

BCSCR



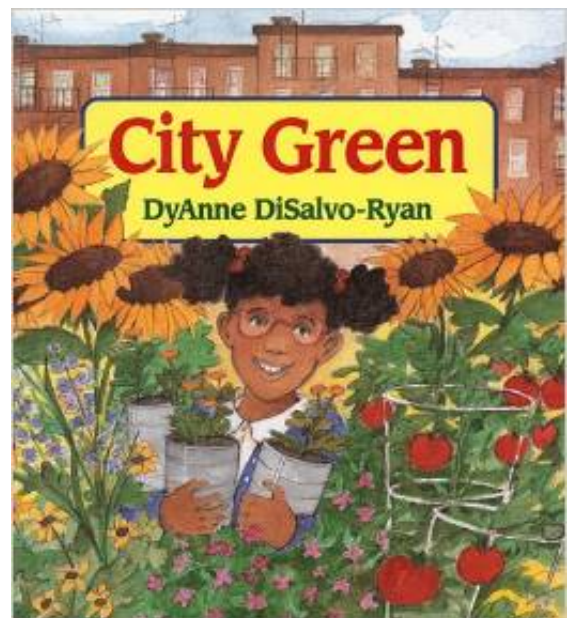
Building Communities that
Support Children's Reading

New Mexico/Colorado

City Green

By DyAnne DiSalvo-Ryan

Lexile 480



Kindergarten - Unit 1: I Can Make a Difference

Other books in this unit include:

10 Things I Can do to Help My World

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<http://threeriverseducationfoundation.org>

505-436-2548

501 Airport Dr., Suite 209
Farmington, NM 87401

Kindergarten CCSS Unit of Study

I Can Make A Difference Unit

Purpose for Reading & Learning:

The overall unit purpose is to explore the essential question:

What kind of world do I want to live in?

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

10 Things I Can Do to Help My World - How can I make the world a better place?

City Green - How can I make my community a better place?

Pacing Guide:

This unit is designed to be completed in 3-4 instructional days. The individual assessment may be completed following reading and instruction for each text **or** after the study of both texts - at the teacher's discretion.

10 Things I Can Do to Help My World 1-2 days of instruction

City Green 1-2 days of instruction

Student Texts

1. 10 Things I Can Do to Help My World, by Melanie Walsh (2008)

Lexile 530-620

Nonfiction

Book Jacket Synopsis:

Here are ten simple things we can all do to improve the world we live in.

2. City Green, by DyAnne DiSalvo-Ryan (1994)

Lexile 480

Narrative fiction

Book Jacket Synopsis:

Right in the middle of Marcy's city block is a vacant lot, littered and forlorn. Sometimes just looking at it makes Marcy feel sad. then one spring, Marcy has a wonderful idea: Instead of a useless lot, why not a green and growing space for everyone to enjoy?

With her warm, hopeful text and inviting illustrations, Dyanne DiSalvo-Ryan shows how a whole neighborhood blossoms when people get involved.

CCSS Focus

10 Things I Can Do to Help My World

RI.K.8 – With prompting and support, identify the reasons an author gives to support points in a text.

City Green

RL.K.3 – With prompting and support, identify characters, settings, and major events in a story.

Additional Teacher Resources

Accompanying this unit are sets of documents entitled

Resources for Effective Instruction and

Resources: Forms and Reproducibles.

In these resources you will find:

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

Citations

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www.readingrockets.org

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Kindergarten Grade CCSS Unit of Study
I Can Make a Difference
10 Things I Can Do to Help My World & City Green

City Green Assessment Preview

[Student Copy in Resources](#)

1) Which of these is the main character in our story? What is this character's name?

Answer: B - Marcy

RL.K.3 – With prompting and support, identify characters, settings, and major events in a story.

2) What is the setting of this story?

Possible Answers: A city, an empty lot, a community garden

RL.K.3 – With prompting and support, identify characters, settings, and major events in a story.

3) Put these events in order. Write a 1 on the event that happened first. Write a 2 on the event that happened second. Write a 3 on the third event. Write a 4 on the fourth event.

3	1	2	4
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RL.K.2 – With prompting and support, retell familiar stories, including key details.

4) What are some things that you do now to make our community a better place?

Answers will vary.

5) What are some things that you can start doing to make our community a better place?

Answers will vary.

City Green

by DyAnne DiSalvo-Ryan

Phonemic Awareness Warm-up

RF.K.2c – Demonstrate understanding of spoken words, syllables, and sounds. Blend and segment onsets and rimes of single-syllable spoken words.

Activate Phonemic Awareness: Thumbs up for words with *l-blends*. Say the words with the *l-blends* and words with other sounds. See the word list below. Check for correct student articulation.

Articulation: Teacher points out that when you say the */l/* sound in *flag* the tip of your tongue lifts up behind your top teeth. Ask the students to make this sound and look in mirrors to see and feel the placement of their tongue and teeth.

