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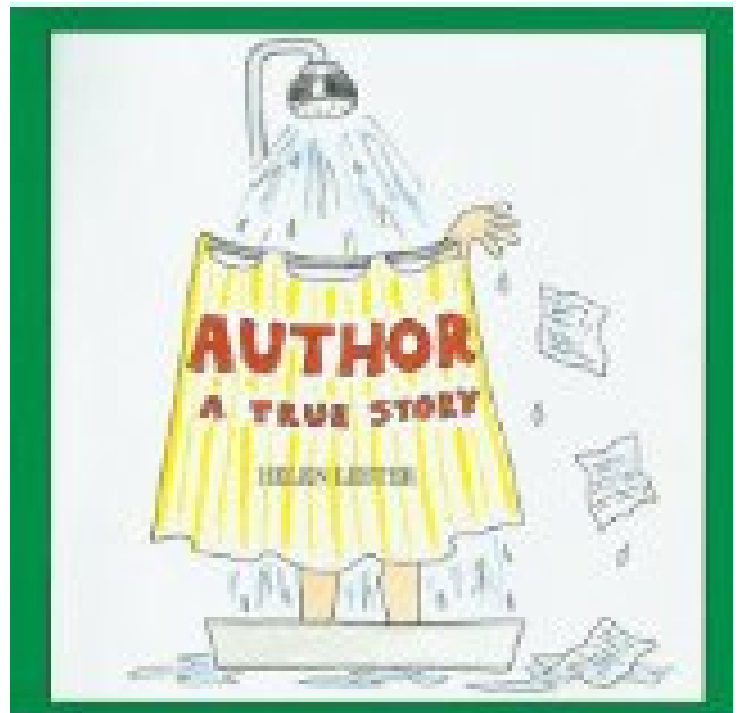
Building Communities that
Support Children's Reading

Texas

Author - A True Story

By Helen Lester

Lexile 570



1st Grade - Unit 1: Books

Other books in this unit include:

Arthur Writes a Story

How a Book is Made

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1st Grade 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.

Texas Essential Knowledge and Skills

Arthur Writes a Story

TEKS 9A & 9B - *Describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events and describe characters in a story and the reasons for their actions and feelings.*

TEKS 4.A - *Ask relevant questions, seek clarification, and locate facts and details about stories and other text.*

Reading/Comprehension Skills (E) - *Retell or act out important events in stories in logical order.*

Author: A True Story

TEKS 4.A - *Ask relevant questions, seek clarification, and locate facts and details about stories and other text.*

Reading/Comprehension Skills (A) - *Establish purposes for reading selected texts based upon desired outcome to enhance comprehension.*

TEKS Reading/Comprehension Skills (F) - *Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.*

TEKS 3.E - Read base words with inflectional endings (e.g., plurals, past tenses); **3.F** - Use knowledge of the meaning of base words to identify and read common compound words. **TEKS 6** - Students understand new vocabulary and use it when reading and writing.

How a Book is Made

TEKS 4.A - *Ask relevant questions, seek clarification, and locate facts and details about stories and other text.* **Reading/Comprehension Skills (A)** - *Establish purposes for reading selected texts based upon desired outcome to enhance comprehension.*

TEKS Reading/Comprehension Skills (F) - *Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.*

Unit Components

- 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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- Character Analysis Charts
- Sentence Web
- Vocabulary Word Map Examples

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How a Book is Made Lesson Overview

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1st Grade 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.

TEKS 11 - 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.

TEKS 9.A. - Describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events; and TEKS 9.B. - Describe characters in a story and the reasons for their actions and feelings. Reading/Comprehension Skills (D) - Make inferences about text and use textual evidence to support understanding;; and (F) - Retell or act out important events in stories in logical order.

Author: A True Story

3. Who is telling this story?

Helen Lester (author and narrator)

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.

TEKS 10 - Reading/Comprehension of Literary Text and TEKS 13 - Reading/Comprehension of Informational Text

(Note: while written in narrative format, this is still considered an informational text [autobiography].

This story is mainly about

becoming an author

TEKS 10 - Reading/Comprehension of Literary Text/Literary Nonfiction

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.”

TEKS 11 - Reading/Comprehension of Literary Text/Sensory Language

TEKS 4 - Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed.

