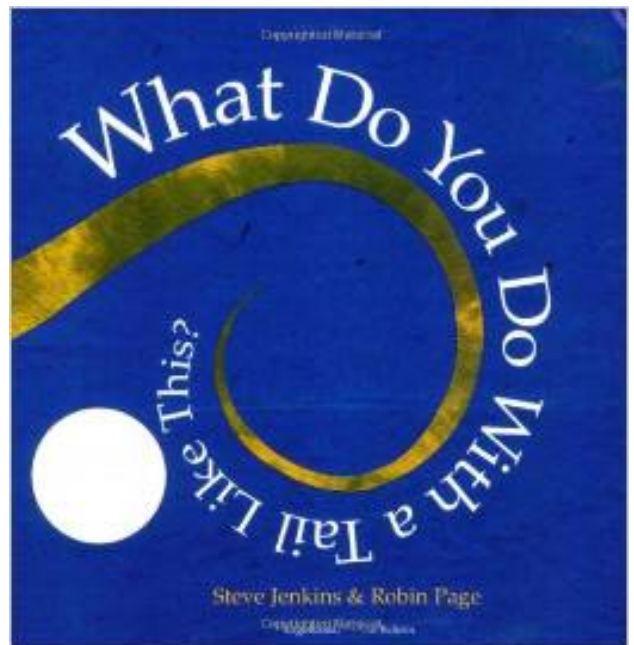# BCSCR

Building Communities that
Support Children's Reading

New Mexico/Colorado

What Do You Do
With a Tail
Like This?

By Steve Jenkins and Robin Page

Lexile 620

Steve Jenkins & Robin Page

Kindergarten - Unit 2: Body Parts

Other books in this unit include:

Today I Will Fly

Kindergarten CCSS Unit of Study

Body Parts and How They Help Unit

Purpose for Reading & Learning:

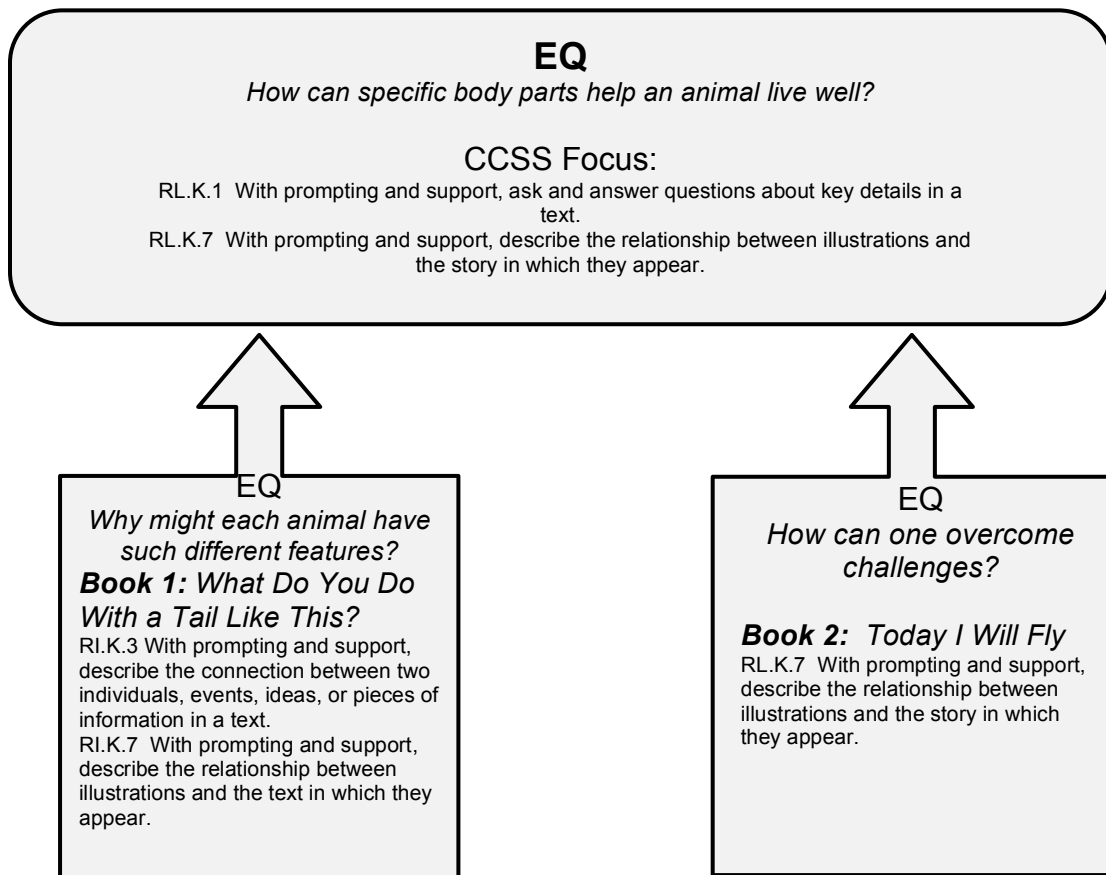The overall unit purpose is to explore the essential question:

