essential question: What does it mean to be "good" at something? A good person? A good student? A good teacher?

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

Gooney Bird Greene – What are some techniques writers use to create good stories?

Gooney Bird and the Room Mother – Why might we want to make new words "ours" forever?

Gooney Bird is So Absurd – How can words capture our everyday experiences, values, and feelings?

The teacher should write each essential question on anchor charts/posters. These will be referred to, discussed, and written on for the duration of this unit.

Pacing Guide

Books in this unit are meant to be read by students – not as read-alouds by the teacher. It is recommended that students complete each chapter and its activities in one to two days.

Book 1: Gooney Bird Greene (*7-10 instructional days*)

Book 2: Gooney Bird and the Room Mother (*10-16 instructional days*)

Book 3: Gooney Bird is So Absurd (*14-18 instructional days*)

Student Texts

1. Gooney Bird Greene by Lois Lowry (2004)
   Lexile 590
   Synopsis
   Watertower Elementary School welcomes a new, unique second grader: Gooney Bird Greene. With her outlandish fashion sense and incredible ability to tell the best "absolutely true" stories, Gooney Bird becomes the star of the class. Her classmates will need her help to become great story tellers, too.

2. Gooney Bird and the Room Mother, by Lois Lowry (2005)
   Lexile 660
   Synopsis
   Mrs. Pigeon's second grade class cannot find a room mother! Gooney Bird saves the day, but must keep the identity of the new room mother a secret until the big Thanksgiving pageant. Will the mysterious room mother come through?

3. Gooney Bird is So Absurd, by Lois Lowry (2009)
   Lexile 590
   Synopsis
   It's a cold January for Mrs. Pigeon's second graders, and Gooney Bird warms things up with a special kind of hat! As the class learns about poetry, they find that there are some moments in life when writing poetry is the perfect answer!

CCSS Focus

Gooney Bird Greene
RL.3: Describe characters in a story and explain how their actions contribute to the sequence of events.
L.6: Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Gooney Bird and the Room Mother
RL.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
L.5: Demonstrate understanding of word relationships and nuances in word meanings.
W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

<u>Gooney Bird is So Absurd</u>

RL.5: 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.

L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

W.10: Write routinely over extended time frames… and shorter time frames… for a range of discipline-specific tasks, purposes, and audiences.

Unit Components

Included in this unit for each of the texts:
- Book Assessment Preview
- Lesson Overview
- Phonemic Awareness Warm-up
- Phonics Practice
- Vocabulary List and Activity Menu
- Text Dependent Questions for Comprehension and Building Connections
- Anchor Chart Samples
- Book Assessment

Teacher Resources

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

Table of Contents

Extensions - Helpful Links

<u>Meet the Author Video</u>

teachingbooks.net

Gooney Bird Greene

Videos demonstrating dances:

www.argentinetangovideos.net

www.teachertube.com/video/tango-37400

www.teachertube.com/video/ballet-167401

www.teachertube.com/video/italian-tarantella-24420

www.watchknowlearn.org/Category.aspx?CategoryID=5762

www.howcast.com category: Dance

Gooney Bird and the Room Mother

www.last.fm/music

jango.com/music/Henry+Mancini?1=0

www.songfacts.com/detail.php?id=676

www.teachertube.com/video/farmer-in-the-dell-vocals-322373

music.cbc.ca

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

Wiggins, G. & McTighe, J. (2005). Understanding by design. Alexandria, VA: ASCD.

Gooney Bird and the Room Mother

Book Assessment Preview

1. In chapter 1, Gooney Bird explains how 22 brand-new dictionaries came to Mrs. Pidgeon's 2nd grade classroom. She says, "I planned my work, and then I worked my plan" (p. 4).

- List the steps in Gooney Bird's plan.

- How does Gooney Bird's plan connect to the action of the rest of the story?

2. In chapter 4, Mrs. Pidgeon says that "if you use a new word three times, it is your forever" (p. 22).

- Cite 3 examples from the text in which the students are using new words. Record the page number where you found each example.

- How do these examples illustrate the central message, or theme, of the book?

3. In chapter 1, Gooney Bird persuades the public library to donate new dictionaries to the 2nd grade class. In chapter 4, she persuades Mrs. X to be the room mother for the class.

- Reread Gooney Bird's dialogue with Mrs. X on pages 34-40. Looking back at our Persuasive Writing chart, list the persuasive tools the author uses in this section.

- What is the argument that finally convinces Mrs. X to be the room mother? Cite the evidence from the text.

- Why was this important to Mrs. X? Explain how you know based on the text.

4. On page 45, Gooney Bird glares at Mrs. Pidgeon.

- What did Mrs. Pidgeon say or do which caused Gooney Bird to glare?

- Why is this important to the problem in the story?

- How does the author's choice of the word "glare" help us know what Gooney Bird is feeling?

5. In chapter 8, Mrs. Pidgeon is feeling discouraged about the upcoming pageant.

- Re-read page 58. Make a list of the statements students make to help her feel better.

- Based on these statements, what do the students value?

- What does the author value? Give an example from the text to help support your answer.

6. The essential question for all of our reading the of Gooney Bird series has to do with **what it means to be "good" at something**. In class, we listed qualities that make Mrs. Pidgeon a good teacher.

- Do you think Mrs. Pidgeon is also a good person?

- Defend your answer by discussing 3 of her "good teacher" qualities in relation to characteristics of a "good person".