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*

TEKS Reading/Comprehension Skills (F) - Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

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

TEKS 9 - 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

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

TEKS 14.D - Comprehension of Informational Text/Expository Texts - Use text features (e.g., title, table of contents, illustrations) to locate specific information in 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

Author: A True Story

by Helen Lester

Phonemic Awareness Warm-up

THIS SHOULD TAKE NO MORE THAN 3 MINUTES.

ELA-Literacy Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

Materials:

3 Manipulatives to represent each phoneme (each a different color). Example: linking cubes, tokens, magnets, etc.

“Today we’re going to listen to words and find individual sounds within each word. Watch how I do it.”

I do: Our word is *cat*. I’ll lay out a token for each sound in the word. Cat.

- ❖ /c/ (lay out a token),
- ❖ /a/ lay out another token,
- ❖ /t/ lay out the last token.
- ❖ (Touch the first token) This sound was /c/.
- ❖ (Touch the second token) This sound was /a/.
- ❖ (Touch the third token) This sound was /t/.

We do/You do: Your turn. Say the word *fun*. Let’s lay out a token for each sound in the word. Fun.

- ❖ /f/ (lay out a token),
- ❖ /u/ lay out another token,
- ❖ /n/ lay out the last token.
- ❖ (Touch the first token) This sound was /f/.
- ❖ (Touch the second token) This sound was /u/.
- ❖ (Touch the third token) This sound was /n/.

Repeat with additional words from the text.

knew = /n/ /ew/ down = /d/ /ow/ /n/ no = /n/ /o/long	have = /h/ /a/ /v/ real = /r/ /e/long /l/ come = /c/ /u/ /m/	got = /g/ /o/ /t/ should = /sh/ /oo/as in hood /d/ said = /s/ /e/ /d/
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Phonics Practice

THIS SHOULD TAKE NO MORE THAN 4 MINUTES

ELA-Literacy: 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)

“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 we will read words with more than one syllable.

I do/We do: Write *exactly* 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 *ex*. 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 *act*. 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 *ly*. 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?” “Let’s sound this syllable out together.”
- “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: Teacher selects 4 more words, students talk with an elbow partner to decode together.

THIS MAY TAKE UP TO 3 MINUTES

able	middle	teacher
wanted	sleeping	subject
second	chicken	never

Day 2 Instruction (15 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:

written	beside	ever
practice	upside	perfect
pretty	understand	lucky

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.

THIS MAY TAKE UP TO 3 MINUTES

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

You do: 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.

THIS MAY TAKE UP TO 4 MINUTES

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.

Noun	Adjective	Verb	Adverb
publisher	useful	autographing	exactly
rejection	proper	hatching	
acceptance	frustrated	fizzled	
autograph	fantastic		

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 Review and Usage	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.
Connect to Self	Variation 1) Direct connection <i>ELOQUENT reminds me of the president because he has to make a lot of speeches and say them correctly with just the right words</i>
Writing	Variation 1) Students use sentence stems, including the word 'because' or 'when'. <i>The king was _____ (student inserts vocabulary word) because _____.</i> <i>Yesterday I _____ (student inserts vocabulary word) when _____.</i>

Day 1: FIRST READ

PURPOSE: Read for general understanding and enjoyment.

TEKS 14 - Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. 14. A. - Restate the main idea, heard or read and 14. B. - identify important facts or details in text, heard or read;

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.

TEKS 11 - Understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding
TEKS 4 - Comprehend a variety of texts drawing on useful strategies as needed

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

	First Read	Second Read
Text Access Options	<ul style="list-style-type: none">choral reading with all studentsstudent whisper read followed by teacher guided phrase reading	<ul style="list-style-type: none">partner choral readingtriangle read around groups <i>Teacher paces the reading to allow for questioning following each page/section read</i>
<i>Set Purpose for Reading</i>	<i>What makes a story worth the hard work that goes into creating it?</i> <i>Remember how Arthur worked so hard to write a good story? Today, we're going to read about how a real author works hard to write a good story.</i>	<i>Now we know the story of what Helen Lester goes through when she writes. We'll read the text again to look more closely at how the author tells her story:</i> → <i>How this author's story compares to the story we read by Marc Brown.</i> → <i>How the author uses illustrations to help tell the story.</i>
Title Page	What can we infer about the author based on just the title and this illustration? Who is this story about?	
Pages 5-7	Look carefully at the lists the young author is writing. What do you notice about them?	The author says she was a "huge help to [her] mother," and her lists were "useful." But, we noticed that these lists don't have any real words on them. Why would the author say the lists were useful and helpful to her mother?