> *How can specific body parts help an animal live well?*

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

> *What Do You Do With a Tail Like This? --*
>
> *Why might each animal have such different features?*

> *Today I Will Fly -- How can one overcome challenges?*

EQ
How can specific body parts help an animal live well?

CCSS Focus:
RL.K.1 With prompting and support, ask and answer questions about key details in a text.
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.

EQ
Why might each animal have such different features?
Book 1: *What Do You Do With a Tail Like This?*
RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear.

EQ
How can one overcome challenges?

Book 2: *Today I Will Fly*
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.

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.

What Do You Do With a Tail Like This? 1-2 days of instruction

Today I Will Fly 1-2 days of instruction

Student Texts

1. What Do You Do With a Tail Like This? Steve Jenkins & Robin Page (2003)

    Lexile 620

    Nonfiction

    Book Jacket Synopsis: A nose for digging? Ears for seeing? Eyes that squirt blood? Explore the many amazing things animals can do with their ears, eyes, mouths, noses, feet, and tails in this beautifully illustrated interactive book by Steve Jenkins and Robin Page.

2. Today I Will Fly by Mo Willems (2007)

    Lexile emergent

    Narrative fiction

    Book Jacket Synopsis: Gerald is careful. Piggie is not. Piggie cannot help smiling. Gerald can. Gerald worries so that Piggie does not have to. Gerald and Piggie are best friends. In Today I Will Fly! *Piggie wants to fly. But Gerald knows that she cannot -- or can she?*

CCSS Focus

What Do You Do With a Tail Like This?

RI.K.3 – With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.7 – With prompting and support, describe the relationship between illustrations and the text in which they appear.

Today I Will Fly!

RL.K.7 – With prompting and support, describe the relationship between illustrations and the story in which they appear.

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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Kindergarten CCSS Unit of Study
What Do You Do With a Tail Like This? & Today I Will Fly!

What Do You Do With a Tail Like This? Assessment Preview

Student Copy in Resources

1) What is this story about?   *Possible answer:*   *Animal parts and how they are used by each animal.*   RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
2) [pgs. 16-18] How are the ideas on these pages connected?   *Possible answer:*   RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
3) [pgs. 23-24] What thing or idea from the text is depicted in the illustrations?   *Possible answer:*   RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear.
4) Why might each animal have such different features?   *Answers will vary. Should include the idea that animal features are meant to help the animal survive in their environments.*

What Do You Do With a Tail Like This?
by Steve Jenkins & Robin Page

Phonemic Awareness Warm-up
RF.K.2b Demonstrate understanding of spoken words, syllables, and sounds. Count, pronounce, blend, and segment syllables in spoken words.

Whole group: use the following words from the text. Say the word. Whale talk the syllables in each word (teacher may need to model, first). The teacher tallies to keep track of how many syllables the word has. Then everyone say the whole word again.

eagle	lizard	anteater
animals	feet	mouth
fish	chimpanzee	scorpion

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.

Dictation:
I do:
1. Explain that you are trying to write some words, but that you need help. You are going to sound the word out slowly, and the students should help by telling you which letter makes that sound.
2. Say, "The word is *cab.* Help me count how many sounds are in *can*. /c/, /a/, /b/ -- that's three sounds. I'm going to draw three lines, one for each sound." Draw three lines.
3. "Now, let's write the letter for each sound." Touch the first line. Say, "/c/". Students should tell you to write the letter c. If they suggest k, ask them for the other letter that represents the /c/.
4. Touch the second line. Say, "/a/". Etc., until the word *can* is spelled.
5. Slide your finger under the word, from left to right. Say, "Read." Students should read the word *cab*.

We do:
Students should do this with you, using individual dry erase boards and markers, or paper and pencil.