Phonemic Awareness Warm-up

CCSS.ELA-Literacy.L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. Use the words for each chapter listed below. *For instructions and a sample script, refer to Effective Instruction Resources: Vocabulary Instruction Protocol, DAY 1 Part I.*

pter 1	pter 2	ter 3	ter 4	apter 5	ter 6	ter 7	ter 8	pter 9	apter 10
suade	eant	ble	tient	alogue	entic	arsal	co	vide	itation
mplish	tisfied	ery	ail	citation	mery	son	lash	icate	restimate
olly	irable	uade	erly	ofounded		hed		notion	
stomed			st						

Phonics Practice

CCSS.ELA-Literacy.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. C. Decode multi-syllable words. Use the words for each chapter listed below. *For instructions and a sample script, refer to Effective Instruction Resources: Vocabulary Instruction Protocol, DAY 1 Part II.*

Tier 2 Vocabulary List Possibilities

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Vocabulary Activity Menu

General Review	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.*
Word Relationships	Variation 2) Teacher poses a question around two target words. Students respond and explain their response. *Can ORDINARY people be FASCINATING?*
Connect to Self	Variation 2) Students write two sentences, one in which they substitute and idea with a vocabulary word. *I didn't want to answer the question, so I pretended that I didn't hear it.* *I didn't want to answer the question, so I evaded it.*
Generate Situations, Contexts, and Examples	Variation 1) Teacher provides questions including the vocabulary words for students to answer. *What would make a teacher call her students INDUSTRIOUS? CLEVER? DILIGENT?*
Writing	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* *Write a story around this idea, using as many vocabulary words as possible.*

Text Dependent Questions for Comprehension and Building Connections

FIRST READ (For all chapters)

PURPOSE: Students partner read for general understanding and enjoyment.

3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.   3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Use **general understanding/detail question stems** to discuss at the end of each partner's turn.

Highlight today's vocabulary in the text or on sticky notes as you read.

Revisit vocabulary boxes/personal glossaries. Now that you've read the word in context, do you need to add additional definitions or other information?

	Close Read 1 Activities	**Close Read 2 Activities**	**Close Read Extension/Enrichment Activities**
Text Access Options	- whole group choral read - triangle read around groups - partner read	- whole group choral read - triangle read around groups - partner read	- partner read - solo read
	Before Reading **3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.** Repost the Character Analysis Chart begun in Book 1. Review and discuss it as a class. Essential Question discussion (initial or review) - overall unit and for this book. Students read synopsis on back of book, discuss with peers. Make general predictions. Vocabulary Day 1 Protocol for new words.		

Chapter 1	**Close Read 1**	**Close Read 2**	**Close Read 3**
	3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. What descriptions does the author give to help us understand Mrs. Pidgeon's personality? Give examples from the text. Revisit the Character Analysis Chart begun in Book 1. Add any additional traits/actions for Mrs. Pidgeon and for Gooney Bird Greene.	At the top of page 4, Gooney Bird says, "I planned my work, and then I worked my plan." What were the steps of her plan, and how did she "work" them?	In this chapter, Gooney Bird persuades Charles to buy new dictionaries for the class. She persuaded Mrs. Pidgeon to seat her in the middle of the room at the beginning of the first book. What did she do or say to persuade them?

After Reading

Review this book's essential question, and the essential question for the whole unit. Make additions to the EQ charts and in your Reading Response Journals.

Review this book's essential question. Discuss additions that can be made to the list of possible answers. Add them to the EQ chart and in your Reading Response Journals.

Chapter 2

Before Reading

3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a)Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).   c)Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d) Explain their own ideas and understanding in light of discussion.

Essential Question review and discussion - overall unit and for this book.

Day 1 Protocol for new vocabulary.

Review previous vocabulary using one variation from the Vocabulary Activities menu.

Close Read 1	**Close Read 2**	**Close Read 3**
3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based. a) Use sentence-level context as a clue to the meaning of a word or phrase. What does ennui mean? In your Reading Response Journal, copy the sentence from the book that explains the meaning of ennui. What kind of context clue is this?	**3.W.1b Provide reasons that support the opinion. 3.W.1c Use linking words and phrases to connect opinion and reasons.** Look back at the 11th and 12th paragraphs on page 11. What did Gooney Bird say to Tyrone to persuade him to keep the *girl* sock? Copy the persuasive sentences on the Persuasive Writing Chart in your journal.	

After Reading
3.W.1b Provide reasons that support the opinion. 3.W.1c Use linking words and phrases to connect opinion and reasons.
Pretend you want your parent to be "room mother". List at least three good reasons to support that opinion (using linking words) to complete this sentence stem: I think you should be room mother _____.

Before Reading

Chapter 3

Essential Question review and discussion - overall unit and for this book.

Day 1 Protocol for new vocabulary.

Review previous vocabulary using one variation from the Vocabulary Activities menu.

Quickly share "I think you should be room mother ___" sentences from yesterday.

Close Read 1	**Close Read 2**	**Close Read 3**
3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based. a) Use sentence-level context as a clue to the meaning of a word or phrase. What does cajole mean? In your Reading Response Journal, copy the sentence from the book that explains the meaning of cajole. What kind of context clue is this?	**3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.** What problem arises for Mrs. Pidgeon's class in this chapter? What might be some possible solutions for them?	

After Reading
3.L.5 Demonstrate understanding of word relationships and nuances in word meanings. c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.

What is the difference between *persuade* and *cajole*? Which do you think would be more effective? What makes you think that? Work with a partner to write down your answers to these questions. Use your book to help you.

Chapter 4	**Before Reading** Essential Question review and discussion - overall unit and for this book. Day 1 Protocol for new vocabulary. Review previous vocabulary using one variation from the Vocabulary Activities menu. Quickly share yesterday's writing about the differences between persuade and cajole.

	Close Read 1	**Close Read 2**	**Close Read 3**
	3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based. d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. The word *cast*, on page 23, is used in two different ways. Explain the different meanings of this word. What kind of context clues does the author give us? Use a dictionary (book and online) to find more meanings/uses for this word.	**3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.** The class is making preparations for a Thanksgiving Pageant. Work with your partner to find information on each of the elements of the pageant in the text. Then complete the idea web with a description of each element.	

	After Reading
	So far, we've learned four methods of persuasion from this book. What are they? Create a chart listing them and their probable effectiveness. Answer: Asking/explaining a need, state an opinion and give reasons to support it, cajole, offer reward/incentive
Chapter 5	**Before Reading** Essential Question review and discussion - overall unit and for this book. Day 1 Protocol for new vocabulary. Review previous vocabulary using one variation from the Vocabulary Activities menu. Quickly share writing from yesterday.

