

BCSCR



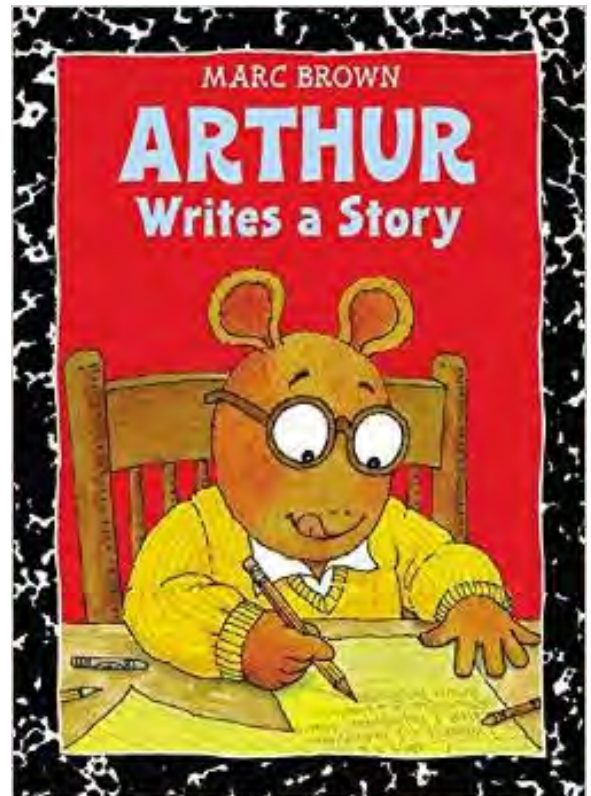
Building Communities that
Support Children's Reading

New Mexico/Colorado

Arthur Writes a Story

By Marc Brown

Lexile 320



1st Grade - Unit 1: Books

Other books in this unit include:

Author - A True Story

How a Book is Made

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

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1st Grade CCSS Unit of Study

Arthur Writes a Story, Author: A True Story, How a Book is Made

Purpose for Reading & Learning:

Overall unit purpose is to explore the essential questions:

- *What makes a story worth the hard work that goes into creating it?*
- *What do authors do to create good stories?*

Pacing Guide:

- Arthur Writes a Story – 2-3 days
- Author: A True Story – 1-2 days
- How a Book is Made – 2-4 days

Student Texts

1. Arthur Writes a Story, by Marc Brown (2011)

Lexile 320

Book Jacket Synopsis

The class homework assignment is to write a story, and everyone seems to be writing about something interesting... except Arthur. Will he find something he wants to write about or will his story be a big mess?

2. Author: A True Story, by Helen Lester (1997)

Lexile 570

Book Review

In the course of telling her life story, Lester tells youngsters how she writes, why she writes, and what it's like to be an author... A delightful, jolly romp that should find a wide and appreciative audience. -School Library Journal

3. How a Book is Made, by Alike (1986)

Lexile 390

Editor's Note

The various steps in the making of a book can differ from one publishing house to another; this book shows how this book was made. -A Reading Rainbow book.

CCSS Focus

Arthur Writes a Story

- 1.RL.3 – Describe characters, settings, and major events in a story, using key details.
- 1.RL.7 – Use illustrations and details in a story to describe its characters, setting, or events.

Author: A True Story

- 1.RI.7 – Use the illustrations and details in a text to describe its key ideas.
- 1.RI.9 – Identify basic similarities in and differences between two texts on the same topic.
- 1.L.5 – With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

How a Book is Made

- 1.RI.7 – Use the illustrations and details in a text to describe its key ideas.
- 1.RI.9 – Identify basic similarities in and differences between two texts on the same topic.

Unit Components

Included in this unit for each of the texts:

- Lesson Overview
- Phonemic Awareness Warm-up
- Phonics Practice
- Vocabulary List and Activity Menu
- Text Dependent Questions for Comprehension and Building Connections
- Anchor Chart Samples
- Book Assessment

Teacher Resources

Accompanying this unit are sets of documents entitled **Resources for Effective Instruction** and **Resources: Forms and Reproducibles**. In these resources you will find:

- Curriculum Design Theory
- Differentiation
- Think Alouds
- Vocabulary Instruction Protocol
- Partner Reading Routines
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- Sentence Web
- Vocabulary Word Map Examples

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How a Book is Made Lesson Overview

Phonemic Awareness Warm-up

Phonics Practice

Vocabulary List and Activity Menu

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Anchor Chart Samples

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1st Grade CCSS Unit of Study

Arthur Writes a Story, Author: A True Story, and How a Book Is Made

Unit Assessment Preview

Student Copy in Resources

1) What does the word *dull* mean?

Dull means boring, not exciting

What clues in the text helped you to know?

"I don't want to write a boring story," said Arthur.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses

2) How did the other characters in the story feel about Arthur's singing-dancing story?

a. They thought it was confusing.

How do you know they felt this way?

Student responses should reflect this based on facial expressions of the characters in the illustrations, on D.W.'s remarks, and the spooky silence in the classroom.

*RL.1.3 Describe characters, settings, and major events in a story, using key details.
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.*

Author: A True Story

3. Who is telling this story?

Helen Lester (author and narrator)

**RL.1.6 Identify who is telling the story at various points in a text.*

Is this story fiction or nonfiction? How do you know?

Fiction; the title says it's a true story.

**RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of texts.*

*(Note: while written in narrative format, this is still considered an informational text [autobiography]. *Some CCSS RL standards are referenced here. However, follow CCSS RI standards for instruction.)*

This story is mainly about

becoming an author

RI.1.2 Identify a topic and retell key details of a text.

4. Look at this illustration from the book. Which of these go with it and help tell us more about the story?

“So I spent a lot of time dreaming about what I wanted to be when I grow up.”

RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

5. In *Arthur Writes a Story*, Arthur works hard to create something he can be proud of. In this book, Helen Lester works hard as a writer, too. Compare the two books. Tell one thing that is the same in each book, and one thing that is different.

Possible answers:

SAME

- *Both Arthur and Helen want to create a good story*
- *Both keep changing their stories*
- *Both keep trying, even though it is hard*

DIFFERENT

- *Helen’s story is true, Arthur’s is not*
- *Arthur’s friends give him suggestions, Helen’s don’t*
- *Helen’s story gets published, Arthur’s doesn’t*

RI.1.9 Identify basic similarities in and differences between two texts on the same topic.

How a Book is Made

6. Name two people who help the author with her book and tell how they help her.

Answers will vary

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

7. The illustrations in this book tell us a lot more than the text tells us. What are two things that you learned about from **ONLY** the illustrations?

Answers will vary

RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

8. Write three things that authors do to create good stories.

Answers will vary

9. What makes a story worth the hard work that goes into creating it?

Answers will vary

Arthur Writes a Story

by Marc Brown

Phonemic Awareness Warmup

THIS SHOULD TAKE NO MORE THAN 4 MINUTES

CCSS.ELA-Literacy.RF.1.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words.

“What are the vowels? Remember, long vowels say their name, short vowels do not.”

I do: Say the word write . The vowel sound is I. It’s long because I says its name.

We do/You do: Your turn. Say the word home . What’s the vowel sound? Is it long or short?

Repeat with additional words from the text

got lost keep	space float well	jokes song told
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Phonics Practice

THIS SHOULD TAKE NO MORE THAN 4 MINUTES

CCSS.ELA-Literacy.RF d & e: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. Decode 2-syllable words following basic patterns by breaking words into syllables.

Day 1 Instruction (10 minutes)

“We can decode longer words by breaking them into smaller pieces, called syllables. Each piece, or syllable, must have a vowel sound in it.

Today we will read words with more than one syllable.

I do/We do: Write *company* on the board. Think aloud:

- Say, “I’m wondering what this word says. I’ll figure it out by looking at each syllable separately. First, I’ll circle the vowel sounds, because each syllable has to have a vowel sound in it. What are the vowel sounds in this word?” Prompt students, if needed: “In this word, y is a vowel.”
- “This word has 3 vowel sounds. That means it has three syllables.”

- Draw a line under *com*. This is the first syllable. I know the vowel is short because it's closed (it is followed by a consonant). Let's sound this syllable out together."
- Draw a line under *pan*. I know the vowel is short because it's closed (it is followed by a consonant). Let's sound this syllable out together."
- Draw a line under *y*. I know the vowel is long because it's open (it is not followed by a consonant). Also, this y is at the end of the word, which means it sounds like a long e. What sound is that?"
- "Great! Let's blend all of the syllables together to read this word."

We do: Select 2-4 more words: Follow the same routine as above to decode.

You do:

THIS MAY TAKE UP TO 4 MINUTES

Teacher selects 4 more words, students talk with an elbow partner to decode together.

teacher	important	moon
story	puppies	newest
something	elephant	confusing

Day 2 Instruction

THIS SHOULD TAKE NO MORE THAN 3 MINUTES.

"Remember, we can decode longer words by breaking them into smaller pieces, called syllables. Each piece, or syllable, must have a vowel sound in it.

Today you will work with a partner to find and read 2-syllable words.

- Circle the vowel sounds to determine how many syllables a word has.
- Choose 5 words with 2 syllables to read with a partner.
- Remember, closed syllables have short vowels and open syllables have long vowels.

Materials:

- a list of words (for students) from the text containing 1-3 syllables. See Resources section of this unit. Suggestions:

dancing	best	due
sticker	surprised	enjoy
better	classroom	story

I do: Model 1 3-syllable word from the list above. Think aloud on checking for open or closed syllable by noticing if a consonant follows the vowel. Note that this word has 3 syllables, and we are looking for a 2-syllable word. Choose another word from the list, this one with 2 syllables.

We do: Work with students, following yesterday's routine, to decode the word.

You do:
THIS MAY TAKE UP TO 4 MINUTES.

Students work in partner pairs to find 4 2-syllable words, circle vowel sounds, and decode. Teacher circulates around the room listening and providing appropriate feedback.

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.

Noun	Adjective	Verb	Adverb
research*		research*	
imagination	dull	due	
	spooky		

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.

Example / Non Example	<p>Variation 3) Provide students with 2 choices that illustrate / contrast the target word. Begin the sentence with "which would" or "which is".</p> <p>eg: Which would be <i>dull</i>? An action-packed movie or sitting quietly in a long meeting?</p>
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Word Relationships	<p>Variation 5) Students place words on a continuum line to order shades of meaning.</p> <p>eg: spooky</p> <p>scary spooky creepy terrifying</p>
Generate Situations, contexts, and examples	<p>Variation 3) Students make comments on what people might say in response to a statement that uses the target word</p> <p>eg:</p> <p>What would you say about your friend's <u>unusual</u> new hat?</p>
Writing	<p>Variation 1) Provide students with sentence stems, including wording to force students to show understanding of the target word.</p> <p>eg:</p> <p>My <u>imagination</u> can be dangerous because _____ .</p>

Day 1: First Read

PURPOSE: Read for general understanding and enjoyment.

RL.1.1 Ask and answer questions such as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

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

Day 2: SECOND READ

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

RL.1.