Repeat the above protocol using words from the text. Check students' boards after each word. Lead them to correct when necessary.

and	it	if
in	at	dig

Day 2 Instruction

Repeat yesterday's protocol, using new words from the text.

an	nose (3 phonemes = 3 blank lines. Show them the correct spelling for NOSE. Explain that the silent e at the end makes the o say its name. Silent e is written very small, and connected with a curved line to the o.) N O S e Follow the same protocol for other v-c-e words.	mole
can	if	on

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.

categories may differ depending on intent of lesson

Adjective	Verb
pesky	squirt
nasty	leap
clearly	capture

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.

General Knowledge/Review	Memory Word Match: Students match the vocabulary word with its picture card. Materials: Vocabulary picture cards (see resources), index cards with 1 vocabulary word written on each.
Writing	Write a sentence with one of the vocabulary words, using a combination of drawing, dictating, and writing.

Day 1: First Read

PURPOSE: Read for general understanding and enjoyment.

RI.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.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear.

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	❑ teacher read-aloud, carpet time ❑ choral reading with all students ❑ student whisper read followed by teacher guided phrase reading *teacher paces the reading to allow for questioning following each page / section read*	❑ teacher read-aloud, carpet time ❑ choral reading with all students ❑ student whisper read followed by teacher guided phrase reading *teacher paces the reading to allow for questioning following each page / section read*
Set Purpose for Reading	*Do you like animals? Which animal is your favorite? In our story today, we'll learn about different animals and how they use different body parts. As we read this story together the first time, we'll focus on understanding the information that the author tells about.*	*Now we know about different animals and how they use their body parts. We'll read the text again to look more closely at how the author and illustrator share the information with us:* ➔ *What the author tells us about each **animal*** ➔ *How the **illustrations** work to add meaning to the words the author has written*
Prior to reading	Identify the front and back cover and the title page.	
Title Page	Name the author and illustrator. Define the roles of each.	
Pages 1-2	What two things does the author ask us to do as we read this book?	
Pages 3-4	What is depicted in these illustrations? How do we know?	

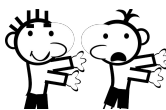|	Let's guess which animal goes with each nose!	
Pages 5-6	Which of our guesses were correct?	How does the information on these two pages connect to the 2 previous pages?
Pages 7-8	The text tells us that these are all ears. This doesn't look like an ear! (point to the cricket leg). How does this part help us understand the confusing leg illustration on the last page?	
Pages 11-12	What is depicted in these illustrations? How do we know? Let's guess which animal goes with each tail!	
Pages 13-14	Which of our guesses were correct?	How does the information on these two pages connect to the 2 previous pages?
Pages 23-24	What is depicted in these illustrations? How do we know? Let's guess which animal goes with each mouth!	
Pages 25-26	Which of our guesses were correct?	How does the information on these two pages connect to the 2 previous pages?
Pages 27-30	Read each section on these pages at different times throughout the day(s) (i.e., while students line up, right after lunch, before recess, etc.)	After reading about each individual animal, ask students how this part of the text connects to the information in previous parts of the text.
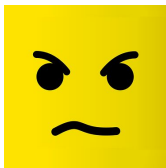
Sample Anchor Charts

See vocabulary web examples in Resources
Illustrated Sentence Frame for Student Writing:

___Moles___ use their ___noses___ to ___find the way underground.___

mole

nose

Decide which vocabulary word is shown in the pictures. Write the vocabulary word two times.

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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.

Which animal part do you like best?

The best animal part is…

Why did you like that part best?

I like this part because…

Use sentence frames and illustration boxes. Students may use invented spelling or copy information from the book.

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.

Example:

_____Moles_____ use their ____noses____ to _find the way underground._____

mole _____   _nose_ _____
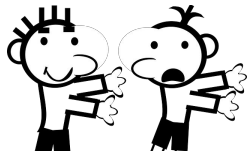
pesky
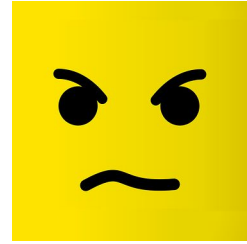
nasty

clearly

squirt

leap

capture

What Do You Do With a Tail Like This?
Student Assessment

Name: _____   Date: _____

1) What is this story about?

2) How are the ideas on these pages connected? [pgs. 16-18]

3) What thing or idea from the text is depicted in the illustrations? [pgs. 23-24]

4) Why might each animal have such different features?

