

# Providence Creek Academy

K-8

English Language Arts

Curriculum Overview

2020



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## Providence Creek Academy ELA Overview

The Providence Creek Academy English Language Arts Curriculum shall allow for students to grow as readers and writers through carefully scaffolded, individualized learning paths that incorporate whole group, small group and individual opportunities designed to strengthen each child’s ability to read, write, listen, speak, and think. Students will have access to a wide variety of authentic literature that represents diverse experiences, backgrounds, and text types. The ELA Curriculum can be thought of within two broader components: one being on-grade level experiences for the entire class, the other being lessons targeted to each individual student’s needs.

All students will participate in daily whole group **read-alouds** allowing every student exposure to rich **vocabulary** and thinking opportunities at grade level. Students will have choice in selecting books to discuss with classmates during **book clubs** (otherwise known as literature circles) in small groups that provide grade level opportunities for students to read, write, think, listen and speak about a wide variety of texts. All texts will be available through independent reading or listening via audio support to allow all students equal access. Students will make connections in writing like readers and reading like writers through **writing** mini-lessons, workshop, conferring, and publishing celebrations that spring from the content that is provided during the read-alouds and book clubs. Grade level **phonemic awareness, phonics** and **word study** will also be addressed through the whole class mini lessons.

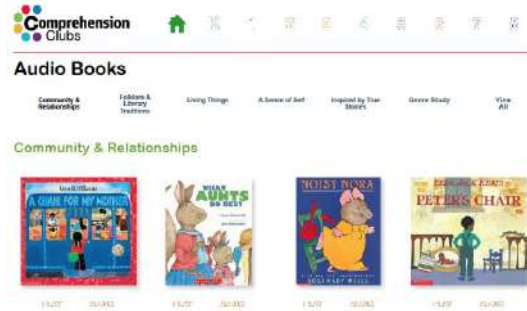
All students will also have access to literacy instruction tailored to their individual needs through **guided reading** in flexible groups. Student who are above grade level will be given opportunities to stretch while students below grade level will be given much needed support through scaffolded instruction at the individual’s guided reading level or skill need. Students will be given explicit instruction in **phonics and word study** within their guided reading group, based on their need, ensuring that there are no gaps in foundational reading skills.

This two-part approach allows all students to receive the individualized attention they need, while also receiving grade level access. Students with special needs, gifted learners, and English language learners all receive the support that they need, while also maintaining grade level common ground within the classroom.

The resources that Providence Creek Academy provides for teachers are as follows:

**For On Grade Level Whole Class Read-Aloud/Book Club: Scholastic’s Comprehension Clubs K-8:**





Program Components per grade level:

**Comprehension Clubs** includes a collection of more than fifty grade-level-appropriate books and audio titles organized around six thematic strands with standards-aligned lesson cards. Every day, teachers and students read (in a whole group Interactive Read Aloud and in small group Book Clubs) and talk, think and write about books.

Each grade level includes (as pictured above):

Teaching Guide by Fountas & Pinnell

6 Unit Folders which include:

30 Read-aloud books

30 Read Aloud lesson cards

24 Book Club titles

(10 copies each, 240 books)

24 Book Club lesson cards

24 Streaming Audiobooks

#### For Targeted Needs Based Small Group Guided Reading Lessons:

Scholastic's **Leveled Book Room 4.0** (allows teachers to search by theme/topic/skill, GR Level, etc.)

Content Area Readers (to tie in Math, Social Studies, and Science Content)

Short Reads (shorter content for small group work)

**The Next Step Forward in Guided Reading:** An Assess-Decide-Guided Framework for Supporting Every Reader: Grade K-8



Close Reading, Shared Reading, Technology Assisted Reading, Assessment: Scholastic's Core Clicks



**Assessments:** Next Step Guided Reading Assessments (includes everything teachers need to guide their Guided Reading grouping and teaching decisions), Scholastic Reading Inventory (Gr2-8 Beginning, Middle and End of Year), DIBELS (Gr K-2, Beginning, Middle and End of Year), End of Unit Projects, Reader's Notebook, Writing Rubrics and Checklists for Book Clubs (See Appendix D)



Piloting:

STAR (adopting Fall of 2020 to replace SRI)

Writing Workshop: Units of Study in Writing Grades 1-7

Word Study: Foundations K-3

Reading Support: Wilson Reading System

Professional Development:

Teachers shall engage in grade level Professional Learning Communities and team planning on a weekly basis, as well as school-wide professional development each month. There are numerous resources available through our Scholastic Digital Suite, which includes teaching videos, lesson plans, templates, and research articles within each platform.

Providence Creek Academy  
English Language Arts Units of Study  
Scope and Sequence

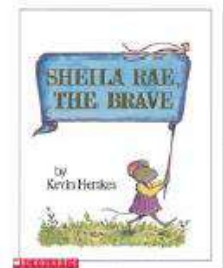
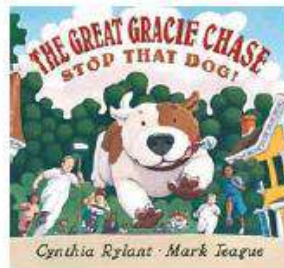
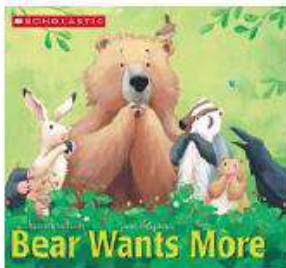
Grade		August-September	October	November-December	January	February-March	April-May
Guided Reading Level Target	Schoolwide Unit Theme	Community and Relationships	Folklore and Literary Traditions	Living Things	A Sense of Self	Inspired By True Stories	Genre Study
	Text Complexity						
K ABCD	Lexile BR	Being a Friend	Telling Tales	Trees and Other Plants	Feelings	All Kinds of Jobs	Concept Books
1 EFGHI	Lexile 190-530	My Family and Me	Stories with a Moral	Strong and Healthy	What Can I Do?	It Happened to Me	Animal Stories
2 JKLM	Lexile 420-650 (450-790)	It Happened in School	Wishes and Promises	Search and Survive	Like No One Else	Animal Watch	Realistic Fiction
3 NOP	Lexile 520-820 (450-790)	Brothers and Sisters	Trickster Tales	Life Depends on Water	Courage	Sports Stars	Mystery
4 QR	Lexile 740-940 (770-980)	Boys vs. Girls	Cinderella Tales	Amazing Animals	Taking Responsibility	The Artist's Eye	Fantasy
5 STUV	Lexile 830-1010 (770-980)	Better Together	Watch Out!	Under the Surface	Dealing with Change	It Takes a Leader	Historical Fiction
6 WXYZ	Lexile 925-1070 (955-1155)	Making Connections	Greek Myths	Thinking Big	Empowered	Making History	Survival Stories
7 Z+	Lexile 955-1155 (955-1155)	Love and Loyalty	Heroes and Monsters	Saving the Planet	Appearance and Identity	Facing Disaster	Science Fiction
8 Z+	Lexile 955-1155+ (955-1155)	Alliances	Transformations	Weird Science	Becoming Resilient	Fighting for Freedom	Mystery and Suspense

## Sample Units



## Providence Creek Academy

## Genre Study



1st Grade Unit:  
Genre Study:  
Animal Stories

“Bear and frogs don’t talk in real life. But they sometimes do in stories! How-and why- do writers create animal characters that act like people?”



Text Set for Unit:  
1<sup>st</sup> Grade Guided Reading Level H-I  
Recommended CCSS Lexile 190-530 for Grade 1

**Characteristics of Text**  
(From Implementation Guide)

Each story in this unit features animal characters that, in some ways, act like people. Children are invited to look for fantasy elements in each of these stories. This unit includes several books by Karma Wilson and two by Arnold Lobel, to offer opportunities for author studies.

**Behaviors to Notice and Support**

- **Notices** how the authors make their animal characters act like people in some ways and like real animals in other ways
- **Expresses** opinions about how animal characters are described and the problems they face in a story
- **Understands** and identifies the elements in these fantasy stories about animals that are unlike things that could happen in real life
- **Notices** how authors add humor in text and in art to make their stories memorable
- **Discusses** similarities and differences among texts by the same author
- **Offers** examples based upon reading and discussion in response to the unit focus question: How-and-why-do writers create animal characters that act like people?

Comprehension Clubs	
Read-Aloud	Book Club
<p style="text-align: center;"><b>Bear Snores On</b> By Karma Wilson Lexile AD280L</p> <p><b>Themes/Ideas:</b> cooperation and teamwork; friendship; sharing; looks can be deceiving; hibernation</p> <p><b>Author's Craft:</b> repetitive story patters; repetitive refrain; rhyme; onomatopoeia; creation of animal characters with both animal and human characteristics</p> <p><b>Vocabulary:</b> blubbers, dank, lair, slumbering, snores, whimpers, cooperate, hibernate</p> <p><b>Writing:</b> invitation (expository)</p> <p><b>Technology:</b> <a href="http://www.nwf.org/Kids/Ranger-Rick/Animals.aspx">www.nwf.org/Kids/Ranger-Rick/Animals.aspx</a></p>	<p style="text-align: center;"><b>Bear Wants More</b> By Karma Wilson Lexile AD500L</p> <p><b>Themes/Ideas:</b> helping friends; solving problems; bear behavior</p> <p><b>Author's Craft:</b> use of rhyming and rhythmic text; repeating plot pattern; animal characters with human characteristics</p> <p><b>Vocabulary:</b> feast, pries, roots, shoots, wedged, forage, satisfied</p> <p><b>Writing:</b> reader's notebook</p> <p><b>Technology:</b> <a href="http://pbskids.org/lunchlab/#/games">http://pbskids.org/lunchlab/#/games</a></p>




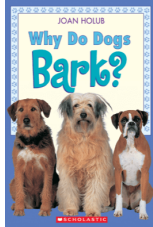
<p style="text-align: center;"><b>Bear's New Friend</b> By Karma Wilson Lexile AD370L</p> <p><b>Themes/Ideas:</b> friendship; persistence; encouragement</p> <p><b>Author's Craft:</b> use of rhyme; use of repetitive story patter; animal characters with both animal and human characteristics</p> <p><b>Vocabulary:</b> bashful, clatter, dare, trembling, encourage, season</p> <p><b>Writing:</b> describe summer activities (expository)</p> <p><b>Technology:</b> <a href="http://www.desertmuseum.org/center/edu">www.desertmuseum.org/center/edu</a></p>	<p style="text-align: center;"><b>Days with Frog and Toad</b> By Arnold Lobel Lexile 320L</p> <p><b>Themes/Ideas:</b> friendship; cooperation and teamwork; encouragement</p> <p><b>Author's Craft:</b> dialogue and illustration as narrative tools; animal characters with human characteristics</p> <p><b>Vocabulary:</b> climbed, junk, thud, pessimistic, wise</p> <p><b>Writing:</b> reader's notebooks</p> <p><b>Technology:</b> <a href="http://www.youtube.com/user/OurCoastVideo">www.youtube.com/user/OurCoastVideo</a></p>
<p style="text-align: center;"><b>Julius the Baby of the World</b> By Kevin Henkes Lexile 460L</p> <p><b>Themes/Ideas:</b> dealing with change; sibling relationships; jealousy</p> <p><b>Author's Craft:</b> dialogue; repetition of text; use of fantasy characters to reflect everyday human situations; illustrations that give more information about the characters</p> <p><b>Vocabulary:</b> admired, disgusting, germ, insulting, uncooperative, adapt, expectation, jealous</p> <p><b>Writing:</b> extend the story (narrative)</p> <p><b>Technology:</b> <a href="http://www.kevinhenkes.com/?page_id=161">www.kevinhenkes.com/?page_id=161</a></p>	<p style="text-align: center;"><b>The Great Gracie Chase: Stop That Dog!</b> By Cynthia Rylant Lexile AD410L</p> <p><b>Themes/Ideas:</b> wanting things to remain the same; dealing with change; laughing at things animals and people do</p> <p><b>Author's Craft:</b> patterned sequence of plot events; humor in dog's viewpoint</p> <p><b>Vocabulary:</b> arrived, clangy, except, realized, suddenly, neighborhood, routine</p> <p><b>Writing:</b> reader's notebook</p> <p><b>Technology:</b> <a href="http://www.bowwow.com.au">www.bowwow.com.au</a></p>
<p style="text-align: center;"><b>Always in Trouble</b> By Corinne Demas Lexile AD540L</p> <p><b>Themes/Ideas:</b> learning to change; understanding that some things do not change</p> <p><b>Author's Craft:</b> humor; time-order organization; dog with both animal and human characteristics</p> <p><b>Vocabulary:</b> attention, behaved, diploma, trauing, command, obedient</p> <p><b>Writing:</b> flyer (persuasive)</p> <p><b>Technology:</b> <a href="http://www.corrinedemas.com/books/trouble.html">www.corrinedemas.com/books/trouble.html</a></p>	<p style="text-align: center;"><b>Sheila Rae the Brave</b> By Kevin Henkes Lexile 440L</p> <p><b>Themes/Ideas:</b> bravery; encouragement; imagination</p> <p><b>Author's Craft:</b> repetition; dialogue; animal characters with human characteristics</p> <p><b>Vocabulary:</b> brave, convince, familiar, fearless, boast, support</p> <p><b>Writing:</b> reader's notebooks</p> <p><b>Technology:</b> <a href="http://www.kevinhenkes.com/?page_id=161">www.kevinhenkes.com/?page_id=161</a></p>
<p style="text-align: center;"><b>Frog and Toad Are Friends</b> By Arnold Lobel Lexile 400L</p> <p><b>Themes/Ideas:</b> friendship and companionship; encouragement; kindness; patience</p> <p><b>Author's Craft:</b> dialogue; illustrations that support</p>	

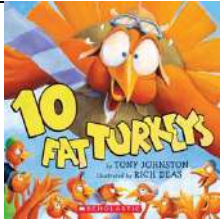
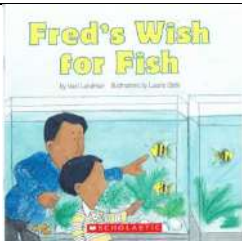
<p>the text; creation of a fantasy with animal characters that have human characteristics  <b>Vocabulary:</b> lonely, meadows, perhaps, porch, shiver, companion, optimistic  <b>Writing:</b> letter (persuasive/expository)  <b>Technology:</b> www.kidzone.ws/lw/frogs/facts8.htm</p>	<p>From:            Fountas &amp; Pinnell; Comprehension Clubs: Deep Reading, Deep Thinking, Deep Discussion; Implementation Guide Grades K-5; Scholastic, 2013</p>
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ReadWorks.org  
 (Audio and Translation Available)

<p style="text-align: center;">Elephants        By ReadWorks        Lexile: 500L</p> <p>Nonfiction        Vocabulary: spray, tusk        Standards: CCSS.ELA- LITERACY.CCRA.R.1, R.2, R.10</p> <p>Use information from the article to write an animal story about an elephant</p>	<p style="text-align: center;">Groundhogs are Diggers        By ReadWorks        Lexile: 370L</p> <p>Nonfiction        Vocabulary: burrow, dig, tunnel        Standards: CCSS.ELA-LITERACY.CCRA.R.1, R.2, R.10</p> <p>Use information from the article to write an animal story about a Groundhog</p>
<p style="text-align: center;">Hungry Raccoon        By ReadWorks        Lexile Pending</p> <p>Nonfiction        Vocabulary: city, mask, trash        Standards: CCSS.ELA- LITERACY.CCRA.R.1,R.2,R.10</p>	<p style="text-align: center;">The Hungry Girl        By ReadWorks</p> <p>Poetry        Lexile NP        Vocabulary: munch        Standards: R.1, R.2, R.10</p> <p>After reading this poem and the Hungry Raccoon, try writing a poem about a hungry racoon using information from the article and giving human characteristics to the racoon.</p>

Examples from the Guided Reading Book Room:  
 (Books to Meet Children Where They Need Support)

<div style="text-align: center;">  <p><b>Clifford Makes the Team</b>        by Norman Bridwell        Lexile 250L</p> <p>Clifford wants to play baseball with the children in the neighborhood. There's only one problem—he's too big to use a bat.</p> </div>	<div style="text-align: center;">  <p><b>Why Do Dogs Bark?</b>        by Joan Holub        Lexile 610L</p> <p><b>Summary:</b> Questions about dog behaviors, such as “Why do dogs bark?” and “Why do dogs sniff you?” are addressed in a question-</p> </div>
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<p>Clifford goes on a search for a Clifford-sized bat. Children will comprehend basic plots of a variety of fiction genres.</p> <ul style="list-style-type: none"> <li>• <b>Level G</b></li> <li>• <b>Text Type:</b> Series Book</li> <li>• <b>Subject:</b> Character &amp; Values, Hobbies, Play, Recreation, Sports</li> <li>• <b>Genre:</b> Fantasy</li> <li>• <b>Themes/Ideas:</b> Including everyone in playtime; solving problems</li> </ul>	<p>and-answer format.</p> <ul style="list-style-type: none"> <li>• <b>Level M</b></li> <li>• <b>Text Type:</b> Question &amp; Answer Book</li> <li>• <b>Subject:</b> Science, Animals</li> <li>• <b>Genre:</b> Informational Text</li> <li>• <b>Themes/Ideas:</b> Understanding dog traits; comparing living things</li> <li>• <b>Benchmark Book - RR available</b></li> </ul> <p>*Example for students reading above grade level</p>
<div style="text-align: center;">  <p><b>10 Fat Turkeys</b> by Tony Johnston Lexile: AD440L Guided Reading Level K</p> </div> <p>Summary: This rhyming picture book begins with ten fat turkeys perched on a fence. Readers can count down as one by one the turkeys make their crazy way to the ground. Children will use pictures and context to assist comprehension.</p> <p>Level K, Fiction, Fantasy, Math, Animals, Early Learning Concepts, Illustrations, Use Picture Clues, Make Predictions, Vowels, Consonants</p>	<div style="text-align: center;">  <p><b>Fox and His Friends</b> by Edward Marshall Lexile: 440L GR Level: J</p> </div> <p>Summary: When Fox goes out to play with his friends, anything can happen. In these three easy-to-read stories, Fox loses his little sister, dives off the highboard, and goes on safety patrol.</p> <p>Level J, Fiction, Fantasy, Friends &amp; Families, Life Experiences, Animals, Sequence, Connect Events, Make Inferences, Word Meaning, Contractions, Context Clues</p>
<div style="text-align: center;">  <p><b>Fred's Wish for Fish</b> by Yael Landman Lexile: 200L Guided Reading Level E</p> </div> <p>Benchmark Book – RR available Summary: When Fred wishes he had some pet fish, his dad lets him get a whole tankful</p>	<div style="text-align: center;">  <p><b>Biscuit</b> by Alyssa Satin Capucilli Lexile: 190L GR Level F</p> </div> <p>Summary: In this book, Biscuit the dog wants his owner to do many things before he will go to bed. In the end, Biscuit will only go to</p>

<p>of fish. Children will comprehend basic plots of a variety of fiction genres.</p> <p>*Example for students reading below grade level</p>	<p>sleep if he can curl up in the little girl's room. Children will use punctuation cues to help them gain meaning from and understand text.</p>
<p><b>Example of How Skills can be Addressed</b> through search in Book Room Accelerator for children who need work in:</p> <p>Words With Digraphs</p> <p>Explain that sometimes two letters stand for one sound.</p> <ul style="list-style-type: none"> <li>• Write the word <i>wish</i> on the board and have children read it with you. Circle <i>sh</i>, say the sound the letters stand for, and have children repeat it. Then ask them to find another story word with final <i>sh</i>. (<i>fish</i>)</li> <li>• Write the word <i>white</i> on the board. Point to the <i>wh</i> and have children say the sound /hw/ and read the word with you. Have children find and read <i>white</i> in the story. (pages 4 and 6)</li> <li>• Repeat with the word <i>thank</i> and initial /th/ <i>th</i>. (page 8)</li> </ul> <p>(from Teacher Card for Fred's Wish for Fish)</p>	<p>These examples are from a wide range of below and above grade level readers to address the varying reading abilities within the classroom.</p> <p>The Book Room Accelerator allows teachers to search for books to address a wide range of foundational skills and topics that fit within the theme of each unit.</p>

<p>Core Clicks: Listening/Technology Center: CLOSE READING (Audio/Read to Me Available) Can be used to model Close Reading on the smart board or for independent practice</p>	
<p><b>Bear, Bears, Everywhere</b></p> <p><b>Summary:</b> Take a tour of bears' very different habits.</p> <p><b>Spotlight Skill:</b> Main Idea &amp; Key Details (RI.1.2)</p> <p><b>Guided Reading Level:</b> J</p>	<p><b>Animal Moms and Dads</b></p> <p><b>Summary:</b> Animal moms and dads take care of their babies in different ways. But what do they all have in common? They're amazing animal parents!</p> <p><b>Spotlight Skill:</b> Main Idea &amp; Key Details (RI.1.2)</p> <p><b>Guided Reading Level:</b> H</p>
<p><b>Growing Up Gator</b></p> <p><b>Summary:</b> Find out how an alligator grows, from the moment it hatches from its tiny egg</p>	<p><b>A Reason to Be Red</b></p> <p><b>Summary:</b> What do a tiny frog, a tropical bird, and a colorful chameleon have in</p>

to the time it becomes a giant creature.  <b>Spotlight Skill:</b> Sequence (RI.1.3)  <b>Guided Reading Level:</b> K	common? They all have a reason to be red.  <b>Spotlight Skill:</b> Main Idea & Key Details (RI.1.2)  <b>Guided Reading Level:</b> H
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Epic Books For Read Aloud Via Smart Board <a href="http://www.getepic.com">www.getepic.com</a>	
<p><b>A Beach For Albert (Mouse Math)</b> By: Eleanor May Illustrated by: Deborah Melmon Albert wants to make his own beach in a sandbox. There's just one problem - getting the water to the sand!</p> <p style="text-align: center;">3-7 Age Range AD480L Lexile ® Measure</p>	<p><b>Memoirs of a Goldfish</b> By: Devin Scillian Illustrated by: Tim Bowers Goldfish loves his life - until one day, when assorted intruders invade his personal space and bowl.</p> <p style="text-align: center;">3-7 Age Range AD510L Lexile ® Measure</p>
<p><b>Memoirs of a Hamster</b> By: Devin Scillian Illustrated by: Tim Bowers A pet hamster is enticed by the family cat to venture outside his well-equipped cage to the sunroom only to quickly discover danger.</p> <p style="text-align: center;">3-7 Age Range AD540L Lexile ® Measure</p>	<p><b>Scaredy Squirrel at Night</b> By: Mélanie Watt The world's most lovable worrywart learns to appreciate a good night's sleep only after confronting his bad dreams — and some hungry intruders.</p> <p style="text-align: center;">4-8 Age Range AD540L Lexile ® Measure</p>
<p><b>The Kissing Hand</b> By: Audrey Penn Illustrated by: Ruth Harper, Nancy M. Leak School is starting in the forest, but Chester Raccoon does not want to go.</p> <p style="text-align: center;">3-7 Age Range AD540L Lexile ® Measure</p>	<p><b>Scaredy Squirrel</b> By: Mélanie Watt Scaredy Squirrel never leaves his nut tree. It's way too dangerous out there.</p> <p style="text-align: center;">4-7 Age Range AD560L Lexile ® Measure</p>