Word List: clam, flag, black, plan, blanket, blossom, glance, glad, flu, sleep, flat, slim, flip, plump, blind, kind, feet, stew, bag, ham, pan, can, sat, splat

Phonics Practice

RF.K.3a – Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

Materials: a list of words (for students) from the text

Letter sound Correspondence: Explain that blends are 2 letters that make two sounds. The teacher will write the six *l-blends* on the board and say each one. Then ask the students to say the *l-blends*. Next the students will find words that have the *l-blend* in them from the word wall or words listed on the board. Students only identify the words and are not required to read them.

Word Reading List: flag, flats, slim, plump, plan, flip, glad, flags, plants, clan

I Do: Using your blending routines, model how to read one of the words from the list.

We Do: Using the words from the list, practice onset - rime routines with students

Day 2 Instruction

I Do: Using your blending routines, model how to read one of the l-blends from one word on the list.

We Do: Using your blending routines, read words with students.

Words from the text

floors slow blows	block cleaning plenty	flowers flat clear
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Tier 2 Vocabulary Possibilities

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

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

L.K.4a – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Identify new meanings for familiar words and apply them accurately.

L.K.5b – With guidance and support from adults, explore word relationships and nuances in word meanings. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.

Noun	Adjective	Verb	
blows	cranky	hollered	plenty
heap			spare
rubble			
bed			
soil			

hard as nails
quick as a wink
sour grapes
sour grapes turn sweet

Vocabulary Activity Menu

[Options for practicing new vocabulary following initial instruction](#)

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

Word Relationships	<p>Complete a vocabulary word map to show multiple meanings and contexts of:</p> <table><tr><td>blows</td><td>spare</td><td>bed</td></tr><tr><td>heap</td><td>soil</td><td></td></tr></table> <p>See resources for a sample and blank word map.</p>	blows	spare	bed	heap	soil	
blows	spare	bed					
heap	soil						
Writing	<p>Students write the vocabulary word next to its picture(s).</p>						

Day 1: First Read

PURPOSE: Read for general understanding and enjoyment.

RL.K.1 – With prompting and support, ask and answer questions about key details in a text.

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

Day 2: SECOND READ

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

RL.K.3 – With prompting and support, identify characters, settings, and major events in a story.

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

	First Read	Second Read
Text Access Options	<ul style="list-style-type: none"><input type="checkbox"/> teacher read-aloud, carpet time<input type="checkbox"/> choral reading with all students<input type="checkbox"/> student whisper read followed by teacher guided phrase reading <i>Teacher paces the reading to allow for questioning following each page / section read</i>	<ul style="list-style-type: none"><input type="checkbox"/> teacher read-aloud, carpet time<input type="checkbox"/> choral reading with all students<input type="checkbox"/> student whisper read followed by teacher guided phrase reading <i>Teacher paces the reading to allow for questioning following each page / section read</i>
<i>Set Purpose for Reading</i>	<i>Did you know that you can do things to make our community a better place? As we read this story together the first time, we'll focus on understanding the information that the author tells about.</i>	<i>Now we know some things that we can do to make our community a better place! This time, we'll read the text again to look more closely at how the author has supported these points:</i> <ul style="list-style-type: none">→ <i>How the illustrations and text work together to help us get to know the characters</i>→ <i>How the illustrations and text work together to help us understand the setting</i>→ <i>How the illustrations and text work together to help us understand the major events in the story</i>

Title Page	<p>What is the setting of this story? What clues helped you figure that out?</p> <p>Use the word SETTING, even if you have to explain its meaning.</p>	
Page 1	<p>Direct instruction: This is the main character. We don't know her name yet!</p>	<p>The author writes about Mr. Hammer, saying he is "hard as nails". What do you think that means? I wonder if the author named him Mr. Hammer because hammer goes with nails?</p>
Pages 2-3	<p>Build background: Point out the crane and wrecking ball in the illustration.</p>	
Pages 4-5	<p>What does the author mean when she writes, "Now this block looks like a big smile with one tooth missing"?</p>	<p>What can we say about Mr. Hammer? What parts of the texts help you with your answer?</p>
Pages 6-7		<p>We've noticed that Mr. Hammer is very grouchy. What can we say about Marcy? What parts of the text help you with your answer?</p>
Page 9	<p>Notice and discuss the illustration of the empty lot on the bottom of the page. Later, you'll discuss the changes that occur with the setting.</p>	<p>Direct instruction: A major event in the story is when something important happens. This is the first major event in the story. If the neighbors hadn't been able to lease the lot, there would be no community garden!</p>
Page 11	<p>Oh! Finally we learn the main character's name! What is it? How do you know?</p>	
Pages 12-13	<p>Have you ever hear the expression "sour grapes"? In this story, it means "to hold a grudge", or be continually angry about something. Has Mr. Hammer been continually angry so far?</p>	
Pages 14-15		<p>What does this page tell us about Mr. Hammer?</p> <p>What does it tell us about Miss Rosa?</p>

Pages 20-21		Remember that a major event is something important in the story. The first major event was when the neighbors leased the empty lot. This is the second major event. Why do you think this is an important part of the story?
Pages 22-23	<p>Look carefully at the illustration. What do you see outside Mr. Hammer's window?</p> <p>Who do you think the woman in the picture with Mr. Hammer is?</p> <p>What kind of flowers do you think Mr. Hammer planted? What clues in the illustrations helped you answer this?</p>	
Page 26-27	Earlier, we said that "sour grapes" meant being continually angry about something. Here, it says Mr. Hammer's "sour grapes turned sweet". What do you think that means? Use the illustrations to help you.	
28-29		<p>This is the last major event of the story. It's important because we see how Mr. Hammer has changed as a person. In what ways has he changed?</p> <p>This part of the story is important for another reason: it shows us how the setting has changed. In what ways has it changed?</p>
30	Discuss the information on this page.	