Page 11	What did Helen Lester want to be when she grew up? How do you know?	
Page 13	Why was writing her favorite subject to teach? <i>Point out specific area in the text that answers this question.</i>	
Page 15	What does the author mean when she says, "I spent ten years in second grade"?	
Page 17	Why do you think Helen Lester decided "she'd never write again?"	
Page 19	Explain what "beside myself" means, and use it in several different contexts.	
Page 23	What do you notice about this page? <i>It's repeated text, same as on pg. 10</i>	
Pages 24-25	Call attention to the illustrations and discuss how they contribute to the written text.	<p>The author says, "...ideas are hatching so fast..." What does that make you think of? What does she actually mean?</p> <p>Infer: Why are the ideas that come in the middle of the night hard to read the next day?</p>
Pages 28-29	Call attention to the illustrations and discuss how they contribute to the written text.	
Page 32		<p>Let's go through the book again to see what we can add to our Things Authors Do to Create Good Stories chart.</p> <p>What makes a story worth the hard work that goes into creating it? Let's add more ideas to our concept web.</p>

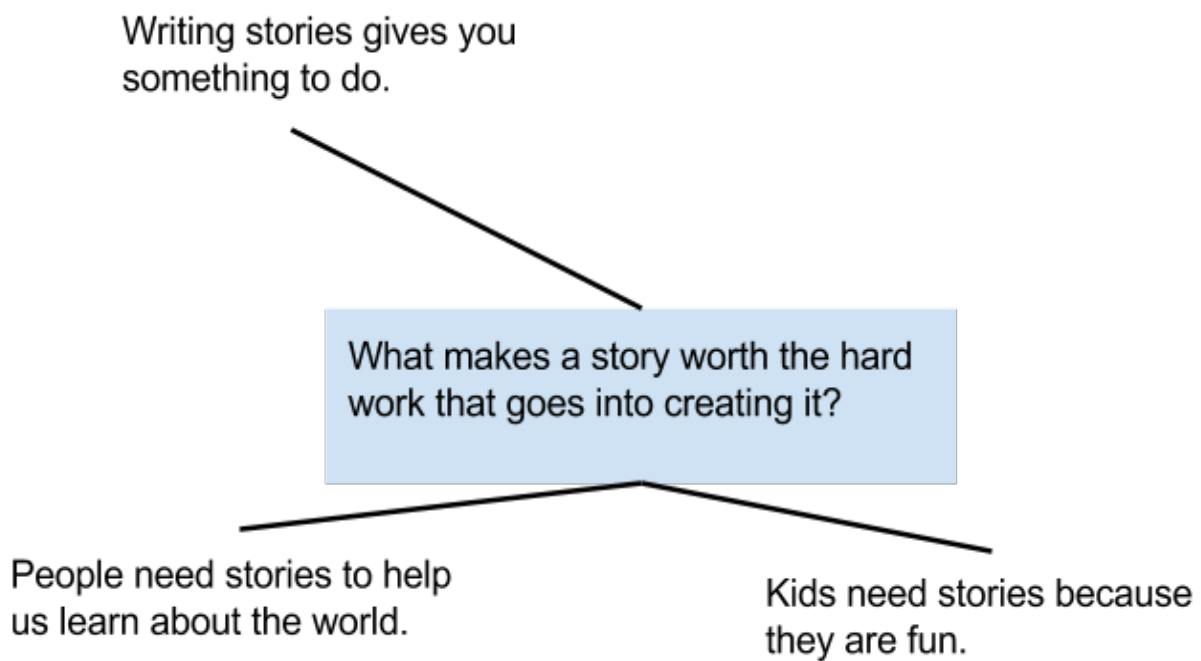
Anchor Chart Samples

Add to:

Things Authors Do to Create Good Stories

Change the story to make it better (revise and edit). Revisit from <i>Arthur Writes a Story</i>
Keep trying -- don't give up! Revisit from <i>Arthur Writes a Story</i>
Practice, practice, practice (pg.19)
Write ideas down as soon as you have them. (pg.24)
Keep your ideas in a box - you might use them later (pg. 25)
Write anytime, anywhere - on anything (pgs. 28-29)

Idea Concept Web



Activities - Author: A True 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
Author: A True Story

Name: _____

Pages 5-7

The text says that Helen Lester was “a three-year-old author” who wrote “useful lists” as a “huge help” to her mother. What do the illustrations on these pages tell us?