	Close Read 1	**Close Read 2**	**Close Read 3**
	3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases. On page 31, Gooney Bird says that her "lips are sealed". Make a web of other words the author includes on pages 30 & 31 to help the reader understand this saying. Based on your web, what does this saying mean? What kind of context clue does the author give us?	What method(s) of persuasion did Gooney Bird use to convince Mrs. X to be room mother? Use evidence from the text to support your answer.	**3.RL.9 Compare and contrast themes, settings, and plots of stories written by the same author about the same or similar characters.** How does Chapter 5 remind you of the first book, Gooney Bird Greene? Refer back to the Character Analysis Chart and the Essential Questions Charts. What can you add to those?

After Reading

3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. a) Introduce a topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

The essential question for this unit is *Why would we want to make new words "ours" forever?* Look back at the essential question chart. Choose one answer listed there. Create a list of reasons (at least 3) to support why THAT is the best reason to make words "ours" forever. Then, write your answer and reasons in paragraph form.

Chapter 6	**Before Reading** Essential Question review and discussion - overall unit and for this book. Day 1 Protocol for new vocabulary. Review previous vocabulary using one variation from the Vocabulary Activities menu. Quickly share writing from yesterday.

	Close Read 1	Close Read 2	Close Read 3
	3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases. What does *authentic* mean? How do you know; what types of context clues does the author give us?	**3.RL.1** The children are busily making their costumes for the pageant, but the author gives us some clues that there might be problems with the costumes. Search for clues about the costume problems with your partner and record a list, citing page and paragraph numbers.	

After Reading
3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. a) Introduce a topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

Do you think the Thanksgiving pageant will be successful? Why or why not? Use evidence from the text to support your answer.

Chapter 7	**Before Reading** Essential Question review and discussion - overall unit and for this book. Day 1 Protocol for new vocabulary. Review previous vocabulary using one variation from the Vocabulary Activities menu. Quickly share yesterday's writing. Optional: visit website to listen to "Moon River".

	Close Read 1	**Close Read 2**	**Close Read 3**
	3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. As the students learn the Room Mother song, they are having problems with their costumes. The author gives us two sources of information about these costume problems. Compare and contrast the information you observe in the illustration on page 52 and the information from the text.	Who does Mrs. Pidgeon think the mysterious room mother is? How do you know; what parts in the text support your answer?	
	After Reading Refer back to the Character Analysis Chart and all of the Essential Questions Charts. What can you add to those?		

Chapter 8	**Before Reading** Essential Question review and discussion - overall unit and for this book. Day 1 Protocol for new vocabulary. Review previous vocabulary using one variation from the Vocabulary Activities menu.

Close Read 1	**Close Read 2**	**Close Read 3**
3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases. Ms. Pidgeon feels that the Thanksgiving Pageant may turn out to be a FIASCO. Develop a list of words the author provides on pages	**3.RL.3 Describe characters in a story and explain how their actions contribute to the sequence of events.** Look back to our character analysis chart for Ms. Pidgeon. What have we	Ms. Pidgeon believed that her songs were not good enough for the pageant. The students persuaded her to

| 54-56 to help us understand Ms. Pidgeon's feelings related to the FIASCO.

What type of context clues are these?	discovered about her that helps us know what she wants the Thanksgiving Pageant to be like?	change her mind about them. What did they do to persuade her?

After Reading

3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. a) Introduce a topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

The essential question for this unit is *Why would we want to make new words "ours" forever?* Look back at what you wrote on this before. Add something new. Use as many vocabulary words - and other new words from the text - as you can.

Chapter 9

Before Reading

Essential Question review and discussion - overall unit and for this book.

Day 1 Protocol for new vocabulary.

Review previous vocabulary using one variation from the Vocabulary Activities menu.

Quickly share yesterday's writing.

Close Read 1	**Close Read 2**	**Close Read 3**
3.L.4
On page 59, Mrs. Pidgeon says that the cupcakes are "spectacular". Talk to your reading partner about words that may be included in a Shades of Meaning Continuum with "spectacular". | **3.RL.3 Describe characters in a story and explain how their actions contribute to the sequence of events.**

Add Mr. Leroy and details about his personality to the Character Analysis Chart. | |

After Reading
Who do you think the room mother is? Use evidence from the text to support your answer.

Chapter 10	**Before Reading**
	Essential Question review and discussion - overall unit and for this book.
	Day 1 Protocol for new vocabulary.
	Review previous vocabulary using one variation from the Vocabulary Activities menu.

Close Read 1	**Close Read 2**	**Close Read 3**
How did Gooney Bird help the 2nd graders prove that making words "our own" is important?	At the end of the pageant, several characters explain what they are thankful for. Reread page 74 with your reading partner. Record the names of 3 characters and what they are thankful for. Do their answers have anything in common? If so, what?	

After Reading

3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. a) Introduce a topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

The essential question for this unit is *Why would we want to make new words "ours" forever?* Look back at what you wrote on this before. Use it to write a persuasive letter to another 3rd grade class, persuading them to make words "theirs" forever.

Anchor Chart Samples

Persuasive Writing

Opinion	Reasons That Support the Opinion	Linking Words/Phrases (because, therefore, since, for example)	Page
Tyrone should keep the girl's sock.	It is Chelsea's sock; she's one of the smartest girls in class. Some of her smarts may still be in the sock and rub off on Tyrone. It is a lucky sock.	none for this example	11

Common Types of Context Clues

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

Book Assessment Answer Key

QUESTION	CCSS STANDARD
1. In chapter 1, Gooney Bird explains how 22 brand-new dictionaries came to Mrs. Pidgeon's 2nd grade classroom. She says, "I planned my work, and then I worked my plan" (p. 4). ● List the steps in Gooney Bird's plan. ● How does Gooney Bird's plan connect to the action of the rest of the story? *Possible steps:* ● *pick the right outfit* ● *go to the library* ● *introduce herself to everyone at the library* ● *ask for 22 dictionaries* *This plan is important to the action of the story because the students will use their dictionaries to learn new words throughout the rest of the story.*	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.**
2. In chapter 4, Mrs. Pidgeon says that "if you use a new word three times, it is your forever" (p. 22). ● Cite 3 examples from the text in which the students are using new words. Record the page number where you found each example. ● How do these examples illustrate the central message, or theme, of the book? *Possible examples:* ● *Every student has and uses a very large dictionary (p. 2)* ● *Students look up new words in their dictionaries (p. 2, p. 8, p. 19, p. 25, p. 29, etc.)* ● *The children read from the grownup dictionary which "stretches" their reading skills (p. 19)* ● *Students repeat new words 3 times (p. 22, p. 54)* ● *The class uses their newly learned words in the Thanksgiving Pageant (p. 70 - 73)*	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. **R.CCR.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.**