<p><b>Frog and Friends: Frog's Lucky Day</b>          By: Eve Bunting          Illustrated by: Josée Masse          Frog and his friends try to find the end of the rainbow and Frog looks for a new pond when an unwelcome visitor won't leave his.</p> <p>6-7          Age Range          480L          Lexile® Measure</p>	<p><b>Little Bear's Visit</b>          By: Else Holmelumd Minarik          Narrated by: Owen Jordan          Little Bear goes to visit Grandmother and Grandfather Bear and spends the day with them.</p> <p>3-7          Age Range          14 Min          Length</p>
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Poems to Read Aloud	
<p><b>National Geographic Book of Animal Poetry:          200 Poems with Photographs That Squeak,          Soar, and Roar!</b>          by <u>J. Patrick Lewis</u> (Compiler)</p>	<p><b>Animal Poems</b>          By Valerie Worth Illustrated by Steve Jenkins</p>

Newsela.com
<p><b>Maybe it is time for the rat to finally be the good guy</b>          By Atlas Obscura, adapted by Newsela staff on 10.01.19 Word Count 319          Level 430L</p>

YouTube - Listening
<p>George Winston - Velveteen Rabbit (Narration: Meryl Streep)          30 minutes          820 Lexile</p>

Examples of Connections to Science, Math and Social Studies Through the CONTENT AREAS In the PCA Guided Reading Book Room	
<p>In the Rainforest          By Robert Keith          Level E          Science, Life Science, Rain Forest Animals</p>	<p>How Many Feet, How Many Tails?          By Marilyn Burns          Level F          Math, Counting, Numbers</p>
<p>Animals Day and Night          By Katherine Durgin-Bruce          Level G          Science, Life Science, Animal Behavior</p>	<p>About Fish: A Guide for Children          By Cathryn Sill          Level I          Science, Life Science, Fish</p>
<p>Stuck On You          By Jac C. Cate          Level H          Social Studies, Friendship, Understanding          Others</p>	<p>Animals and Us          By Karen Alexander          Level J          Science, Life Science, Service Animals</p>
<p>Baby Wolf</p>	<p>The Biggest Babies</p>

By Mary Batten Level K Science, Life Cycles, Wolves	By Leo Auster Level K Math, Measurement, Weight
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Grade & Subject: 1 <sup>st</sup> Grade Unit: Genre Study: Animal Stories	
Stage 1 – Desired Results	
<p>Understandings: <b>Big Idea</b> (From Unit Guide)</p> <ul style="list-style-type: none"> <li>In fantasies, there can be characters that would not exist in real life. Sometimes the characters say and do things that real people would do. How-and why-do writers create animals characters that act like people?</li> </ul> <p><b>Recurring Themes/Ideas</b></p> <ul style="list-style-type: none"> <li>Cooperation and teamwork</li> <li>Friendship</li> <li>Encouragement</li> <li>Dealing with Change</li> <li>Humor</li> </ul>	<p>Essential Questions: <b>Authors Craft: Writing Animal Stories</b> (From Unit Guide)</p> <ul style="list-style-type: none"> <li>How do authors describe animal characters and their problems to make them interesting?</li> <li>How do authors make animal characters seem like people in some ways?</li> <li>How do authors make animal characters seem like real animals in some ways?</li> </ul>
<p>Students will know... <b>Authors Craft: Writing Animal Stories</b> (From Unit Guide)</p> <ul style="list-style-type: none"> <li>Writers use a variety of techniques and formats to create stories where animals act like people.</li> </ul>	<p>Students will be able to... <b>(Developmental Focus: Making Connections</b> from Unit Guide)</p> <ul style="list-style-type: none"> <li>Distinguish fantasy from reality</li> <li>Accept that story characters can be used to portray feelings similar to those they experience themselves</li> <li>Identify with and learn from animal characters that encounter problems in the world around them (through a lens of humor and imagination)</li> <li>Participate in a book club with peers including asking and answering higher order thinking questions</li> <li>Respond to reading through writing and discussion</li> </ul>
Stage 2 – Assessment Evidence	
Performance Tasks:	Other Evidence:



<p>Students Respond to Read-Alouds:</p> <ul style="list-style-type: none"> <li>• Make an invitation to another party in Bear’s lair</li> <li>• Write about other summer activities Bear and his friends might enjoy doing together including things that real and fantasy animals do</li> <li>• Write a scene that might take place after Lily changes and decides she likes Julius</li> <li>• Make a flyer advertising Ms. Katz’s dog training school that persuades people to bring their dogs</li> <li>• Write a letter back from Frog to Toad including conventions of letter writing</li> </ul> <p>Readers’ Notebook Writing Tasks:</p> <ul style="list-style-type: none"> <li>• Reading Log</li> <li>• Close Reading and Text Evidence</li> <li>• Quotations and Responses</li> <li>• Student Book Club Discussion Tracker</li> <li>• “Today in Book Club, I…” Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Project w/class created rubric</li> <li>• DOE Writing Rubric 1<sup>st</sup> Grade</li> <li>• Class Discussion Map and Graphic Organizers             <ul style="list-style-type: none"> <li>○ Venn Diagrams</li> <li>○ T-Charts</li> <li>○ KWL Charts</li> </ul> </li> <li>• Teacher Tools (Appendix D)             <ul style="list-style-type: none"> <li>○ Comprehension Clubs Literacy Development Across the Year</li> <li>○ Book Club Log/Teacher Observation Form</li> <li>○ Book Club Teacher’s Assessment Checklist</li> <li>○ Thinking Across Texts Within a Unit of Study</li> <li>○ Reader’s Notebook Rubric</li> </ul> </li> <li>• Guided Reading Resources in Next Step Guided Reading Assessment:             <ul style="list-style-type: none"> <li>○ Progress Monitors</li> <li>○ Running Records</li> <li>○ Developmental Word Knowledge Inventory</li> <li>○ Assessment Summary Chart</li> </ul> </li> <li>• DIBELS Benchmark Assessments</li> </ul>
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**Standards Alignment**

<p><b>Read Alouds</b> and the discussions that follow shall address the following standards in this unit:</p> <p style="text-align: center;">Literature: Key Ideas and Details:</p> <p>CCSS.ELA-LITERACY.RL.1.1 Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-LITERACY.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CCSS.ELA-LITERACY.RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>Craft and Structure: CCSS.ELA-LITERACY.RL.1.4 Identify words and phrases in stories or</p>	<p><b>Writing Mini-Lessons and Workshop</b> shall address the following standards in this unit:</p> <p style="text-align: center;">Writing: Text Types and Purposes:</p> <p>CCSS.ELA-LITERACY.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>CCSS.ELA-LITERACY.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>CCSS.ELA-LITERACY.W.1.3 Write narratives in which they recount two or more appropriately sequenced events,</p>
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<p>poems that suggest feelings or appeal to the senses.</p> <p>CCSS.ELA-LITERACY.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 text types.</p> <p>CCSS.ELA-LITERACY.RL.1.6 Identify who is telling the story at various points in a text.</p> <p>Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>CCSS.ELA-LITERACY.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>Range of Reading and Level of Text Complexity: CCSS.ELA-LITERACY.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>The preparation for and participation in <b>Book Clubs</b> shall address the following standards:</p> <p style="text-align: center;">Speaking &amp; Listening Comprehension and Collaboration:</p> <p>CCSS.ELA-LITERACY.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>CCSS.ELA-LITERACY.SL.1.1.A Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>CCSS.ELA-LITERACY.SL.1.1.B Build on others' talk in conversations by responding to the comments of others</p>	<p>include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p style="text-align: center;">Production and Distribution of Writing:</p> <p>CCSS.ELA-LITERACY.W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>CCSS.ELA-LITERACY.W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p style="text-align: center;">Language:</p> <p>CCSS.ELA-LITERACY.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.ELA-LITERACY.L.1.2.A Capitalize dates and names of people.</p> <p>CCSS.ELA-LITERACY.L.1.2.B Use end punctuation for sentences.</p> <p>CCSS.ELA-LITERACY.L.1.2.C Use commas in dates and to separate single words in a series.</p> <p>The <b>Culminating Unit Discussion</b> and <b>Unit Projects</b> shall address the following standards:</p> <p style="text-align: center;">Research to Build and Present Knowledge:</p> <p>CCSS.ELA-LITERACY.W.1.7 Participate in shared research and writing projects</p> <p>CCSS.ELA-LITERACY.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
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<p>through multiple exchanges. CCSS.ELA-LITERACY.SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion. CCSS.ELA-LITERACY.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. CCSS.ELA-LITERACY.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. CCSS.ELA-LITERACY.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. CCSS.ELA-LITERACY.SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)</p>
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### Stage 3 – Learning Plan

**Learning Framework Sample Reader’s / Writer’s Workshop/ Guided Reading:** revolves around small, flexible, leveled groups. Individual classes are highly responsive to student needs – this will change regularly according to student reading levels and individual needs. These levels are determined through Next Steps in Guided Reading Assessment Materials and student interest

Time	Activity	Materials	Grouping
15 - 20 minutes	Interactive Read Aloud	Mentor Text from Comprehensions Clubs Unit, Book Room, Teacher Library, or Epic  Document Camera Smart Board	Whole Group
5-10 minutes	Shared Reading/Writing Mini Lesson  Highly dependent on individual student needs, but may include word work, editing skills, decoding, using graphic organizers, inferencing, and facilitation of the writing process.  May include teaching How To Do Centers, workshop expectations or Writing Share from previous day	Mentor Text Document Camera Smart Board Chart Paper  Teacher resources include: Read Aloud card from Comprehension Clubs with Writing extension or Calkins Units of Study in Writing (Bringing History to Life)	Whole Group
10-20 minutes	Rotations	<b>Guided Reading</b>	<ul style="list-style-type: none"> <li>Small Guided</li> </ul>

<p>per rotation, 60 minutes total per day.</p> <p>Rotation schedule is driven by student needs.</p>	<ul style="list-style-type: none"> <li>● Writing</li> <li>● Reading             <ul style="list-style-type: none"> <li>○ Buddy</li> <li>○ Independent</li> </ul> </li> <li>● Guided Reading</li> <li>● Book Club</li> <li>● Listening Center</li> </ul>	<p>Teacher Card and Student Books</p> <p>Level H/I considered on level, however selections will be geared to student needs based on foundational skills, interest, and genre of current unit of study</p> <p>*****</p> <p><b>Book Club</b>            Selections:            (Aligned to 1st Grade Text Complexity Band Proficiency Lexile 190-530 with exceptions for rich illustration examples and content)            Specific to Unit</p> <p>*****</p> <p>Reader's Notebook            *****</p> <p>Writer's Notebook/Writing Folder</p> <p>Computer/Listening Center with book marked websites for Comprehensions Clubs Audio, CoreClicks, ReadWorks, etc</p>	<p>Reading Group facilitated by teacher</p> <ul style="list-style-type: none"> <li>● Writing: Independent</li> <li>● Reading: Comprehension Club: Small Group or Independent</li> <li>● Buddy Reading: Comprehension Club facilitated by students in Book Club</li> <li>● Word Work: Independent or small group, skill specific, tied to student skills, levels, and text</li> <li>● Listening: Comprehension Club, Small Group facilitated by students.</li> </ul>
<p>5-10 minutes</p>	<p>Phonics/Word Study Mini Lesson</p>	<p>Addresses and reinforces decoding/encoding skills that are on grade level based on Read Aloud and Share Reading</p>	<p>Whole Group</p>

		materials	
5 – 10 minutes	Workshop Feedback Teaching How To Do Centers Writing Share or Workshop Wrap-up	Student Reader’s/Writer’s Notebook	Whole Group or Small Group

90 minutes	Pacing Guide				
	Introduce Unit Send Parent Letter Home		<b>Week #1</b>		
15 minutes Whole Class	Read Aloud Bear Snores On	Read Aloud Bear’s New Friend	Read Aloud Julius the Baby of the World	Read Aloud Always in Trouble	Read Aloud Frog and Toad Are Friends
20 minutes Independent	Centers	Centers (Students read and prepare for Book Clubs)	Centers (Students read and prepare for Book Clubs)	Centers (Students read and prepare for Book Clubs)	Centers (Students read and prepare for Book Clubs)
5-10 minutes Whole Class	BookTalks Book #1 Book #2 Book #3 Book #4	Shared Reading/ Writing Mini	Shared Reading/ Writing Mini	Shared Reading/ Writing Mini	Shared Reading/ Writing Mini
20 minutes Independent	Writing Center (from Read Aloud)	Writing Center (from Read Aloud)	Writing Center (from Read Aloud)	Writing Center (from Read Aloud)	Writing Center (from Read Aloud)
5-10 Minutes Whole Class	Phonics/Word Study Mini-Lesson	Phonics/Word Study Mini-Lesson	Phonics/Word Study Mini-Lesson	Phonics/Word Study Mini-Lesson	Phonics/Word Study Mini-Lesson
20 minutes Small Group Or Individual	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences
			<b>Week #2</b>		
15 minutes Whole Class	Read Aloud Memoirs of a Goldfish	Read Aloud Memoirs of a Hamster	Read Aloud Scaredy Squirrel	Read Aloud Scaredy Squirrel at Night	Read Aloud The Kissing Hand
20 minutes Independent			Book Club Prep/		Book Club Prep/

5-10 minutes Whole Class	Book Club Prep/ Reflection	Book Club Prep/ Reflection	Reflection	Book Club Prep/ Reflection	Reflection
20 minutes Independent	Shared Reading/ Writing Mini	Shared Reading/ Writing Mini	Shared Reading/ Writing Mini	Shared Reading/ Writing Mini	Shared Reading/ Writing Mini
5-10 minutes	Writing Center	Writing Center	Writing Center	Writing Center	Writing Center
20 minutes Small Group Or Individual	Phonics/Word Study Mini- Lesson	Phonics/Word Study Mini- Lesson	Phonics/Word Study Mini- Lesson	Phonics/Word Study Mini- Lesson	Phonics/Word Study Mini- Lesson
	Guided Reading/Skills Groups/Writing Conferences	Book Club #1 Meets	Book Club #2 Meets	Book Club #3 Meets	Book Club #4 Meets
15 minutes Whole Class	Read Aloud Baby Wolf	Read Aloud The Biggest Babies	<b>Week #3</b> Read Aloud Why Do Dogs Bark	Read Aloud The Velveteen Rabbit	Read Aloud The Velveteen Rabbit
20 minutes Independent	Workshop	Workshop	Workshop	Workshop	Workshop
5-10 minutes Whole Class	<b>Discussion of Unit Theme:</b>	Shared Reading/ Writing Mini	Shared Reading/ Writing Mini	Shared Reading/ Writing Mini	Shared Reading/ Writing Mini
20 minutes Independent	<b>Unit Theme Projects - Work</b>	<b>Unit Theme Projects – Work</b>	<b>Unit Theme Projects – Work</b>	<b>Unit Theme Projects – Work</b>	<b>Unit Theme Projects – Work</b>
5-10 minutes Whole Class	Phonics/Word Study Mini- Lesson	Phonics/Word Study Mini- Lesson	Phonics/Word Study Mini- Lesson	Phonics/Word Study Mini- Lesson	Phonics/Word Study Mini- Lesson
20 minutes Small Group Or Individual	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences
15 minutes Whole Class	Read Aloud Animal Poems	Read Aloud Animal Poems	<b>Week #4</b> Read Aloud Growing Up Gator	Read Aloud A Beach for Albert	Read Aloud Little Bear’s Visit
20 minutes Independent	Literacy Centers	Literacy Centers	Literacy Centers	Literacy Centers	Literacy Centers
5-10 minutes Whole Class	Shared Reading/ Writing Mini Lesson	Shared Reading/ Writing Mini Lesson	Shared Reading/ Writing Mini Lesson	Shared Reading/ Writing Mini Lesson	Shared Reading/ Writing Mini Lesson
20 minutes Independent	Wrap-Up / Share	Wrap-Up / Share	Wrap-Up / Share	Wrap-Up / Share	<b>Unit Celebration</b>
5-10 minutes	Phonics/Word Study Mini-	Phonics/Word Study Mini-	Phonics/Word Study Mini-	Phonics/Word Study Mini-	Phonics/Word Study Mini- Lesson

Whole Class	Lesson	Lesson	Lesson	Lesson	
20 minutes	Guided	Guided	Guided	Guided	Guided
Small Group	Reading/Skills	Reading/Skills	Reading/Skills	Reading/Skills	Reading/Skills
Or Individual	Groups/Writing	Groups/Writing	Groups/Writing	Groups/Writing	Groups/Writing
	Conferences	Conferences	Conferences	Conferences	Conferences

\*Centers – Listening, Independent Reading, Buddy Reading, Writing, Word Games, Computer

### Unit Projects (Assessments)

(From Comprehension Clubs Implementation Guide page 93)

#### \*\*Discussion of Unit Theme:

“Bear and frogs don’t talk in real life. But they sometimes do in stories! How-and why- do writers create animal characters that act like people?”

- How did the problems the animal characters faced in these books remind you of the kinds of problems that people have in real life?
- Why do you think the writers used animal characters instead of people?

#### \*\*\*Unit Theme Projects –

##### Just Like You and Me

Remind children that in fantasy animal stories, writers make animals act like people. Ask children to work in pairs or small groups and choose one animal character from these stories. Have children work together to make a list of the ways in which the animals acted like a real person.

##### Where and When?

Recall with children that the stories in this unit had different settings, showing where and when the story took place. Have each child choose one of the stories and draw and label a picture to show the setting of the story.

##### Problems! Problems!

Just like in stories about real children, animal characters sometimes have problems. Ask children to choose one story, draw a picture of an animal character from the story, and write a sentence that tells what problem the character had.

- **Assessment:** Narrative Writing Rubric: Grade 1:
  - <https://www.doe.k12.de.us/site/handlers/filedownload.ashx?moduleinstanceid=6017&dataid=15770&FileName=Gr1Narrative%20R.pdf>

Read Aloud
Lesson plans provided for each book in this unit through the Comprehension Clubs Read-Aloud Teacher Card for each book (See page 20-27 of Implementation Guide for additional best practices)



## Best Practices for Planning a Fiction Read-aloud

### Before Reading

- Select a text that is within your students’ conceptual grasp but above the level they can read independently. You will be able to support their comprehension as you read, but your support can only go so far. Compare what the author assumes they know with what you believe they actually know.
- Decide how to briefly introduce the author and illustrator along with a quick overview of the book.
- Decide whether the author assumes readers have had experiences your students may not have had. Plan how to boost prior knowledge of such experiences.
- Do not preteach Tier 2 words and do not do a picture walk.
- Choose between introducing a skeletal story map or reviewing a comprehension strategy to reinforce. There may not be time to do both.

### During Reading

- Decide where to stop and engage students. Look for points at which interesting predictions can be made, inferences reached, visual images formed, questions generated by students, and so forth. Your choice will depend in part on whether or not it is the initial read-aloud. For example, the first read-aloud might include a question like “What do you think will happen next?” At the same point in the second read-aloud you might ask, “Do you remember what happens next?”
- Guide students toward analyzing the story, not just noting the sequence of events.
- Include opportunities for every-pupil-response in order to achieve high levels of engagement (e.g., thumbs up if you think ..., turn and share with a partner).
- Decide which words students might not know but that can be fast scaffolded (defined as an aside without distracting the students).
- Look for places to conduct think-alouds. These are places that where information may be at odds with prior understanding.

### After Reading

- Ask a few inferential questions. Those beginning with *why* are especially effective.
- If you began the read-aloud with a blank story map, complete it together with the input of children.
- Select two or three tier 2 words from the text. For each, provide a brief, kid-friendly definition. Return to text and reread the sentence that contains the word. Then offer another sentence context of your own.
- Consider providing a writing prompt based on the read-aloud.

From:

<http://comprehensivereadingsolutions.com/2012/07/27/interactive-read-alouds/>

## Bear Snores On



### Summary

Bear has settled down in his lair to sleep for the winter, but other animals in the woods start a party right under his nose. When a piece of pepper tickles that nose, Bear wakes up with a giant sneeze. Will Bear join the party, or will the animals have to find a new place to chat, pop corn, and make tea?

**Author** Karma Wilson

**Genre/Text Type** Fantasy/Rhyming Picture Book

**Book Themes/Ideas** cooperation and teamwork; friendship; sharing; looks can be deceiving; hibernation

**Unit Focus** How—and why—do writers create animal characters that act like people?

**Author's Craft** repetitive story pattern; repetitive refrain; rhyme; onomatopoeia; creation of animal characters with both animal and human characteristics

### About the Author

Karma Wilson grew up as an only child in northern Idaho. She entertained herself by reading and playing outside, and even tried combining both pastimes by attempting to read while riding a bike. However, she cautions that reading while biking is "hazardous to the general well being of the bike, the rider, and more importantly the book." Today she lives on a small ranch in Montana, where she enjoys spending time with her family and her animals.

### Key Understandings

- Karma Wilson uses a repeating plot pattern and a repeating refrain, in which Bear "snores on" despite all the activity in his lair.
- Wilson's use of rhyme engages the reader.
- Jane Chapman's warm, colorful illustrations enhance Wilson's fantasy about animals taking shelter from the winter's cold.
- The story helps readers understand the meaning of hibernation.

### Suggested Stopping Points to Invite Thinking

As you read aloud, you may wish to pause and ask children to turn and talk with partners or share whole-group comments, as noted below.