TEKS 11 - Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding

TEKS 14 - Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. 14.D. - Use text features (e.g., title, table of contents, illustrations) to locate specific information in text.

Pages 17-18

	<p>Why did the author decide she'd “never write again”?</p> <hr/> <hr/> <hr/> <hr/>
--	-------------------------------------------------------------------------------------

TEKS 4 - Students comprehend a variety of texts drawing on useful strategies as needed

TEKS 11 - Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.

TEKS 13 - Students are expected to identify the topic and explain the author's purpose in writing about the text.

Pages 18-29

Helen Lester works hard to write good stories. What things does she do as a writer?

Reading/Comprehension Skills - (D) Make inferences about text and use textual evidence to support understanding; (E) - Retell or act out important events in stories in logical order; and (F) Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

Pages 28-29

The author says that you don't need a special time or place to write. She says, "I discovered that I could write anytime. And anywhere. I especially like to write when I'm bored, because then I'm not anymore." Do you agree with her? Why or why not?

Introduction:

State an opinion and a reason for it:

Closure:

TEKS 17 - Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. TEKS 18 - Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. TEKS 19 - 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.

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 College and Career Ready 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 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
1.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<ol style="list-style-type: none"> Provides a recounting of stories, including fables, folktales, and myths from diverse cultures. Provides a statement of the central message, lesson, or moral in a text. 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 Standard:

- ELA-Literacy.1.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.