The story illustrates that we can learn and use new words. These new words enable us to stretch into speakers and writers who can convey our meaning with precision and color.	
3. In chapter 1, Gooney Bird persuades the public library to donate new dictionaries to the 2nd grade class. In chapter 4, she persuades Mrs. X to be the room mother for the class. Reread Gooney Bird's dialogue with Mrs. X on pages 34-40. - Looking back at our Persuasive Writing chart, list the persuasive tools the author uses in this section. - What is the argument that finally convinces Mrs. X to be the room mother? Cite the evidence from the text. - Why was this important to Mrs. X? Explain how you know based on the text. *Answers should reflect usage of the persuasive writing chart (created, whole group, by you and your students during readings).*	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **3.W.1 Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.** **3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.**
4. On page 45, Gooney Bird <u>glares</u> at Mrs. Pidgeon. - What did Mrs. Pidgeon say or do which caused Gooney Bird to glare? - Why is this important to the problem in the story? - How does the author's choice of the word "glare" help us know what Gooney Bird is feeling? *Possible answers:* *Mrs. Pidgeon included Gooney Bird's mother, Mrs. Greene, in the room mother song.* *This is important to the story because no one is supposed to find out who the room mother is until the Thanksgiving Pageant, or the room mother will quit.*	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.**

● *When the author uses the word glare, it tells us that Gooney Bird is feeling aggravated with Mrs. Pidgeon for trying to guess the room mother's identity and telling the class.*	
5. In chapter 8, Mrs. Pidgeon is feeling discouraged about the upcoming pageant. ● Re-read page 58. Make a list of the statements students make to help her feel better. ● Based on these statements, what do the students value? ● What does the author value? Give an example from the text to help support your answer. *Possible answers:* ● *The students say: "You're a very good teacher"; "You taught me to read"; "I can read a whole dictionary"; "Now I can read whole long words"* ● *The students value that Mrs. Pidgeon is a good teacher for them. They also value having learned to read well and having good skills for learning new words.* ● *The author values learning because she has each character tell what they couldn't do before compared to what they've learned to do now: such as Ben saying he could only read baby books before but now he can read whole long words.* *OR* ● *The author values doing your best. We know this because Mrs. Pidgeon wants to make the pageant the best it can be: she says she wanted to present the Thanksgiving story of friendship, helping one another, and being thankful in the best way possible.*	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **R.CCR.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.** **3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.**

6. The essential question for all of our reading the of Gooney Bird series has to do with **what it means to be "good" at something**. In class, we listed qualities that make Mrs. Pidgeon a good teacher. ● Do you think Mrs. Pidgeon is also a good person? ● Defend your answer by discussing 3 of her "good teacher" qualities in relation to characteristics of a "good person".	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **R.CCR.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.** **3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.**

Gooney Bird and the Room Mother
by Lois Lowry

Reader name: _____

Essential Question: *How can we make new words "ours" forever?*

Record ideas from the text with page numbers as you read.

page	idea

Chapter 1

Gooney Bird wore a "business-like outfit" when she went to the library.

● What was the business she went there to do? Record the page number where you found this information.

● Refer back to our character analysis chart for Gooney Bird. Why might it have been important to her to wear the "business-like outfit" for this occasion?

3.RL.3

Chapter 2
What does ennui mean?

Draw a picture that shows how the 2nd grade students got unmatched socks.
Include a caption that uses the word **ennui**.

Caption: _____

Persuasive Writing Examples

Opinion	Reasons That Support the Opinion	Linking Words/Phrases (because, therefore, since, for example)	Page
Tyrone should keep the *girl* sock.			11

3.W.1bc

Persuasive Writing Examples

Opinion	Reasons That Support the Opinion	Linking Words/Phrases (because, therefore, since, for example)	Page

Opinion	Reasons That Support the Opinion	Linking Words/Phrases (because, therefore, since, for example)	Page

_____

Chapter 3

What does cajole mean?

Write 2 or 3 sentences to explain how Gooney Bird tried to cajole her mom into being room mother.

Write 2 or 3 sentences to tell about a situation in which you might try to cajole someone.

Chapter 3
Record the problem that comes up in this chapter. Brainstorm some possible solutions with your reading partner and complete the chart with two of your best ideas.

Problem:

Possible Solutions:

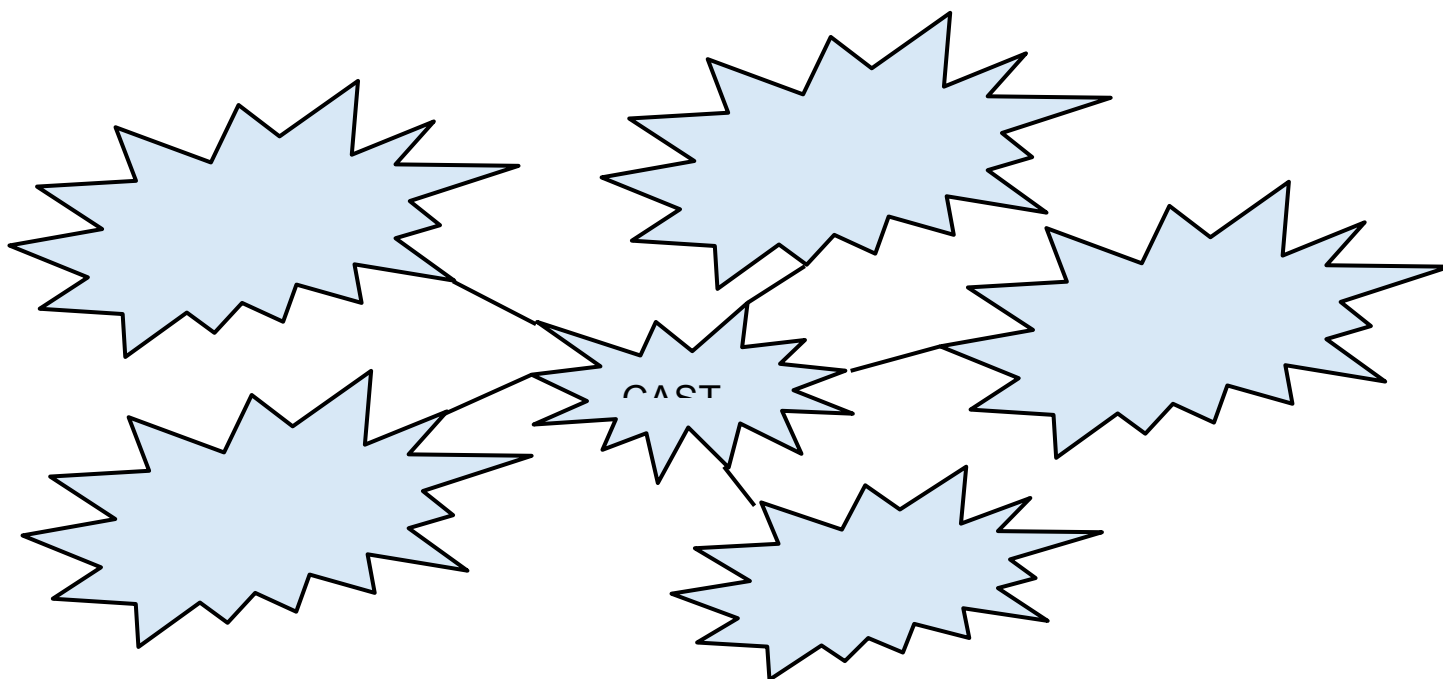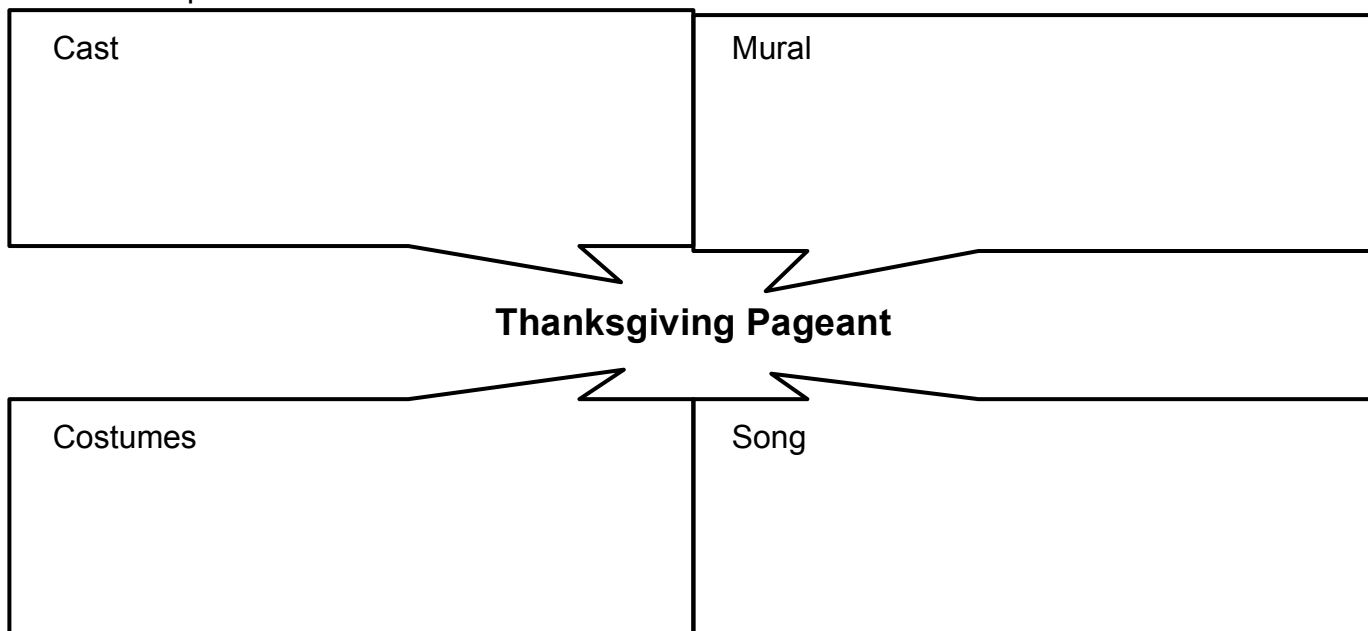3.RL.1

Chapter 4

Complete the Word Map for *cast*.

CAST

Chapter 4

The class is making preparations for a Thanksgiving Pageant. Work with your partner to find information on each of the elements of the pageant in the text. Then complete the idea web with a description of each element.

Cast	Mural

Thanksgiving Pageant

Costumes	Song

3.RL1

Chapter 5

On page 31, Gooney Bird says that her "lips are sealed". Make a web of other words the author includes on pages 30 & 31 to help the reader understand this saying. Based on your web, what does this saying mean?

"My lips are sealed"

meaning:
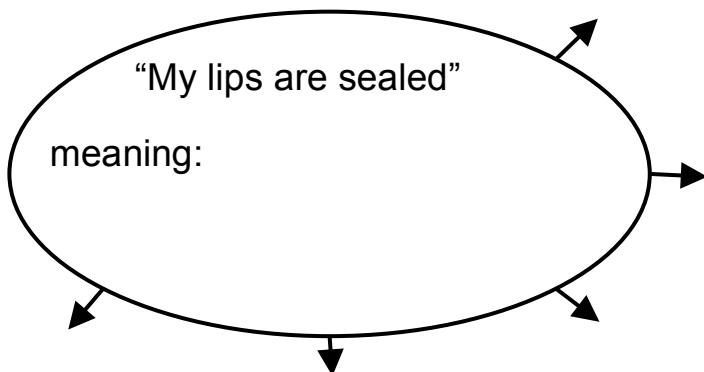
Chapter 5

What method(s) of persuasion did Gooney Bird use to convince Mrs. X to be room mother? Use evidence from the text to support your answer.

Chapter 5
How does Chapter 5 remind you of the first book, <u>Gooney Bird Greene</u>? What similarities do you find?

Chapter 6
What does *authentic* mean? How do you know; what types of context clues does the author give us?