RL.1.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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	<input type="checkbox"/> choral reading with all students	<input type="checkbox"/> partner choral reading <input type="checkbox"/> triangle read around groups <i>teacher paces the reading to allow for</i>

	<input type="checkbox"/> student whisper read followed by teacher guided phrase reading	<i>questioning following each page / section read</i>
<i>Set Purpose for Reading</i>	<i>Have you ever watched Arthur on TV? In our story today, he's trying to write a story. What stories have you written? As we read this story together the first time, we'll focus on understanding the adventure that the author tells about.</i>	<i>Now we know the story of what happens to Arthur. We'll read the text again to look more closely at how the author tells the story of how Arthur creates a good story of his own:</i> <ul style="list-style-type: none"> → <i>What the author tells us about each character</i> → <i>How the illustrations work to add meaning to the words the author has written</i> → <i>The author's choice of specific words to achieve an effect</i>
Title Page	What can we infer about the Arthur based on just the title and this illustration?	
Page 1-2	What is Arthur's homework assignment? What do we know about Arthur so far? How does he feel about the homework assignment?	
Page 3	Why did Arthur start his Pet Business?	Did Arthur follow all of Mr. Ratburn's directions? Complete the checklist in your Reading Response Journal to find out.
Page 4-7	Why did Arthur change his story to include elephant puppies?	What does <i>dull</i> mean? How do you know?
Page 8-9	Why would Arthur have his story take place on the moon?	
Page 10-13	Why did Arthur go to the library to do research? What do you think he'll do next?	
Page 14-17	Now what do you think Arthur will do with his story? What makes you say that?	
Page 18-21		Look carefully at the picture on page 21. How do Arthur's family really feel about

		<p>his story? How do you know?</p> <p><i>Shmellafint</i> is a made-up word. Why do you think the author made this word up?</p>
Page 22-23		Why do you suppose Arthur didn't sleep very well that night?
Page 24-25	Why do you think the classroom was "so quiet it was almost spooky"?	What do Arthur's teacher and classmates think about his singing-dancing story? How do you know?
Page 26-30	Why do Mr. Ratburn and the classmates like Arthur's original story?	<p>Why was Arthur's original story better than the story he worked so hard on?</p> <p>As an author, what things did Arthur do to create his story? Let's make a list of those things.</p> <p>What makes a story worth the hard work that goes into creating it? Let's put our ideas on a concept web.</p>

Sample Anchor Charts

See vocabulary web examples in Resources

Things Authors Do to Create Good Stories

Have a beginning, middle, and end (pg. 1)
Use details (pg. 1)
Ask other people for help/ideas (cite specific pages)
Write about what they know (end of the book, class discussion)
Change the story to make it better [revise and edit] (cite specific pages)
Keep trying -- don't give up! (cite specific pages)

Idea Concept Web

Writing stories gives you
something to do.

```
graph TD; A[Writing stories gives you something to do.] --- B[What makes a story worth the hard work that goes into creating it?]; B --- C[People need stories to help us learn about the world.]; B --- D[Kids need stories because they are fun.];
```

What makes a story worth the hard
work that goes into creating it?

People need stories to help
us learn about the world.

Kids need stories because
they are fun.

Activities: Arthur Writes a Story

Note to teachers:

It is understood that students perform at various levels and abilities. Each item in these activities is optional. They are included as suggestions to help lead discussion around the texts. Students may work individually, in pairs/small groups, or whole group - at your discretion. Each question is text dependent and refers specifically to the standards.



*What makes a story worth the hard work that goes into creating it?
What do authors do to create good stories?*

1st Grade Unit of Study
Arthur Writes a Story

Name: _____

pages 1-3

Look at the illustration on the first page. What were the directions for story-writing that Mr. Ratburn gave the students? In the chart below, fill in the missing directions.

Then, read Arthur's story on page 3. Use this checklist to see if he followed all of Mr. Ratburn's directions. Put an X in the box next to all of the directions that Arthur followed.

<i>Have a beginning.</i>	
<i>Have a middle.</i>	
<i>Use details.</i>	

RL.1.1 Ask and answer questions about key details in a text.
RL.1.2 Identify a topic and retell key details of a text.