Sample Anchor Charts

See vocabulary web examples in Resources

City Green
Vocabulary and Handwriting Activity

City Green
Activities

Draw a picture of Mr. Hammer at the beginning of the story and another of him at the end of the story. Show how his personality changed.

Beginning	End

Draw a picture of the setting at the beginning of the story and another of it at the end of the story. Show how it changed.

Beginning	End

GAME: Roll & Read

MATERIALS: Partner pairs. One Roll & Read board per partner pair. One 6-sided die per partner pair. 4 linking cubes per student.

DIRECTIONS: Partner pairs take turns rolling the die and reading the line that corresponds to the rolled number. While one student reads, the other acts as checker/coach. The reader places one linking cube in the center of the table after he/she has taken a turn. Partner pairs roll and read until all 8 cubes are in the middle of the table.

1	Look at that junk land.
2	When I pass this lot it makes me sad to see it.
3	We rent the lot from the city that day.
4	I am up with the sun and looking at this lot.
5	I pat the soil for good luck.
6	He sits in the sun and eats his lunch.

WRITING: Whole group, orally discuss the following questions and possible answers. Then students discuss questions and possible answers in partner-pairs. On handwriting paper, students answer these questions using complete sentences. Heart/sight words should be spelled correctly. All other words can be spelled phonetically. When writing is complete, students can illustrate and color the part of the story that corresponds with their answers.

What part of the story did you like best?

The best part of City Green is...

Why did you like that part best?




I like this part because...

City Green **Student Assessment**

Name: _____

Date: _____

1) Which of these is the main character in our story? What is this character's name?

A	B	C
		

2) What is the setting of this story?

3) Put these events in order. Write a 1 on the event that happened first. Write a 2 on the event that happened second. Write a 3 on the third event. Write a 4 on the fourth event.





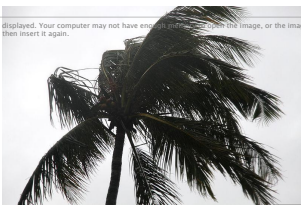








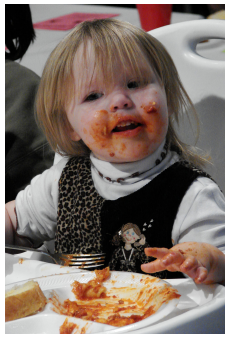





4) What are some things that you do now to make our community a better place?

5) What are some things that you can start doing to make our community a better place?

City Green Vocabulary Pictures

      <p>blow</p>	    <p>pile</p>
   <p>bed</p>	   <p>soil</p>

EXTRA



spare

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).

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 in CCSS Units

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.
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Partner Reading Routine

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

Retrieved 2/2015

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

Why use paired reading?

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

How to use paired reading

How to pair students

Pair students either by same reading ability or by high level readers with low level readers.

Use the following steps to pair high-level readers with low-level readers:

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

Implementing the strategy

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

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

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

Implementation Tips

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

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

- *Good manners* technique: One partner says, "Would you like to start first?" The other partner says either, "Yes, please," or, "No, thank you."

- *Rock, paper, scissors:* Students play only once. The winner of the game chooses which partner gets to read first.
- *Youngest first:* Students determine which partner is the youngest. The youngest chooses which partner reads first.
- *Alphabetical order:* Partners look at the first letter of their first names. The partner whose letter occurs first in the alphabet chooses which partner reads first.

Partners provide reading support to each other. To encourage teamwork and support, teach students the *Coaching or Time?* routine:

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

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

Implementation tips above excerpted from

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

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

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

Word Attack Strategies for Coaches
Sound out the whole word.
Break the word into syllables or small chunks. Sound out each syllable/chunk. Blend the syllables/chunks together.
Look carefully at the word. Are there any smaller words inside that will help you decode?
Look carefully at the word. Is there prefix or suffix? What does the prefix or suffix mean? What is the base or root word? Read the prefix/suffix with the base/root. What does this word mean?
Look at the beginning letters. Do they give you a clue? Does your guess match the letters that are there?
Look at the ending letters. Do they give you a clue? Does your guess match the letters that are there?

Think Alouds

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

Think-alouds

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

Why use think-alouds?

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

How to use think-alouds

1. Begin by modeling this strategy. Model your thinking as you read. Do this at points in the text that may be confusing for students (new vocabulary, unusual sentence construction).
2. Introduce the assigned text and discuss the purpose of the Think-Aloud strategy. Develop the set of questions to support thinking aloud (see examples below).
 - What do I know about this topic?
 - What do I think I will learn about this topic?
 - Do I understand what I just read?
 - i. Do I have a clear picture in my head about this information?
 - ii. What more can I do to understand this?
 - iii. What were the most important points in this reading?
 - iv. What new information did I learn?
 - v. How does it fit in with what I already know?