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

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

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

		for scaffolded supports such as additional time and guidance / support from peers and adults.

Partner Reading Routine

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

Retrieved 2/2015

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

Why use paired reading?
- It helps students work together.
- It encourages cooperation and supports peer-assisted learning.

How to use paired reading

How to pair students

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

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

Implementing the strategy

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

When to use: ○ Before reading   ● During reading   ○ After reading

How to use: ○ Individually   ● With small groups   ○ Whole class setting

Implementation Tips

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

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

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

- *Rock, paper, scissors*: <u>Students play only once</u>. 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

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: 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:
- 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. <u>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!</u>
    - 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 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.

<u>Question Stems - General Understanding & Key Details</u>

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)?

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

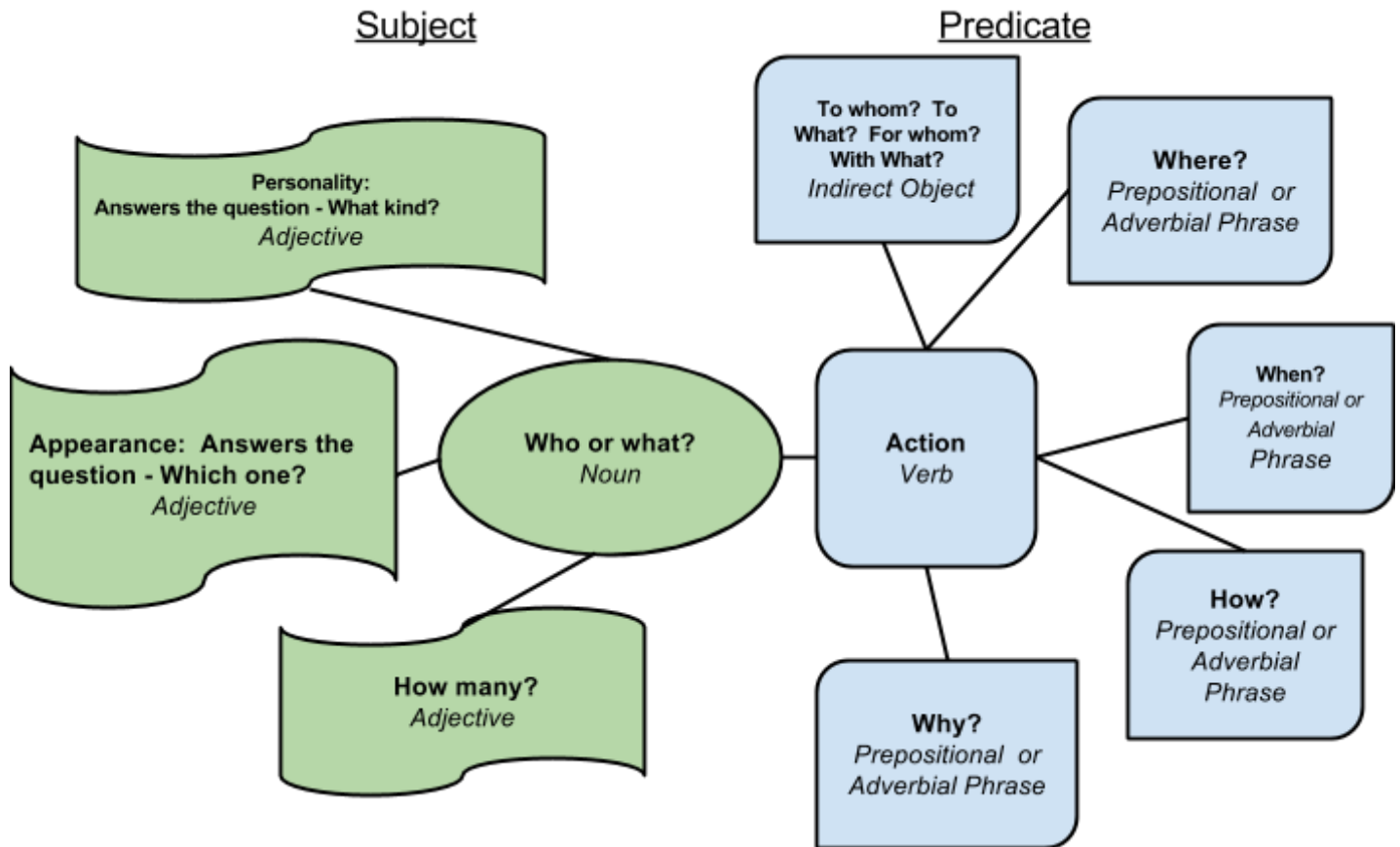For each entry, provide the page number on which the detail is found.