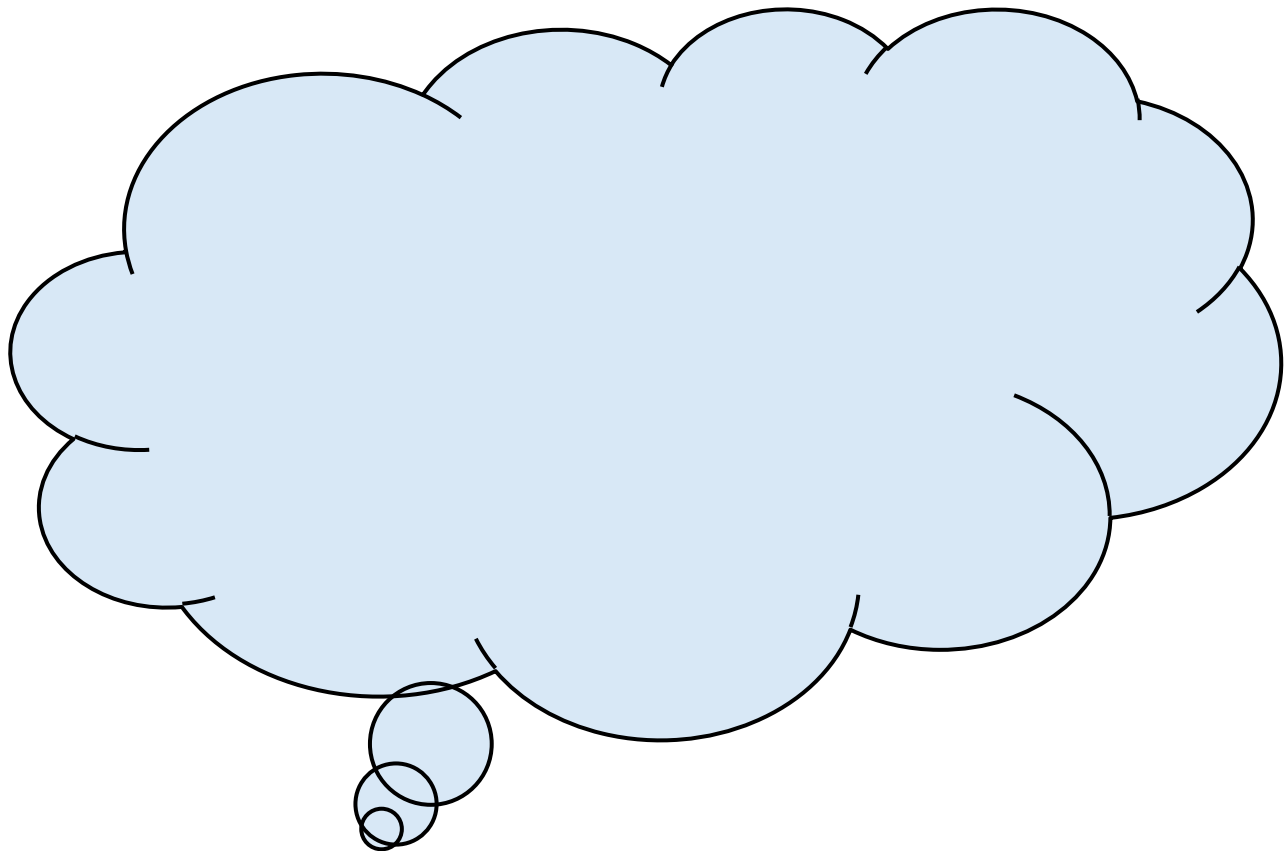
pages 4-5

What does the word *dull* mean? What clues in the text helped you to know?

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

pages 18-19

After speaking with Prunella, Arthur's "imagination went wild". In the thought bubble, describe, with words and pictures, what was going on in Arthur's imagination.



RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

page 28

What is *one* thing that Arthur's classmates said about his Pet Business story?

RL.1.1 Ask and answer questions about key details in a text.

page 29

Arthur worked hard on his homework assignment. What things did he try in his attempt to write a good story?

RL.1.3 Describe characters, settings, and major events in a story, using key details.

page 29

Why was Arthur's Pet Business story better than the story kept changing?

Arthur's first story was better because _____

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

How a Book Is Made

page 12

You be a COPY EDITOR! The story below has some mistakes. Can you find them and fix them for the author?

At the Pond

The sun is up

frog sits on a stump.

Frog can ben his legs.

Frog can jimp in the pond.

Frog cen see a bug

Flick!

Stop that bug!

Frog can sea a nest.

It have small ducks in it.

a big duck swim at him.

Frg must jump

Frog gits back on the stump.

at last, Frog can rest!

Frog is on his stump

Teacher Copy:

1st Grade Unit 1-Decodable Reader 12

At the Pond

Written by: Mia Fiorelli Illustrated by: Mike Baird

<http://dcsreadingcoaches.wikispaces.com/First+Grade+Decodable+One+Page+Stories>

Consonant Blends (CVC)

stump bend jump pond nest must last rest

The sun is up.
Frog sits on a stump.
Frog can bend his legs.
Frog can jump in the pond.
Frog can see a bug.
Flick!
Stop that bug!
Frog can see a nest.
It has small ducks in it.
A big duck swims at him.
Frog must jump.
Frog gets back on the stump.
At last, Frog can rest!
Frog is on his stump.

L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Unit Assessment

Name: _____ Date: _____

Arthur Writes a Story

1. Arthur says he doesn't want to write a dull story.

What does the word *dull* mean?

What clues in the text helped you to know?

- a. Arthur read his story to D.W.
- b. "I don't want to write a boring story," said Arthur.
- c. "If it were me," D.W. suggested, "I'd make the story about getting an elephant."

2. How did the other characters in the story feel about Arthur's singing-dancing story?

- a. They loved it!
- b. They thought it was confusing.
- c. No one liked it.

How do you know they felt this way?

Author: A True Story

3. Who is telling this story?

Is this story fiction or nonfiction? How do you know?

This story is mainly about

- a. Being an acrobat.
- b. Writing lists.
- c. Becoming an author

4. Look at this illustration from the book.

Which of these go with it and help tell us more about the story?

- a. "But writing stories was so hard for me!"
- b. "So I spent a lot of time dreaming about what I wanted to be when I grow up."
- c. "I became a teacher."



5. In *Arthur Writes a Story*, Arthur works hard to create a something he can be proud of. In this book, Helen Lester works hard as a writer, too. Compare the two books. Tell one thing that is the same in each book, and one thing that is different.

Arthur Writes a Story & Author: A True Story

SAME	DIFFERENT

How a Book is Made

6. Name two people who help the author with her book and tell how they help her.

1)	2)
----	----

7. The illustrations in this book tell us a lot more than the text tells us. What are two things that you learned about from ONLY the illustrations?

8. Write three things that authors do to create good stories.

9. What makes a story worth the hard work that goes into creating it?

Curriculum Design Theory

Backwards Design - Begin With the End Goals in Mind

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

Using Essential Questions (EQs)

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

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

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

Differentiation in CCSS Units

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

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

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

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

Partner Reading Routine

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

Retrieved 2/2015

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

Why use paired reading?

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

How to use paired reading

How to pair students

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

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

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

Implementing the strategy

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

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

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

Implementation Tips

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

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

- *Good manners* technique: One partner says, "Would you like to start first?" The other partner says either, "Yes, please," or, "No, thank you."
- *Rock, paper, scissors*: Students play only once. The winner of the game chooses which partner gets to read first.
- *Youngest first*: Students determine which partner is the youngest. The youngest chooses which partner reads first.
- *Alphabetical order*: Partners look at the first letter of their first names. The partner whose letter occurs first in the alphabet chooses which partner reads first.

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

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

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

Implementation tips above excerpted from

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

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

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

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

Think Alouds

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

Think-alouds

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

Why use think-alouds?

