# BCSCR
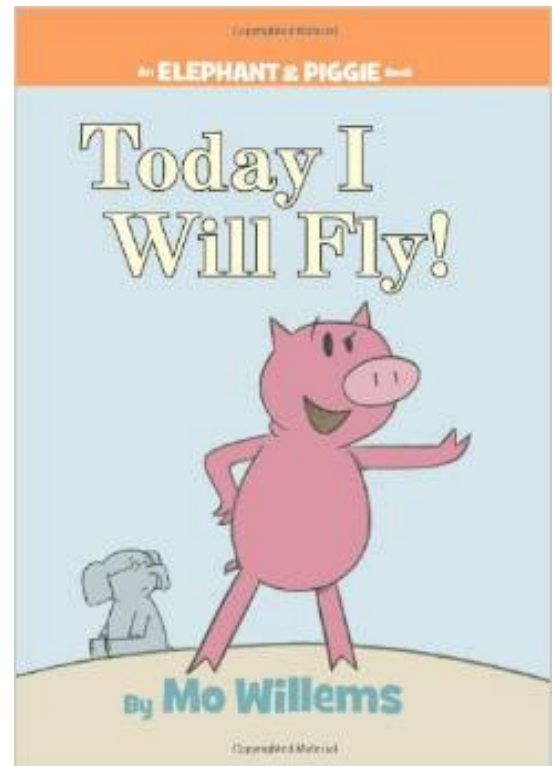
Building Communities that Support Children's Reading

# Texas
# Today I Will Fly

## By Mo Willems

**Lexile: Emergent**

An ELEPHANT & PIGGIE Book

**Today I Will Fly!**

By Mo Willems

**Kindergarten - Unit 2:**
Body Parts and How They Help

**Other books in this unit include:**

**What Do You Do With a Tail Like This?**

# Kindergarten

# Unit of Study

## Body Parts and How They Help Unit

## Purpose for Reading & Learning:

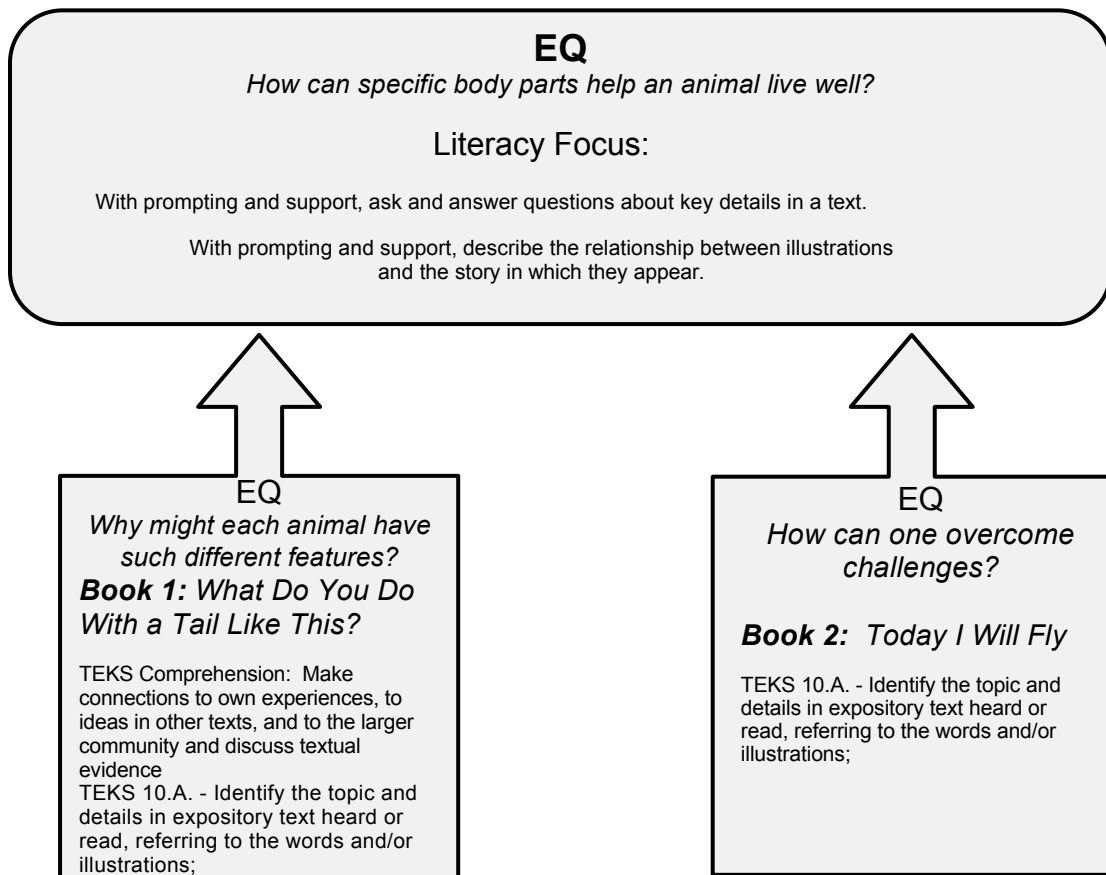The overall unit purpose is to explore the essential question:

*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?*

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

Literacy Focus:

With prompting and support, ask and answer questions about key details in a text.

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

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**EQ**
*Why might each animal have such different features?*
***Book 1:** What Do You Do With a Tail Like This?*

TEKS Comprehension:  Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence
TEKS 10.A. - Identify the topic and details in expository text heard or read, referring to the words and/or illustrations;

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**EQ**
*How can one overcome challenges?*

***Book 2:**  Today I Will Fly*

TEKS 10.A. - Identify the topic and details in expository text heard or read, referring to the words and/or illustrations;

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**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.

       <u>What Do You Do With a Tail Like This?</u> 1-2 days of instruction

       <u>Today I Will Fly</u> 1-2 days of instruction

**Student Texts**

1. <u>What Do You Do With a Tail Like This?</u>  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. <u>Today I Will Fly</u>  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?*

## Essential Knowledge and Skills

<u>What Do You Do With a Tail Like This?</u>

TEKS 10 - Comprehension of Informational Text - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
TEKS 10.A. - Draw conclusions about expository text, and provide evidence from text to support their understanding
TEKS Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message.  (D) - Make inferences based on the cover, title, illustrations, and plot.

<u>Today I Will Fly!</u>
Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding.

TEKS 10.D. - Use titles and illustrations to make predictions about text.eading/TEKS

## 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

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# Kindergarten College and Career Ready
# Unit of Study

## What Do You Do With a Tail Like This? & Today I Will Fly!

**Today I Will Fly!  Assessment Preview**

| |
|---|
| 1)   Who are the characters in this story?<br><br>    *Answer:*<br>       *Piggie, Gerald, Dog, and Duck*<br><br>       *TEKS 8 - Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. characters, settings, and major events.* |
| 2)  What does Piggie do in order to fly successfully?<br><br>*Answer:   Piggie gets help from Dog and Duck.  She keeps trying, even when she is at first unsuccessful.*<br><br>       *TEKS 10 - Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding.   Ask and respond to questions about text.* |
| 3)  How can looking carefully at the illustrations help us better understand the story?<br><br>   *TEKS - Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding.*<br>   *10.A.     Identify the topic and details in expository text heard or read, referring to the words and/or illustrations.* |
| 4)  [pgs. 22-24]  How are the words and illustrations in a story related?<br><br>   *TEKS - Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding.*<br>   *10.A. Identify the topic and details in expository text heard or read, referring to the words and/or illustrations.* |
| 5)  How can one overcome challenges?<br><br>*Possible Answers:*<br>*Ask for help, be persistent, invent new tools to assist you, etc.* |

# Today I Will Fly!

## by Mo Willems

### Phonemic Awareness Warm-up

Demonstrate understanding of spoken words, syllables, and sounds.  Count, pronounce, blend, and segment syllables in spoken words.