The children are busily making their costumes for the pageant, but the author gives us some clues that there might be problems with the costumes. Search for clues about the costume problems with your partner and record a list, citing page and paragraph numbers.

Author's Clues	Page and Paragraph number

<div align="right">3.RL.1</div>

Chapter 7

As the students learn the Room Mother song, they are having problems with their costumes. The author gives us two sources of information about these costume problems. Compare and contrast the information you observe in the illustration on page 52 and the information from the text.

Illustrations   Both   Text
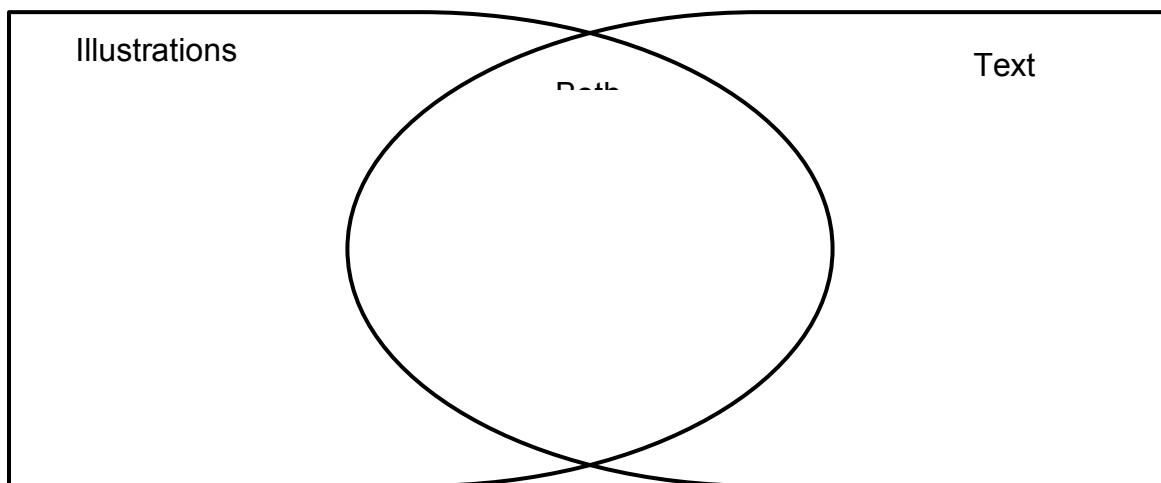
3.FL7

Chapter 8

Ms. Pidgeon feels that the Thanksgiving Pageant may turn out to be a FIASCO.

Develop a list of words the author provides on pages 54-56 to help us understand Ms. Pidgeon's feelings related to the FIASCO.

Look back to our character analysis chart for Mrs. Pidgeon. What have we discovered about her that helps us know what she wants the Thanksgiving Pageant to be like?

3.RL.4, 3.RL.5

Chapter 9
On page 59, Mrs. Pidgeon says that the cupcakes are "spectacular". Talk to your reading partner about words that may be included in a Shades of Meaning Continuum with "spectacular".

Words my partner and I talked about:

Record a 4 step continuum with the words you talked about.

| | | spectacular | |
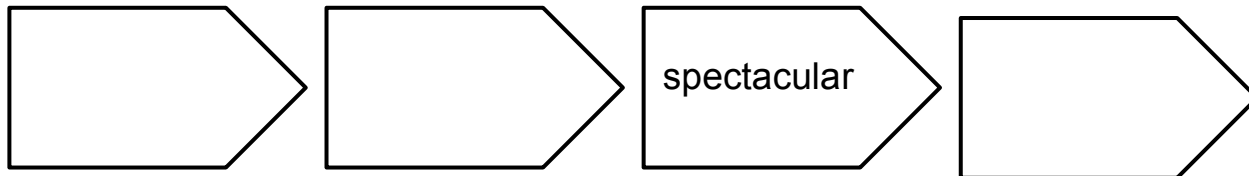
Chapter 10
At the end of the pageant, several characters explain what they are thankful for. Reread page 74 with your reading partner. Record the names of 3 characters and what they are thankful for.

Character	Thankful for:

When you look at the "thankful for" list, what element is common to all? Highlight it in your table.

<u>New and Interesting Words</u>

Word	Definition / Example	Quick Sketch

Word	Definition / Example	Quick Sketch

New and Interesting Words

Word	Definition / Example	Quick Sketch

Word	Definition / Example	Quick Sketch

Curriculum Design Theory

Backwards Design - Begin With the End Goals in Mind

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

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

Using Essential Questions (EQs)

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

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

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

Differentiation

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

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

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

Grade Level Expectation (Standard)	Evidence in the student's response	Differentiation
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	1. Provides a recounting of stories, including fables, folktales, and myths from diverse cultures. 2. Provides a statement of the central message, lesson, or moral in a text. 3. Provides an explanation of how a central message, lesson, or moral is conveyed through details in a text.	**Above Level Students**: Expected to demonstrate mastery of all 3 points of evidence as well as expanding content knowledge and skills through extended thinking activities. Work products may be modified to reflect these extensions.
		On Level Students: Expected to work toward and demonstrate mastery of all 3 points of evidence.
		Below Level Students: Expected to work toward mastery of all 3 points of evidence with allowances for scaffolded supports such as additional time and guidance / support from peers and adults.

Partner Reading Routine

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

Think-alouds

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

Why use think-alouds?

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

How to use think-alouds

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

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

   - What do I know about this topic?
   - What do I think I will learn about this topic?
   - Do I understand what I just read?
       i. Do I have a clear picture in my head about this information?
       ii. What more can I do to understand this?
       iii. What were the most important points in this reading?
       iv. What new information did I learn?
       v. How does it fit in with what I already know?
   - Give students opportunities to practice the technique, and offer structured feedback to students.
   - Read the selected passage aloud as the students read the same text silently. At certain points stop and "think aloud" the answers to some of the pre-selected questions.
   - Demonstrate how good readers monitor their understanding by rereading a sentence, reading ahead to clarify, and/or looking for context clues. Students then learn to offer answers to the questions as the teacher leads the Think Aloud.

Vocabulary Instruction

Teach vocabulary both directly and indirectly:

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

What kinds of words need instructional attention?