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

How to use think-alouds

1. Begin by modeling this strategy. Model your thinking as you read. Do this at points in the text that may be confusing for students (new vocabulary, unusual sentence construction).
2. Introduce the assigned text and discuss the purpose of the Think-Aloud strategy. Develop the set of questions to support thinking aloud (see examples below).
 - What do I know about this topic?
 - What do I think I will learn about this topic?
 - Do I understand what I just read?
 - i. Do I have a clear picture in my head about this information?
 - ii. What more can I do to understand this?
 - iii. What were the most important points in this reading?
 - iv. What new information did I learn?
 - v. How does it fit in with what I already know?
 - Give students opportunities to practice the technique, and offer structured feedback to students.
 - Read the selected passage aloud as the students read the same text silently. At certain points stop and "think aloud" the answers to some of the pre-selected questions.
 - Demonstrate how good readers monitor their understanding by rereading a sentence, reading ahead to clarify, and/or looking for context clues. Students then learn to offer answers to the questions as the teacher leads the Think Aloud.

Instructional Tip: Vocabulary Instruction

Teach vocabulary both directly and indirectly:

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

What kinds of words need instructional attention?

“A mature literate individual’s vocabulary is comprised of three tiers.” (Beck & McKeown, 1985)

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

Key principles for selecting words to teach:

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

Evaluate words as possible candidates for instruction:

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

Vocabulary Instruction Protocol

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

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

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

- Teacher says the vocabulary word clearly, using correct pronunciation. Students watch the teacher's mouth as she does this.
- Students repeat back the word exactly. Teacher watches the students' mouths as they do this, and listens intently to their pronunciation. Any pronunciation errors should be corrected immediately.
- Repeat this up to 5 times for this one vocabulary word. *See Sample Script below.
- Continue on to PART II.
 - PART II: Utilize phonics and word study skills - This is a word analysis & writing exercise. Students should participate orally and write alongside the teacher, in their personal dictionaries or reading reflection logs. [3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.]
- Previously, students have skimmed the assigned chapter/pages and noted any words difficult to decode. Teacher has collected students' vocabulary selections.
- Teacher says a word aloud. By group consensus, the class decides if the word should be added to the vocabulary list. (If most students are familiar with the word and can state a simple definition for the word, it should not be added to the list). When all suggested have been explored, the teachers writes all chosen words on the board. For the day's assigned reading, less than 10 words should be studied deeply. The class must decide which words on the posted list they will study. TEACHER WILL REFER TO TIER II VOCABULARY INSTRUCTION INFORMATION (within the unit) TO GUIDE STUDENT CHOICES.
- When words to study deeply have been chosen:
- Teacher says the word aloud.

- Class whale talks, stomps, taps, or claps to determine how many syllables the word has. Teacher draws lines on the board representing the number of syllables. (Students draw the lines in the vocabulary section of their response journals).
- Determine how many phonemes (sounds) are in the first syllable. Write graphemes (letters) that represent each sound on the first line.
- Determine how many phonemes are in the second syllable. Write graphemes that represent each sound on the second line. Repeat this process for all syllables.
- Discuss syllable types; e.g., Open or closed? How does this affect the vowel sound? Why do certain letter combination make that sound?
- Discuss morpheme types (meaningful pieces); e.g.; If there is a suffix, what does it mean? If there is a prefix, what does it mean? If there is a base word, what does it mean? [Base words stand alone. Examples include: *unhappily*, *disagreeable*, *discovered*]. If there is a root, what is its origin? What does it mean? [We generally study Latin and Greek roots. Root words have meaning, but cannot stand alone. Examples include: *civ* - meaning citizen - civilian, civilization; *fer* - meaning to carry or bear - aquifer, circumference, fertile]. *You can Google a list of Greek & Latin roots. This website has a good one: <http://grammar.about.com/od/words/a/wordroots.htm>*
 - PART IIIa: Use Tier II vocabulary words that have been gathered from PART I and PART II. In this activity, the class, with your guidance, will agree on a *student-friendly definition* to the word - there are a few steps to this:
- The teacher generates several situations or contexts for the word, so that students infer its meaning and assign it a synonym or short phrase. (e.g., This morning I fell in the mud and I was so *distressed* because I thought I'd ruined my favorite skirt! Or, the mother cat seemed *distressed* when her kitten wandered away.)
- Students use a thesaurus (book, internet, app, etc.) to verify their definition.
- Some words have multiple meanings depending on the context. Be aware that, after you've read the word in context, you may need to go back and add a new definition to this word!
 - PART IIIb: Agree on a *simple picture/sketch* to represent the word's meaning. Do not spend more than 2 minutes on this; the purpose is to associate a visual with the vocabulary word, not to practice art.
- Students very briefly discuss what visual best represents the word's meaning. Sketch.
 - PART IV: Choose an *example/non-example* to accompany this word - students work in pairs or small group for this piece.
- Students provide both an example and a non-example to illustrate the vocabulary word.

- Teacher circulates, listening to conversations, to check for both correct examples/non-examples and on-task behavior.

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

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

S: Distressed!

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

S: Distressed.

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

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

S: 3!

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

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

S: DIS.

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

S: /d/

T: Good, what letter represents that sound?

S: D. Everybody write the d..

T: Second sound?

S: /i/

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

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

S: /s/.

T: What letter represents that sound?

S: S.

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

S: Tress

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

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

S: /t/

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

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

S: -ed.

T: What does that mean?

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

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

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

Vocabulary Review Menu of Activities

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

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

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

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

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

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

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

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

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

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

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

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

Can ORDINARY people be FASCINATING?

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

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

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

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

Very slow _____ *Very fast*
 PLOD TRUDGE BOUND SPRINT

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

Variation 1) Direct connection

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

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

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

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

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

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

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

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

What would a SPLENDID day for ducks be like?

What would be a SPLENDID meal for vegetarians?

Who would be a SPLENDID friend, and why?

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

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

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

Name 3 things that would be CATASTROPHIC.