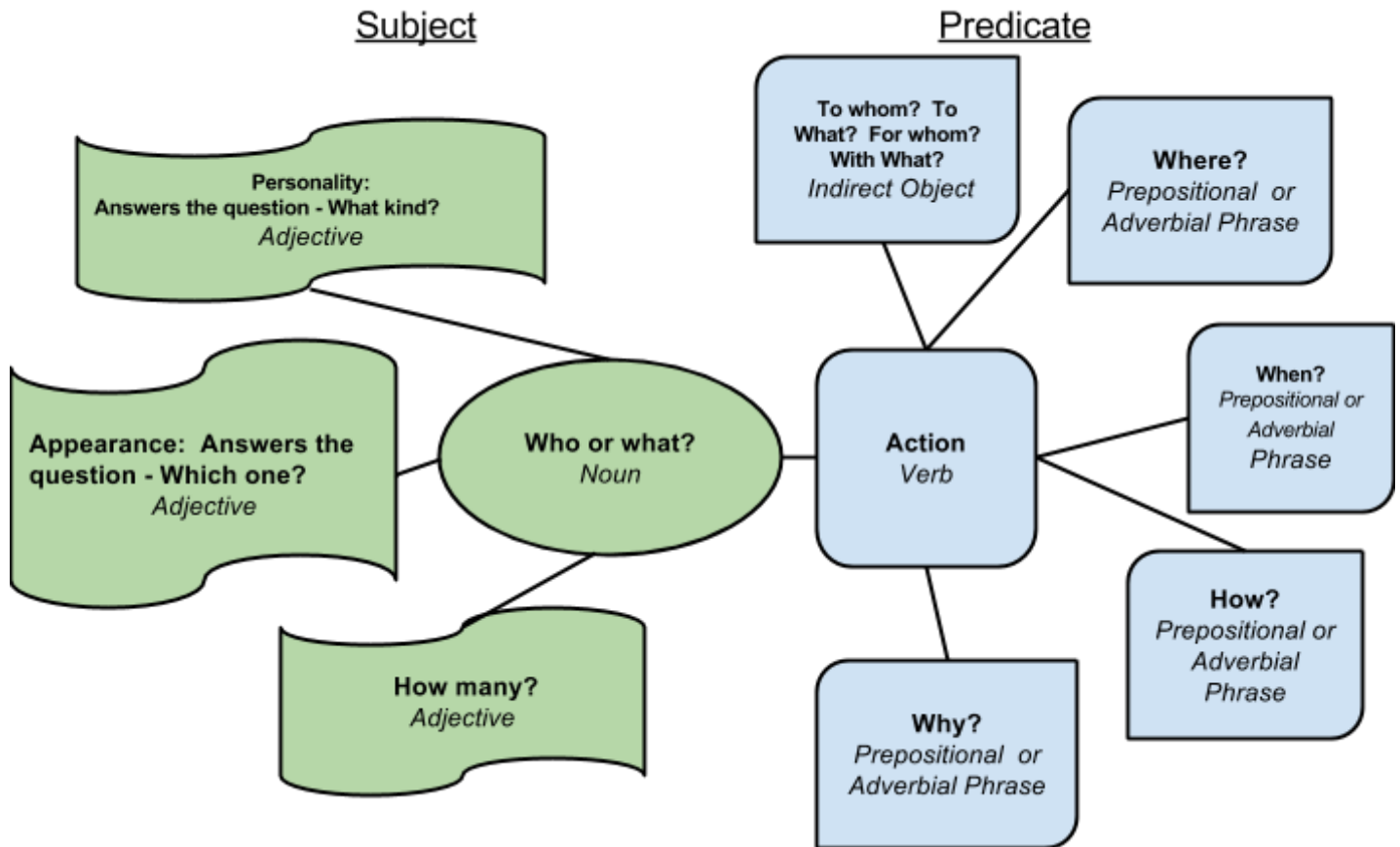
Character Analysis Chart

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.



Writing Process/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.

Sentence Elaboration Protocol

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

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

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

The dog **barked.**

2) Stretch the predicate by asking:

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

Write each response on a different card or sentence strip.

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

3) Move the predicate parts.

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

4) Add to the subject by asking:

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

Write each response on a different card or sentence strip.

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

5) Add detail or substitute synonyms if necessary.