"A mature literate individual's vocabulary is comprised of three tiers." (Beck & McKeown, 1985)
- Tier One: *Basic words* such as baby, clock, happy, walk (playground vocabulary).
- Tier Two: Words that are *high frequency* for mature language users and are *found across a variety of domains*. Ex.: coincidence, absurd, redundant, fortunate, gregarious.
- Tier Three: Words whose frequency is quite low and often *limited to specific domains*. Ex.: isotope, peninsula, refinery, photosynthesis.

Key principles for selecting words to teach:

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

Evaluate words as possible candidates for instruction:

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

Vocabulary Instruction Protocol

DAY 1

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

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

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

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

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

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

- Discuss syllable types; e.g., Open or closed? How does this affect the vowel sound? Why do certain letter combination make that sound?
- Discuss morpheme types (meaningful pieces); e.g.; If there is a suffix, what does it mean? If there is a prefix, what does it mean? If there is a base word, what does it mean? [Base words stand alone. Examples include: un*happi*ly, dis*agree*able, dis*cover*ed]. If there is a root, what is its origin? What does it mean? [We generally study Latin and Greek roots. Root words have meaning, but cannot stand alone. Examples include: *civ - meaning citizen - civ*ilian, *civ*ilization; *fer - meaning to carry or bear -* aquifer, circumference, fertile]. You can Google a list of Greek & Latin roots. This website has a good one: http://grammar.about.com/od/words/a/wordroots.htm

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

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

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

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

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

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

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

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

S: Distressed!

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

S: Distressed.

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

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

S: 3!

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

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

S: DIS.

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

S: /d/

T: Good, what letter represents that sound?

S: D. Everybody write the d..

T: Second sound?

S: /i/

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

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

S: /s/.

T: What letter represents that sound?

S: S.

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

S: Tress

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

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

S: /t/

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

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

S: -ed.

T: What does that mean?

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

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

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

Context Clues Anchor Chart

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

Type of Clue	"Look fors"	Example
Direct definition	is	"The loss of topsoil is called erosion." Dirt, by Natalie M. Rosinsky
Restatement (an appositive)	, ,	The beast, a lion, was starting to show interest in our party.
	or	Gary Paulsen writes books that appeal, or are of particular interest, to young adult readers. grammar.about.com
	( )	"Every few days, she goes back to each puddle and lays infertile eggs (eggs that won't hatch) to feed her tadpoles." Flashy Fantastic Rain Forest Frogs, by Dorothy Hinshaw Patent
Examples		The builder decided that the house could be built on a number of sites, for example, along a wooded path, near the ocean, or atop a mountain. grammar.about.com
Non-examples	not	The beast was mighty, not small and weak like his friend, the mouse.
Synonyms		"Birds may rule the air by day, but bats are the monarchs of the night." Bat Loves the Night, by Nicola Davies
Antonyms		The boxes weren't exactly heavy, just cumbersome, unlike the easy-to-carry bags with handles. grammar.about.com
Text Structure	" "	These lists were very "useful".

(to denote con-notation or stress)	italicized or bold text	"But, what does that *mean*?" I asked again. I mean, his guy was **big**!

Writing

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

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

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

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

Less obvious are the more structural and conceptual kinds of symmetry. For example, when you engage kids in writing stories there's a natural hookup to those they have been reading. This may be an instance where the writing helps kids. Because it's surely the case that kids use the stories they read as models for their writing. But it also works back the other way - from writing to reading. Because the minute the student now uses a story frame that he or she gathers from the stories that have been read with someone, the student can now use that structural idea in writing in a more vivid way. The minute the student uses some sort of story frame in her writing, it becomes a potential object for deliberate examination. Writing makes things concrete and puts them out there for inspection in a way that reading doesn't. And when a student has to deal with "once upon a time" and "they lived happily ever after" in writing, it hits her in the face more than in reading. That helps the next time she encounters one of the frames in reading.

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

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

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

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

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

Using Mentor Texts to Teach Writing

'There's an abundance of educational research documenting the best instructional methods for teaching writing, including the use of mentor texts. For a good summary of those findings, look to *Writing Next, Effective Strategies to Improve Writing of Adolescents in Middle and High School*, by Graham & Perin (2007). In this passionate call to action to improve teaching and learning of writing, the authors cite 11 elements of effective writing instruction. Number 10 is the "study of models" (p.5). Graham and Perin specify that "students are encouraged to analyze these examples and emulate the critical elements, patterns, and forms embodied in the models in their own writing." (p.20)'   -Ruth Culham, *The Writing Thief* (2014)

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

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

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

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

Vocabulary Review Menu of Activities

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

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

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

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

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

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

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

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

Variation 1) Ask students how two words may be related or connected.
> *How might RUFFLED and GLITTERING be connected? The model wore a ruffled dress that was glittering in the candlelight.*

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

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

> *Can ORDINARY people be FASCINATING?*

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

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

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

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

> *Very slow* _____ *Very fast*
> *PLOD   TRUDGE   BOUND   SPRINT*

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

Variation 1) Direct connection

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

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

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

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

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

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

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

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

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

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

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

>*Name 3 things that would be CATASTROPHIC.*

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

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

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

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

>*Think of a time when you felt either ENVIOUS, COOPERATIVE, OR PLACID. Write about why you felt that way.*
>*Think of a time when you might need to INVESTIGATE or be IMPRESSIVE. Write a paragraph to tell about it.*

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

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

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

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

3-part Vocabulary Chart Template

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)?

<u>Question Stems - Further Exploration</u>

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:**
RL 1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	• Provides questions and/or answers that show understanding of a text, referring explicitly to the text as the basis for the answers. (1) [1]
RL 2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	• Provides a recounting of stories, including fables, folktales, and myths from diverse cultures. (1) • Provides a statement of the central message, lesson, or moral in a text. (2) • Provides an explanation of how a central message, lesson, or moral is conveyed through details in a text. (3)
RL 3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	• Provides a description of characters in a story (e.g., their traits, motivations, or feelings). (1) • Provides an explanation of how characters' actions contribute to the sequence of events. (2)
RL 5: 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.	• Provides references to parts of stories, dramas, and poems when writing about a text, using terms such as chapter, scene, and stanza.(1) • Provides a description of how each successive part of a text builds on earlier sections. (2)
RL 7: 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).	• 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)
RL 9: 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).	• Provides a comparison and contrast of the **themes** of stories written by the same author about the same or similar characters (e.g., in books from a series). (1) • Provides a comparison and contrast of the **settings** of stories written by the same author about the same or similar characters (e.g., in books from a series). (2) • Provides a comparison and contrast of the **plots** of stories written by the same author about the same or similar characters (e.g., in books from a series). (3)

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[1] This evidence combines grade 3 evidences RL1.1 and RL1.2 from Phases 1 and 2.