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

Instructional Tip: 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.]
- Previously, students have skimmed the assigned chapter/pages and noted any words difficult to decode. Teacher has collected students' vocabulary selections.

- Teacher says a word aloud. By group consensus, the class decides if the word should be added to the vocabulary list. (If most students are familiar with the word and can state a simple definition for the word, it should not be added to the list). When all suggested have been explored, the teachers writes all chosen words on the board. For the day's assigned reading, less than 10 words should be studied deeply. The class must decide which words on the posted list they will study. TEACHER WILL REFER TO TIER II VOCABULARY INSTRUCTION INFORMATION (within the unit) TO GUIDE STUDENT CHOICES.

- When words words to study deeply have been chosen:
- Teacher says the word aloud.
- Class whale talks, stomps, taps, or claps to determine how many syllables the word has. Teacher draws lines on the board representing the number of syllables. (Students draw the lines in the vocabulary section of their response journals).
- Determine how many phonemes (sounds) are in the first syllable. Write graphemes (letters) that represent each sound on the first line.
- Determine how many phonemes are in the second syllable. Write graphemes that represent each sound on the second line. Repeat this process for all syllables.
- Discuss syllable types; e.g., Open or closed? How does this affect the vowel sound? Why do certain letter combination make that sound?
- Discuss morpheme types (meaningful pieces); e.g.; If there is a suffix, what does it mean? If there is a prefix, what does it mean? If there is a base word, what does it mean? [Base words stand alone. Examples include: *unhappily*, *disagreeable*, *discovered*]. If there is a root, what is its origin? What does it mean? [We generally study Latin and Greek roots. Root words have meaning, but cannot stand alone. Examples include: *civ* - meaning citizen - civilian, civilization; *fer* - meaning to carry or bear - aquifer, circumference, fertile]. You can Google a list of Greek & Latin roots. This website has a good one: <http://grammar.about.com/od/words/a/wordroots.htm>
 - PART IIIa: Use Tier II vocabulary words that have been gathered from PART I and PART II. In this activity, the class, with your guidance, will agree on a *student-friendly definition* to the word - there are a few steps to this:
- 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.)
- Students use a thesaurus (book, internet, app, etc.) to verify their definition.

- 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.)

Vocabulary Review Menu of Activities

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

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

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

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

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

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

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

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

Variation 1) Ask students how two words may be related or connected.

How might RUFFLED and GLITTERING be connected? The model wore a ruffled dress that was glittering in the candlelight.

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

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

Can ORDINARY people be FASCINATING?

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

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

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

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

Very slow _____ *Very fast*
PLOD TRUDGE BOUND SPRINT

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

Variation 1) Direct connection

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

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

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

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

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

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

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

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

What would a SPLENDID day for ducks be like?

What would be a SPLENDID meal for vegetarians?

Who would be a SPLENDID friend, and why?

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

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

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

Name 3 things that would be CATASTROPHIC.

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

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

The king was ____ (student inserts vocabulary word) because ____.

Yesterday I ____ (student inserts vocabulary word) when ____.

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

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

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

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

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

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

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

3-part Vocabulary Chart Template

Word	Student-friendly definition	Simple sketch

Fold Fold

Some teachers write these stems on index cards or on tongue depressors. Or, you can print them out and laminate them or put them in a page protector. Students ask each other these questions during partner or small group reading.

Question Stems - General Understanding & Key Details

What happened first? Second? Next?

Tell me about _____ (a character or event).

What is the main idea of this page/chapter?

Describe _____ (a character's) appearance.

Describe _____ (a character's) personality.

Who is the most important person in this part? How do you know?

Retell/summarize what happened in this part.

Who are the main characters?

When/where is this story taking place?

How did _____ (character) react when _____ (something interesting/important) happened?

What happened when _____ (a character did something)?

Question Stems - Further Exploration

Retell (summarize) what's happened so far, in your own words.

What does _____ (choose a word from the text) mean?

Why did _____ (choose a character) say _____ (choose a piece of dialogue) this way?

What is another meaning for this word (choose a vocabulary man from the text)?

How does this picture (choose a picture from the text) help us understand what is happening?

What is the author's purpose in writing this part?

Describe _____'s (choose a character) mood. What clues in the text helped you?

Tell me about _____'s (choose a character) personality. What clues in the text helped you?

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

Context Clues

Copied directly from Reading Rockets

<http://www.readingrockets.org/article/using-context-clues-understand-word-meanings>

Introduction

When attempting to decipher the meaning of a new word, it is often useful to look at what comes before and after that word. The surrounding words can give readers helpful context clues about the meaning and structure of the new word, as well as how it is used.

Using context clues aligns with the following ELA Common Core Standard:

- CCSS.ELA-Literacy.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Helping struggling students use context clues

There are six common types of context clues (see below), and teachers need to provide struggling students and those with learning disabilities with direct instruction in how to use these clues.

Common Types of Context Clues

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

Teachers have found it effective to model a self-questioning strategy to identify the different types of context clues. You can ask questions that are designed to focus attention on the unknown word and the possible clues to its meaning, such as: What are the surrounding words? How do these offer me clues? What does this word mean in terms of the context?