**Introduce the Book** *In this fantasy, Bear cuddles up and sleeps during the snowy winter. But other animals need a place to escape from the storm. Will Bear miss out on all the fun? (The first page of text is page 7.)*

Stopping Point	Prompt	Possible Responses
p. 7 Thinking About and Beyond the Text	<i>Which words rhyme on this page? Use the picture clue to tell what a "lair" is.</i>	"Lair" and "bear." A lair looks like a cave. It is the place where the bear sleeps through the winter.
pp. 20–21 Thinking Within and About the Text	<i>One by one, animals gather in Bear's cave. How does the author let you know a new animal is about to join the others?</i>	Every time it says "But the bear snores on," you know a new animal will come.
pp. 24–25 Thinking Beyond the Text	<i>If you were walking in the woods that night and peeked into Bear's den, how would you compare and contrast what is happening inside and outside the cave?</i>	The animals are dancing and having fun while Bear sleeps. The picture shows it snowing and blowing outside, but inside the cave is warm and dry.
pp. 30–31 Thinking Beyond the Text	<i>What do you think the other animals expect to happen next? Explain using details from the text and picture.</i>	The other animals think Bear will catch them. They look scared and run. Bear looks angry. The text says he "gnarls," "snarls," "rumbles," "jumps," "stomps," "growls," and "grumbles."

**Summarize** Bear is awakened by animals partying in his cave. Instead of chasing them away, Bear joins them, but soon the animals fall asleep. What will Bear do as "his friends snore on"?



# Bear Snores On

Animal Stories

READ-ALoud

## Teaching Options: Things to Notice and Do

### Notable Text Features

**Supportive** Point out the large print and all capital letters in the words that show Bear's reaction after he awakes to discover the animals having a party in his cave (p. 30). Explain that large print may be used to show that a character is speaking very loudly or that something important is happening.

**Challenging** Some children may ask why Bear is sleeping through the day and night. Discuss the behavior of hibernating animals. Explain that only some animals hibernate and that they do so to conserve energy during months when food may be scarce and temperatures are low.

### Vocabulary

#### Essential Words

**blubbers** (p. 32): cries loudly

**dank** (p. 11): unpleasantly wet

**lair** (p. 7): a place where a wild animal rests and sleeps

**slumbering** (p. 25): sleeping

**snores** (cover): breathes loudly while sleeping

**whimpers** (p. 32): makes soft, crying noises

#### Related Words for Discussion

**cooperate**: to work together

**hibernate**: to spend the winter sleeping

### Analyze the Text

Revisit the book to help children notice and think about the following (Cite Textual Evidence):

**Setting** The entire story unfolds in the setting of Bear's lair. The text and illustrations show how the other animals work together to transform Bear's dank, dark den (p. 11) into a bright, cozy, and inviting space (pp. 34-35).

**Language** Karma Wilson adds to the rhythm of the text by using onomatopoeia, words that sound like the thing they are describing. Mouse goes "pitter-pat" (p. 10), coals in the fire "pip-pop" (p. 12), Badger "sniff-snuffs" (p. 18), and Bear goes "RAAAAA-CHOOOOOO" (pp. 28-29).

### Connect to Book Club Books

The animals stay warm, eat, and have fun together in Bear's cave. Encourage children to tell what the characters in their book club reading do together.

**Bear Wants More** When Bear wakes up hungry after a long winter's sleep, his friends work together, just as people do, to make sure Bear has enough to eat.

**Days With Frog and Toad** Frog and Toad work together to fly a kite in the story "The Kite."

**Sheila Rae, the Brave** When Sheila Rae gets lost on her way home from school, her little sister Louise joins in to help them find their way home.

**The Great Gracie Chase** When Gracie leaves home, the painters, neighbors, garbage man, and soon the whole town join together to catch her.

### Write and Respond

Have children extend the story by making an invitation for another party in Bear's lair. The invitation should come from Bear and be to one of the other animals in the story. Children may use this format:

To: \_\_\_\_\_

You're Invited to: \_\_\_\_\_

On: \_\_\_\_\_

Where: \_\_\_\_\_

Your friend: \_\_\_\_\_

Have children add pictures to the invitation that show

- the different foods the animals will eat.
- the activities the animals will enjoy.

### Supporting ELLs

Review the animals named in the story and provide background information about them. For example, explain that a hare is like a large rabbit and has long, strong back legs, a raven is a large black bird, a mole digs tunnels, and a badger is a burrowing animal with powerful front legs and claws for digging. Then, go through the story and prompt children to identify each of the animals.

### Additional Resources

Click on the "Mixture of Species" link at the bottom of the web page and share with children the "Cool Snoozers" story to learn more about hibernation:

[www.nwf.org/Kids/Ranger-Rick/Animals.aspx](http://www.nwf.org/Kids/Ranger-Rick/Animals.aspx).

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## Guided Reading

In small, flexible guided reading groups, teachers will target the foundational skills necessary for students to become fluent readers. Using the Next Step Guided Reading Assessment K-2, teachers will implement an assess, decide, and guide framework. All the resources, professional development videos, lesson plans, and books are available through the Guided Reading Book Room Accelerator and *The Next Step Forward in Guided Reading: An Assess-Decide-Guide Framework for Supporting Every Reader Grade K-8* by Jan Richardson

<https://www.scholastic.com/pro/TheNextStepForwardinGuidedReading.html>

Standards Alignment for Guided Reading	
Reading: Foundational Skills » Grade 1	Phonics and Word Recognition:
<p>Print Concepts:            CCSS.ELA-LITERACY.RF.1.1            Demonstrate understanding of the organization and basic features of print.            CCSS.ELA-LITERACY.RF.1.1.A            Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p>CCSS.ELA-LITERACY.RF.1.3            Know and apply grade-level phonics and word analysis skills in decoding words.            CCSS.ELA-LITERACY.RF.1.3.A            Know the spelling-sound correspondences for common consonant digraphs.            CCSS.ELA-LITERACY.RF.1.3.B            Decode regularly spelled one-syllable words.            CCSS.ELA-LITERACY.RF.1.3.C</p>
<p>Phonological Awareness:            CCSS.ELA-LITERACY.RF.1.2            Demonstrate understanding of spoken words, syllables, and sounds (phonemes).            CCSS.ELA-LITERACY.RF.1.2.A            Distinguish long from short vowel sounds in spoken single-syllable words.            CCSS.ELA-LITERACY.RF.1.2.B            Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.            CCSS.ELA-LITERACY.RF.1.2.C            Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.            CCSS.ELA-LITERACY.RF.1.2.D            Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>Know final -e and common vowel team conventions for representing long vowel sounds.            CCSS.ELA-LITERACY.RF.1.3.D            Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.            CCSS.ELA-LITERACY.RF.1.3.E            Decode two-syllable words following basic patterns by breaking the words into syllables.            CCSS.ELA-LITERACY.RF.1.3.F            Read words with inflectional endings.            CCSS.ELA-LITERACY.RF.1.3.G            Recognize and read grade-appropriate irregularly spelled words.</p>
	<p>Fluency:            CCSS.ELA-LITERACY.RF.1.4            Read with sufficient accuracy and fluency to support comprehension.            CCSS.ELA-LITERACY.RF.1.4.A            Read grade-level text with purpose and understanding.            CCSS.ELA-LITERACY.RF.1.4.B            Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.            CCSS.ELA-LITERACY.RF.1.4.C            Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

### Guided Reading Grouping Form

Group 1	Group 2	Group 3
Stage:	Stage:	Stage:
Instructional Level(s):	Instructional Level(s):	Instructional Level(s):
Readers:	Readers:	Readers:
Group 4	Group 5	Group 6
Stage:	Stage:	Stage:
Instructional Level(s):	Instructional Level(s):	Instructional Level(s):
Readers:	Readers:	Readers:

Sample Guided Reading Lesson Plan from Teacher Card



Clifford Makes the Team  
by Norman Bridwell

**GR Level G**  
**Features**

**Genre/Text Type**

**Fantasy/Series Book** Remind children that a fantasy is a story that could not happen in the real world. In this series book, children get to know characters they can then follow in other stories.

**Supportive Book Features**

**Text** Sentences throughout the story are short, and most words are one or two syllables. The text in which Clifford looks for a bat (pages 12–23) has a pattern, helping children predict what will happen next. Humorous illustrations support the text. Point out to children the expressions on Clifford’s face as he realizes his choices for a bat weren’t good ones. (Note: Book pages are not numbered. Page 4 begins: *It is a sunny day.*)

**Content** Many children will be familiar with the character of Clifford from the book series and from TV. They will enjoy following Clifford as he tries to find a solution for fitting into the

neighborhood baseball game.

Praise children for specific use of “Behaviors to Notice and Support” on page 102 of the *Guided Reading Teacher’s Guide*.

### **Challenging Book Features**

**Text** Some sentences are long and wrap to the second line (pages 28–31). Make sure children understand the use of commas on pages 30–31.

**Vocabulary** Children may need help with multiple-meaning words, including *bat*, *park*, and *back*. Before reading, discuss the various meanings for these words. Then help children use context to determine the meanings in the text.

### **Vocabulary**

#### **Vocabulary**

**Essential Words:** base, branches, field, follows, pipe, pitch, wires

**Related Words for Discussion:** include, introduce, join, welcome

### **Comprehension**

#### **Developing Comprehension**

##### **Thinking Within the Text**

Support children in summarizing the events of the story. Ask: *What did Clifford want to do? What problem did he have? What are some ways he tried to solve the problem? How did the children help?*

##### **Thinking Beyond the Text**

Ask children why Clifford wants to play baseball with the children. Ask how they think Clifford feels at specific points in the story. At each place, ask: *What does the text say to make you think this? What do you see in the picture that gives you clues to how Clifford feels?* Encourage children to use personal experience to help them determine Clifford’s feelings.

##### **Thinking About the Text**

Engage children in discussing how the author and illustrator made the story funny. Have children identify specific parts of text and particular pictures that they find humorous. Have them tell why those parts are humorous to them.

##### **Understanding Character**



Explain that the actions and words of characters help us learn more about them.

- Reread aloud pages 12–13. Say: *Clifford thinks of using a tree for a bat. This shows me that Clifford is creative and has a good imagination.*
- Reread pages 14–23. Ask: *What else do we learn about Clifford from what he does on these pages?* (Sometimes he doesn't think far enough ahead before he does things, but he has a lot of ideas and doesn't give up easily.)
- Have children reread pages 25 and 28. Ask: *What do the children do? What does it show you about the children?* (They make up a new kind of baseball game, which lets Clifford play. This shows that the children are thoughtful and kind.)

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

## Teaching Options

### ELL Bridge

Baseball may be unfamiliar to some children. Use a simple diagram to show the field. Point out where the pitcher and batter stand. Pantomime the actions of each. Have children act out playing baseball in the classroom or, if possible, experience pitching and batting on the playground. Guide children to use these illustrations and activities to understand the story.

### Developing Phonics and Word-Solving Strategies

#### Words With Short a

Remind children that the letter a can have the short-*a* sound, /a/ as in *back* and *bat*.

- Reread page 6 aloud. Ask children to find the word *has* and write it on a chart or on the board. Read the word again, emphasizing the short-*a* sound.
- Go through the book with children, page by page, looking for short-*a* words. List them on a chart or on the board. (*that, as, can, back, sad*)

### Developing Fluency

Echo-read pages 12–15 with children. Read aloud one sentence at a time and have children repeat after you. Model proper phrasing and intonation. Repeat with other sections of the book.

### Oral Language/Conversation

**Including New Friends** Have children role-play greeting a new student and asking him or her to join in a playground game or activity.

### Extending Meaning Through Writing

- Have children make a list of games they know how to play. **(List)**
- Ask children to write a letter to Clifford asking him to play a game with them. **(Letter)**

## **Making Connections**

### **Making Connections: Text to World**

Many children will be familiar with baseball. Ask them to share what they know about this game. Encourage them to tell about games they have seen or participated in. Point out that in this book, Clifford the Big Red Dog wants to play baseball with the children in the neighborhood.

Explain to children that baseball is a game that has been played in the United States for more than 100 years. Ask: *Do you like to play baseball? Why do you think baseball is so popular?*

For information about baseball, including a time line of baseball history, see [www.pbs.org/kenburns/baseball/beginners](http://www.pbs.org/kenburns/baseball/beginners).

### **Connecting to Everyday Literacy**

Throughout the story, Clifford wants to play baseball. To link children to real-world procedural texts, display a diagram of a baseball field and the basic rules for playing baseball. Use the diagram to explain the positions that Clifford played. Talk with children about how game rules help players keep the game fair. Ask: *Do you think Clifford and the children were playing by the game rules? Why or why not?* For more examples of procedural text, go to <http://pbskids.org/zoom/activities/games>, where children can find rules for a variety of games.

Sample Resources From The Next Step Forward In Guided Reading:

[https://www.scholastic.com/content/dam/pro/nsfgr/Early\\_Guided\\_Reading\\_Plan.PDF](https://www.scholastic.com/content/dam/pro/nsfgr/Early_Guided_Reading_Plan.PDF)

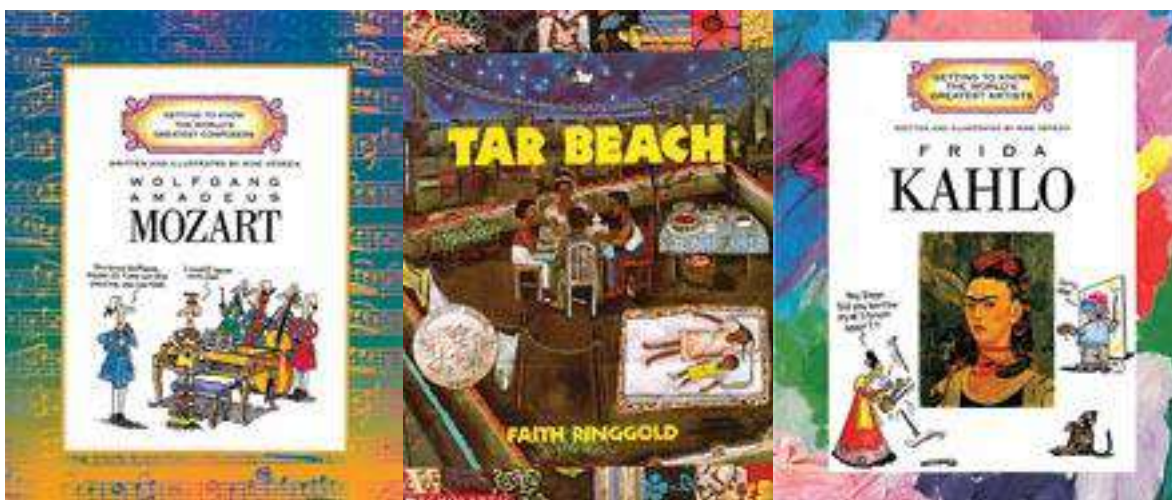
Early Guided Reading Plan (Levels D-I)					
Students:			Dates:		
Title/Level		Strategy Focus		Comprehension Focus	
DAY 1			DAY 2		
1. Sight Word Review <i>1-2 minutes</i>			1. Sight Word Review <i>1-2 minutes</i>		
				New SW from Day 1	
2. Book Introduction <i>3-4 minutes</i>			2. Reread Yesterday's Book (and other familiar books)		
Synopsis:			Observations or take a running record on one student.		
New Vocabulary or Language Structures					
3. Read With Prompting <i>8-10 minutes</i>					
<b>Monitoring and Word-Solving Prompts</b> <input type="checkbox"/> Reread and make the first sound. <input type="checkbox"/> What would make sense and look right? <input type="checkbox"/> Check the middle (or end) of the word. <input type="checkbox"/> Cover the ending. Find a part you know. <input type="checkbox"/> Do you know another word that looks like this one? <input type="checkbox"/> Try the other vowel sound.			<b>Fluency and Comprehension Prompts</b> <input type="checkbox"/> Don't point. Read it faster. <input type="checkbox"/> Read it the way the character would say it. <input type="checkbox"/> Teacher frames 2-3 words or slides finger to support phrasing. <input type="checkbox"/> What did you just read? What happened at the beginning? <input type="checkbox"/> Why did the character do (or say) that? What are you thinking? <input type="checkbox"/> What have you learned?		
4. Discussion Prompt <i>2-4 minutes</i>					
5. Teaching Points for Early Readers (choose 1 or 2 each day) <i>1-2 minutes</i>					
<b>Word-Solving Strategies</b> <input type="checkbox"/> Monitor for M, S, V <input type="checkbox"/> Reread at difficulty <input type="checkbox"/> Attend to endings <input type="checkbox"/> Use known parts <input type="checkbox"/> Contractions <input type="checkbox"/> Use analogies <input type="checkbox"/> Break words		<b>Examples:</b>		<b>Fluency &amp; Expression</b> <input type="checkbox"/> Attend to bold words <input type="checkbox"/> Reread page ____ for expression <input type="checkbox"/> Read it like the character <input type="checkbox"/> Attend to punctuation	
6. Teach One Sight Word <i>1-2 minutes</i>			6. Reteach Same Sight Word <i>1-2 minutes</i>		
Word:		1. What's Missing?		2. Mix & Fix    3. Table Writing    4. Write It (and Retrieve It)	
7. Word Study (choose one) <i>3-5 minutes</i>			7. Guided Writing <i>8-10 minutes</i>		
<input type="checkbox"/> Picture sorting <input type="checkbox"/> Making words <input type="checkbox"/> Sound boxes <input type="checkbox"/> Analogy charts		<input type="checkbox"/> Dictated sentences <input type="checkbox"/> B-M-E <input type="checkbox"/> Problem-Solution <input type="checkbox"/> SWBS <input type="checkbox"/> New facts you learned <input type="checkbox"/> Other: _____			
8. Next Steps		* Text was: Hard Appropriate Easy		Next Focus:    Students to assess and analyze:	

\* Find the oval tool in comments/markup tools.

Complete the shaded boxes before you meet with the group. Add observations and notes during the lesson.



## Providence Creek Academy



### 4<sup>th</sup> Grade Unit: The Artist's Eye: Inspired by True Stories

Text Set for Unit:  
4<sup>th</sup> Grade Guided Reading Level Q-R  
Recommended CCSS Lexile 770-980 for Grade Band 4-5

The Common Core Shifts for ELA/Literacy
1. Regular practice with complex text and its academic language 2. Reading, writing and speaking grounded in evidence from text, both literary and informational 3. Building knowledge through content rich nonfiction

College and Career Readiness Anchor Standards for Reading Literary and/or Informational Texts
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 10. Read and comprehend complex literary and informational texts independently and proficiently.

### Characteristics of Text

The biographical and autobiographical works in this unit use a variety of techniques to talk not just about an artist's life but also about the process these artists followed to create the artwork or music for which they are remembered

### Behaviors to Notice and Support

- **Notices** how authors select events in an artist's life to convey the obstacles and inspirations that affected the artwork created
- **Compares** the ways in which different authors guide readers to appreciate what artists have accomplished
- **Discusses** how illustrators use their own artwork to convey another artist's experiences and intentions, help establish settings, and add information about the subject
- **Thinks critically** about the quality of writing and accuracy in the text, as well as what else a reader would want to know about each artist
- **Notices** similarities and differences among the artists profiled in this unit
- **Offers** examples based upon reading and discussion in response to the unit focus question: How do artists help others experience the world in a new way?

Comprehension Clubs	
Read-Aloud	Book Club
<b>An Eye for Color</b> By Natasha Wing Lexile 680* <b>Themes/Ideas:</b> how people express creativity; individual accomplishments; how art helps us	<b>Frida Kahlo (Getting to Know the World's Greatest Artists)</b> By Mike Venezia Lexile 840 <b>Themes/Ideas:</b> events that change lives;

<p>see things in a new way  <b>Author's Craft:</b> demonstration of how life events change a person's perspective; description and examples that show a person's life achievements  <b>Vocabulary:</b> abstract, collages, geometrically, optical, observation, perspective, sensory  <b>Writing:</b> write about an outcome (expository)  <b>Technology:</b> <a href="http://www.albersfoundation.org">www.albersfoundation.org</a></p>	<p>how people express creativity; what people have in common; individual accomplishments; how culture influences individuals  <b>Author's Craft:</b> photographs, art reproductions, and illustrations used to support text, life story highlighted by chronological sequence of main events  <b>Vocabulary:</b> amateur, ancient, easel, adversity, consciousness, controversy  <b>Writing:</b> reader's notebook  <b>Technology:</b>  <a href="http://www.aaa.si.edu/exhibitions/frida-kahlo">www.aaa.si.edu/exhibitions/frida-kahlo</a></p>
<p style="text-align: center;"><b>Frida</b>  By Jonah Winter  Lexile AD280*</p> <p><b>Themes/Ideas:</b> how people express creativity; how art conveys emotions; how life's events inspire us; how good can come from something bad  <b>Author's Craft:</b> simple, lyrical text that tells an overarching story of a person's life; Author's Note  <b>Vocabulary:</b> imaginary, microscope, torso, adversity, chronic, folk art  <b>Writing:</b> explanation (expository)  <b>Technology:</b> <a href="http://www.pbs.org/weta/fridakahlo">www.pbs.org/weta/fridakahlo</a></p>	<p style="text-align: center;"><b>Ish</b>  By Peter Reynolds  Lexile 440*</p> <p><b>Themes/Ideas:</b> using art to express yourself; being different to be creative, giving someone confidence  <b>Author's Craft:</b> illustrations that convey emotion; dialogue that shows character traits; artist's perspective used to show the effects of criticism and praise  <b>Vocabulary:</b> burst, out, crumpled, sneered, appreciation, criticism, discouraged  <b>Writing:</b> reader's notebooks  <b>Technology:</b>  <a href="http://www.peterhreynolds.com/art.html">www.peterhreynolds.com/art.html</a></p>
<p style="text-align: center;"><b>Duke Ellington</b>  By Andrea Pinkney  Lexile AD800</p> <p><b>Themes/Ideas:</b> how people express creativity; what people have in common; individual accomplishments; how art conveys emotions  <b>Author's Craft:</b> use of colloquial and figurative language; use of sequence of events  <b>Vocabulary:</b> crude, improvise, romp, suite, accomplishments, colloquial, innovative  <b>Writing:</b> advertisement (persuasive)  <b>Technology:</b> <a href="http://archive.org/details/DukeEllington-TakeTheATrain">http://archive.org/details/DukeEllington-TakeTheATrain</a></p>	<p style="text-align: center;"><b>Mozart (Getting to Know the World's Greatest Composers)</b>  By Mike Venezia  Lexile NC980</p> <p><b>Themes/Ideas:</b> individual accomplishments; how people express creativity; how our circumstances shape our lives; how art conveys emotions  <b>Author's Craft:</b> illustrations used to support text; sequence of events and setting promote understanding of life story; humorous cartoons  <b>Vocabulary:</b> billiards, classical, masterpieces, antagonize, dominating, prodigy  <b>Writing:</b> reader's notebook  <b>Technology:</b>  <a href="http://archive.org/details/Vocals3">http://archive.org/details/Vocals3</a></p>