Students whale-talk the number of syllables in the following words from the text (Teacher may need to model):

| | | |
|---|---|---|
| elephant | fly | never |
| piggie | no | help |
| today | tomorrow | flying |

### Phonics Practice

Know and apply grade-level phonics and word analysis skills in decoding words.  Read common high-frequency words by sight.

Whole group:  read through the following high-frequency sight words together following a SAY, SPELL, SAY routine for each word.

| | | | |
|---|---|---|---|
| I | no | did | was |
| will | not | it | big |
| you | she | a | do |

### Day 2 Instruction

Whole group:  read through the high-frequency sight words together following a SAY, SPELL, SAY routine for each word.  In pairs, students find the following common high-frequency sight words in the text and highlight them.

# 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.

| Verb | fly - flew - flying | jump - jumped | get - getting |
|------|---------------------|---------------|---------------|

## 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 | Action Word Time Sort:  complete the sorting activity page (see resources). |
|--------------------------|----------------------------------------------------------------------------|
| Writing | Write a sentence with one of the vocabulary words, using a combination of drawing, dictating, and writing. |

**Day 1:  First Read**

<u>PURPOSE:</u>  Read for general understanding and enjoyment.

TEKS - Comprehension Skills: Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message.  Ask and respond to questions about 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**

<u>PURPOSE:</u>  Read for deeper understanding and analysis of the author's craft.

TEKS 10.A. -  Identify the topic and details in expository text heard or read, referring to the words and/or illustrations.

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<br>❑ choral reading with all students<br>❑ student whisper read followed by teacher guided phrase reading<br><br>*teacher paces the reading to allow for questioning following each page / section read* | ❑ choral reading with all students<br>❑ student whisper read followed by teacher guided phrase reading<br>❑ students read to each other in pairs<br><br>*teacher paces the reading to allow for questioning following each page / section read* |
| *Set Purpose for Reading* | *Have you ever wished you could fly? In our story today, Piggie wishes she could fly. As we read this story together the first time, we'll focus on understanding the adventure that the author tells about.* | *Now we know the story of what happens to Piggie. We'll read the text again to look more closely at how the author and illustrator work together to tell the story of how Piggie flies:*<br>● *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 2-3 | Who are the characters on these pages? [Piggie and Gerald; this information is only found on the back cover of the book] What does Piggie want to do? | |
| Pages 4-9 | Why does Gerald think that Piggie will not fly? What body part(s) might Piggie need to be able to fly? | Point out the expression on Piggie's face for each page. Discuss how Piggie is feeling while Gerald is telling her she will not fly. Point out that the words don't tell |

| | | |
|---|---|---|
| | | us how Piggie is feeling, but the illustrations do. |
| Pages 10-13 | | Point out the expression on Gerald's face for each page. Discuss how Gerald is feeling while Piggie is off trying to fly. Point out that the words don't tell us how Gerald is feeling, but the illustrations do. |
| Pages 14-17 | The illustrations tell us that Piggie is moving her arms up and down as she bounces around. Why is she doing that? | |
| Pages 18-23 | Is Dog the right kind of animal to help Piggie fly? Why or why not? | How do Piggie and Gerald feel about Dog? How do you know? |
| Page 27 | | What does this illustration tell us? |
| Page 28 | | Why do you think these words are so big? |
| Pages 36-39 | Is Duck the right kind of animal to help Piggie fly? Why or why not? | |
| Pages 44-49 | Why does Gerald think that Piggie is flying? (Duck is not in the illustration. Perhaps Gerald can't see Duck helping Piggie?) | |
| Page 52 | How is Gerald feeling? How do you know? | |
| Pages 56-57 | | Do you think Piggie believes that Gerald will fly? Why or why not? What would happen if Gerald asked Duck to help him fly? What might be able to help Gerald fly? |

## Sample Anchor Charts

See vocabulary web examples in Resources

Story illustrations can tell us...