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

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

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

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

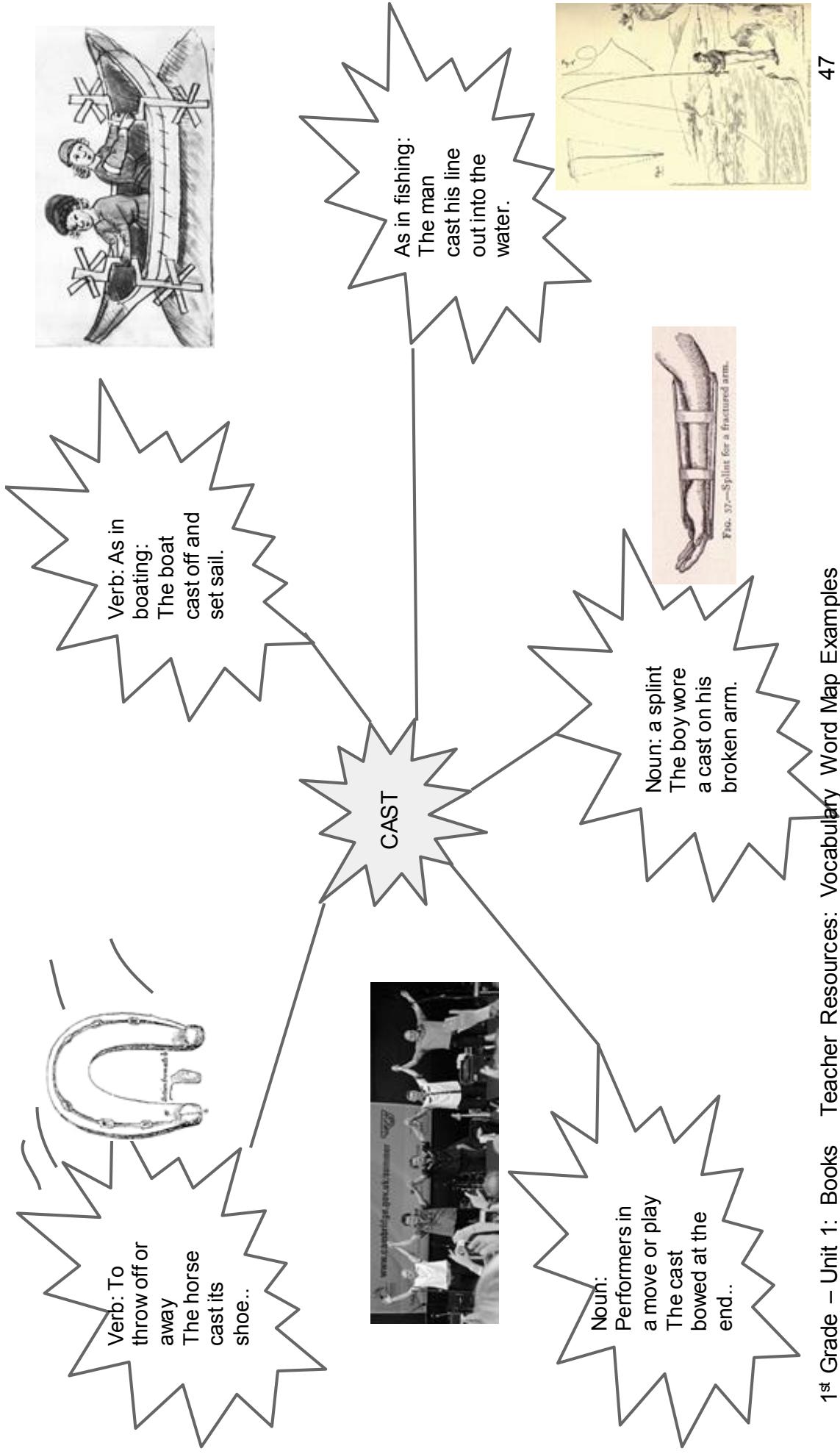
Synonym	Antonym

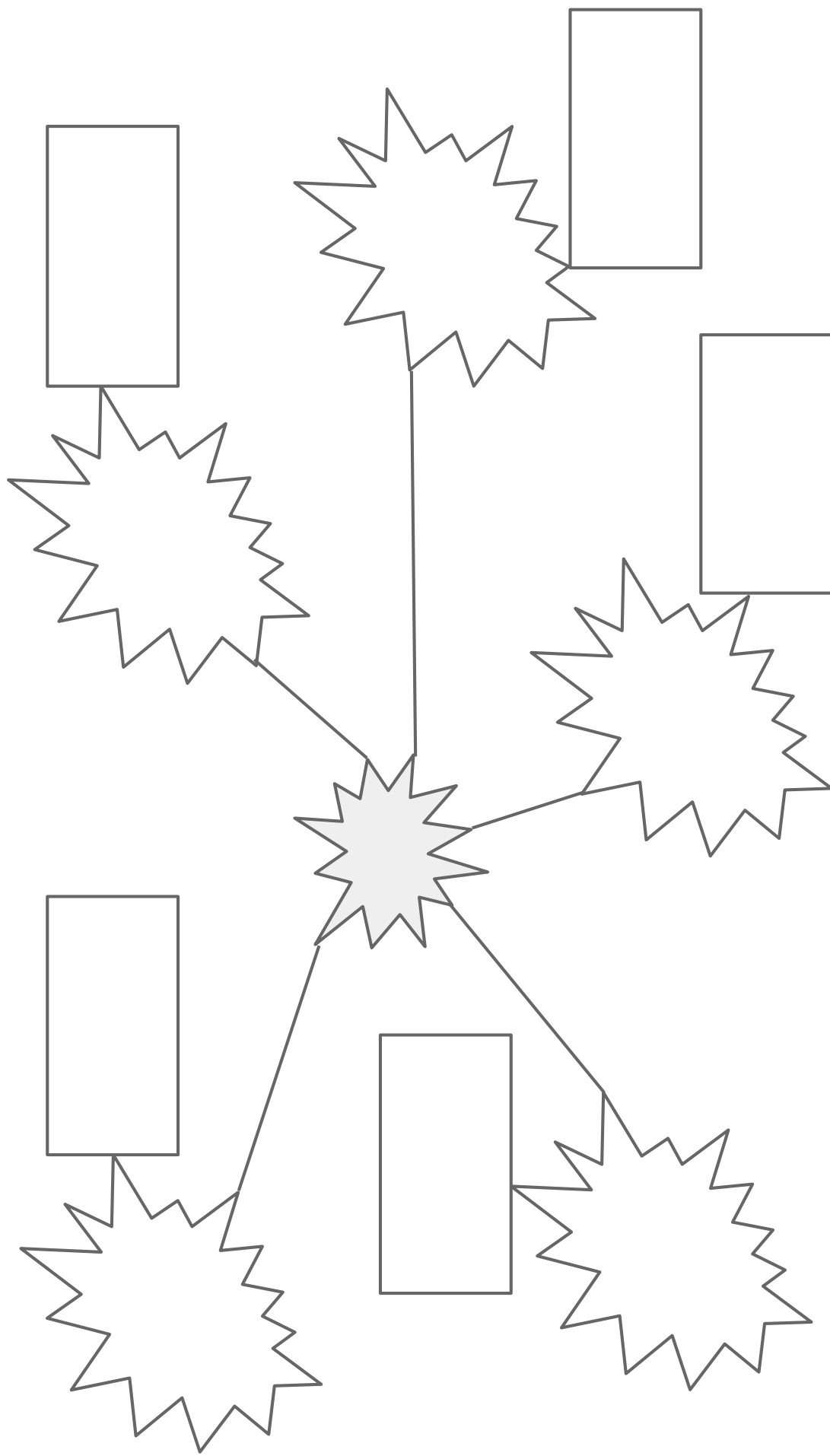
Word: _____

Syllables: _____

Sample Sentence

Picture





Texas Essential Knowledge and Skills for Grade 1

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 are represented in written English by specific sequences of letters;
 - (B) identify upper- and lower-case letters;
 - (C) sequence the letters of the alphabet;
 - (D) recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation);
 - (E) read texts by moving from top to bottom of the page and tracking words from left to right with return sweep; and
 - (F) identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).
- (2) **Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:**
 - (A) orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr);
 - (B) distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/bite);
 - (C) recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g., /b/l/o/w/ to /g/l/o/w/);
 - (D) blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr);
 - (E) isolate initial, medial, and final sounds in one-syllable spoken words; and
 - (F) segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat = /s/p/l/a/t/).
- (3) **Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:**
 - (A) decode words in context and in isolation by applying common letter-sound correspondences, including:
 - (i) single letters (consonants) including b, c=/k/, c=/s/, d, f, g=/g/ (hard), g=/j/ (soft), h, j, k, l, m, n, p, qu=/kw/, r, s=/s/, s=/z/, t, v, w, x=/ks/, y, and z;
 - (ii) single letters (vowels) including short a, short e, short i, short o, short u, long a (a-e), long e (e), long i (i-e), long o (o-e), long u (u-e), y=long e, and y=long i;
 - (iii) consonant blends (e.g., bl, st);
 - (iv) consonant digraphs including ch, tch, sh, th=as in thing, wh, ng, ck, kn, -dge, and ph;
 - (v) vowel digraphs including oo as in foot, oo as in moon, ea as in eat, ea as in bread, ee, ow as in how, ow as in snow, ou as in out, ay, ai, aw, au, ew, oa, ie as in chief, ie as in pie, and -igh; and