<p><b>Faith Ringgold (Getting to Know the World's Greatest Artists)</b> By Mike Venezia Lexile 920</p> <p><b>Themes/Ideas:</b> how people express creativity, what people have in common, individual accomplishments, events that change lives</p> <p><b>Author's Craft:</b> cartoon art; images of famous artwork; sequence of events; captions</p> <p><b>Vocabulary:</b> appreciated, originated, portraits, prejudice, exploration, interpret, liberated</p> <p><b>Writing:</b> descriptive time line/story quilt (expository)</p> <p><b>Technology:</b> <a href="http://www.pbs.org/americaquilts/aoq/quiltnational.html">http://www.pbs.org/americaquilts/aoq/quiltnational.html</a></p>	<p><b>Tar Beach</b> By Faith Ringgold Lexile AD790</p> <p><b>Themes/Ideas:</b> how people express creativity; what people have in common; individual accomplishments; how circumstances shape our lives; how art conveys emotions</p> <p><b>Author's Craft:</b> first-person point of view; artwork as a basis for story; illustrations that show details</p> <p><b>Vocabulary:</b> hoisting, possessions, skyscraper, inspiration, observation, optimistic</p> <p><b>Writing:</b> reader's notebooks</p> <p><b>Technology:</b> <a href="http://www.faithringgold.com/ringgold/collection.htm">www.faithringgold.com/ringgold/collection.htm</a></p>
<p><b>Spiders</b> By Nic Bishop Lexile 820</p> <p><b>Themes/Ideas:</b> how people express creativity; individual accomplishments; how art conveys information and expresses different perspectives</p> <p><b>Author's Craft:</b> detailed photographs that support factual information; photograph captions; foldout; author's note</p> <p><b>Vocabulary:</b> ambush, camouflaged, dribbles, miniature, nozzles, predators, dedication, observant, perception</p> <p><b>Writing:</b> persuasive paragraph (persuasive)</p> <p><b>Technology:</b><a href="http://frankphillips.com/beautifulbugs">http://frankphillips.com/beautifulbugs</a></p>	<p>*exception to Lexile range based on rich illustrations, content and relevance to unit</p> <p>From: Fountas &amp; Pinnell; Comprehension Clubs: Deep Reading, Deep Thinking, Deep Discussion; Implementation Guide Grades K-5; Scholastic, 2013</p>
CommonLit.org (Audio and Translation Available)	
<p>Dancing Towards Dreams (Misty Copeland) By Sara Matson Lexile 810</p>	<p>The Biggest Little Artist in the World By LeeAnn Blankenship Lexile 860</p>

ReadWorks.org Article-A-Day (Audio and Translation Available)	
<p>Artists Lexile 660-870</p> <p>Biography of a Photographer: Ansel Adams Art and Artists - What Is an Artist?</p>	<p>The Harlem Renaissance Lexile 780-1190</p> <p>The Harlem Renaissance Langston Hughes Jazz</p>



Portrait of an Artist Art and Artists: Francisco de Goya Classical Music: Ludwig van Beethoven Classical Music - Johann Sebastian Bach Famous African Americans: Maya Angelou	The Apollo Theater Visual Art Zora Neale Hurston  (Respond daily in Book of Knowledge)
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Guided Reading Book Room:	
Title: Dinosaurs of Waterhouse Hawkins, The Author: Barbara Kerley Grade Level: 4 - 6 Biography, Science Guided Reading Level: S DRA Level: 40 Lexile Level: AD760L	Title: Beethoven Lives Upstairs Author: Barbara Nichol Grade Level: 4 - 5 Historical Fiction Guided Reading Level: S DRA Level: 40 Lexile Level: 750L
Title: Frida Author: Jonah Winter Grade Level: 3 - 5 Biography Guided Reading Level: M DRA Level: 20-24 Lexile Level: AD520L	Title: Grandma's Gift Author: Eric Velasquez Grade Level: 2 - 5 Autobiography Guided Reading Level: P DRA Level: 34-38 Lexile Level: AD1000L
Title: Four Pictures by Emily Carr Author: Nicolas Debon Grade Level: 6 Biography/Graphic Format Guided Reading Level: X DRA Level: 60 Lexile Level: 770L	Title: Animation: From Concept to Consumer Author: Josh Gregory Grade Level: 5-8 Informational Text Guided Reading Level: Y DRA Level: 60 Lexile Level: 1170L

Core Clicks: Listening/Technology Center: CLOSE READING (Audio/Read to Me Available)	
<b>A Hero Carved in Stone</b> <b>Summary:</b> A monument to honor an American Indian hero is slowly taking shape in South Dakota. <b>Spotlight Skill:</b> Use Text Features (RI.4.7) <b>Guided Reading Level:</b> R <b>Complexity:</b> Moderate 2 <b>Lexile:</b> 820L	

Epic Books For Read Aloud Via Smart Board www.getepic.com	
<b>Kid Artists: True Tales of Childhood from Creative Legends</b> By: David Stabler Illustrated by: Doogie Horner  Every great artist started out as a kid.	<b>Artists and Their Pets: True Stories of Famous Artists and Their Animal Friends</b> By: Susie Hodge Illustrated by: Violet LeMay  Artists and Their Pets tells stories of famous

Hilarious biographies reveal how great artists in history coped with regular-kid problems.  Lexile® Measure <b>1010L</b>	artists and their pets.  Lexile® Measure <b>1140L</b>
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Poems to Read Aloud	
I Love the Look of Words By Maya Angelou	Dreams By Langston Hughes
Life Doesn't Frighten Me By Maya Angelou	The Dream Keeper By Langston Hughes

Newsela.com
<p><b>Artists: Vincent van Gogh</b> Level 550L By Biography.com Editors and A+E Networks, adapted by Newsela staff on 07.19.16 Synopsis: Vincent van Gogh was born in 1853 in the Netherlands. He was a painter whose work is known for its beauty and color. He struggled with mental illness and was poor all his life. His work was little known while he lived. Van Gogh died in France in 1890.</p> <p><b>Artists: Pablo Picasso</b> Level 510L By Biography.com Editors and A+E Networks, adapted by Newsela staff on 12.12.16 Synopsis: Pablo Picasso was born in Spain in 1881. He was one of the most important painters of the 1900s. He created a style of painting called Cubism. He died in France in 1973. His works are still admired today.</p> <p><b>Artists: Frida Kahlo</b> Level 700L By Evelyn Quezada, adapted by Newsela staff on 03.09.17 Synopsis: Frida Kahlo is one of Mexico's greatest artists. She was born in Mexico in 1907. Her moving paintings express the pain she suffered in her lifetime. Today, Kahlo continues to be an artistic icon.</p>

Grade & Subject: 4 <sup>th</sup> Grade Unit: The Artist's Eye: Inspired by True Stories	
Stage 1 – Desired Results	
<p>Understandings:</p> <ul style="list-style-type: none"> <li>The choices authors make can impact the reader's views of the artist's experiences and inspirations.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>How can illustrations contribute to understanding of an artist's work?</li> <li>In what ways do the choices of the author guide readers to appreciate what artists have accomplished?</li> <li>As an author, what can you incorporate into your writing to guide your reader to an appreciation of your art or the artist?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>Information can be accessed from both print and graphics</li> <li>The underlying message of a written piece can be interpreted through accessing the text and graphics.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>Cite text evidence to support their opinion</li> <li>Participate in a book club with peers including asking and answering higher order thinking questions</li> <li>Refine word choice to create richer descriptions</li> <li>Edit writing pieces for organization</li> </ul>
Stage 2 – Assessment Evidence	
<p>Performance Task: Readers' Notebook Writing Tasks:</p> <ul style="list-style-type: none"> <li>Access information within the text from print and graphics to include setting and art descriptions</li> <li>Expand thinking beyond the text to relate ideas about the art to personal experiences</li> <li>Explain the choice of genre in interpreting the text, including text and graphics</li> </ul>	<p>Other Evidence:</p> <ul style="list-style-type: none"> <li>Book Club Rubric</li> <li>Word Webs</li> <li>T-chart</li> <li>Writer's Notebook</li> <li>Unit Project w/class created rubric</li> <li>Informational Writing Rubric</li> <li>Student Reader's Notebook (Apdx E) <ul style="list-style-type: none"> <li>Reading Log</li> <li>Close Reading and Text Evidence</li> <li>Quotations and Responses</li> <li>Student Book Club Discussion</li> </ul> </li> <li>Teacher Tools (Appendix D) <ul style="list-style-type: none"> <li>Comprehension Clubs Literacy Development Across the Year</li> <li>Book Club Log/Teacher Observation Form</li> <li>Book Club Teacher's Assessment Checklist</li> <li>Thinking Across Texts Within a Unit of Study</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Reader’s Notebook Rubric</li> <li>○ Next Step In Guided Reading</li> </ul>
Standards Alignment	
<p><b>Read Alouds</b> and the discussions that follow shall address the following standards in this unit:</p> <p style="text-align: center;">Informational Text Key Ideas and Details:</p> <p>CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>Craft and Structure: CCSS.ELA-LITERACY.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>CCSS.ELA-LITERACY.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>CCSS.ELA-LITERACY.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to</p>	<p><b>Writing Mini-Lessons and Workshop</b> shall address the following standards in this unit:</p> <p style="text-align: center;">Writing:</p> <p>CCSS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS.ELA-LITERACY.W.4.2.A Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>CCSS.ELA-LITERACY.W.4.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>CCSS.ELA-LITERACY.W.4.2.C Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>CCSS.ELA-LITERACY.W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CCSS.ELA-LITERACY.W.4.2.E Provide a concluding statement or section related to the information or explanation presented.</p> <p style="text-align: center;">Range of Writing:</p> <p>CCSS.ELA-LITERACY.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p style="text-align: center;">Knowledge of Language:</p>

<p>an understanding of the text in which it appears.</p> <p>CCSS.ELA-LITERACY.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>CCSS.ELA-LITERACY.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>The preparation for and participation in <b>Book Clubs</b> shall address the following standards:</p> <p style="text-align: center;">Speaking &amp; Listening Comprehension and Collaboration:</p> <p>CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-LITERACY.SL.4.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>CCSS.ELA-LITERACY.SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>CCSS.ELA-LITERACY.SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>CCSS.ELA-LITERACY.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>CCSS.ELA-LITERACY.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>CCSS.ELA-LITERACY.L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CCSS.ELA-LITERACY.L.4.3.A Choose words and phrases to convey ideas precisely.*</p> <p>CCSS.ELA-LITERACY.L.4.3.B Choose punctuation for effect.*</p> <p>CCSS.ELA-LITERACY.L.4.3.C Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p>The <b>Culminating Unit Discussion</b> and <b>Unit Projects</b> shall address the following standards:</p> <p style="text-align: center;">Research to Build and Present Knowledge:</p> <p>CCSS.ELA-LITERACY.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>CCSS.ELA-LITERACY.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>CCSS.ELA-LITERACY.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
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CCSS.ELA-LITERACY.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	
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### Stage 3 – Learning Plan

**Learning Framework Sample Reader’s / Writer’s Workshop/ Guided Reading:** revolves around small, flexible, leveled groups. Individual classes are highly responsive to student needs – this will change regularly according to student reading levels and individual needs. These levels are determined through Next Steps in Guided Reading Assessment Materials and student interest

<b>Time</b>	<b>Activity</b>	<b>Materials</b>	<b>Grouping</b>
15 - 20 minutes	Read Aloud	Mentor Text from Comprehensions Clubs Unit, Book Room, Teacher Library, or Epic  Document Camera Smart Board	Whole Group
10-15 minutes	Reading/Writing Mini Lesson  Highly dependent on individual student needs, but may include word work, editing skills, decoding, using graphic organizers, inferencing, and facilitation of the writing process.	Mentor Text Document Camera Smart Board Chart Paper  Teacher resources include: Read Aloud card from Comprehension Clubs with Writing extension or Calkins Units of Study in Writing (Bringing History to Life)	Whole Group
20 minutes per rotation, 60 minutes total per day.  Rotation schedule is driven by student needs.	Rotations <ul style="list-style-type: none"> <li>• Writing</li> <li>• Reading <ul style="list-style-type: none"> <li>○ Buddy</li> <li>○ Independent</li> </ul> </li> <li>• Guided Reading</li> <li>• Book Club</li> <li>• Listening Center</li> </ul>	Guided Reading Teacher Card and Student Books  Level Q/R considered on level, however selections will be geared to student needs based on foundational skills, interest, and genre of current unit of study	<ul style="list-style-type: none"> <li>• Small Guided Reading Group facilitated by teacher</li> <li>• Writing: Independent</li> <li>• Reading: Comprehension Club: Small Group or Independent</li> <li>• Buddy Reading: Comprehension Club facilitated by students in Book</li> </ul>

		<p>*****</p> <p>Book Club Selections: (Aligned to 4<sup>th</sup> Grade Text Complexity Band Proficiency Lexile 770-980 with exceptions for rich illustration examples and content) Specific to Unit</p> <p>*****</p> <p>Reader's Notebook *****</p> <p>ReadWorks Article of The Day *****</p> <p>Writer's Notebook/Writing Folder</p> <p>Computer/Listening Center with book marked websites for Comprehensions Clubs Audio, CoreClicks, ReadWorks or CommonLit</p>	<p>Club</p> <ul style="list-style-type: none"> <li>• Word Work: Independent or small group, skill specific, tied to student skills, levels, and text</li> <li>• Listening: Comprehension Club, Small Group facilitated by students.</li> </ul>
5 – 10 minutes	Writing Share or Workshop Wrap-up Feedback	Student Reader's (sometimes combined with Writer's) Notebook	Whole Group or Small Group

PACING GUIDE					
	Day #1	Day #2	Day #3	Day #4	Day #5
15-20 minutes Whole Class	Introduce Unit  Read Aloud <b>An Eye for Color</b> By Natasha Wing Lexile 680	Read Aloud <b>Duke Ellington</b> By Andrea Pinkney LexileAD800	<b>Week #1</b>  Read Aloud <b>Frida</b> BY Jonah Winter Lexile AD280	Read Aloud <b>Faith Ringgold</b> <b>(Getting to</b> <b>Know the</b> <b>World's</b> <b>Greatest Artists)</b> By Mike Venezia	Read Aloud <b>Spiders</b> By Nic Bishop Lexile 820

10-15 minutes Whole Class	Mini-Lesson  Send Parent Letter Home	Mini-Lesson	Mini-Lesson	Lexile 920 Mini-Lesson	Mini-Lesson
20 minutes Independent	Independent Choice Read	BookTalks Book #1 Book #2 Book #3 Book #4	Students read and prepare for Book Clubs * audio * buddy read *independent	Students read and prepare for Book Clubs * audio * buddy read *independent	Students read and prepare for Book Clubs * audio * buddy read *independent
20 minutes Independent	Writing Center Write about an outcome (expository)	Writing Center Advertisement (persuasive)	Writing Center Explanation (expository)	Writing Center Descriptive Timeline Story Quilt (expository) Guided Reading/Skills Groups/Writing Conferences	Writing Center Persuasive Paragraph (persuasive)
20 minutes Small Group Or Individual	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences
5-10 minutes Whole Class	Share/Wrap-up	Share/Wrap-up	Share/Wrap-up	Share/Wrap-up	Share/Wrap-up
20 minutes Whole Class	Read Aloud Kid Artists	Read Aloud Kid Artists	<b>Week #2</b> Read Aloud Kid Artists	Read Aloud Kid Artists	Read Aloud Kid Artists
15 minutes Whole Class	Writing Mini-lesson	Writing Mini-lesson	Writing Mini-lesson	Writing Mini-lesson	Writing Mini-lesson
20 minutes Independent	Students read and prepare for Book Clubs	Book Club Prep/ Reflection	Book Club Prep/ Reflection	Book Club Prep/ Reflection	Book Club Prep/ Reflection
20 minutes Independent	Writing Center	Writing Center	Writing Center	Writing Center	Writing Center
20 minutes Small Group Or Individual	Guided Reading/Skills Groups/Writing Conferences	Book Club #1 Meets <b>Frida Kahlo (Getting to Know the World's Greatest Artists)</b>	Book Club #2 Meets <b>Ish</b>	Book Club #3 Meets <b>Mozart (Getting to Know the World's Greatest Composers)</b>	Book Club #4 Meets <b>Tar Beach</b>
5-10 minutes Whole Class	Share/Wrap-up	Share/Wrap-up	Share/Wrap-up	Share/Wrap-up	Share/Wrap-up
20 minutes Whole Class	Read Aloud Artists and Their Pets	Read Aloud Artists and Their Pets	<b>Week #3</b> Read Aloud Artists and Their Pets	Read Aloud Artists and Their Pets	Read Aloud Artists and Their Pets
15 minutes Whole Class	<b>Discussion of Unit Theme: **</b>	Writing Mini-lesson	Writing Mini-lesson	Writing Mini-lesson	Writing Mini-lesson



		<b>Informational Writing</b>	<b>Informational Writing</b>	<b>Informational Writing</b>	<b>Informational Writing</b>
20 minutes Independent	<b>Unit Theme Projects – ***</b>	<b>Unit Theme Projects –</b>	<b>Unit Theme Projects –</b>	<b>Unit Theme Projects –</b>	<b>Unit Theme Projects –</b>
20 minutes Independent	Workshop	Workshop	Workshop	Workshop	Workshop
20 minutes Small Group Or Individual	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences
5-10 minutes Whole Class	Share/Wrap-up	Share/Wrap-up	Share/Wrap-up	Share/Wrap-up	Share/Wrap-up
20 minutes Whole Class	Read Aloud	Read Aloud	<b>Week #4</b> Read Aloud	Read Aloud	Read Aloud
15 minutes Whole Class	Writing/Reading Mini-lesson	Writing/Reading Mini-lesson	Writing/Reading Mini-lesson	Writing/Reading Mini-lesson	Writing/Reading Mini-lesson
20 minutes Independent	Wrap-Up / Share	Wrap-Up / Share	Wrap-Up / Share	Wrap-Up / Share	<b>Unit Celebration</b>
20 minutes Independent	Read/Write	Read/Write	Read/Write	Read/Write	Guided Reading/Skills Groups/Writing Conferences
20 minutes Small Group Or Individual	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Share/Wrap-up
5-10 minutes Whole Class	Share/Wrap-up	Share/Wrap-up	Share/Wrap-up	Share/Wrap-up	

### **\*\*Discussion of Unit Theme:**

Through their skill, artists may lead us to a new understanding of things. How do artists help others experience the world in a new way?

- What do you think each author wants you to remember about these artists?
- What do you think is the most challenging thing about being an artist? Can you give some examples from your readings to support your ideas?

### **\*\*\*Unit Theme Projects – Assessments**

#### **Cartoons Galore!**

Revisit the three books by Mike Venezia and remind students that he uses cartoons to supplement the text and add humor to the story. Have students draw a cartoon for a different book in the unit.

### An Artist Is...

Point out that several different kinds of artists are featured in this unit. Have students write a paragraph that answers the question, What makes a person an artist? Encourage students to think about the qualities that make someone an artist and to use examples from the books.

### Try It Yourself

Use the two books about Frida Kahlo to show that two authors can tell about the same artists in different ways. Have students write and design a page about one of the artists featured in this unit and present their pages to the class. Classmates can compare a student's page to the book about the same artists. Combine all of the pages into a class book.

(**Assessment:** Informational Writing Rubric:

<https://www.doe.k12.de.us/site/handlers/filedownload.ashx?moduleinstanceid=6018&dataid=15749&FileName=Gr4InforExpl%20R.pdf>)

Read Aloud
Lesson plans provided for each book in this unit through the Comprehension Clubs Read-Aloud Teacher Card for each book (See page 20-27 of Implementation Guide for additional best practices)
<b>Best Practices for Planning a <u>Nonfiction</u> Read-aloud</b>
<p><b>Before Reading</b></p> <ul style="list-style-type: none"> <li>• Select a text that is related to a current content objective in science or social studies. As with fiction, the text must be within your students' conceptual grasp but above the level they can read independently. Consider what your students already know based on previous content.</li> <li>• Plan to provide a quick overview of the selection.</li> <li>• Decide on a method of introducing key content terms (e.g., concept of definition, semantic feature analysis). You are only <i>introducing</i> these words. Do not worry about teaching them to mastery.</li> <li>• Choose between reviewing a comprehension strategy or the text structure. There may not be time to do both.</li> </ul> <p><b>During Reading</b></p> <ul style="list-style-type: none"> <li>• Decide where to stop and engage students. Look for points at which interesting predictions can be made, inferences reached, questions generated by students, and so forth.</li> <li>• Remember to discuss text features that are not part of the linear text (e.g., sidebars, diagrams, graphs, pictures, photos). Remind the students that reading involves thinking about these features.</li> <li>• Include opportunities for every-pupil-response in order to achieve high levels of engagement (e.g., thumbs up if you think..., turn and share with a partner).</li> </ul>

- Although you have pre-taught a cluster of words, decide which *other* words students might not know but that can be fast scaffolded (defined as an aside without distracting the students).
- Look for places to conduct think-alouds. These are places that where information may be at odds with prior understanding.

#### After Reading

- Summarize the content. In the process, review the words you pre-taught, referring back to the graphic.
- Ask a few inferential questions. Those beginning with *why* are especially effective.
- Consider providing a writing prompt based on the read-aloud.

From:

<http://comprehensivereadingsolutions.com/2012/07/27/interactive-read-alouds/>

### Guided Reading

In small, flexible guided reading groups, teachers will target the foundational skills necessary for students to become fluent readers. Using the Next Step Guided Reading Assessment 3-6, teachers will implement an assess, decide, and guide framework. All the resources, professional development videos, lesson plans, and books are available through the Guided Reading Book Room Accelerator and The Next Step Forward in Guided Reading: An Assess-Decide-Guide Framework for Supporting Every Reader Grade K-8 by Jan Richardson

<https://www.scholastic.com/pro/TheNextStepForwardinGuidedReading.html>

#### Sample Lesson Plan from Guided Reading Book Room



Frida by Jonah Winter

Summary: Throughout her life, artist Frida Kahlo found that her imagination and talent could help her face personal misfortune, illness, and a debilitating injury.

Level M, Nonfiction, Biography, Arts, Character & Values, Life Experiences, Analyze Biographical Events, Connect Events, Draw Conclusions, Verbs, Word Meaning

FEATURES

### Genre/Text Type

Biography/Picture Book Remind children that a biography tells about important events in a real person's life. Events are highlighted in illustrations.