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.

Subject

Personality:
Answers the question - What kind?
Adjective

Appearance: Answers the question - Which one?
Adjective

Who or what?
Noun

How many?
Adjective

Predicate

To whom? To What? For whom? With What?
Indirect Object

Where?
Prepositional or Adverbial Phrase

Action
Verb

When?
Prepositional or Adverbial Phrase

How?
Prepositional or Adverbial Phrase

Why?
Prepositional or Adverbial Phrase

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

Sentence Elaboration Protocol

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

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

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

2) Stretch the predicate by asking:

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

Write each response on a different card or sentence strip.

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

3) Move the predicate parts.

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

4) Add to the subject by asking:

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

Write each response on a different card or sentence stip.

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

5) Add detail or substitute synonyms if necessary.

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

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

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

Characteristics of Informational Text:
Text Features

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

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

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.

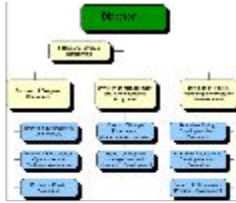☐ Select an informational writing structure to use.

☐ 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

Examples of Text Structure Sentences

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

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

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

Cause & Effect
Cavities are holes in our teeth that happen because food breaks down the protective enamel.
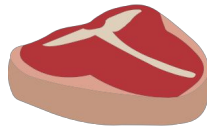
Problem / Solution
Brian wanted his tooth out but he was afraid it would hurt. So...
- Somebody
- Wanted
- But
- So

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)

		Informational Text
Development: The meat of the text		

Kindergarten W.2	First Grade W.2	Second Grade W.2	Third Grade W.2
...name what they are writing about and supply some information about the topic.	...name a topic, supply some facts about the topic, and provide some sense of closure.	...introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Introduce a topic and group related information together. Develop the topic with facts, definitions, and details. Use linking words and phrases to connect ideas within categories or information. Provide a concluding statement or section. Include illustrations.
Kindergarten RI.4	First Grade RI.4	Second Grade RI.4	Third Grade RI.4
...unknown words in text.	Clarify meaning of words and phrases in text.	Determine the meaning of words and phrases.	Determine the meaning of general academic and domain specific words and phrases.

Domain-specific words and phrases -- vocabulary specific to a particular field of study.
WRITING INFORMATIONAL TEXT
Use precise language! Limit use of pronouns, adjectives and adverbs. Use specific nouns (example: instead of 'It is huge!' or 'A great big tree...', use 'The redwood stood 70 feet tall.'

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

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

Opinion:
How you feel in your heart.

Persuasive Writing

Types of Topic Sentences:

1. **Occasion Statement** (reason for writing)
<u>Whenever</u> our resources are limited, many people become creative.

2. **Position Statement** (what you plan to prove or explain)
<u>Even though</u> 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.

Development:
The meat of your piece.
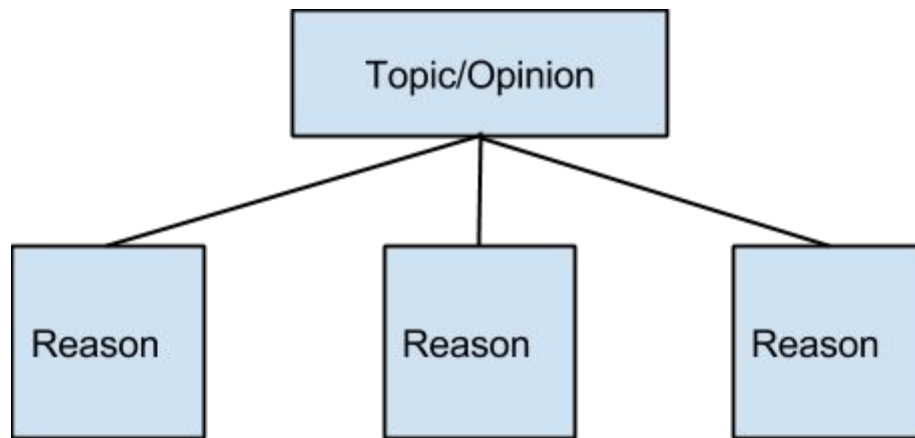
Persuasive Writing

Development:

Examples   Elaboration   Expert opinion

Experiences   Explanations   Excitement

Everyday life   Evidence   Events

Effective illustrations

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                    ┌─────────────────────┐
                    │    Topic/Opinion     │
                    └─────────────────────┘
                    ╱          │          ╲
                   ╱           │           ╲
        ┌──────────┐   ┌──────────┐   ┌──────────┐
        │          │   │          │   │          │
        │  Reason  │   │  Reason  │   │  Reason  │
        │          │   │          │   │          │
        └──────────┘   └──────────┘   └──────────┘
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Transition and Connect:
Glue the pieces together.   Persuasive Writing

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

<u>Words that Connect Opinions and Reasons:</u>

because   and   also   since   therefore

for example   for instance   in order to

in addition   consequently   specifically

<u>Words that Signal Support:</u>

for example   to illustrate   in this case   specifically   once

for instance   such as   to demonstrate   take the case of

<u>Words that Signal Conclusion:</u>

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

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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.	• 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.	• 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.	• 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.	• 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.	• 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).	• 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.	• 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).	• 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 c**haracters** 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.	• 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.	• 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. **a.** Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*). **b.** Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.	• 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. **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., *walk, march, strut, prance*) by acting out the meanings.	• 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)

L 6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	• Shows understanding of newly acquired vocabulary by using words and phrases acquired through conversation, reading, being read to, and responding to texts. (1)

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., *My favorite book is...*).	• 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)	❖ 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.	• 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)	❖ 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.	• 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	❖ 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.

	• combination of drawing, dictating, and/or writing. (3) • 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.	• Provides a response to questions and suggestions from peers. (1) • Adds details that strengthen writing as needed after review of drafts. (2)	❖ 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.	• 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)	❖ 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).	• Participates in shared research and writing projects. (1)	❖ 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.	• 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)	❖ 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.
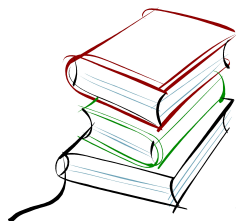
BCSCR

Building Communities that Support Children's Reading

Community-Based Components

- **Read Alongs:** Held at the schools, community centers, or community libraries for children 0-4 and 5-8.

- **Little Free Libraries:** A Little Free Library will be placed in each community. A Little Free Library is a box full of books where anyone may stop by and pick up a book (or two) and bring back another book to share.

- **Reading and Outreach:** Public service announcement (PSAs) placed in print and electronic media outlets, as well as brochures placed throughout the community.

- **Community Reading Nights:** One-hour reading blocks with follow-up discussions and book distribution for all community members of all ages.

- **School and Community-Based Tutoring:** Small group (3-4 students) tutoring will be offered at each targeted school, to over 12,000 students over 2 years.

School-Based Components

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

- **Book Distribution:** Class sets of books, with multiple options per grade level, for checkout and instructional packets.

- **Reading Achievement and Readiness:** Analysis of state standardized testing; reporting of assessment data.

- **Needs Assessment:** Collaboration with district personnel to identify

Parent-Based Components

- **Book Distribution:** Take home books with activity packets based on books for each reading component, for all age groups.

- **Monthly 'help your kids read' workshops:** Parent training will be held in each district on a monthly basis. Workshops will be broken down by age group (Pre-K, K-3, grades 4-6).

- **Understanding Your Child's Assessment Scores:** A 4th workshop will help parents understand what reading achievement scores mean and how they might support their child's reading success.

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Classroom Book Sets

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

- **Materials available for K-3, 4-6, and 7-12:** For a complete list of books available by grade level, please visit the bcscr.3riversed.org website. Select the 'Schools' tab and then the 'Unit Plans' link. All unit plans are available for free download.

- **Classroom Book Sets Available:** Contact your regional BCSCR coordinator for more information and to schedule a time to utilize these resources with your students.

Project Goals

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

- 40% of participating 4-year-old children will achieve significant gains in oral language skills;

- the percentage of 3rd-grade students who meet or exceed proficiency of State reading or language arts assessments will increase by 15 percentage points;

- the percentage of 8th-grade students who meet or exceed proficiency of State reading or language arts assessments will increase by 15 percentage points;

- the percentage of high school students who meet or exceed proficiency of State reading or language arts assessments will increase by 15 percentage points and the percentage of parents who report reading with their children will increase by 25 percentage points

- 65% of teachers will indicate improvements in their reading instruction as a result of professional development as evidenced by school- and classroom-based assessments