**How a character feels**

Happy
Pleased
Funny
Friendly
Playful

Angry
Frustrated
Mad
Upset
Alone
Cold

Unhappy
Sad
Disappointed
Lonely

**More about the setting**

City
Spring
Summer
Sunny
Warm

Country
Unused
Fall/Autumn
Sunny
Daytime
Forest

Night
Dinnertime
City
Not too fancy

Today I Will Fly!
Student Activity

| Yesterday I… | Today I am… | Tomorrow I will… |
|---|---|---|
| | | |
| ———— ———— ———— ———— ———— ———— ———— <br> ———— ———— ———— ———— ———— ———— ———— <br><br> www.ActivityVillage.co.uk - Keeping Kids Busy | ———— ———— ———— ———— ———— ———— ———— <br> ———— ———— ———— ———— ———— ———— ———— <br><br> www.ActivityVillage.co.uk - Keeping Kids Busy | ———— ———— ———— ———— ———— ———— ———— <br> ———— ———— ———— ———— ———— ———— ———— <br><br> www.ActivityVillage.co.uk - Keeping Kids Busy |
| | | |
| ———— ———— ———— ———— ———— ———— ———— <br> ———— ———— ———— ———— ———— ———— ———— <br><br> www.ActivityVillage.co.uk - Keeping Kids Busy | ———— ———— ———— ———— ———— ———— ———— <br> ———— ———— ———— ———— ———— ———— ———— <br><br> www.ActivityVillage.co.uk - Keeping Kids Busy | ———— ———— ———— ———— ———— ———— ———— <br> ———— ———— ———— ———— ———— ———— ———— <br><br> www.ActivityVillage.co.uk - Keeping Kids Busy |
| | | |
| ———— ———— ———— ———— ———— ———— ———— <br> ———— ———— ———— ———— ———— ———— ———— <br><br> www.ActivityVillage.co.uk - Keeping Kids Busy | ———— ———— ———— ———— ———— ———— ———— <br> ———— ———— ———— ———— ———— ———— ———— <br><br> www.ActivityVillage.co.uk - Keeping Kids Busy | ———— ———— ———— ———— ———— ———— ———— <br> ———— ———— ———— ———— ———— ———— ———— <br><br> www.ActivityVillage.co.uk - Keeping Kids Busy |

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.

In Today I Will Fly!, who was the best helper for Piggie? Why do you think this character was the best helper for Piggie?

The best helper for Piggie was _____ because _____.

Today I Will Fly!
Student Assessment

Name: _____    Date: _____

| |
|---|
| 1) Who are the characters in this story? |
| 2) What does Piggie do in order to fly successfully? |
| 3) How can looking carefully at the illustrations help us better understand the story? |
| 4) How are the words and illustrations in a story related? [pgs. 22-24] |
| 5) How can we overcome challenges? |

# 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

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 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 assessment 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 |
|---|---|---|
| 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.<br>2. Provides a statement of the central message, lesson, or moral in a text.<br>3. Provides an explanation of how a central message, lesson, or moral is conveyed through details in a text. | **Above Level Students**:<br>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**:<br>Expected to work toward and demonstrate mastery of all 3 points of evidence. |
| | | **Below Level Students**:<br>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

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?

        o    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?
  - o    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.
  - o    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.

**<u>Day 1 Vocabulary Instruction Protocol - Sample Script for Parts I - IV</u>**

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 Standard:

- ELA-Literacy.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*

**Writing Process/Writing Conventions:  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.**

<p align="center">**Sentence Elaboration Protocol**</p>

<p align="center">**Based on "Masterpiece Sentences" activity in LANGUAGE! 2<sup>nd</sup> Edition (Greene, 2000).**</p>

**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 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 | | | |

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## 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

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## 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.