### Informational Text Features

Author's and Artist's Notes An Author's Note gives background information that helps explain the story. An Artist's Note explains the chosen imagery.

### Challenging Features

Text Children may be confused by placement of the text and some of the serif type.

Vocabulary Children may have trouble comprehending unusual phrases in the book, such as "enters the world" and "Enter, stage left." Explain these phrases to them.

### Supporting Features

Text The sentences are short, and there isn't much text on each page.

Content Make sure that children understand that this is a biography that is told in chronological order. Point out that Ana Juan's illustrations were inspired by Frida Kahlo's paintings.

### A First Look

Display the book's cover and have children describe what they see. Ask: What does the picture of the girl tell you about her? Explain that the book tells about the life of a famous artist named Frida Kahlo, beginning with her childhood. Point out that many artists paint from their life experiences. Then say: As you read, notice how events in Frida's life influenced her artwork.

### VOCABULARY

#### Vocabulary

#### Academic Vocabulary

copies (p. 12): things made to look like the originals

imaginary (p. 8): made-up; invented

#### Domain-Specific Vocabulary

microscope (p. 14): tool that makes very small things look bigger

torso (p. 25): main part of the body

### COMPREHENSION

#### Read and Analyze Informational Text Cite Textual Evidence

- If you have time constraints and want to concentrate on only a portion of the text, use the asterisked prompts to focus discussion.

### Connect Biographical Events

Point out that a biography tells about the events in a person's life. Explain that events in a person's life may affect the person in some way or affect the decisions that person makes.

- (pp. 6–7) What does the text tell about Frida's father and mother? How did each parent play a role in Frida's becoming an artist?
- (pp. 14–15) Why would learning to use a microscope help Frida become a better artist later?
- (pp. 20–21) Why does the text say that painting saves her once again? What is Frida doing in these illustrations? How do these images connect to her ability to paint?
- (pp. 24–27) How does Frida's imagination help her? How are her paintings described now? How does this connect to an event earlier in her life?

Praise children for specific use of "Behaviors to Notice and Support" on page 106 of the

Guided Reading Teacher's Guide.

Develop Comprehension

Thinking Within the Text

Have children look at pages 7–11. Ask:

- How does Frida often feel? Why? How does she cope with this feeling?
- Why does Frida teach herself to draw? How does this help her?

Thinking Beyond the Text

Talk about how people react when they face difficult situations or choices. Then ask:

- How does being able to paint help Frida throughout her life?
- What are some other creative ways that people use to forget about their problems?

Thinking About the Text

Have children think about Frida's life. Ask:

- What importance do you think the author and illustrator give to Frida's imagination? How do they show this? How do you think Frida's imagination affected the way she approached her life? Use evidence from the book to support your claim.
- Is including Frida's imaginary world an effective way to explain events in a biography about a creative person? Explain.

TEACHING OPTIONS

Focus on Foundational Skills Phonics and Word-Solving Strategies

Vivid Verbs

Remind children that verbs are words that describe actions. Explain that some verbs have meanings that are similar but slightly different. Point out that authors choose certain verbs to support what they want to say.

- Read aloud page 24 and point out the word cry. Then read aloud page 29 and point out the word weep. Explain that both of these words have similar meanings, but that weeping is heavy, emotional crying. Weep is a more intense verb than cry.
- Continue with other verb pairs related to the story, such as see and examine or walk and limp.

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the

## Guided Reading Teacher's Guide.

### Develop Fluency

Read aloud a page, modeling how proper expression helps listeners pay attention to and better understand the creative details of the language. Have children echo read after you.

### Expand Oral Language/Conversation

**Talk About the Author's Note** Read aloud the Author's Note on page 31. Then have children go through the story and connect what they learned in the Author's Note with the images and text on each spread of the story. Invite children to share how knowing both versions helps them better understand the events of Frida's life.

### Write and Respond to Reading

**Write an Analysis** Have children look carefully at the illustrations in *Frida* and describe effective ways in which artists use expression, color, or images to show certain emotions. Use pages 22–23 as an example of how one artist shows pain and sadness.

(Informative/Explanatory)

**Write a Story** Have children select one of Frida's imaginary friends and write a short story that tells about something they do together, based on events in the text. Remind children to tell the story from the imaginary friend's point of view. (Narrative)

### ELL Bridge

To help children practice recounting events in a biography, have them take turns describing the events on each spread. Have children summarize what happens to Frida.

## MAKING CONNECTIONS

### Connect Across Texts

#### An Eye for Color by Natasha Wing

In *An Eye for Color* readers learn about the artist Josef Albers. Invite students to compare how Wing and Winter help readers learn about Albers and Kahlo as people and as artists. Which book does a better job? Why?

### Connect to the Internet

Have children connect the fantastical images in *Frida* with images from traditional Mexican folk art by visiting this website: <http://www.ladap.org/online-exhibits/Spanish-colonial-gallery>. Have them click on the slide show for papier-mâché figurines, a connection to the art in *Frida*.

TM ® & © Scholastic Inc. All rights reserved. *Frida* by Jonah Winter, illustrated by Ana Juan. Text copyright © 2002 by Jonah Winter. Illustrations copyright © 2002 by Ana Juan. Published by Scholastic Inc.

## Transitional Guided Reading Lesson Plan (Levels J–P)

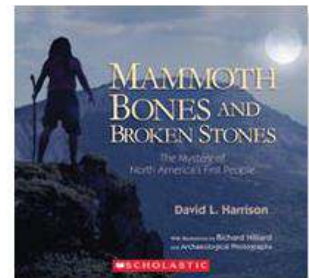
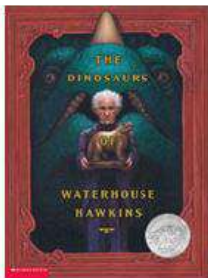
Title: \_\_\_\_\_ Level: \_\_\_\_\_

Instructional Focus: \_\_\_\_\_

	Day 1 Date: _____	Day 2 Date: _____		
<b>Before Reading</b>	<p><b>Book Introduction:</b> (3–4 minutes)</p> <p>This book is about _____</p> <p>_____</p> <p>New Vocabulary: _____</p> <p>_____</p> <p>Model Focus Strategy: _____</p>	<p><b>Briefly review Day 1's work.</b> (1–2 minutes)</p> <p>Restate the strategy and introduce any new vocabulary. Invite students to continue reading.</p> <p>_____</p> <p>_____</p> <p>New Vocabulary: _____</p>		
<b>During Reading</b>	<p><b>Text Reading With Prompting</b> (10–14 minutes) Prompt for self-monitoring, decoding, vocabulary, fluency, and comprehension as needed. See Transitional Guided Reading Prompts and Teaching Points Chart on page 139 for ideas.</p>			
<b>After Reading</b>	<p><b>Teaching Points</b> (1–2 minutes) Choose one or two strategies to teach each day (self-monitoring, decoding, vocabulary, fluency, and/or comprehension). See Transitional Guided Reading Prompts and Teaching Points Chart on page 139 for ideas.</p>			
<b>After Reading</b>	<p><b>Shared Retelling/Summary or Comprehension Conversation</b> (choose one per day; 2–3 minutes)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <p><b>Shared Retelling/Summary</b></p> <ul style="list-style-type: none"> <li>• What happened in the story?</li> <li>• What was important? Why?</li> <li>• Stop, Think, Paraphrase (STP)</li> <li>• Beginning-Middle-End (B-M-E)</li> <li>• Five-Finger Retell</li> <li>• Very Important Part (VIP)</li> <li>• Somebody-Wanted-But-So (S-W-B-S)</li> <li>• Track Character's Feelings (B-M-E)</li> </ul> </td> <td style="width: 50%; border: none;"> <p><b>Comprehension Conversation</b></p> <ul style="list-style-type: none"> <li>• What did you think about this text? What questions do you have?</li> <li>• What kind of text is this? Have you read other texts like this one? How is this text different (or similar)? What did you learn?</li> <li>• What was the big idea/central message/lesson/moral? Why do you think that?</li> <li>• Why do you think the author chose to begin and end the text that way?</li> <li>• What words would describe [character or idea]?</li> <li>• Did [character] change? How? What caused the change?</li> <li>• What motivated the character to [name specific action from the story]?</li> <li>• Describe the relationship between events, ideas, people, or concepts.</li> </ul> </td> </tr> </table> <p>Other: _____</p>		<p><b>Shared Retelling/Summary</b></p> <ul style="list-style-type: none"> <li>• What happened in the story?</li> <li>• What was important? Why?</li> <li>• Stop, Think, Paraphrase (STP)</li> <li>• Beginning-Middle-End (B-M-E)</li> <li>• Five-Finger Retell</li> <li>• Very Important Part (VIP)</li> <li>• Somebody-Wanted-But-So (S-W-B-S)</li> <li>• Track Character's Feelings (B-M-E)</li> </ul>	<p><b>Comprehension Conversation</b></p> <ul style="list-style-type: none"> <li>• What did you think about this text? What questions do you have?</li> <li>• What kind of text is this? Have you read other texts like this one? How is this text different (or similar)? What did you learn?</li> <li>• What was the big idea/central message/lesson/moral? Why do you think that?</li> <li>• Why do you think the author chose to begin and end the text that way?</li> <li>• What words would describe [character or idea]?</li> <li>• Did [character] change? How? What caused the change?</li> <li>• What motivated the character to [name specific action from the story]?</li> <li>• Describe the relationship between events, ideas, people, or concepts.</li> </ul>
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<b>After Reading</b>	<p><b>Word Study</b> (choose one; if appropriate; 3–5 minutes)</p> <p>___ Sound Boxes</p> <p>___ Analogy Charts</p> <p>___ Make a Big Word</p>	<p><b>Word Study</b> (choose one; if appropriate; 3–5 minutes)</p> <p>___ Sound Boxes</p> <p>___ Analogy Charts</p> <p>___ Make a Big Word</p>		
<b>After Reading</b>	<p><b>Day 3 Date:</b> _____ <b>Reread book for fluency, if needed.</b> (5 minutes)</p> <p><b>Guided Writing</b> (15–20 minutes)</p> <p>Literary: B-M-E, Five-Finger Retell, S-W-B-S, Event-Details, Problem-Solution, Character Analysis, Compare and Contrast</p> <p>Informational: Chapter summary, VIP, My New Learning, Compare and Contrast, Cause and Effect</p> <p>Other: _____</p>			



# Providence Creek Academy



## 6<sup>th</sup> Grade Unit: Living Things: Thinking Big

It takes ingenuity to study and document the lives of large beasts.



How do authors help you envision creatures on a grand scale?

Students study huge animals and habitats and what their existence or extinction means for researchers today, environmental factors and efforts to conserve resources and habitats, and evidence about strange occurrences in nature.

**Text Set for Unit:  
6<sup>th</sup> Grade Guided Reading Level W-Z  
Recommended CCSS Lexile 955-1155 for Grade Band 6-8**

**The Common Core Shifts for ELA/Literacy**

1. Regular practice with complex text and its academic language
2. Reading, writing and speaking grounded in evidence from text, both literary and informational
3. Building knowledge through content rich nonfiction

**College and Career Readiness Anchor Standards for Reading Literary and/or Informational Texts**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
10. Read and comprehend complex literary and informational texts independently and proficiently.

**Characteristics of Text**

The lively and varied texts in this unit showcase how different authors share information about very large (and sometimes mysterious) creatures and their habitats.

**Behaviors to Notice and Support**

- **Uses** the sensory imagery in poetry and prose texts to expand their understanding of the animals and habitats described
- **Notices** how an author has organized an informational text and evaluates the quality and coherence of the presentation
- **Distinguishes** between facts and opinions presented in texts
- **Notices** and discusses significant information about huge animals from photos, illustrations, and graphics
- **Compares** and contrasts the way in which different authors address the same topic

- **Offers** examples based on the reading and discussion in response to the unit focus question: How do authors help you envision creatures on a grand scale?

Comprehension Clubs	
Read-Aloud	Book Club
<p style="text-align: center;"><b>Barnum’s Bones</b> By Tracey Fern Lexile: 1010L GR Level Q Biography</p> <p><b>Themes/Ideas:</b> prehistoric life; perseverance; teamwork; how imagination leads to innovation; adventure</p> <p><b>Author’s Craft:</b> use of humor; text supported by amusing illustrations; figurative language; repeating text; biographical text structure</p> <p><b>Vocabulary:</b> butte, metallic, precipices, geological, obsession</p> <p><b>Writing:</b> journal entry (information/expository)</p> <p><b>Technology:</b> <a href="http://www.npr.org/2011/09/14/140410442/bone-to-pick-first-t-rex-skeleton-complete-at-last">www.npr.org/2011/09/14/140410442/bone-to-pick-first-t-rex-skeleton-complete-at-last</a>  <a href="http://www.amnh.org/explore/amnh.tv">www.amnh.org/explore/amnh.tv</a></p>	<p style="text-align: center;"><b>The Dinosaurs of Waterhouse Dawkins</b> By Barbara Kerley Lexile: AD760L* Biography/Picturebook</p> <p><b>Themes/Ideas:</b> prehistoric life; the power of imagination and how it sparks innovation; overcoming obstacles; realizing one’s unique vision</p> <p><b>Author’s Craft:</b> biography as narrative; distinctive word choice and imagery; portrayal of historic events; chronological sequence; character development shown through actions and responses to events</p> <p><b>Vocabulary:</b> eminent, illuminating, lavish, passion, diagram, naturalistic, proportion</p> <p><b>Writing:</b> reader’s notebooks/unit focus essay</p> <p><b>Technology:</b> <a href="https://barbarakerley.com">https://barbarakerley.com</a>  <a href="https://www.scholastic.com/teachers/authors/barbarakerley/">https://www.scholastic.com/teachers/authors/barbarakerley/</a>  <a href="http://teacher.scholastic.com/writewit/biograph/index.htm">http://teacher.scholastic.com/writewit/biograph/index.htm</a></p>
<p style="text-align: center;"><b>How Big Is It?</b> By Ben Hillman Lexile: 1000L Informational Text: Photo Essay</p> <p><b>Themes/Ideas:</b> size; nature; how technology aids in exploring science; seeing things in a new way through comparing</p> <p><b>Author’s Craft:</b> comparisons and unusual perspectives to show size; interesting content choices; fun facts; colloquial language</p> <p><b>Vocabulary:</b> aeronautical, elusive, parasite, comparable, juxtapose</p> <p><b>Writing:</b> descriptive essay (information/expository)</p> <p><b>Technology:</b> <a href="http://www.nehillmanbooks.com/benbio.html">www.nehillmanbooks.com/benbio.html</a></p>	<p style="text-align: center;"><b>Baby Mammoth Mummy: Frozen in Time!</b> By Christopher Sloan Lexile: NC 1120L Informational Text/Magazine Format</p> <p><b>Themes/Ideas:</b> prehistoric life; how technology solves scientific mysteries; collaboration; how imagination leads to innovation; unraveling a mystery</p> <p><b>Author’s Craft:</b> exciting sequence of events; use of graphic features to build background and convey importance; artistic recreations lend immediacy; establishment of environmental and historical perspective</p> <p><b>Vocabulary:</b> extracted, facilities, inquiries, nomadic, autopsy, procedural</p> <p><b>Writing:</b> reader’s notebooks/unit focus essay</p> <p><b>Technology:</b> <a href="http://paleoportal.org">http://paleoportal.org</a></p>

	<a href="https://www.fieldmuseum.org/science/research/area/focus-fossil-amphibians-and-reptiles">https://www.fieldmuseum.org/science/research/area/focus-fossil-amphibians-and-reptiles</a>
<p style="text-align: center;"><b>Monster Hunts</b> By Jim Arnosky Lexile: NC1090L Informational Text/Picturebook</p> <p><b>Themes/Ideas:</b> unexplained mysteries; the role of technology in scientific mysteries; collaboration; the power of imagination</p> <p><b>Author's Craft:</b> first-person point of view; personal anecdotes; facts and details to tell about real animals and legendary creatures; reasons and evidence to support a position</p> <p><b>Vocabulary:</b> carcasses, mariners, prehistoric, surveillance, beachcombing, eyewitnesses</p> <p><b>Writing:</b> article (informative/explanatory)</p> <p><b>Technology:</b> <a href="https://www.pri.org/stories/2013-10-18/worlds-greatest-imaginary-animals">https://www.pri.org/stories/2013-10-18/worlds-greatest-imaginary-animals</a></p>	<p style="text-align: center;"><b>Mutants &amp; Monsters: Mysteries Unwrapped</b> By Oliver Ho Lexile: 1210L Informational Text/Chapter Book</p> <p><b>Themes/Ideas:</b> unexplained mysteries; how technology helps to solve scientific mysteries; collaboration; how imagination leads to solving mysteries; eyewitness accounts</p> <p><b>Author's Craft:</b> describing strange phenomena to build suspense; exploring both sides of an argument to come to a conclusion; comparing what is known with what people reportedly experience</p> <p><b>Vocabulary:</b> binoculars, concoction, controversial, extinct, document, encounters</p> <p><b>Writing:</b> reader's notebooks/unit focus essay</p> <p><b>Technology:</b> <a href="http://www.cryptozoology.com">www.cryptozoology.com</a>  <a href="http://www.newanimal.org">www.newanimal.org</a></p>
<p style="text-align: center;"><b>African Acrostics: A Word in Edgeways</b> By Avis Harley Lexile 910L* Poetry/ Acrostics</p> <p><b>Themes/Ideas:</b> seeing the world in new ways; how imagination helps people view things; animal characteristics; creatures from unfamiliar places</p> <p><b>Author's Craft:</b> acrostics; alliteration; onomatopoeia; hyperbole; descriptive imagery; word choice; forms and structures of poetry</p> <p><b>Vocabulary:</b> brute, eavesdropping, luscious, opportunist, inflection, reverie</p> <p><b>Writing:</b> book review (argument)</p> <p><b>Technology:</b> <a href="https://www.awf.org/projects/ruaha-carnivore-project">https://www.awf.org/projects/ruaha-carnivore-project</a>  <a href="https://www.bpctrust.org/blog/">https://www.bpctrust.org/blog/</a></p>	<p style="text-align: center;"><b>Mammoth Bones and Broken Stones</b> By David L. Harrison Lexile: 1040L Informational Text/Chapter Book</p> <p><b>Themes/Ideas:</b> prehistoric life; how technology can solve scientific mysteries; unexplained mysteries; how collaborative efforts lead to collective knowledge</p> <p><b>Author's Craft:</b> claims supported with evidence and reasons; narrative reenactments; visualization of events; differing points of view</p> <p><b>Vocabulary:</b> aggressive, anthropologists, efficient, tantalizing, analyze, authentic</p> <p><b>Writing:</b> reader's notebooks/unit focus essay</p> <p><b>Technology:</b> <a href="https://humanorigins.si.edu">https://humanorigins.si.edu</a>  <a href="https://www.nationalgeographic.org/video/human-origins/">https://www.nationalgeographic.org/video/human-origins/</a></p>
<p style="text-align: center;"><b>I Dreamed of Flying Like A Bird</b> By Robert B. Haas Lexile 1190L Memoir/ Photo Essay</p> <p><b>Themes/Ideas:</b> how technology solves mysteries; teamwork; the power of imagination and how it leads to innovation; realizing one's dreams</p> <p><b>Author's Craft:</b> first-person narrative; close</p>	<p>*exception to Lexile range based on rich illustrations, content and/or relevance to unit</p>

<p>connection between text and photographs; supporting idea with facts and observations; cause and effect <b>Vocabulary:</b> aerial, dramatic, menacing, predator, perspective, phenomenon <b>Writing:</b> essay (argument) <b>Technology:</b> <a href="https://www.nwf.org/Magazines/National-Wildlife/2016/JuneJuly/PhotoZone/Photography-Ethics">https://www.nwf.org/Magazines/National-Wildlife/2016/JuneJuly/PhotoZone/Photography-Ethics</a>  <a href="https://kids.nationalgeographic.com/explore/photo-tips/awesome-outdoor-shots/">https://kids.nationalgeographic.com/explore/photo-tips/awesome-outdoor-shots/</a></p>	<p>From: Fountas &amp; Pinnell; Comprehension Clubs: Deep Reading, Deep Thinking, Deep Discussion; Implementation Guide Grades K-5; Scholastic, 2013</p>
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CommonLit.org (Audio and Translation Available)

<p><a href="#">A Kenyan Teen’s Discovery: Let There Be Lights to Save Lions</a> By Nina Gregory Lexile: 950L</p>	<p><a href="#">A Lifeline for Lions</a> by Pamela S. Turner Lexile: 870L*</p>
<p><a href="#">Woolly Mammoth Sparks Debate Over Cloning</a> by Joyce Grant Lexile: 1120</p>	<p><a href="#">Raising Elephants</a> by Jennifer Barry Lexile: 1020</p>

ReadWorks.org  
Article-A-Day  
(Audio and Translation Available)

Article a Day  
[Digging Up the Past](#)  
Lexiles: The articles in this set range from 700L to 990L

- Paleontology: The Big Dig
- What's the Big Idea about Archaeology?
- Meet the Ologist: Mark Norell
- Fighting Dinos
- Meet the Ologist: Chuck Spencer
- Up Close with a Zapotec Urn
- Face to Fossil

(Respond daily in Book of Knowledge)

Guided Reading Book Room:	
<p><b>Dinosaurs of Waterhouse Hawkins, The</b> By Barbara Kerley Guided Reading Level: S Lexile Level: AD760L</p> <p>Summary: People had no idea what a</p>	<p><b>I Dreamed of Flying Like a Bird</b> by Robert B. Haas GR Level U Lexile Level: 1190L</p>