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

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

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

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

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

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

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

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

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

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

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

3-part Vocabulary Chart Template

Word	Student-friendly definition	Simple sketch

Fold Fold

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

Question Stems - General Understanding & Key Details

What happened first? Second? Next?

Tell me about _____ (a character or event).

What is the main idea of this page/chapter?

Describe _____ (a character's) appearance.

Describe _____ (a character's) personality.

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

Retell/summarize what happened in this part.

Who are the main characters?

When/where is this story taking place?

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

What happened when _____ (a character did something)?

Question Stems - Further Exploration

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

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

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

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

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

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

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

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

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

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.

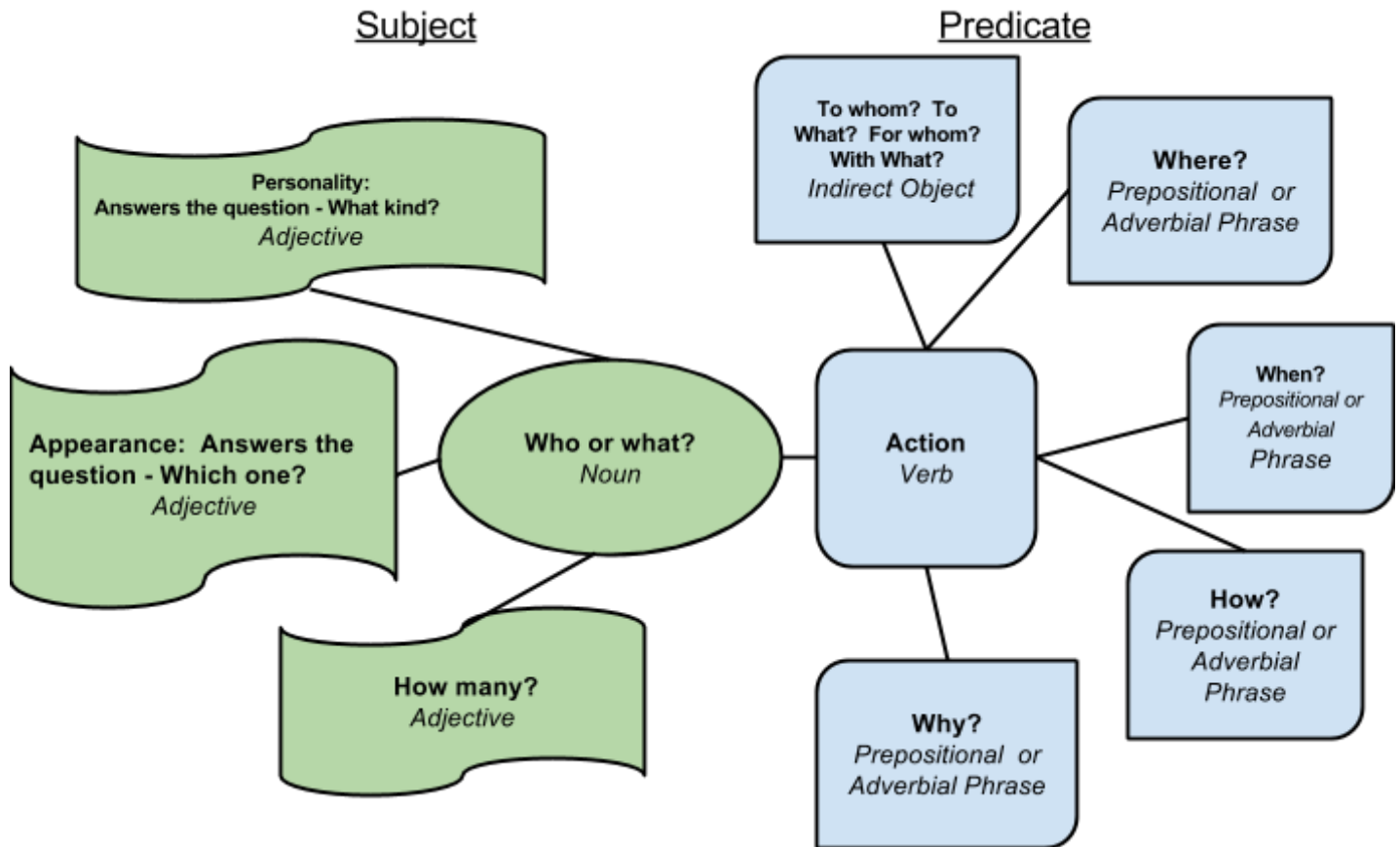
Character Analysis Chart

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

CHARACTER	APPEARANCE	PERSONALITY	ACTIONS

Sentence Web

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



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

Sentence Elaboration Protocol

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

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

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



2) Stretch the predicate by asking:

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

Write each response on a different card or sentence strip.

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

3) Move the predicate parts.

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

4) Add to the subject by asking:

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

Write each response on a different card or sentence strip.

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

5) Add detail or substitute synonyms if necessary.

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

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

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

Student Friendly Definition

To show that you feel good about something you did.

Synonym

gladly, pleased
embarrassingly

Antonym

Word: _____ Proudly

Syllables: _____ 2: proud-ly

Sample Sentence

I smile proudly at my work.