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# 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

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## 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.
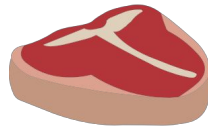
### Problem / Solution
Brian wanted his tooth out but he was afraid it would hurt.  So...
- Somebody
- Wanted
- But
- So

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| **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…<br>Oosterbaan, B. & Pelletier, T. (2014) |

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

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

Transition & Connect:
Glue the pieces together.

# Transitions for Informational Text

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

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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.

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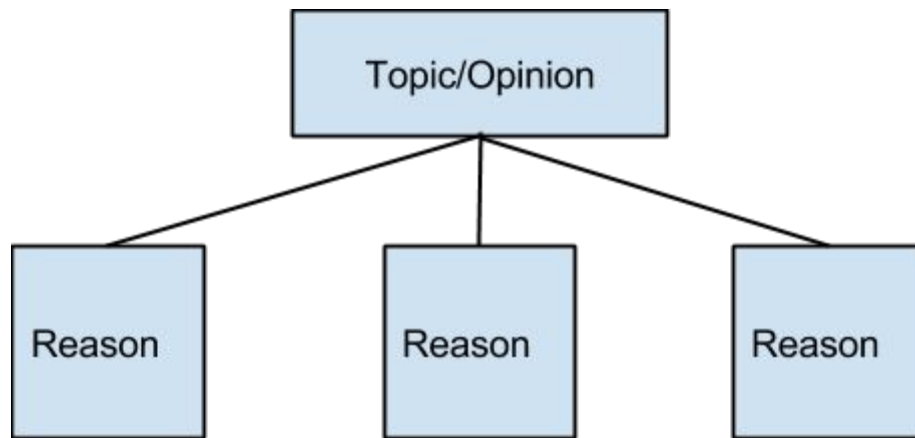Development:
The meat of your piece.