<p>dinosaur looked like 150 years ago. Waterhouse Hawkins changed all that with his life-size dinosaur models.</p>	<p>Summary: Aerial photographer Robert B. Haas takes readers around the world as he searches for wild animals and the perfect photograph.</p>
<p style="text-align: center;"><b>Case Closed?</b> by Susan Hughes GR Level X Lexile Level: 1000L</p> <p>Summary: Modern scientists become detectives as they search for clues to unlock nine unsolved mysteries of the past.</p>	<p style="text-align: center;"><b>Mission: Tiger Rescue</b> by Kitson Jazynka and Daniel Raven-Ellison GR Level W Lexile Level: 1110L</p> <p>This text explores the lives of tigers both in the wild and in captivity, focusing on what is being done to save tigers from extinction and how people can help. Students will assess the author’s purpose and how it shapes the content of a text.</p>
<p style="text-align: center;"><b>Baby Mammoth Mummy Frozen in Time!</b> by Christopher Sloan GR Level W Lexile Level: NC1120L</p> <p>Summary: Scientists study the well-preserved mummy of a baby woolly mammoth to see what information they can gain about life on Earth long ago.</p>	<p style="text-align: center;"><b>Monster Hunt</b> by Jim Arnosky GR Level S Lexile Level: NC1090L</p> <p>Summary: The author explores cryptozoology, the study of rumored creatures such as Bigfoot.</p>
<p style="text-align: center;"><b>Real-Life Zombies</b> Short Read GR Level X</p> <p>The tiny tardigrade is almost impossible to kill! This article explains how this strange creature adapts to the most extreme conditions.</p>	<p style="text-align: center;"><b>Survival at 120 Above</b> by Debbie S. Miller GR Level S Lexile Level: 960L</p> <p>Summary: Learn how animals have adapted to life in Australia’s Simpson Desert, where temperatures can reach 120 degrees Fahrenheit and rain is rare.</p>
<p style="text-align: center;"><b>The Unexpected World of Nature</b> by Mark Evanier et al. GR Level V Lexile Level: GN900L</p> <p>Summary: Authors and artists share real and imagined stories about nature.</p>	<p style="text-align: center;"><b>Thunder on the Plains</b> by Ken Robbins GR Level S Lexile Level: 1000L</p> <p>Summary: This informational text explains basic characteristics of the American buffalo, or bison, and explores the animal’s history in the United States.</p>
<p style="text-align: center;"><u>10 True Tales: Surviving Sharks and Other Dangerous Creatures</u> by Allan Zullo GR Level X Lexile Level: 930 L</p> <p>Summary: This book features 10 stories based on actual events that occurred when young</p>	<p style="text-align: center;"><a href="#"><u>UFOs: What Scientists Say May Shock You!</u></a> by N. B. Grace GR Level X Lexile Level: 850 L</p> <p><b>Summary:</b> Are aliens real or imagined? UFO sightings and alien-abduction stories are examined to distinguish fact from fiction.</p>

<p>people came face to face with wild animals that were on the attack. Students will draw conclusions based on evidence from the text.</p>	
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Content Area Readers	
<p><b>Creatures of the Deep (Real Life Monsters)</b> By Matthew Rake GR Level W Lexile:</p>	<p><b>Mutants and Monsters (Mysteries Unwrapped)</b> By Oliver Ho GR Level X Lexile: 1210L</p>
<p><b>Real Life Zombies: Creatures That Can't Be Killed</b> By Kris Hirschman GR Level X</p>	<p><b>Monster Crop Circles and Other Mysteries</b> By Sarah Edwards GR Level W</p>
<p><b>Dark Life</b> By Kat Falls GR Level W</p>	<p><b>Prowling the Seas</b> By Pamela Turner GR Level U</p>

Core Clicks: Listening/Technology Center: CLOSE READING (Audio/Read to Me Available)
<p style="text-align: center;">Wild Pets Guided Reading Level: R Lexile: 960L</p> <p>Summary: Some people keep wild animals, like lions, as pets. Other people think that's dangerous, for both humans and the animals. Should wild pets be banned? Spotlight Skill: Main Idea &amp; Key Details</p>

Epic Books For Read Aloud Via Smart Board <a href="http://www.getepic.com">www.getepic.com</a>	
<p><b>Dinosaur Mountain: Graveyard of The Past</b> By: Caroline Arnold Illustrated by: Richard Hewett Lexile: 1100L</p> <p>The 1909 discovery of bones protruding from a mountain in Utah led to one of the greatest fossil discoveries of the century.</p>	<p><b>Paleontologists</b> By: Tom Greve Lexile: 1170L</p> <p>The Earth buries its past. Living things that die and then slowly become part of the Earth are called fossils.</p>

<p>Poems to Read Aloud (from Epic)</p>	
<p><b>The Barefoot Book of Classic Poems</b> By: Jackie Morris Illustrated by: Jackie Morris Lexile: <b>1240L</b></p> <p>This breathtaking collection brings together 74 of the finest poems in the English language, celebrating human experience.</p> <p>www.getepic.com</p>	
<p><b>The Jabberwocky</b> By Lewis Carol Page 45</p>	<p><b>Oliphant</b> By J.R.R. Tolkien Page 61</p>
<p><b>The Tale of Custard the Dragon</b> By Ogden Nash Page 51</p>	<p><b>The Tyger</b> By William Blake Page 73</p>

<p>Newsela.com</p>	
<p><b>Abominable Snowman believers will find this unbearable</b> By the Associated Press, adapted by Newsela staff Lexile: 1020L</p> <p>Newsela’s Writing Prompt: Write a short paragraph that explains the central idea of the article. Use at least two details from the article to support your response.</p>	<p><b>India's army claims it found yeti footprints in Nepal; world is skeptical</b> By Deanna Paul, Washington Post Lexile: 921-1010</p> <p>*Newsela can use each student's performance to present the article at the <a href="#">level just right for them.</a></p>

<p>Grade &amp; Subject: 6<sup>th</sup> Grade Unit: Living Things: Thinking Big</p>	
<p><b>Stage 1 – Desired Results</b></p> <p>It takes ingenuity to study and document the lives of large beasts. How do authors help you envision creatures on a grand scale?</p>	
<p>Understandings: <b>Big Idea</b> (From Unit Guide)</p> <p>Scientists and explorers seek out explanations for the world around them. Keeping an open mind, collaborating, and using their imaginations are ways for people to explore new theories and see things in a new way.</p>	<p>Essential Questions: <b>Authors Craft: Descriptive Writing</b> (From Unit Guide)</p> <ul style="list-style-type: none"> <li>• How do authors use characterization and description to make nonfiction entertaining?</li> <li>• How do authors show the importance of imagination and innovation in</li> </ul>

<p>How do authors help you envision creatures on a grand scale?</p> <p><b>Recurring Themes/Ideas</b></p> <ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Imaginative and innovative ideas</li> <li>• Solving nature’s mysteries</li> <li>• Using technology to gain knowledge</li> <li>• Experiencing the world through the eyes of others</li> </ul>	<p>solving scientific mysteries?</p> <ul style="list-style-type: none"> <li>• How do authors show people using teamwork and open-mindedness to find solutions?</li> <li>• How do authors use graphic elements to support informational/expository text?</li> </ul>
<p>Students will know...</p> <p><b>Authors Craft: Descriptive Writing</b> (From Unit Guide)</p> <p>Writers use techniques to make informational texts compelling and to help readers understand how people can use imagination and new ways of thinking to solve problems.</p>	<p>Students will be able to...</p> <p><b>(Developmental Focus: Imagination and Innovation</b> from Unit Guide)</p> <ul style="list-style-type: none"> <li>• Students are coming to recognize the value of being open to new ideas and methods.</li> <li>• From their readings, students come to understand that innovation and new perspectives help people find new answers and share resources.</li> </ul>

**Stage 2 – Assessment Evidence**

<p>Performance Task:</p> <p>Students Respond to Read-Alouds:</p> <p><b>Monster Hunt:</b> Have students select one of the book’s sections and imagine they are reporters writing a news article on a supposed recent sighting of that creature. Students should</p> <ul style="list-style-type: none"> <li>• Include one or more eyewitness accounts of the sighting that describes the characteristics of the creature using details from the text</li> <li>• Structure their articles around the 5Ws of journalism. Remind them that their writing should read like a news article (Informational/ Expository)</li> </ul> <p>How Big Is It?</p>	<p>Other Evidence:</p> <ul style="list-style-type: none"> <li>• Unit Project w/class created rubric</li> <li>• DOE Writing Rubric 6<sup>th</sup> Grade Informational Writing</li> <li>• Class Discussion Map and Graphic Organizers             <ul style="list-style-type: none"> <li>○ Venn Diagrams</li> <li>○ T-Charts</li> <li>○ KWL Charts</li> <li>○ Word Webs</li> </ul> </li> <li>• Teacher Tools (Appendix D)             <ul style="list-style-type: none"> <li>○ Comprehension Clubs Literacy Development Across the Year</li> <li>○ Book Club Log/Teacher Observation Form</li> <li>○ Book Club Teacher’s Assessment Checklist</li> <li>○ Thinking Across Texts Within a Unit of Study</li> <li>○ Reader’s Notebook Rubric</li> </ul> </li> <li>• Guided Reading Resources in Next</li> </ul>
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<p>The author featured topics that fit the idea of size, presenting each in a fun and interesting way. Invite students to extend the book by writing about another topic:</p> <ul style="list-style-type: none"> <li>• Ask them to select a living thing that exemplifies size in some way</li> <li>• Have students conduct research for details about their subject's size and to find pictures to show its comparable size. Have them adopt the author's conversational style and presentation (Informational/Expository)</li> </ul> <p><b>I Dreamed of Flying Like A Bird:</b> Have students consider this question: Do we learn more about animals watching them from the ground or watching from the air? Have students take a position on this question and write an essay supporting their position. Remind them to include specific details from the text to support their ideas. (Argument)</p> <p><b>African Acrostics:</b> The author has shared her insights into African animals through creative poetic forms. Have students write a book review stating and supporting their opinions. Students should</p> <ul style="list-style-type: none"> <li>• Begin the review with the author's name, title, and a brief summary of the book</li> <li>• Include a specific statement about why they would or would not recommend it</li> <li>• Summarize the poems using details to support their argument (Argument)</li> </ul> <p><b>Barnum's Bones:</b> Reread the comment about Barnum's field notes in the Author's Note. Have students use biographical events to create a page that might appear in Barnum's field journal. Students should:</p> <ul style="list-style-type: none"> <li>• Choose a specific set of events to use as the focus for the journal pages. Remind them to begin with a reference to the place and date</li> <li>• Include sketches with labels, short descriptive paragraphs, directions, and other relevant notes, based on their reading (Informational/Expository)</li> </ul> <p><b>Readers' Notebook Writing Tasks:</b></p> <ul style="list-style-type: none"> <li>• Access information within the text from print and graphics to include setting and art descriptions</li> <li>• Expand thinking beyond the text to relate ideas about the art to personal experiences</li> <li>• Explain the choice of genre in interpreting the text, including text and graphics</li> </ul>	<p><b>Step Guided Reading Assessment:</b></p> <ul style="list-style-type: none"> <li>○ Progress Monitors</li> <li>○ Running Records</li> <li>○ Word Knowledge Inventory</li> <li>○ Fluent Word Study Inventory</li> <li>○ Assessment Summary Chart</li> </ul> <ul style="list-style-type: none"> <li>● <b>Writer's Notebook</b></li> <li>● <b>Student Reader's Notebook (Apdx E)</b> <ul style="list-style-type: none"> <li>○ Reading Log</li> <li>○ Close Reading and Text Evidence</li> <li>○ Quotations and Responses</li> <li>○ Student Book Club Discussion</li> <li>○ Article A Day – Book of Knowledge</li> </ul> </li> </ul>
<b>Standards Alignment</b>	
<p><b>Read Alouds</b> and the discussions that follow shall address the following standards in this</p>	<p><b>Writing Mini-Lessons and Workshop</b> shall address the following standards in this unit:</p>

<p style="text-align: center;">unit:</p> <p style="text-align: center;"><b>Reading: Informational Text:</b></p> <p style="text-align: center;"><b>Key Ideas and Details:</b></p> <p>CCSS.ELA-LITERACY.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>CCSS.ELA-LITERACY.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p style="text-align: center;"><b>Craft and Structure:</b></p> <p>CCSS.ELA-LITERACY.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>CCSS.ELA-LITERACY.RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>CCSS.ELA-LITERACY.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p style="text-align: center;"><b>Integration of Knowledge and Ideas:</b></p> <p>CCSS.ELA-LITERACY.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>CCSS.ELA-LITERACY.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims</p>	<p style="text-align: center;"><b>Writing:</b></p> <p style="text-align: center;"><b>Text Types and Purposes:</b></p> <p>CCSS.ELA-LITERACY.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>CCSS.ELA-LITERACY.W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>CCSS.ELA-LITERACY.W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>CCSS.ELA-LITERACY.W.6.1.C Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>CCSS.ELA-LITERACY.W.6.1.D Establish and maintain a formal style.</p> <p>CCSS.ELA-LITERACY.W.6.1.E Provide a concluding statement or section that follows from the argument presented.</p> <p>CCSS.ELA-LITERACY.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-LITERACY.W.6.2.A Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>CCSS.ELA-LITERACY.W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>CCSS.ELA-LITERACY.W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>CCSS.ELA-LITERACY.W.6.2.D Use precise language and domain-specific</p>
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that are supported by reasons and evidence from claims that are not.

CCSS.ELA-LITERACY.RI.6.9

Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

**Range of Reading and Level of Text Complexity:**

CCSS.ELA-LITERACY.RI.6.10

By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

The preparation for and participation in **Book Clubs** shall address the following standards:

**Speaking & Listening:  
Comprehension and Collaboration:**

CCSS.ELA-LITERACY.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.6.1.A

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.SL.6.1.B

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.6.1.C

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

vocabulary to inform about or explain the topic.

CCSS.ELA-LITERACY.W.6.2.E

Establish and maintain a formal style.

CCSS.ELA-LITERACY.W.6.2.F

Provide a concluding statement or section that follows from the information or explanation presented.

CCSS.ELA-LITERACY.W.6.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.6.3.A

Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CCSS.ELA-LITERACY.W.6.3.B

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.6.3.C

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CCSS.ELA-LITERACY.W.6.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CCSS.ELA-LITERACY.W.6.3.E

Provide a conclusion that follows from the narrated experiences or events.

**Production and Distribution of Writing:**

CCSS.ELA-LITERACY.W.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.6.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing

<p>CCSS.ELA-LITERACY.SL.6.1.D Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>CCSS.ELA-LITERACY.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>CCSS.ELA-LITERACY.SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>CCSS.ELA-LITERACY.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>CCSS.ELA-LITERACY.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	<p>for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.) CCSS.ELA-LITERACY.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p style="text-align: center;"><b>Range of Writing:</b></p> <p>CCSS.ELA-LITERACY.W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>The <b>Culminating Unit Discussion</b> and <b>Unit Projects</b> shall address the following standards:</p> <p style="text-align: center;"><b>Research to Build and Present Knowledge:</b></p> <p>CCSS.ELA-LITERACY.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>CCSS.ELA-LITERACY.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>CCSS.ELA-LITERACY.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-LITERACY.W.6.9.A Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories]</p>
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	<p>in terms of their approaches to similar themes and topics").</p> <p>CCSS.ELA-LITERACY.W.6.9.B</p> <p>Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").</p>
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### Stage 3 – Learning Plan

**Learning Framework Sample Reader's / Writer's Workshop/ Guided Reading:** revolves around small, flexible, leveled groups. Individual classes are highly responsive to student needs – this will change regularly according to student reading levels and individual needs. These levels are determined through Next Steps in Guided Reading Assessment Materials and student interest

Time	Activity	Materials	Grouping
20 minutes	Interactive Read Aloud	Mentor Text from Comprehensions Clubs Unit, Book Room, Teacher Library, or Epic  Document Camera Smart Board	Whole Group
10-15 minutes	Reading/Writing Mini Lesson  Highly dependent on individual student needs, but may include word work, editing skills, decoding, using graphic organizers, inferencing, and facilitation of the writing process.	Mentor Text Document Camera Smart Board Chart Paper Teacher resources include: Read Aloud card from Comprehension Clubs with Writing extension or Calkins Units of Study in Writing (Bringing History to Life)	Whole Group
20 minutes per rotation, 60 minutes total per day.  Rotation schedule is driven by	Rotations <ul style="list-style-type: none"> <li>• Writing</li> <li>• Reading <ul style="list-style-type: none"> <li>○ Buddy</li> <li>○ Independent</li> </ul> </li> <li>• Guided Reading</li> <li>• Book Club</li> <li>• Listening Center</li> </ul>	Guided Reading Teacher Card and Student Books  Level W-Z considered on level, however selections will be geared to	<ul style="list-style-type: none"> <li>• Small Guided Reading Group facilitated by teacher</li> <li>• Writing: Independent</li> <li>• Reading: Comprehension</li> </ul>

<p>student needs.</p>		<p>student needs based on foundational skills, interest, and genre of current unit of study</p> <p>*****</p> <p>Book Club Selections: Aligned to 6<sup>th</sup> Grade Text Complexity Band Proficiency Lexile 955-1155</p> <p>*****</p> <p>Reader's Notebook</p> <p>*****</p> <p>ReadWorks Article of The Day</p> <p>*****</p> <p>Writer's Notebook/Writing Folder</p> <p>Computer/Listening Center with book marked websites for Comprehensions Clubs Audio, CoreClicks, ReadWorks or CommonLit</p>	<p>Club: Small Group or Independent</p> <ul style="list-style-type: none"> <li>• Buddy Reading: Comprehension Club facilitated by students in Book Club</li> <li>• Word Work: Independent or small group, skill specific, tied to student skills, levels, and text</li> <li>• Listening: Comprehension Club, Small Group facilitated by students.</li> </ul>
<p>5 – 10 minutes</p>	<p>Writing Share or Workshop Wrap-up Feedback</p>	<p>Student Reader's (sometimes combined with Writer's) Notebook</p>	<p>Whole Group or Small Group</p>

PACING GUIDE					
	Day #1	Day #2	Day #3	Day #4	Day #5
			<b>Week #1</b>		
20 minutes Whole Class	Interactive Read Aloud	Interactive Read Aloud	Interactive Read Aloud	Interactive Read Aloud	Interactive Read Aloud
20 minutes Independent	Writing Respond To Read Aloud	Writing Respond To Read Aloud	Writing Respond To Read Aloud	Writing Respond To Read Aloud	Writing Respond To Read Aloud

20 minutes Independent	Introduce Unit	BookTalks Book #1 Book #2 Book #3 Book #4	Students read and prepare for Book Clubs	Students read and prepare for Book Clubs	Students read and prepare for Book Clubs
Small Group Or Individual	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences
20 minutes Whole Class	Interactive Extended Read Aloud	Interactive Extended Read Aloud	<b>Week #2</b> Interactive Extended Read Aloud	Interactive Extended Read Aloud	Interactive Extended Read Aloud
40 minutes Independent	Students read and prepare for Book Clubs	Students read and prepare for Book Clubs	Students read and prepare for Book Clubs	Students read and prepare for Book Clubs	Students read and prepare for Book Clubs
Small Group Or Individual	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences
20 minutes Whole Class	Interactive Extended Read Aloud	Interactive Extended Read Aloud	<b>Week #3</b> Interactive Extended Read Aloud	Interactive Extended Read Aloud	Interactive Extended Read Aloud
40 minutes Independent	Students read and prepare for Book Clubs	Students read and prepare for Book Clubs	Students read and prepare for Book Clubs	Students read and prepare for Book Clubs	Students read and prepare for Book Clubs
Small Group Or Individual	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences /Wrap-up	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences	Guided Reading/Skills Groups/Writing Conferences
Whole Class	<b>Discussion of Unit Theme: **</b>	Writing Workshop Unit Theme Essay	<b>Week #4</b> Writing Workshop Unit Theme Essay	Writing Workshop Unit Theme Essay	Writing Workshop Unit Theme Essay
Small Group Or Individual	Guided Reading/Skills Groups/Writing Conferences	Book Club #1 Meets	Book Club #2 Meets	Book Club #3 Meets	Book Club #4 Meets
	<b>Unit Theme Projects –</b>	<b>Unit Theme Projects –</b>	<b>Week #5</b> <b>Unit Theme Projects –</b>	<b>Unit Theme Projects –</b>	<b>Unit Celebration - Share</b>

### \*\*Discussion of Unit Theme:

It takes ingenuity to study and document the lives of large beasts. *How do authors help you envision creatures on a grand scale?*

- What role did photography play in helping the authors share information? What role did photography most likely play for those books that did not include photos? Which book do you think combined text and graphic elements most successfully? Why?
- What mysteries, past and present, were included in this unit? How did the authors show how qualities, such as open mindedness and teamwork, are important in science discovery?

### \*\*\*Unit Theme Projects (Assessments) –

**Research Proposal** The purpose of research is to support the development of knowledge. The books in this unit focus on animals past and present, as well as animals that may or may not exist. Select one beast and location from this unit. Work with a partner to recap what you already know. Write a proposal for further study. Include where to look for information and why you think the study is important.

**Retitle** A title is a very important element of a book. Discuss what makes an effective title. How do these titles compare? Make a chart. In one column, list the titles of this unit. In the other column, list potential alternate title for each. Be prepared to support your new choices with details from the texts.

**Vivid Descriptions** The authors in this unit all sought to help readers imagine experiencing large beasts and their habitats. Select one author and explain why you find his or her presentation so effective. Then, using his or her text and visuals as a model, write your own description of an animal.

**Assessment:** Informational Writing Rubric:

<https://www.doe.k12.de.us/site/handlers/filedownload.ashx?moduleinstanceid=6018&dataid=15751&FileName=Gr6InfoExp%20R.pdf>

Read Aloud
Lesson plans provided for each book in this unit through the Comprehension Clubs Read-Aloud Teacher Card for each book (See page 20-27 of Implementation Guide for additional best practices)
<b>Best Practices for Planning a <u>Nonfiction</u> Read-aloud</b>
<p><b>Before Reading</b></p> <ul style="list-style-type: none"> <li>• Select a text that is related to a current content objective in science or social studies. As with fiction, the text must within your students’ conceptual grasp but above the level they can read independently. Consider what your students already know based on previous content.</li> </ul>



- Plan to provide a quick overview of the selection.
- Decide on a method of introducing key content terms (e.g., concept of definition, semantic feature analysis). You are only *introducing* these words. Do not worry about teaching them to mastery.
- Choose between reviewing a comprehension strategy or the text structure. There may not be time to do both.

#### During Reading

- Decide where to stop and engage students. Look for points at which interesting predictions can be made, inferences reached, questions generated by students, and so forth.
- Remember to discuss text features that are not part of the linear text (e.g., sidebars, diagrams, graphs, pictures, photos). Remind the students that reading involves thinking about these features.
- Include opportunities for every-pupil-response in order to achieve high levels of engagement (e.g., thumbs up if you think..., turn and share with a partner).
- Although you have pre-taught a cluster of words, decide which *other* words students might not know but that can be fast scaffolded (defined as an aside without distracting the students).
- Look for places to conduct think-alouds. These are places that where information may be at odds with prior understanding.