Picture



Student Friendly Definition

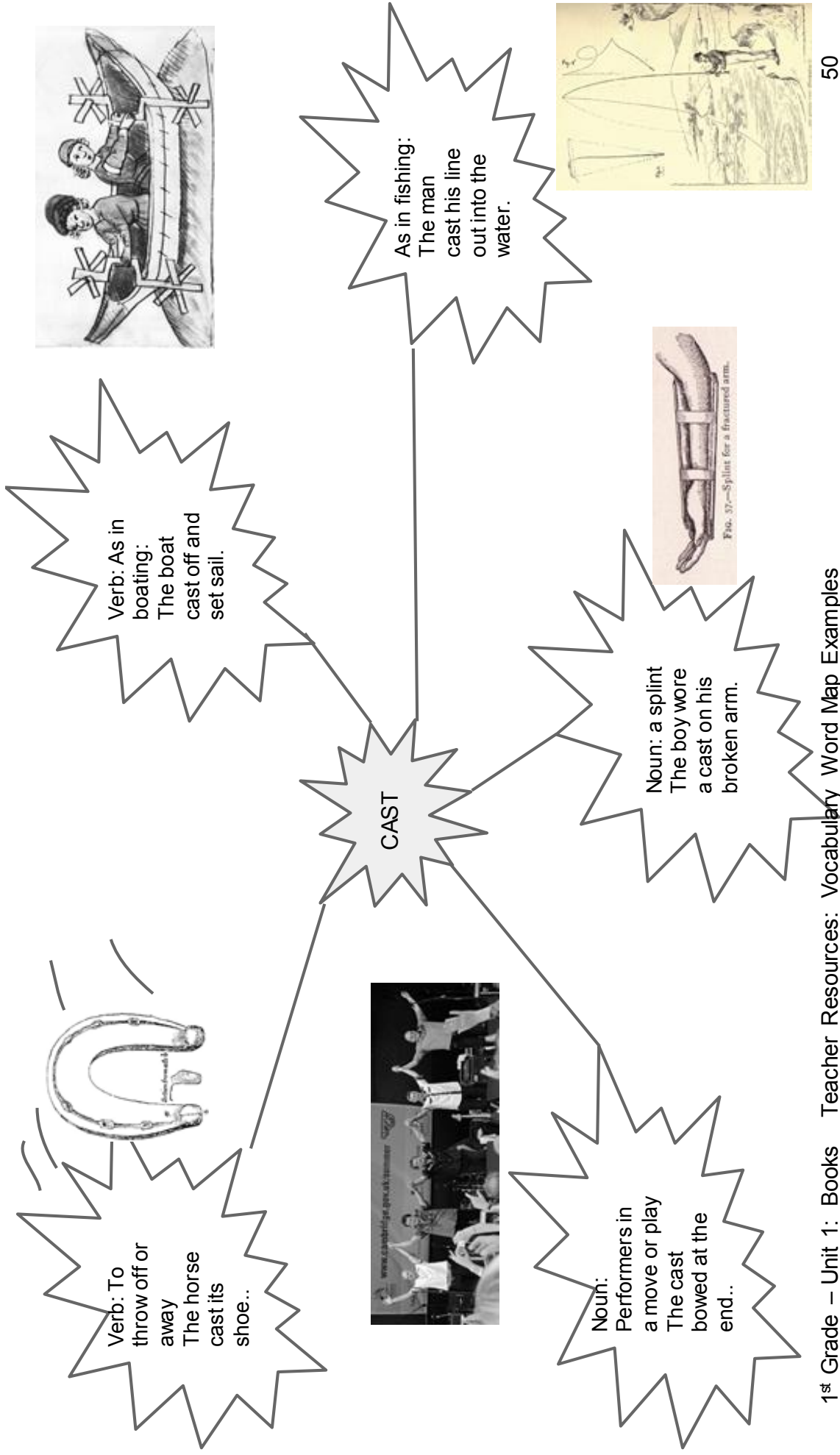
Synonym	Antonym

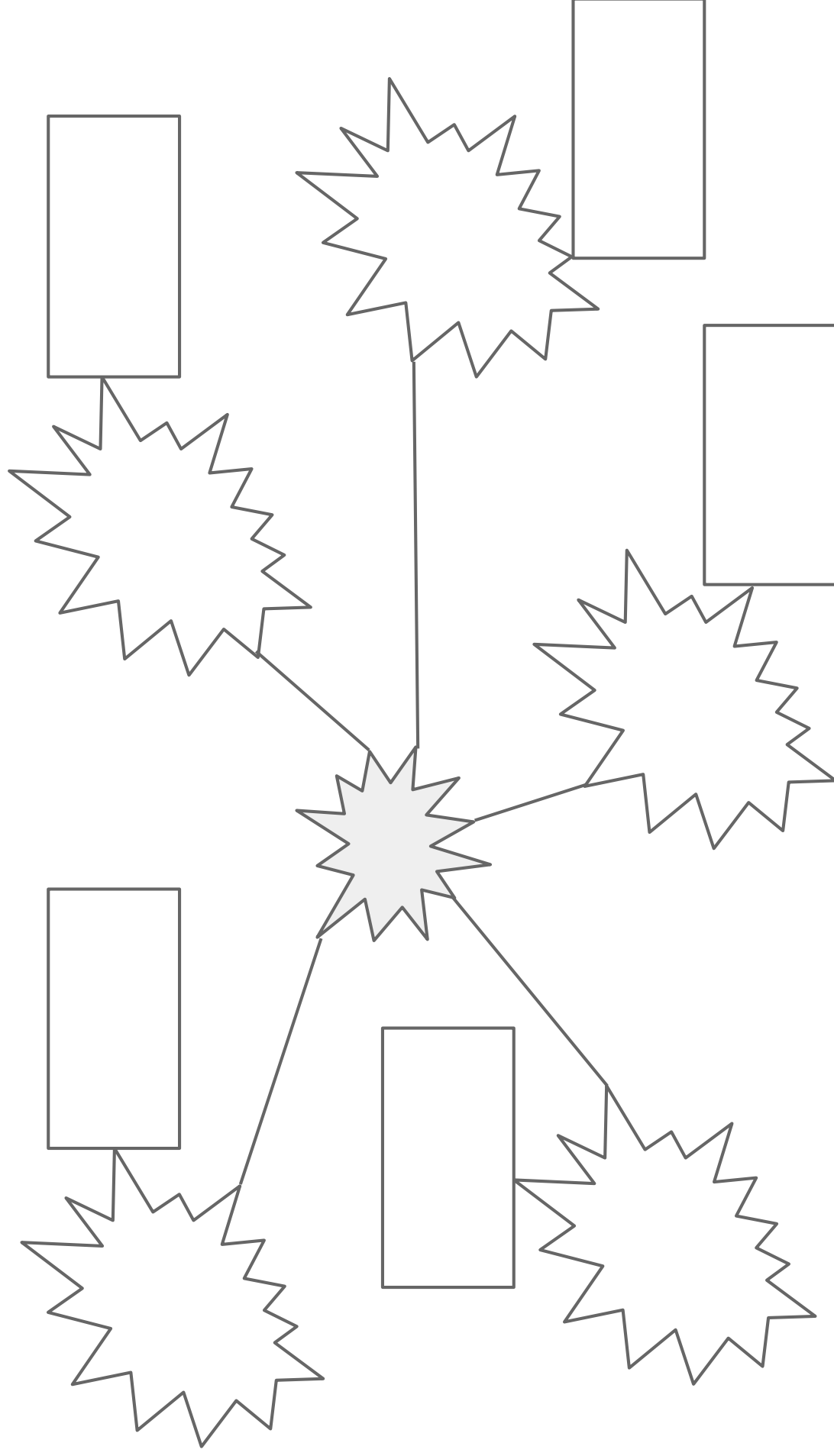
Word: _____

Syllables: _____

Sample Sentence

Picture





Grade: 1	
Claim: Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	Evidences to be measured on the PARCC Assessments The student's response:
RI 1: Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> Provides questions and answers that show understanding of the key details in a text. (1)
RI 2: Identify a topic and retell key details of a text.	<ul style="list-style-type: none"> Provides an identification of the topic of a text. (1) Provides a retelling of key details in a text. (2)
RI 3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> Provides a description of the connection between two individuals in a text. (1) Provides a description of the connections between two events in a text. (2) Provides a description of the connections between two ideas or pieces of information in a text. (3)
RI 5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	<ul style="list-style-type: none"> Demonstrates knowledge and use of text features to locate key facts or information in a text. (e.g., headings, table of contents, glossaries, electronic menus, icons). (1)
RI 6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<ul style="list-style-type: none"> Provides an identification of the difference between information provided by pictures or other illustrations and information provided by the words in a text. (1)
RI 7: Use the illustrations and details in a text to describe its key ideas.	<ul style="list-style-type: none"> Demonstrates use of the illustrations and details in a text to describe the key ideas in the text. (1)
RI 8: Identify the reasons an author gives to support points in a text.	<ul style="list-style-type: none"> Provides an identification of the reasons an author gives to support points in a text. (1)
RI 9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<ul style="list-style-type: none"> Provides an identification of the 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.

K-2 reading and writing evidence tables are currently in draft form. Final evidence tables will be released in May of 2015.

Grade: 1		
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	
	The student's response:	
RL 1: Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> Provides questions and/or answers that show understanding of key details in a text. (1) 	
RL 2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<ul style="list-style-type: none"> Provides a retelling of a story, including key details. (1) Provides an identification of the central message or lesson in a text. (2) 	
RL 3: Describe characters, settings, and major events in a story, using key details.	<ul style="list-style-type: none"> Provides a description of characters in a story using key details. (1) Provides a description of the setting of a story using key details. (2) Provides a description of the major events in a story using key details. (3) 	
RL 5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<ul style="list-style-type: none"> Provides an explanation of the major differences between books that tell stories and books that give information. (1) 	
RL 6: Identify who is telling the story at various points in a text.	<ul style="list-style-type: none"> Provides an identification of who is telling the story at various points in a text. (1) 	