Grade: 3

Claim: Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.

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

Standards:	Evidences to be measured on the PARCC Summative Assessment The student's response:
RI 1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	• Provides questions and answers that show understanding of a text, referring explicitly to the text as the basis for the answers. (1)[2]
RI 2: Determine the main idea of a text; recount the key details and explain how they support the main idea.	• Provides a statement of the main idea of a text. (1) • Provides a recounting of key details in a text. (2) • Provides an explanation of how key details in a text support the main idea. (3)
RI 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.	• Provides a description of the relationship between **a series of historical events**, using language that pertains to time, sequence and/or cause/effect**.** (1) • Provides a description of the relationship **between scientific ideas or concepts,** using language that pertains to time, sequence and/or cause/effect. (2) • Provides a description of the relationship **between steps in technical procedures in a text,** using language that pertains to time, sequence and/or cause/effect. (3)
RI 5: Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	• Demonstrates use of **text features** to locate relevant information (e.g., key words, sidebars). (1) • Demonstrates use of **search tools** to locate relevant information (e.g., key words, sidebars, hyperlinks). (2)
RI 7: 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).	• 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)
RI 8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	• 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)
RI 9: Compare and contrast the most important points and key details presented in two texts on the same topic.	• Provides a comparison and contrast of the most important points and/or key details presented in two texts on the same topic. (1)

Grade: 3

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

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

Standards:	Evidences to be measured on the PARCC Summative Assessment The student's response:
RL 4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	• Demonstrates the ability to determine the meaning of words and phrases as they are used in a text. (1) • **FOR DIAGNOSTIC ONLY**: Distinguishes literal from nonliteral language. (2)
RI 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.	• 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) • **FOR DIAGNOSTIC ONLY**: 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)
L 4: 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. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	• 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) • **FOR DIAGNOSTIC ONLY**: 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) • **FOR DIAGNOSTIC ONLY**: Demonstrates the ability to use a known root word as a clue to the meaning of an unknown word with the same root. (3)
L 5: Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	• Provides distinctions between the literal and nonliteral meanings of words and phrases. (1) • Provides distinction(s) between shades of meaning among related words that describe states of mind or degrees of certainty (*e.g. knew, believed, suspected, heard, wondered*). (2) • **FOR DIAGNOSTIC ONLY**: Demonstrates the ability to identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). (3)
L 6: 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).	• 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., After dinner that night we went looking for them*). (1)

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:**

	Standards	Evidences
W1	Write opinion pieces on topics or texts, <u>supporting a point of view with reasons</u>. a. Introduce the topic or text they are writing about, state an opinion, and <u>create an organizational structure that lists reasons</u>. b. Provide reasons that support the opinion. c. Use linking words <u>and phrases</u> (e.g., *because, therefore, since, for example*) to connect opinion and reasons. d. Provide a concluding statement or section.	**Written Expression**: **Development of Ideas** • The student response addresses the prompt and shows effective development of the topic and/or narrative elements[1] by using reasoning, details, text-based evidence, and/or description; the development is largely appropriate to the task and purpose. **Organization** • The student response consistently demonstrates purposeful and controlled organization and includes an introduction and conclusion. **Clarity of Language** • The student response uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity. **Knowledge of Language and Conventions** • 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.
W2	Write informative/explanatory texts <u>to examine a topic and convey ideas and information clearly</u>. a. Introduce a topic and <u>group related information together</u>; <u>include illustrations when useful to aiding comprehension</u>. b. <u>Develop the topic with</u> facts, definitions, and <u>details</u>. c. <u>Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.</u> d. Provide a concluding statement or section.	
W3	Write narratives <u>to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</u>. a. <u>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</u> b. <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>. c. Use temporal words <u>and phrases</u> to signal event order. d. Provide a sense of closure.	

[1] 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.

W4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	
W5	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 up to and including grade 3 on pages 28 and 29.)	
W6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	
W7	Conduct short research projects that build knowledge about a topic.	
W8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	
W9	(Begins in grade 4)	
W10	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.	

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:
W1	Write opinion pieces on topics or texts, supporting a point of view with reasons <u>and information</u>. a. 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>. b. Provide reasons that are <u>supported by facts and details</u>. c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*). d. Provide a concluding statement or section <u>related to the opinion presented</u>.	**Written Expression**: **Development of Ideas** • The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements[2] by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience. **Organization** • The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion. **Clarity of Language** • 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. **Knowledge of Language and Conventions** • 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.
W2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic <u>clearly</u> and group related information <u>in paragraphs and sections; include formatting (e.g., headings)</u>, illustrations, <u>and multimedia</u> when useful to aiding comprehension. b. Develop the topic with facts, definitions, <u>concrete</u> details, <u>quotations, or other information and examples related to the topic</u>. c. Link ideas within categories of information using words and phrases (e.g., *another, <u>for example</u>, also, <u>because</u>*). d. <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u> e. Provide a concluding statement or section <u>related to the information or explanation presented</u>.	

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[2] 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	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
W4	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.)
W5	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 up to and including grade 4 on pages 28 and 29.)
W6	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 one page in a single sitting.
W7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
W8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
W9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. 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]."). b. 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").
W10	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.

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:**

W1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.	**Written Expression:** **Development of Ideas** • The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements[3] by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience. **Organization** • The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion. **Clarity of Language** • 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. **Knowledge of Language and Conventions** • 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.
W2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	

[3] 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	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
W4	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.)
W5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)
W6	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 two pages in a single sitting.
W7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 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]"). b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text,

	identifying which reasons and evidence support which point[s]").	
W10	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.	