It is also helpful to provide students with frequent reminders and examples of the different types of context clues. Using online tools, you can post the list of context clues (and some corresponding examples) on your class wiki, website, or blog. You can also display the list on the bulletin board in your classroom so that students can easily remind themselves about context clues. Students can also keep examples in their reading or writing portfolios.

Character Analysis Chart

For each entry, provide the page number on which the detail is found.

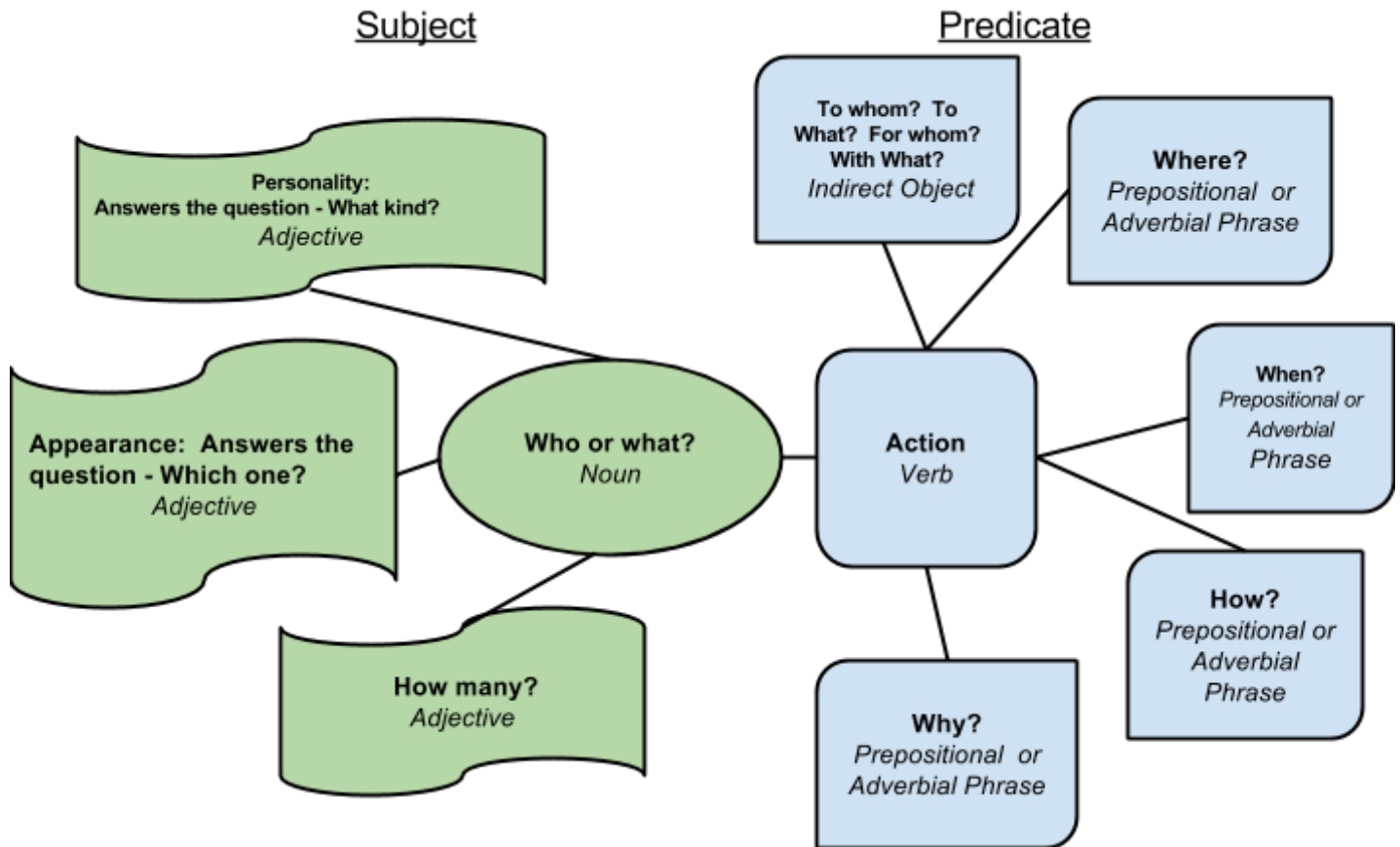
CHARACTER	APPEARANCE	PERSONALITY	ACTIONS

Character Analysis Chart: For each entry, provide the page number on which the detail is found.

CHARACTER	APPEARANCE	PERSONALITY	ACTIONS

Sentence Web

A graphic organizer/tool to help students write longer, more complex sentences.



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

Sentence Elaboration Protocol

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

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

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

The dog **barked.**

2) Stretch the predicate by asking:

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

Write each response on a different card or sentence strip.

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

3) Move the predicate parts.

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

4) Add to the subject by asking:

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

Write each response on a different card or sentence strip.

In the middle of the night, the solitary, fearsome guard dog barked ferociously downstairs.

5) Add detail or substitute synonyms if necessary.