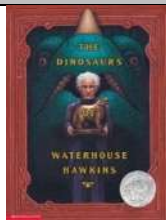
#### After Reading

- Summarize the content. In the process, review the words you pre-taught, referring back to the graphic.
- Ask a few inferential questions. Those beginning with *why* are especially effective.
- Consider providing a writing prompt based on the read-aloud.

From:

<http://comprehensivereadingsolutions.com/2012/07/27/interactive-read-alouds/>

### Sample Guided Reading Lesson



#### The Dinosaurs of Waterhouse Hawkins

by Barbara Kerley

People had no idea what a dinosaur looked like 150 years ago. But Waterhouse Hawkins changed all that with his life-size dinosaur models. Students will independently relate prior knowledge to what is read and use it to aid in comprehension.

Level S, Nonfiction, Biography, Science, Jobs, Careers, Work, Hobbies, Play, Recreation, Key Ideas & Details, Summarize, Locate Information, Word Meaning, Context Clues

- Level S
- **Text Type:** Picture Book
- **Subject:** Science, Jobs, Careers, Work, Hobbies, Play, Recreation
- **Genre:** Biography
- **Themes/Ideas:** Recognizing the importance of knowledge; pursuing a passion

**Genre/Text Type**

**Biography/Picture Book** Remind students that a biography tells the important details of a real person’s life. Important events in his or her life are highlighted by the illustrations.

**Supportive Book Features**

**Text** The story is divided into three parts—each a specific stage in Waterhouse’s life. Lines are widely spaced so students will not be overwhelmed on pages that contain a lot of text. The exquisite illustrations add detail.

**Content** Most students are fascinated with the world of dinosaurs and will find this information especially interesting.

Praise students for specific use of “Behaviors to Notice and Support” on page 114 of the *Guided Reading Teacher’s Guide*.

**Challenging Book Features**

**Text** Several pages have white type superimposed on a dark background. These pages may take some students longer to read. Though the Author’s Note section at the back of the book contains a wealth of information, the typeface is very small and the text is very dense.

**Vocabulary** The names of specific dinosaurs, such as *iguanodon* and *megalosaurus* on page 8, may be difficult for some students. Suggest that partners read the words together. (Note: Book pages are not numbered. Page 2 begins: *Horse-drawn carriages clattered down the street...*)

**Vocabulary****Vocabulary**

**Essential Words:** creations, dinosaurs, fossils, molds, sculpting, skeleton, sketching

**Related Words for Discussion:** fascinate, models, paleontology, passion

**Comprehension****Developing Comprehension****Thinking Within the Text**

Remind students that the book is divided into three separate periods of Waterhouse’s life. Have students summarize each period. Encourage students to include the challenges Waterhouse faced during each period.

**Thinking Beyond the Text**

Have students turn to page 6 and read the last sentence in the third paragraph. Ask: *What does fill in the blanks mean? Were Waterhouse Hawkins and Richard Owen successful in filling in the blanks? Why do you think so?*

**Thinking About the Text**

Read together with students the Author’s and Illustrator’s Notes at the back of the book. Encourage students to find specific pages in the book that are referenced in the notes. For example, find information about the Crystal Palace and then flip back to pages 16 and 17 and read about it there. Discuss how the Notes features enhance the book.

**Understanding Main Idea and Details**

Remind students that the main idea is the most important idea in a book or book section. Details are the smaller pieces of information that support the main idea. Tell students that understanding main ideas and details will help them to better understand what they read.

- Have students read page 10 and decide on the main idea. (It was a huge task to build life-size dinosaur models.) Ask students to identify details on pages 10 and 11 that support this idea.
- Have students determine the main idea of the section about Waterhouse in America (pages 22–35). For example, *Waterhouse had highs and lows during his time in*

*America.*

- Ask students to continue naming main ideas and the details that support them as they read the book.

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

## Teaching Options

### ELL Bridge

Invite students to use the illustrations to retell the story. Encourage students to use as many details as possible to describe each picture. Have students find specific words in the text that go with the artwork. For example, have students find the word *models* as they talk about the pictures on pages 10 and 11 and the word *skeleton* as they retell what happened on pages 22 and 23.

### Developing Phonics and Word-Solving Strategies

#### Context Clues

Remind students that they can often use context clues to figure out the meaning of an unfamiliar word they come across when reading. If they cannot figure out the word by using the other words around it in the sentence, they should look for clues in the phrases and sentences near the unknown word.

- Have students turn to page 12 and read the first paragraph. Ask them what *eminent* means and what clues they used to help define it.
- Repeat with the word *anticipation* in the last paragraph on page 12.

### Developing Fluency

Model fluent reading of a passage. Pause at ellipses and dashes and read the text expressively. Then have students read softly to themselves.

### Oral Language/Conversation

**Talk About Passions** Remind students that Waterhouse's passions were animals and art. Ask students to tell what they are passionate about.

### Extending Meaning Through Writing

- Have students research and then write a paragraph about a favorite type of dinosaur. **(Expository)**
- Have students write about the New Year's Eve dinner party from the perspective of one of the guests. **(Narrative)**

### Making Connections

#### Making Connections: Text to World

Students will most likely have knowledge about dinosaurs. Invite them to tell what they know. Ask: *Since dinosaurs lived millions of years ago, how do we know what they looked like? Do you think people have always had that information?*

Extend the real-world connection by talking about paleontology. Tell students that a paleontologist is a scientist who learns about prehistoric life by studying fossils. Ask: *What information do fossils provide to scientists?*

#### Connecting to Everyday Literacy

Waterhouse followed specific steps to make his life-size dinosaurs. To link students to real-world procedural text, share the directions for how to assemble or make something. Ask: *Why is it important to follow directions precisely? What might happen if you skip a step?* For more procedural text, go to <http://en.origami-club.com/easy/dinosaur/index.html>. Choose a dinosaur and read through the directions on how to make the origami dinosaur.

## Fluent Guided Reading Lesson Plan (Levels N–Z)

Title: \_\_\_\_\_ Level: \_\_\_\_\_

Instructional Focus: \_\_\_\_\_

	<b>Day 1</b> Date: _____	<b>Day 2</b> Date: _____
<b>Before Reading</b>	<p><b>Text Introduction:</b> (3–4 minutes) This text is about _____ _____</p> <p><b>New Vocabulary:</b> _____ _____</p> <p><b>Model Focus Strategy:</b> _____ _____</p>	<p><b>Briefly review Day 1's work.</b> (1–2 minutes) Restate the strategy and introduce any new vocabulary. Invite students to continue reading.</p> <p>_____</p> <p>_____</p> <p><b>New Vocabulary:</b> _____ _____</p>
<b>During Reading</b>	<p><b>Read and Respond:</b> (10–14 minutes) Students read silently and take brief notes that address the comprehension focus. <b>Conferences:</b> Confer briefly with each student, coaching as needed. See the Fluent Guided Reading Prompts and Teaching Points Chart on page 146.</p>	
<b>After Reading</b>	<p><b>Share and Teach:</b> (1–2 minutes) Invite students to share their notes; make a related teaching point. See the Fluent Guided Reading Prompts and Teaching Points Chart on page 146.</p>	
<b>After Reading</b>	<p><b>Discussion Questions:</b> (3–5 minutes)</p>	<p><b>Discussion Questions:</b> (3–5 minutes)</p>
<b>After Reading</b>	<p><b>Word Study</b> (2–3 minutes) • Spelling-Meaning Connection • Greek and Latin Word Roots</p>	<p><b>Word Study</b> (2–3 minutes) • Spelling-Meaning Connection • Greek and Latin Word Roots</p>
<b>After Reading</b>	<p><b>Day 3</b> Date: _____</p> <p><b>Guided Writing Prompt</b> (10–20 minutes) (optional) _____ _____ _____</p>	

## Appendix A: Comprehension Club Titles

For a complete list of **Book Titles for Read Alouds and Book Clubs** for each unit K-8, including Author and Lexile, as seen in the sample below, please click this link:

[http://teacher.scholastic.com/products/comprehension-clubs/pdf/CC\\_booklist.pdf](http://teacher.scholastic.com/products/comprehension-clubs/pdf/CC_booklist.pdf)



### Comprehension Kindergarten

BOOK CLUB				
TITLE	AUTHOR	LEXILE	THEME	TOPIC
My Friends	Gomi, Taro	470L	Community	Being a Friend
Lost and Found	Jeffers, Oliver	N/A	Community	Being a Friend
Margaret and Margarita/Margarita y Margaret (BIL)	Reiser, Lynn	AD180L	Community	Being a Friend
Just a Little Bit	Tompert, Ann	480L	Community	Being a Friend
Mitten, The	Brett, Jan	800L	Folklore & Literary Traditions	Telling Tales
Goldilocks and the Three Bears	Buehner, Caralyn	AD610L	Folklore & Literary Traditions	Telling Tales
Let's Play in the Forest While the Wolf is Not Around!	Rueda, Claudia	N/A	Folklore & Literary Traditions	Telling Tales
Three Billy-Goats Gruff, The	Appleby, Ellen	340L	Folklore & Literary Traditions	Telling Tales
From Seed to Dandelion (Scholastic News Nonfiction Readers: How Things Grow)	Weiss, Ellen	600L	Living Things	Trees and Other Plants
Flower Garden	Bunting, Eve	NP	Living Things	Trees and Other Plants
From Bulb to Daffodil (Scholastic News Nonfiction Readers: How Things Grow)	Weiss, Ellen	520L	Living Things	Trees and Other Plants
Wonderful Worms	Glaser, Linda	390L	Living Things	Trees and Other Plants
Maybe a Bear Ate It!	Harris, Robie H	AD40L	A Sense of Self	Feelings
Sometimes I'm Bombaloo	Vail, Rachel	AD450L	A Sense of Self	Feelings
Katie Loves the Kittens	Himmelman, John	AD330L	A Sense of Self	Feelings
If You're Happy and You Know It (Jungle Edition)	Warhola, James	N/A	A Sense of Self	Feelings
Road Builders	Hennessy, B.G.	600L	Inspired by True Stories	All Kinds of Jobs
Miss Bindergarten Gets Ready for Kindergarten	Slate, Joseph	590L	Inspired by True Stories	All Kinds of Jobs
Wheels on the Truck, The	Metzger, Steve	NP	Inspired by True Stories	All Kinds of Jobs
Kindergarten ABC	Rogers, Jacqueline	AD600L	Inspired by True Stories	All Kinds of Jobs
Today is Monday	Carle, Eric	NP	Genre Study	Concept Books
Deep Blue Sea, The	Wood, Audrey	NP	Genre Study	Concept Books
K is for Kissing a Cool Kangaroo	Andreae, Giles	NP	Genre Study	Concept Books
Ten Black Dots	Crews, Donald	AD270L	Genre Study	Concept Books

READ ALOUD				
TITLE	AUTHOR	LEXILE	THEME	TOPIC
Yo! Yes?	Raschka, Chris	BR	Community	Being a Friend
My Friend is Sad (Elephant and Piggie)	Willems, Mo	BR	Community	Being a Friend
Not Norman: A Goldfish Story	Bennett, Kelly	460L	Community	Being a Friend
Chester's Way	Henkes, Kevin	570L	Community	Being a Friend
Knuffle Bunny Too	Willems, Mo	AD590L	Community	Being a Friend
Chicken Little	Emberley, Rebecca	AD500L	Folklore & Literary Traditions	Telling Tales
Three Bears, The	Galdone, Paul	610L	Folklore & Literary Traditions	Telling Tales
This is the House That Jack Built	Taback, Simms	NP	Folklore & Literary Traditions	Telling Tales
Little Red Hen, The	McQueen, Lucinda	470L	Folklore & Literary Traditions	Telling Tales
Little Red Hen (Makes a Pizza), The	Sturges, Philomen	AD320L	Folklore & Literary Traditions	Telling Tales
Are Trees Alive?	Miller, Debbie S	640L	Living Things	Trees and Other Plants
Surprise Garden, The	Halpern, Shari	470L	Living Things	Trees and Other Plants
Up, Down, and Around	Ayres, Katherine	AD180L	Living Things	Trees and Other Plants
Flip, Float, Fly: Seeds on the Move	Macken, Joann Early	650L	Living Things	Trees and Other Plants
Dandelion's Life, A (Nature Up Close)	Himmelman, John	N/A	Living Things	Trees and Other Plants
How Are You Peeling?	Freyman, Saxton and Joost Effers	BR	A Sense of Self	Feelings
Grumpy Bird	Tankard, Jeremy	280L	A Sense of Self	Feelings
Ruthie and the (Not So) Teeny Tiny Lie	Rankin, Laura	AD490L	A Sense of Self	Feelings
Boo Hoo Bird	Tankard, Jeremy	AD250L	A Sense of Self	Feelings
Feeling Thankful	Rotner, Shelley and Sheila Kelly	AD20L	A Sense of Self	Feelings
Lola at the Library	McQuinn, Anna	AD580L	Inspired by True Stories	All Kinds of Jobs
My Mom is a Firefighter	Grambling, Lois G.	500L	Inspired by True Stories	All Kinds of Jobs
ABC of Jobs	Priddy, Roger	IG800L	Inspired by True Stories	All Kinds of Jobs
All About the Things People Do	Rice, Melanie and Chris	630L	Inspired by True Stories	All Kinds of Jobs
Bones, Bones, Dinosaur Bones	Barton, Byron	290L	Inspired by True Stories	All Kinds of Jobs
More Than One	Crews, Donald	AD340L	Genre Study	Concept Books
Very Hungry Caterpillar, The	Carle, Eric	AD460L	Genre Study	Concept Books
Ten Little Fish	Wood, Audrey	NP	Genre Study	Concept Books
Alphabet Adventure	Wood, Audrey	AD410L	Genre Study	Concept Books
Freight Train	Crews, Donald	NP	Genre Study	Concept Books

## Appendix B:

## Sample Assessments, Checklists, and Teacher Resources for Book Clubs

Dear Family:

*Comprehension Clubs* is a unique program that allows our whole class to explore challenging literature and informational texts together, meeting the highest standards of effective reading instruction. The program includes units of study on important themes or topics. In each unit of study, five books are read aloud and discussed by the whole class. Students also choose books to read on their own and then discuss in a book club.

Your child may do book club reading in school, with the option of reading along with an audio version of the book. In addition, your child may bring home the book club books to prepare for our classroom book club discussions. Here are some suggestions for helping your child before, during, and after reading:

**Before:** Ask your child why he or she chose this book and discuss what the book may be about.

**During:** Your child may wish to use his or her reader's notebook to make notes or write a question.

**After:** Encourage your child to talk with you about what he or she might want to share in the book club discussion.

Have fun reading and discussing books together, and your child will have fun, too!

Sincerely,

Your Child's Teacher

Estimada familia:

Nuestra clase está utilizando el programa de lectura *Comprehension Clubs* (Club de comprensión) en el que exploramos obras de literatura y textos informativos, cumpliendo con los más altos objetivos y estándares para la instrucción de la lectura. El programa *Comprehension Clubs* incluye varias unidades de estudio sobre temas importantes. En cada unidad se leen cinco libros en voz alta y se intercambian opiniones entre los miembros de la clase. Los alumnos también seleccionan libros para leer por su cuenta y comentarlos en un club de lectura.

Su hijo/a puede participar en el club de lectura de la escuela, donde tiene la opción de leer simultáneamente mientras escucha el libro en audio. Además, puede llevar a casa los libros del club de lectura para prepararse para las sesiones del club. A continuación, algunas sugerencias para ayudar a su hijo/a antes, durante y después de la lectura:

**Antes:** Pregúntele a su hijo/a por qué seleccionó el libro y hablen sobre lo que puede tratar el libro.

**Durante:** Le puede gustar a su hijo/a utilizar la libreta de notas del lector para escribir notas o preguntas sobre la lectura.

**Después:** Anime a su hijo/a a hablarle sobre lo que querrá discutir en el club de lectura.

Disfrute mientras lee y comenta los libros con su hijo/a, y él o ella también los disfrutará.

Atentamente,

El maestro/La maestra





## Thinking Across Texts Within a Unit of Study

Reinforce thinking across texts with questions like these. See also the unit-specific questions in the Unit Projects section of this guide.

<b>Genre/Text Type</b>	How does the book [title] compare with other books of the same genre?	How are the picture books in this unit alike? How are they different?	Which authors in this unit do you think would also be successful writing in a form such as plays, essays, or poetry? Why?
<b>Author's Purpose or Message</b>	Which two books in this unit are most alike in terms of the authors' messages?	Do you think all the authors in this unit had the same purpose? Why or why not?	Which author's message did you find most convincing or most memorable? Why?
<b>Illustrations or Photos</b>	Which two books are the most different in how they used photos or illustrations? Explain.	Which book or books in this unit most need the support of photos or art that add information to the text?	Which book in this unit would you like to see re-illustrated? What kinds of illustrations would you like to see?
<b>Organization and Style</b>	Which text features or terms did you see again and again?	Which books were organized in similar ways? Give some examples.	Which authors' approaches would you want to try and follow in your own writing? Why?
<b>Characters, Plot, and Setting</b>	Which characters in this unit have similar problems? Compare how their problems get solved.	Which books have the most details about the setting? How did these details affect you as a reader?	Which characters would you like to read more about? Why?
<b>Facts and Authenticity</b>	How did the facts in one book support the facts in another?	Which authors were able to use their life experiences to add authenticity to their writing?	How was the way this author told you about the topic different from the way the other authors did?

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### How would you finish these sentences?

1. The two authors whose work seems most alike are \_\_\_\_\_ and \_\_\_\_\_, because . . . .
  
2. The most important thing someone should know before reading the books in this unit is . . . .





Name \_\_\_\_\_ Date \_\_\_\_\_

Unit/Option/Book(s) \_\_\_\_\_

## Rubric for Assessing Student Progress on Unit Projects

Behaviors to Notice (Select goals appropriate for the option.)	Notes	Rating 1 (Limited Evidence) 2 (Consistent Evidence) 3 (Very Strong Evidence) N/A (Doesn't Apply to This Option)
Talks about texts in a way that shows deeper understanding.		
Talks about texts in a way that shows awareness of the author's craft.		
Notices and expresses connections between texts.		
Infers and expresses the larger ideas or lessons from texts.		
Comes up with ideas based on information from texts.		
Refers to texts as resources for further discussion, activity, or creative projects.		
Uses drawing, writing, or other creative activity to reflect and extend the meaning of texts.		
Draws from and expresses personal connections to texts and opinions about them.		
Works well with others (partners and team members).		
Reports or summarizes activity and/or what was learned in a clear way.		
Other		
<b>TOTAL SCORE/HIGHEST POSSIBLE SCORE (Number of Applicable Goals X 3)</b>		

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Reader's Name \_\_\_\_\_ Date \_\_\_\_\_

## Reader's Notebook Rubric

The Reader . . .	Emerging	Proficient	Outstanding
keeps track of books and reading times in his/her reading log.			
includes thorough notes on each assigned book.			
identifies accurately the genre for each book recorded.			
is reading in a range of genres.			
demonstrates evidence of thinking within, beyond, and about text; includes page numbers and text citations.			
demonstrates growing ability to write in response to reading.			
draws connections among books and themes; compares and contrasts.			
creates a refined written response or theme project that demonstrates thorough knowledge of the book.			
Next Instructional Steps/ Needed Follow-up:			

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Student Name \_\_\_\_\_ Date \_\_\_\_\_

## Comprehension Clubs Literacy Development Across the Year

Student Year \_\_\_\_\_

Key: E (Emerging) D (Developing) P (Proficient)

Capacities	Beginning	Middle	End
Reads familiar texts smoothly (fluency)			
Reads independently for 30–45 minutes (stamina)			
Reads at home independently for 20–30 minutes			
Participates in and sustains booktalk			
Selects books according to self-awareness of reading interests and tastes			
Demonstrates ability to assume a reading stance and back it up with evidence from the text			
Writes independently for 30-plus minutes (stamina)			
Writes at home independently			
Sustains selected writing piece/unit theme project over three or more days (stamina)			
Rereads own writing to add on, delete, revise, edit			
Reads and interprets texts in a variety of genres			
Defines characteristics of different genres			
Writes in a variety of genres			

Identity as a Reader & Writer	Beginning	Middle	End
Works effectively within the daily routines			
Approaches book club with reader's notebook and prepared notes, comments, questions, text evidence			
Exhibits active decision making and accountability for his or her outcomes during independent practice			
Actively and independently contributes new writing to his or her reader's notebook			
Articulates personal reading strengths			
Articulates personal reading challenges			
Articulates personal writing challenges			
Sets realistic and appropriate writing goals			
Achieves writing goals			
Recognizes and uses the perspective of others to revise or deepen the understanding of text			
Stays on topic			
Strong collaborator; participates fully			
Asks questions to clarify understanding			
Engages in close reading and rereads in search of text evidence to support thinking			
Recognizes and uses the perspective of others to help revise writing/ theme project work			



Club \_\_\_\_\_

Book Title \_\_\_\_\_

## Book Club Log/Teacher Observation Form

	Observations	Needed Follow-up
Student 1		
Student 2		
Student 3		
Student 4		
Student 5		
Student 6		
Student 7		
Student 8		
Student 9		
Student 10		

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Student \_\_\_\_\_ Unit \_\_\_\_\_

Book Title \_\_\_\_\_

Book Club \_\_\_\_\_ Date \_\_\_\_\_

## Book Club Teacher's Assessment Checklist

<b>Preparation</b>	<input type="checkbox"/> Read assigned pages <input type="checkbox"/> Listed comments and questions for discussion in reader's notebook <input type="checkbox"/> Identified text evidence to back up opinions and comments
<b>Participation: Process</b>	<input type="checkbox"/> Arrived prepared and ready to participate <input type="checkbox"/> Followed conversational turn-taking conventions <input type="checkbox"/> Listened attentively and respectfully to each speaker <input type="checkbox"/> Built on comments of others <input type="checkbox"/> Asked for clarification as needed
<b>Participation: Content</b>	<input type="checkbox"/> Shared on-target comments, opinions, and questions <input type="checkbox"/> Cited related textual evidence <input type="checkbox"/> Demonstrated literal understanding of text <input type="checkbox"/> Demonstrated inferential understanding <input type="checkbox"/> Identified literary elements <input type="checkbox"/> Identified structural components of text <input type="checkbox"/> Provided evidence of analytical thinking <input type="checkbox"/> Used the comprehension framework to structure thinking within the text, beyond the text, and about the text <input type="checkbox"/> Noticed aspects of the text such as language, structure, or writer's craft
<b>Assessment</b>	<input type="checkbox"/> Understands the nature of a productive discussion <input type="checkbox"/> Identified challenges and framed needed improvements <input type="checkbox"/> Provided an on-target assessment of self as participant
<b>Next Steps for the Reader</b>	Student's Thoughts     Teacher's Thoughts

### Appendix C: Sample Reader's Notebook Pages

 **Comprehension Clubs** Student Name \_\_\_\_\_ Date \_\_\_\_\_

## Reading Log

	Book Title	Author	Genre/Unit	Started	Finished
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

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Student Name \_\_\_\_\_

Book Title \_\_\_\_\_

Book Club \_\_\_\_\_ Date \_\_\_\_\_

## Quotations & Responses

1. While you're reading, mark or note passages or quotations that strike you as provocative, inspiring, puzzling, game-changing, and so on.
2. Choose three or four of the most striking passages or quotations you've marked and then explain why you chose each one.