 - (vi) vowel diphthongs including oy, oi, ou, and ow;

- (B) combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words;
 - (C) use common syllabication patterns to decode words, including:
 - (i) closed syllable (CVC) (e.g., mat, rab-bit);
 - (ii) open syllable (CV) (e.g., he, ba-by);
 - (iii) final stable syllable (e.g., ap-ple, a-ble);
 - (iv) vowel-consonant-silent "e" words (VCe) (e.g., kite, hide);
 - (v) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal); and
 - (vi) r-controlled vowel sounds (e.g., tar); including er, ir, ur, ar, and or);
 - (D) decode words with common spelling patterns (e.g., -ink, -onk, -ick);
 - (E) read base words with inflectional endings (e.g., plurals, past tenses);
 - (F) use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream);
 - (G) identify and read contractions (e.g., isn't, can't);
 - (H) identify and read at least 100 high-frequency words from a commonly used list; and
- (4) **Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:**
- (A) confirm predictions about what will happen next in text by "reading the part that tells";
 - (B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts; and
 - (C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).
- (5) **Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.**
- (6) **Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:**
- (A) identify words that name actions (verbs) and words that name persons, places, or things (nouns);
 - (B) determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime);
 - (C) determine what words mean from how they are used in a sentence, either heard or read;
 - (D) identify and sort words into conceptual categories (e.g., opposites, living things); and
 - (E) alphabetize a series of words to the first or second letter and use a dictionary to find words.
- (7) **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) connect the meaning of a well-known story or fable to personal experiences; and
 - (B) explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk- and fairy tales.
- (8) **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 and use rhythm, rhyme, and alliteration in poetry.**