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

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

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



Characteristics of Informational Text: **Text Features**

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

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



Characteristics of Informational Text: **Format**

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

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

Informational Writing



Purpose:

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

Genres:

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

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

How to Write an Informational Text



Select a topic.



Select an informational writing structure to use.



Research. Take notes using graphic organizers.



Compose a paragraph from your notes for your structure.



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



Informational Text Structures

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

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

Examples of Text Structure Sentences

Sequence

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

Descriptive

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

Comparison

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

Cause & Effect

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

Problem / Solution

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

- Somebody
- Wanted
- But
- So

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

Informational Structure Sentence Frames	
Sequence	_____ begins with..., continues with..., and ends with...
Description	_____ is a kind of _____ that...
Compare/Contrast	X and Y are similar in that they are both..., but X..., while Y...
Cause/Effect	_____ happens because... or _____ causes... because...
Problem/Solution	_____ wanted..., but..., so... Oosterbaan, B. & Pelletier, T. (2014)

Development: The meat of the text



Informational Text

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



Transition & Connect:
Glue the pieces together.

Transitions for Informational Text

Words that link within categories:

also because another
and more but
for example

Words that signal examples:

for example for instance
specifically
to illustrate and also
furthermore likewise in
addition
besides what's more
moreover
further again

Words that indicate cause and effect:

because then
as result the result
for this reason therefore what followed
in response thus
because of this consequently
so the reaction

Words that signal comparison:

like likewise
also
in the same way the same is true
with
similar similarly
in a similar way in a similar
fashion

Words that indicate contrast:

but however in contrast
instead nevertheless still
in spite of different from yet
on the other hand on the contrary



Conclusion:
Wrap it all up!

Concluding Informational Texts

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

Persuasive Writing



Purpose:

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

Genres:

1. Essay
2. Letter
3. Editorial

Opinion:
How you feel in your heart.



Persuasive Writing

Types of Topic Sentences:

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

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

Development:
The meat of your piece.

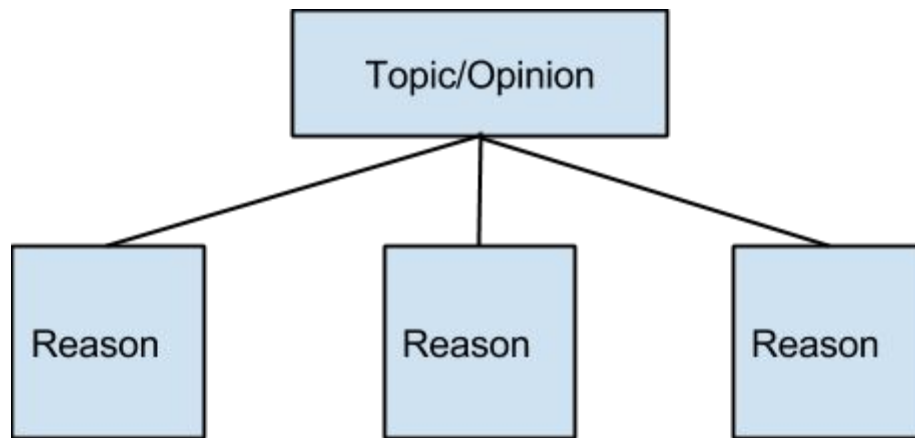


Persuasive Writing

Development:

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

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



Transition and Connect:
Glue the pieces together.



Persuasive Writing

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

Words that Connect Opinions and Reasons:

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

Words that Signal Support:

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

Words that Signal Conclusion:

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

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

Conclusion:
Wrap it all up.



Persuasive Writing

Conclusion:

Focus your conclusion...

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

Ideas for a conclusion:

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

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

Grade: K	
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 PARCC Assessments (note that these evidences may be elicited using prompting and support where the standard indicates this is expected). The student's response:
RI 1: With prompting and support, ask and answer questions about key details in a text.	<ul style="list-style-type: none"> Provides questions and answers that show understanding of the key details in a text. (1)
RI 2: With prompting and support, identify the main topic and retell key details of a text.	<ul style="list-style-type: none"> Provides a statement of the main topic of a text. (1) Provides a retelling of key details in a text. (2)
RI 3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> Provides a description of the connection between two individuals in a text. (1) Provides a description of the connections between two events in a text. (2) Provides a description of the connections between two ideas or pieces of information in a text. (3)
RI 5: Identify the front cover, back cover, and title page of a book.	<ul style="list-style-type: none"> Provides an identification of the front cover of a book. (1) Provides an identification of the back cover of a book. (2) Provides an identification of the title page of a book. (3)
RI 6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<ul style="list-style-type: none"> Provides an identification of the author of a text and what the author's role is in presenting the ideas or information in that text. (1) Provides an identification of the illustrator of a text and what the illustrator's role is in presenting the ideas or information in that text. (2)
RI 7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<ul style="list-style-type: none"> Provides a description of the relationship between the illustrations and the text in which they appear (e.g. what person, place, thing, or idea from the text is depicted in an illustration). (1)
RI 8: With prompting and support, identify the reasons an author gives to support points in a text.	<ul style="list-style-type: none"> Provides the reasons an author gives to support points in a text. (1)
RI 9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<ul style="list-style-type: none"> Provides an identification of the basic similarities and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures). (1)

NOTE- Items may combine standards and evidence statements.