Persuasive Writing

## Development:

Examples

Experiences

Everyday life

Effective illustrations

Elaboration

Explanations

Evidence

Expert opinion

Excitement

Events

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```
                    ┌─────────────────────┐
                    │    Topic/Opinion    │
                    └─────────────────────┘
                   ╱           │           ╲
                  ╱            │            ╲
        ┌──────────┐   ┌──────────┐   ┌──────────┐
        │          │   │          │   │          │
        │  Reason  │   │  Reason  │   │  Reason  │
        │          │   │          │   │          │
        └──────────┘   └──────────┘   └──────────┘
```

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

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# Texas Essential Knowledge and Skills for Kindergarten

## Knowledge and Skills  (KS)

**(1)** **Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:**
- (A)    recognize that spoken words can be represented by print for communication;
- (B)    identify upper- and lower-case letters;
- (C)    demonstrate the one-to-one correspondence between a spoken word and a printed word in text;
- (D)    recognize the difference between a letter and a printed word;
- (E)    recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping);
- (F)    hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right; and
- (G)    identify different parts of a book (e.g., front and back covers, title page).

**(2)** **Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:**
- (A)    identify a sentence made up of a group of words;
- (B)    identify syllables in spoken words;
- (C)    orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?");
- (D)    distinguish orally presented rhyming pairs of words from non-rhyming pairs;
- (E)    recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball");
- (F)    blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/ make cat);
- (G)    blend spoken phonemes to form one-syllable words (e.g.,/m/ …/a/ …/n/ says man);
- (H)    isolate the initial sound in one-syllable spoken words; and
- (I)    segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ …/o/ …/g/).

**(3)** **Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:**
- (A)    identify the common sounds that letters represent;
- (B)    use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words);
- (C)    recognize that new words are created when letters are changed, added, or deleted; and
- (D)     identify and read at least 25 high-frequency words from a commonly used list.

**(4)** **Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:**
- (A)    predict what might happen next in text based on the cover, title, and illustrations; and
- (B)    ask and respond to questions about texts read aloud.

**(5)** **Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:**
- (A)    identify and use words that name actions, directions, positions, sequences, and locations;
- (B)    recognize that compound words are made up of shorter words;
- (C)    identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures); and
- (D)    use a picture dictionary to find words.

**(6)** **Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:**
- (A) identify elements of a story including setting, character, and key events;
- (B) discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience;
- (C) recognize sensory details; and
- (D) recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures.

**(7)** **Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.**

**(8)** **Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:**
- (A) retell a main event from a story read aloud; and
- (B) describe characters in a story and the reasons for their actions.

**(9)** **Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic of an informational text heard.**

**(10)** **Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding. Students are expected to:**
- (A) identify the topic and details in expository text heard or read, referring to the words and/or illustrations;
- (B) retell important facts in a text, heard or read;
- (C) discuss the ways authors group information in text; and
- (D) use titles and illustrations to make predictions about text.

**(11)** **Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:**
- (A) follow pictorial directions (e.g., recipes, science experiments); and
- (B) identify the meaning of specific signs (e.g., traffic signs, warning signs).

**(12)** **Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students (with adult assistance) are expected to:**
- (A) identify different forms of media (e.g., advertisements, newspapers, radio programs); and
- (B) identify techniques used in media (e.g., sound, movement).

**(13)** **Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students (with adult assistance) are expected to:**
- (A) plan a first draft by generating ideas for writing through class discussion;
- (B) develop drafts by sequencing the action or details in the story;
- (C) revise drafts by adding details or sentences;
- (D) edit drafts by leaving spaces between letters and words; and
- (E) share writing with others.

**(14)** **Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:**

    (A)   dictate or write sentences to tell a story and put the sentences in chronological sequence; and

    (B)   write short poems.

**(15)** **Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to dictate or write information for lists, captions, or invitations.**

**(16)** **Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:**

    (A)   understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):

        (i)   past and future tenses when speaking;

        (ii)   nouns (singular/plural);

        (iii)   descriptive words;

        (iv)   prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over); and

        (v)   pronouns (e.g., I, me);

    (B)   speak in complete sentences to communicate; and

    (C)   use complete simple sentences.

**(17)** **Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:**

    (A)   form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression);

    (B)   capitalize the first letter in a sentence; and

    (C)   use punctuation at the end of a sentence.

**(18)** **Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:**

    (A)   use phonological knowledge to match sounds to letters;

    (B)   use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut"); and

    (C)   write one's own name.

**(19)** **Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:**

    (A)   ask questions about topics of class-wide interest; and

    (B)   decide what sources or people in the classroom, school, library, or home can answer these questions.

**(20)** **Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students (with adult assistance) are expected to:**

    (A)   gather evidence from provided text sources; and

    (B)   use pictures in conjunction with writing when documenting research.

**(21)** **Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:**

    (A)   listen attentively by facing speakers and asking questions to clarify information; and

    (B)   follow oral directions that involve a short related sequence of actions.

**(22)** **Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas by speaking audibly and clearly using the conventions of language.**

**(23)** **Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed- upon rules for discussion, including taking turns and speaking one at a time.**

# Reading and Comprehension Skills  (RC)

## Kindergarten

**Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:**

(A)     discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language);

(B)     ask and respond to questions about text;

(C)     monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud);

(D)     make inferences based on the cover, title, illustrations, and plot;

(E)     retell or act out important events in stories; and

(F)     make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.
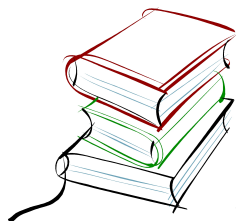
# BCSCR

Building Communities that Support Children's Reading

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## Community-Based Components

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

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

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

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

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

## School-Based Components

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

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

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

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

## Parent-Based Components

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

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

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

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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