- (9) **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) describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events; and
 - (B) describe characters in a story and the reasons for their actions and feelings.
- (10) **Reading/Comprehension of Literary Text/Literary Nonfiction.** Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to determine whether a story is true or a fantasy and explain why.
- (11) **Reading/Comprehension of Literary Text/Sensory Language.** Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize sensory details in literary text.
- (12) **Reading/Comprehension of Text/Independent Reading.** Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time.
- (13) **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 and explain the author's purpose in writing about the text.
- (14) **Reading/Comprehension of Informational Text/Expository Texts.** Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:
 - (A) restate the main idea, heard or read;
 - (B) identify important facts or details in text, heard or read;
 - (C) retell the order of events in a text by referring to the words and/or illustrations; and
 - (D) use text features (e.g., title, table of contents, illustrations) to locate specific information in text.
- (15) **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 written multi-step directions with picture cues to assist with understanding
 - (B) explain the meaning of specific signs and symbols (e.g., map features).
- (16) **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 are expected to:
 - (A) recognize different purposes of media (e.g., informational, entertainment) (with adult assistance); and
 - (B) identify techniques used in media (e.g., sound, movement).

- (17) **Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:**
- (A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);
 - (B) develop drafts by sequencing ideas through writing sentences;
 - (C) revise drafts by adding or deleting a word, phrase, or sentence;
 - (D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and
 - (E) publish and share writing with others.
- (18) **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) write brief stories that include a beginning, middle, and end; and
 - (B) write short poems that convey sensory details.
- (19) **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:**
- (A) write brief compositions about topics of interest to the student;
 - (B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); and
 - (C) write brief comments on literary or informational texts.
- (20) **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:
 - (i) verbs (past, present, and future);
 - (ii) nouns (singular/plural, common/proper);
 - (iii) adjectives (e.g., descriptive: green, tall);
 - (iv) adverbs (e.g., time: before, next);
 - (v) prepositions and prepositional phrases;
 - (vi) pronouns (e.g., I, me); and
 - (vii) time-order transition words;
 - (B) speak in complete sentences with correct subject-verb agreement; and
 - (C) ask questions with appropriate subject-verb inversion.
- (21) **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 in text, using the basic conventions of print (left- to-right and top-to-bottom progression), including spacing between words and sentences;
 - (B) recognize and use basic capitalization for:
 - (i) the beginning of sentences;
 - (ii) the pronoun "I"; and
 - (iii) names of people; and
 - (C) recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.

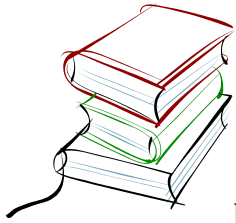
- (22) **Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:**
- (A) use phonological knowledge to match sounds to letters to construct known words;
 - (B) use letter-sound patterns to spell:
 - (i) consonant-vowel-consonant (CVC) words;
 - (ii) consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope"); and
 - (iii) one-syllable words with consonant blends (e.g., "drop");
 - (C) spell high-frequency words from a commonly used list;
 - (D) spell base words with inflectional endings (e.g., adding "s" to make words plurals); and
 - (E) use resources to find correct spellings.
- (23) **Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:**
- (A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and
 - (B) decide what sources of information might be relevant to answer these questions.
- (24) **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 available sources (natural and personal) as well as from interviews with local experts;
 - (B) use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information; and
 - (C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).
- (25) **Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students (with adult assistance) are expected to revise the topic as a result of answers to initial research questions.**
- (26) **Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.**
- (27) **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 to speakers and ask relevant questions to clarify information; and
 - (B) follow, restate, and give oral instructions that involve a short related sequence of actions.

- (28) **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 about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.
- (29) **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 listening to others, speaking when recognized, and making appropriate contributions.

Reading and Comprehension Skills (RC)—First Grade

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) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;
- (B) ask literal questions of text;
- (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);
- (D) make inferences about text and use textual evidence to support understanding;
- (E) retell or act out important events in stories in logical order; 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