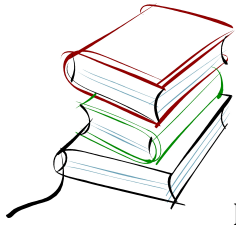
Grade: K		
Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text.		
Items designed to measure this claim may address the standards and evidences listed below:		
Standards:	Evidences to be measured on the PARCC Assessments (note that these evidences may be elicited using prompting and support where the standard indicates this is expected).	
	The student's response:	
RL 1: With prompting and support, ask and answer questions about key details in a text.	• Provides questions and/or answers that show understanding of key details in a text. (1)	
RL 2: With prompting and support, retell familiar stories, including key details.	• Provides a retelling of a familiar story, including key details. (1)	
RL 3: With prompting and support, identify characters, settings, and major events in a story.	• Provides an identification of characters in a story.(1) • Provides an identification of setting(s) in a story.(2) • Provides an identification of major events in a story.(3)	
RL 5: Recognize common types of texts (e.g., storybooks, poems).	• Demonstrates the ability to recognize common types of texts. (1)	
RL 6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	• Provides an identification of the author of a story and what the author's role is in telling the story. (1) • Provides an identification of the illustrator of a story and what the illustrator's role is in telling the story. (2)	
RL 7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	• Provides a description of the relationship between the illustrations and the story in which they appear. (1)	
RL 9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	• Provides a comparison and contrast of the adventures and experiences of characters in familiar stories. (1)	

Grade: K	
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 Assessments (note that these evidences may be elicited using prompting and support where the standard indicates this is expected). The student's response:
RL 4: Ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> Provides a statement or other expression that shows understanding of unknown words in a literary text.(1) Asks questions about unknown words in a literary text. (2)
RI 4: With prompting and support, ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> Provides a statement or other expression that shows understanding of unknown words in an informational text.(1) Asks questions about unknown words in an informational text. (2)
L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. <ul style="list-style-type: none"> a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>). b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word. 	<ul style="list-style-type: none"> Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases by identifying the new meanings for familiar words and applying them accurately (1) Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases by using the most frequently occurring inflections and affixes as clues to the meaning of those words. (2)
L 5 With guidance and support from adults, explore word relationships and nuances in word meanings. <ul style="list-style-type: none"> a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings. 	<ul style="list-style-type: none"> Shows understanding of word relationships and nuances in word meanings by sorting common objects into categories (e.g. shapes, foods) thereby showing a sense of the concepts the categories represent. (1) Shows understanding of word relationships and nuances in word meanings by demonstrating understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (2) Shows understandings of word relationships and nuances in word meanings by identifying the real-life connections between words and their use. (3) Shows understandings of word relationships and nuances in word meanings by acting out the meanings of verbs describing the same general action (e.g. walk, march, strut, prance), thereby showing the ability to distinguish shades of meaning. (4)

<p>L 6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<ul style="list-style-type: none">• Shows understanding of newly acquired vocabulary by using words and phrases acquired through conversation, reading, being read to, and responding to texts. (1)	
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Grade: K		
Writing Claim: Students write to express understandings using text sources.		
Items designed to measure this claim may address the standards and evidences listed below. Where the standard indicates that guidance and support from adults may be needed, the evidences may not reflect independent student abilities:		
Standards:	Evidences to be measured on PARCC formative assessments. The student's response:	Clarifications:
CCSS.ELA-Literacy.W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).	<ul style="list-style-type: none"> States an opinion or preference about a topic or book using a combination of drawing, dictating, and/or writing. (1) Includes the topic or name of the book they are writing about when stating an opinion or preference. (2) 	<ul style="list-style-type: none"> ❖ This standard and the evidences are typically elicited by asking students to tell why they think or believe as they do about a topic or book. ❖ At this grade, students often require prompting for all evidences to meet the full demands of the standard. ❖ Students may demonstrate this standard in conjunction with writing standards 2, 5, 6, 7, and 8 and/or reading standards.
CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	<ul style="list-style-type: none"> Informs or explains using a combination of drawing, dictating, and/or writing, names what they are writing about, and supplies some information about the topic. (1) 	<ul style="list-style-type: none"> ❖ This standard and the evidences are typically elicited by asking students to tell what they know or understand about a topic. ❖ At this grade, students often require prompting to meet the full demands of the standard. ❖ Students may demonstrate this standard in conjunction with either writing standard 1 or standard 3 and 5, 6, 7, and 8 and/or reading standards.
CCSS.ELA-Literacy.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	<ul style="list-style-type: none"> Narrates a single event using a combination of drawing, dictating, and/or writing. (1) Narrates several loosely linked events using a combination of drawing, dictating, and/or writing. (2) Tells about events in the order in which they occurred when narrating a single event or several loosely linked events, using a 	<ul style="list-style-type: none"> ❖ This standard and the evidences are typically elicited by asking students to tell what happened and how they or others felt about what happened. ❖ At this grade, students often require prompting for all evidences to meet the full demands of the standard. ❖ Students may demonstrate this standard in conjunction with writing standards 2, 5, 6, 7, and 8 and/or reading standards.