RL 7: Use illustrations and details in a story to describe its characters, setting, or events.	<ul style="list-style-type: none"> Provides a description of characters, setting, or events from a story using illustrations and details from a story. (1) 	
RL 9: Compare and contrast the adventures and experiences of characters in stories.	<ul style="list-style-type: none"> Provides a comparison and contrast of the adventures and experiences of characters in two or more stories. (1) 	

K-2 reading and writing evidence tables are currently in draft form. Final evidence tables will be released in May of 2015.

Grade: 1	
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 Assessment. The student's response:
RL 4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<ul style="list-style-type: none"> Provides an identification of words and phrases in a story or a poem that suggests feelings or that appeal to the senses. (1)
RI 4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<ul style="list-style-type: none"> Demonstrates the ability to ask or answer questions to determine the meaning of or clarify the meaning of words and phrases in a text. (1)
L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>). 	<ul style="list-style-type: none"> Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases, using sentence-level context as a clue to the meaning of a word or phrase. (1) Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases, using frequently occurring affixes as a clue to the meaning of a word. (2) Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases, using frequently occurring root words and their inflectional forms. (3)
L 5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"> a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings. 	<ul style="list-style-type: none"> Demonstrates understanding of word relationships and nuances in word meanings by sorting words into categories (e.g. colors, clothing) to gain a sense of the concepts the categories represent. (1) Demonstrates understanding of word relationships and nuances in word meanings by defining words by category and by one or more key attributes. (2) Demonstrates understanding of word relationships and nuances in word meanings by identifying real-life connections between words and their use. (3) Provides a statement that defines the different shades of meaning among verbs differing in manner and by adjectives differing in intensity.(4) Acts out the different shades of meaning among verbs differing in manner and/or by adjectives differing in intensity.(5)

K-2 reading and writing evidence tables are currently in draft form. Final evidence tables will be released in May of 2015.

<p>L 6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>	<ul style="list-style-type: none"> Provides a statement using words and phrases acquired through conversations and reading, including frequently occurring conjunctions to signal simple relationships. (1) 	



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.

Fully funded through a federal grant from the Department of Education

Grant award number S215G140114



Classroom Book Sets

Teachers have access to a variety of fiction and informational classroom book sets selected to address rigorous college and career readiness skills. 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