	<p>combination of drawing, dictating, and/or writing. (3)</p> <ul style="list-style-type: none"> Provides a reaction to what happened during the event(s) when narrating a single event or several loosely linked events, using a combination of drawing, dictating, and/or writing. (4) 	
CCSS.ELA-Literacy.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	<ul style="list-style-type: none"> Provides a response to questions and suggestions from peers. (1) Adds details that strengthen writing as needed after review of drafts. (2) 	<ul style="list-style-type: none"> ❖ Students may need guidance and support from adults to meet the evidences for this standard. ❖ Implicit in this standard is the understanding that writing is a process that may include production of multiple drafts. ❖ Students may demonstrate this standard in conjunction with writing standard 1, 2, or 3 and 6, 7 and 8 and/or reading.
CCSS.ELA-Literacy.W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	<ul style="list-style-type: none"> Uses a variety of digital tools to produce and publish writing. (1) Collaborates with peers to produce and publish writing, using a variety of digital tools. (2) 	<ul style="list-style-type: none"> ❖ Students may need guidance and support from adults to meet the evidences for this standard. ❖ Digital tools may include story telling software, drawing software, word prediction software, etc. ❖ Students may demonstrate this standard in conjunction with writing standard 1, 2, or 3 and 5, 7 and 8 and/or reading standards or speaking.
CCSS.ELA-Literacy.W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<ul style="list-style-type: none"> Participates in shared research and writing projects. (1) 	<ul style="list-style-type: none"> ❖ Students may need guidance and support from adults to meet the evidences for this standard. ❖ Students may demonstrate this standard in conjunction with writing standard 1, 2, or 3, 5 and 8 and/or reading standards.
CCSS.ELA-Literacy.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> Recalls information from experiences to answer questions using a combination of drawing, dictation, and/or writing. (1) Gathers information from provided sources to answer a question in a product that includes drawing, dictation, and/or writing. (2) 	<ul style="list-style-type: none"> ❖ Students may need guidance and support from adults to meet the evidences for this standard. ❖ Students may demonstrate this standard in conjunction with writing standard 1, 2, or 3 and 5 and 7 and/or reading standards or speaking and listening standards.



BCSCR

Building Communities that Support Children's Reading

Three Rivers
Education Foundation

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

Phone: 505-436-2548

Fax: 505-436-2553

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

Community-Based Components

- **Read Alongs:** Held at the schools, community centers, or community libraries for children 0-4 and 5-8.
- **Little Free Libraries:** A Little Free Library will be placed in each community. A Little Free Library is a box full of books where anyone may stop by and pick up a book (or two) and bring back another book to share.
- **Reading and Outreach:** Public service announcement (PSAs) placed in print and electronic media outlets, as well as brochures placed throughout the community.
- **Community Reading Nights:** One-hour reading blocks with follow-up discussions and book distribution for all community members of all ages.
- **School and Community-Based Tutoring:** Small group (3-4 students) tutoring will be offered at each targeted school, to over 12,000 students over 2 years.

School-Based Components

Regional coordinators will work with school administrators to determine critical areas for enhancing reading instruction in a particular school or district and to address professional development needs focused on literacy.

- **Book Distribution:** Class sets of books, with multiple options per grade level, for checkout and instructional packets.
- **Reading Achievement and Readiness:** Analysis of state standardized testing; reporting of assessment data.
- **Needs Assessment:** Collaboration with district personnel to identify

Parent-Based Components

- **Book Distribution:** Take home books with activity packets based on books for each reading component, for all age groups.
- **Monthly 'help your kids read' workshops:** Parent training will be held in each district on a monthly basis. Workshops will be broken down by age group (Pre-K, K-3, grades 4-6).
- **Understanding Your Child's Assessment Scores:** A 4th workshop will help parents understand what reading achievement scores mean and how they might support their child's reading success.

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Classroom Book Sets

Teachers have access to a variety of fiction and informational classroom book sets selected to address rigorous college and career readiness skills. Each set comes complete with high quality curriculum activities and additional resources appropriate for specific grade level bands.

- **Materials available for K-3, 4-6, and 7-12:** For a complete list of books available by grade level, please visit the bcsr.3riversed.org website. Select the 'Schools' tab and then the 'Unit Plans' link. All unit plans are available for free download.
- **Classroom Book Sets Available:** Contact your regional BCSCR coordinator for more information and to schedule a time to utilize these resources with your students.

Project Goals

By the end of the funding period, in comparison to 2014 baseline:

- 40% of participating 4-year-old children will achieve significant gains in oral language skills;
- the percentage of 3rd-grade students who meet or exceed proficiency of State reading or language arts assessments will increase by 15 percentage points;
- the percentage of 8th-grade students who meet or exceed proficiency of State reading or language arts assessments will increase by 15 percentage points;
- the percentage of high school students who meet or exceed proficiency of State reading or language arts assessments will increase by 15 percentage points and the percentage of parents who report reading with their children will increase by 25 percentage points
- 65% of teachers will indicate improvements in their reading instruction as a result of professional development as evidenced by school- and classroom-based assessments