Passage or Quotation	Page	Response



Name \_\_\_\_\_ Date \_\_\_\_\_

Book Title \_\_\_\_\_

## Close Reading & Text Evidence

My opinion is . . .	My opinion is . . .
Text Evidence	Text Evidence

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Name \_\_\_\_\_ Date \_\_\_\_\_

Book Title \_\_\_\_\_

## Today in Book Club, I . . .

- Listened to others.
- Looked at the person who was speaking.
- Responded to many of the people who were speaking.
- Asked questions of other people who were speaking.
- Spoke loud enough for others to hear.
- Talked my fair share—not too much and not too little.
- Was polite to others.
- Tried to include others.

Additional Notes: \_\_\_\_\_

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Name \_\_\_\_\_ Date \_\_\_\_\_

Book Title \_\_\_\_\_

## Thinking About Our Book Club Discussion

- We shared our thinking in clear, appropriately loud voices that everyone could hear.
- Everyone in the group had a turn.
- We listened to and looked at the person who was speaking.
- We stayed on the topic as long as someone wanted to speak.
- We used signals to get a turn and to change the topic.
- We were polite to each other.
- We asked each other questions when we didn't understand.
- We called each other by name.
- We had examples from the book to support our thinking.

Our goals for the next book club discussion are: \_\_\_\_\_

---



---



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Student Name \_\_\_\_\_ Date \_\_\_\_\_

Book Title \_\_\_\_\_ Book Club \_\_\_\_\_

## Student Book Club Discussion Tracker

<b>Part 1: Preparing for Book Club Discussion</b> (Reference page numbers when you cite text.)	
My first reaction is . . .	
I predict . . .	
This part makes me think . . .	
I'm uncertain about this part because . . .	
I'm drawn to this phrase, passage, scene, detail, graphic, character, setting, plot, facts because . . .	
I could use help with the words . . .	
I wonder about . . .	
This textual detail is a standout because . . .	
I'm eager to find out more about . . .	
I really need help with . . .	



Student Name \_\_\_\_\_ Date \_\_\_\_\_

Book Title \_\_\_\_\_ Book Club \_\_\_\_\_

## Student Book Club Discussion Tracker (*continued*)

Part 2: Summing Up After the Book Club Discussion	
My thoughts about _____ changed as the result of our discussion because . . .	
We all agreed that . . .	
We were surprised when . . .	
We disagreed about . . .	
The highlight was . . .	
What I think worked well about our discussion was . . .	
What didn't work as well was . . .	
Additional Comments:	

## Appendix D: Guided Reading: [Research Support](#), Word Study Skills Progression, Sample Assessments, and Sample Grade Level Standards Alignment Grades 1,4, and 6

[http://teacher.scholastic.com/products/guidedreading/pdf/2.0\\_InYourClassroom/GR\\_Research\\_Paper\\_2010.pdf](http://teacher.scholastic.com/products/guidedreading/pdf/2.0_InYourClassroom/GR_Research_Paper_2010.pdf)

### Summary of Word Study Skills and Activities for Levels A-Z

Level	Reading Stage	Skill Focus	Picture Sorting	Making Words	Sound Boxes	Breaking Words	Analogy Charts									
	<b>Pre-A</b>	Letter Names and Sounds	Sort pictures by their initial consonant.													
<b>A</b>	<b>Emergent</b>	Initial Consonants Long Vowels	Sort pictures by their initial consonant.	Change initial consonant. cat-man-pen-ven	2 boxes: ew, go, ec, fe											
<b>B</b>		Initial and Final Consonants Short e and o	Sort pictures by their initial consonant or medial vowel.	Change final consonant: hat-ham-hat  Change initial and final consonant: cat-can-ot-fat	2 boxes: at, ee, ah  3 boxes: not, an, more, def											
<b>C</b>		All Short Vowels CVC words	Sort pictures by their medial vowel.	Change initial, medial, and final letters: bat-bt-dip-jyog	3 boxes: CVC pen, and bit, not, sat											
<b>D</b>	<b>Early</b>	Digraphs CVCe-CVCe	Sort pictures by their initial digraph.	Change initial, medial, and final letters, including digraphs. Break at onset and rime. app-shap-ckap- pup-ckup	3 boxes: CCVC CVCe the, cat, quay											
<b>E</b>		Initial Blends CVCe-CVCe	Sort pictures by their initial blend.	Change initial, medial, and final letters, including initial blends. Break at onset and rime. pam-spam-smam- stap-lap-rip- flap	4 boxes: CCVC clam, pin, plum	Break words with initial blends and digraphs: st, sh, sp feed, girl										
<b>F</b>		Final Blends CVCe-CVCe		Change initial, medial, and final letters, including final blends. Break at onset and rime. sit-top-rop- vamp-lamp	4 boxes: CCVC last, none, pump, tent	Break words with final blends and digraphs: ck, st, sh, th break, cut										
<b>G</b>		Initial and Final Blends SVCe-CVCe CVCe-CVCe		Make words with blends and short vowels or silent e. Break at onset and rime. hat-gat-gate- gate-gape-gape	5 boxes: CCVCe saw, group, vamp	Break words with blends and short vowels or silent e: st, sh, th, ck break, cut										
<b>H</b>		Silent e Vowel Patterns Inflectional Endings		Make words with vowel patterns. Break at onset and rime. down-down-down- down-down		Break words with vowel patterns and inflectional endings: gr, owl, ed, sc, owl, ed Read: provide	Write words with a short vowel and silent e. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>tick</td><td>slide</td></tr> <tr><td>nick</td><td>pride</td></tr> <tr><td>duck</td><td>tride</td></tr> <tr><td>pick</td><td>side</td></tr> </table>	tick	slide	nick	pride	duck	tride	pick	side	
tick		slide														
nick		pride														
duck	tride															
pick	side															
<b>I</b>	Silent e Vowel Patterns Inflectional Endings		Make words with vowel patterns. Break at onset and rime. boat-coast-down- boat-goat-gloat		Break words with vowel patterns and inflectional endings: gr, owl, ed, sc, owl, ed Read: provide	Write words with vowel patterns and inflectional endings. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>all</td><td>swal</td></tr> <tr><td>ball</td><td>tyal</td></tr> <tr><td>goal</td><td>tram</td></tr> <tr><td>spool</td><td>throat</td></tr> <tr><td>reel</td><td>teaching</td></tr> </table>	all	swal	ball	tyal	goal	tram	spool	throat	reel	teaching
all	swal															
ball	tyal															
goal	tram															
spool	throat															
reel	teaching															

## Summary of Word Study Skills and Activities for Levels A-Z

Level	Reading Stage	Skill Focus	Breaking Words	Analogy Charts	Make a Big Word	Writing Big Words	Work With Affix Words														
J	Transitional	<ul style="list-style-type: none"> <li>• Silent e</li> <li>• Vowel Patterns</li> <li>• r-controlled Vowels</li> <li>• Inflectional Endings</li> </ul>	Break words with vowel patterns and inflectional endings: <i>air, ear, ing, ck, ous, ing</i> . Read: <i>conquer</i> .	Write words with vowel patterns. Add inflectional endings. <table border="1"> <tr><td>mean</td><td>head</td></tr> <tr><td>cream</td><td>lead</td></tr> <tr><td>cleaned</td><td>brush</td></tr> <tr><td>preacher</td><td>spared</td></tr> </table>	mean	head	cream	lead	cleaned	brush	preacher	spared	Make and break a multisyllabic word: <i>un-der-stand</i> .	Write words with silent e or vowel patterns: <i>choke, joke, quite</i> .							
mean		head																			
cream		lead																			
cleaned		brush																			
preacher		spared																			
K		<ul style="list-style-type: none"> <li>• Silent e</li> <li>• Vowel Patterns</li> <li>• r-controlled Vowels</li> <li>• Inflectional Endings With Spelling Changes</li> <li>• Compound Words</li> </ul>	Break words with r-controlled vowel, ar vowel pattern and inflectional ending: <i>it, air, ed, ize, ous, ed</i> . Read: <i>chasing</i> .	Write words with vowel patterns. Add inflectional endings. <table border="1"> <tr><td>bird</td><td>can</td></tr> <tr><td>go</td><td>join</td></tr> <tr><td>try</td><td>formy</td></tr> <tr><td>thirty</td><td>visited</td></tr> <tr><td>started</td><td>visited</td></tr> </table>	bird	can	go	join	try	formy	thirty	visited	started	visited	Make and break a multisyllabic word: <i>e-vent-ual</i> .	Write words with vowel patterns: <i>dreamed, problem, explained</i> .					
bird		can																			
go	join																				
try	formy																				
thirty	visited																				
started	visited																				
L	<ul style="list-style-type: none"> <li>• Vowel Patterns</li> <li>• r-controlled Vowels</li> <li>• Inflectional Endings With Spelling Changes</li> <li>• Compound Words</li> </ul>	Break words with vowel patterns and inflectional endings: <i>it, out, ed, ous, ed</i> . Read: <i>scolding</i> .	Write words with vowel patterns. Add inflectional endings. <table border="1"> <tr><td>like</td><td>king</td></tr> <tr><td>color</td><td>cloing</td></tr> <tr><td>pure</td><td>puriny</td></tr> <tr><td>shoe</td><td>shony</td></tr> <tr><td>blame</td><td>blaring</td></tr> </table>	like	king	color	cloing	pure	puriny	shoe	shony	blame	blaring	Make and break a multisyllabic word: <i>pow-er-ful-ly</i> .	Write words with vowel patterns: <i>uncovered, crowned, spunked</i> .						
like	king																				
color	cloing																				
pure	puriny																				
shoe	shony																				
blame	blaring																				
M	<ul style="list-style-type: none"> <li>• Vowel Patterns</li> <li>• r-controlled Vowels</li> <li>• Inflectional Endings With Spelling Changes</li> <li>• Compound Words</li> <li>• Prefixes</li> <li>• Suffixes</li> </ul>	Break words with inflectional endings: <i>al, ous, ed, ous, ed</i> . Read: <i>amazing</i> .	Write words with inflectional endings. <table border="1"> <tr><td>lose</td><td>lovely</td></tr> <tr><td>go</td><td>good</td></tr> <tr><td>home</td><td>homed</td></tr> <tr><td>ought</td><td>oughted</td></tr> <tr><td>can</td><td>canal</td></tr> </table>	lose	lovely	go	good	home	homed	ought	oughted	can	canal	Make and break a multisyllabic word: <i>gen-er-ous</i> .	Write words with suffixes: <i>fabulous, joyful, enormous</i> .						
lose	lovely																				
go	good																				
home	homed																				
ought	oughted																				
can	canal																				
N	<ul style="list-style-type: none"> <li>• Vowel Patterns</li> <li>• Inflectional Endings With Spelling Changes</li> <li>• Prefixes</li> <li>• Suffixes</li> </ul>	Break words with suffixes: <i>ous, ion, ous, ion</i> . Read: <i>competition</i> .	Write words with inflectional endings. <table border="1"> <tr><td>wand</td><td>drop e</td><td>don't drop e</td></tr> <tr><td>vide</td><td>wider</td><td>widely</td></tr> <tr><td>lane</td><td>laning</td><td>laned</td></tr> <tr><td>stock</td><td>stocking</td><td>stocked</td></tr> <tr><td>love</td><td>loved</td><td>lovely</td></tr> </table>	wand	drop e	don't drop e	vide	wider	widely	lane	laning	laned	stock	stocking	stocked	love	loved	lovely	Make and break a multisyllabic word: <i>pre-ven-tion</i> .	Write words with suffixes: <i>fraction, passion, vacation</i> .	
wand	drop e	don't drop e																			
vide	wider	widely																			
lane	laning	laned																			
stock	stocking	stocked																			
love	loved	lovely																			
O	<ul style="list-style-type: none"> <li>• Vowel Patterns</li> <li>• Inflectional Endings With Spelling Changes</li> <li>• Prefixes</li> <li>• Suffixes</li> </ul>	Break words with suffixes: <i>ous, ous, ous</i> . Read: <i>feature</i> .	Write words with inflectional endings. <table border="1"> <tr><td>wand</td><td>double</td></tr> <tr><td>got</td><td>gotted</td></tr> <tr><td>grab</td><td>grabbed</td></tr> <tr><td>top</td><td>topped</td></tr> <tr><td>tip</td><td>tipped</td></tr> </table>	wand	double	got	gotted	grab	grabbed	top	topped	tip	tipped	Make and break a multisyllabic word: <i>ad-vert-ise</i> .	Write words with suffixes: <i>caption, fortune, picture</i> .						
wand	double																				
got	gotted																				
grab	grabbed																				
top	topped																				
tip	tipped																				
P	<ul style="list-style-type: none"> <li>• Vowel Patterns</li> <li>• Inflectional Endings With Spelling Changes</li> <li>• Prefixes</li> <li>• Suffixes</li> </ul>	Break words with suffixes: <i>ous, ment, ous, ment</i> . Read: <i>amusement</i> .	Write words with inflectional endings. <table border="1"> <tr><td>baby</td><td>babies</td></tr> <tr><td>happy</td><td>happily</td></tr> <tr><td>hurry</td><td>hurried</td></tr> <tr><td>enjoy</td><td>enjoyed</td></tr> <tr><td>city</td><td>cities</td></tr> </table>	baby	babies	happy	happily	hurry	hurried	enjoy	enjoyed	city	cities	Make and break a multisyllabic word: <i>at-ti-ci-ment</i> .	Write words with suffixes: <i>basement, ornament, eminent</i> .						
baby	babies																				
happy	happily																				
hurry	hurried																				
enjoy	enjoyed																				
city	cities																				
Q-S	Fluent	• Early Affixes and Roots			Make and break a multisyllabic word: <i>mid-point</i> .	Write words with affixes: <i>mid-midnight, midsection, midwinter</i> .	Read and define words with affixes: <i>mid-midstream, midrange, midlevel</i> .														
T-V		• Intermediate Affixes and Roots			Make and break a multisyllabic word: <i>pro-duct-ive</i> .	Write words with affixes: <i>pro-propriety, pro-prietary, produce</i> .	Read and define words with affixes: <i>pro-produce, pro-duct, produce, promotion</i> .														
W-Z		• Advanced Affixes and Roots			Make and break a multisyllabic word: <i>de-press-ion</i> .	Write words with affixes: <i>de-pression, de-pressive, deprecate</i> .	Read and define words with affixes: <i>de-preciable, deprecate, deprecator</i> .														



## WORD STUDY LESSONS BY SKILL FOCUS AND READING STAGE

Use this chart to pinpoint lessons once you've assessed students for their needs.

Skill Focus	Pre-A Lessons (pages 65-72)	Emergent Lessons (pages 89-99)	Early Lessons (pages 121-135)	Transitional Lessons (pages 155-168)	Fluent Lessons (pages 183-194)
Letter Names and Sounds	1-8				
Consonants		1-14, 16-24, 26-27, 29-30, 32-36			
Long Vowels		6, 8			
Short Vowels		3, 5, 14-17, 19-20, 22-36			
Initial Digraphs			1-7		
Final Digraphs			8-11		
Initial Blends			12-21, 34, 39		
Final Blends			22-31		
Initial and Final Blends			38		
Digraphs and Blends			32-33, 35-37, 40-41		
Silent e			32, 35, 38-42, 61	1-3	
r-controlled Vowels				10-15, 17, 26-29	
Vowel Patterns					
· ee			43-44		
· ow			45-46		
· all			47, 49		
· ill			47		
· ell			47		
· ay			48-49		
· ar			50, 52		
· or			50		
· oo			51, 58		
· ai			53, 58	8-9	
· oi			54, 57	55	
· oa			54-56		
· ou			59, 60		
· ea (long e)				4-6	
· ea (short e)				6-7	
· ow (long o)				16-17, 27	
· ew				29-30	
· aw				31-32	
· igh				33-34	
Inflectional Endings			44, 46, 48-51, 53, 56-58, 60	4-12, 14, 16, 20-22, 32, 37, 53-54, 58	
Inflectional Endings With Spelling Changes					
· e drop				18-19, 23-25, 53-54	
· Doubling				35-36, 58	
· Change y to i				59-60	
Compound Words				2, 17, 22, 27-30, 42-43	
Prefixes				31, 42-44, 46-47, 61-63	17-20, 24-100
Suffixes				26, 28, 31, 33-34, 38-41, 44-52, 55-57	1-16, 20-23, 30

## Transitional Word Study Inventory (Levels J-P)

Student: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Administer the inventories at the level students are reading and one level below. Give each student a blank sheet of paper. Then say, "You don't know how to spell some of these words, but I want you to try. Think about other words you know that sound similar."

**Analyze and Reflect:** Use this form to record observations about individual students or groups. Circle the skills students need to learn.

	Initial blend	Final blend/digraph	Vowel feature	Inflectional ending/suffix	Prefix	Notes
strive	str		i_e			
gloating	gl		oa	ing		
slouch	sl	ch	ou			
scraped	scr		a-e	ed (t sound)		
dreamy	dr		ea	y		
squawk	squ		aw			
growled	gr		ow	ed (d sound)		
flew	fl		ew			
slower	sl		ow	er		
twirl	tw		ir			
blurted	bl		ur	ed (ed sound)		
brightly	br		igh	ly		
splitting	spl			ing (doubling)		
quaking	qu			ing (e drop)		
bunnies				es (change y to i)		
stainless	st		ai	less		
darkness			ar	ness		
overweight			eigh		over	
unhelpful				ful	un	
payment			ay	ment		
fabulous				ous		
portion			or	tion		
dispute			u-e		dis	
moisture		st	oi	ture		



## Grade 1

Reading: Foundational Skills	Assessment	Instruction
<p><b>Print Concepts</b></p> <p>RF.1.1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p>Pre-A Reading Assessment: Print Concepts (TG p. 52; AFB p. 54)</p>	<p>Pre-A Lesson Plan (TG pp. 120–123; pp. 181–182)</p>
<p><b>Phonological Awareness</b></p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>Pre-A Reading Assessment: Phonemic Awareness (TG p. 50; AFB p. 55)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186) Early (TG pp. 146–150; p. 190)</p>
<p><b>Phonics and Word Recognition</b></p> <p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final –e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>Pre-A Reading Assessment: Sound Knowledge (TG p. 49; AFB p. 54)</p> <p>Developmental Word Knowledge Inventory (TG p. 32–37; AFB pp. 17–23)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186) Early (TG pp. 146–150; p. 190)</p>
<p><b>Fluency</b></p> <p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186) Early (TG pp. 146–150; p. 190) Transitional (TG pp. 158–165; p. 194)</p>
Reading: Informational Text	Assessment	Instruction
<p><b>Key Ideas and Details</b></p> <p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Emergent (TG pp. 132–138; p. 186) Early (TG pp. 146–150; p. 190) Transitional (TG pp. 158–165; p. 194)</p>

<p><b>Craft and Structure</b></p> <p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.5. 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.</p> <p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans:</p> <p>Emergent (TG pp. 132–138; p. 186)</p> <p>Early (TG pp. 146–150; p. 190)</p> <p>Transitional (TG pp. 158–165; p. 194)</p>
<p><b>Integration of Knowledge and Ideas</b></p> <p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.8. Identify the reasons an author gives to support points in a text.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans:</p> <p>Emergent (TG pp. 132–138; p. 186)</p> <p>Early (TG pp. 146–150; p. 190)</p> <p>Transitional (TG pp. 158–165; p. 194)</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <p>RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans:</p> <p>Emergent (TG pp. 132–138; p. 186)</p> <p>Early (TG pp. 146–150; p. 190)</p> <p>Transitional (TG pp. 158–165; p. 194)</p>
<p><b>Reading: Literature</b></p>	<p><b>Assessment</b></p>	<p><b>Instruction</b></p>
<p><b>Key Ideas and Details</b></p> <p>RL.1.1. Ask and answer questions about key details in a text.</p> <p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3. Describe characters, settings, and major events in a story, using key details.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans:</p> <p>Emergent (TG pp. 132–138; p. 186)</p> <p>Early (TG pp. 146–150; p. 190)</p> <p>Transitional (TG pp. 158–165; p. 194)</p>
<p><b>Craft and Structure</b></p> <p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>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 text types.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans:</p> <p>Emergent (TG pp. 132–138; p. 186)</p> <p>Early (TG pp. 146–150; p. 190)</p> <p>Transitional (TG pp. 158–165; p. 194)</p>
<p><b>Integration of Knowledge and Ideas</b></p> <p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans:</p> <p>Emergent (TG pp. 132–138; p. 186)</p> <p>Early (TG pp. 146–150; p. 190)</p> <p>Transitional (TG pp. 158–165; p. 194)</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <p>RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans:</p> <p>Emergent (TG pp. 132–138; p. 186)</p> <p>Early (TG pp. 146–150; p. 190)</p> <p>Transitional (TG pp. 158–165; p. 194)</p>



## Grade 4

Reading: Foundational Skills	Assessment	Instruction
<p><b>Phonics and Word Recognition</b></p> <p>RF4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>Developmental Word Knowledge Inventory (TG pp. 29–35; AFB pp. 15–19)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p><b>Fluency</b></p> <p>RF4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
Reading: Informational Text	Assessment	Instruction
<p><b>Key Ideas and Details</b></p> <p>RI4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 38–55)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p><b>Craft and Structure</b></p> <p>RI4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 38–55)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p><b>Integration of Knowledge and Ideas</b></p> <p>RI4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 38–55)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p><b>Range of reading and Level of Text Complexity</b></p> <p>RI4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 38–55)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>

Reading: Literature	Assessment	Instruction
<p><b>Key Ideas and Details</b></p> <p>RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 38–55)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p><b>Craft and Structure</b></p> <p>RL.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 38–55)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>



## Grade 6

Reading: Informational Text	Assessment	Instruction
<p><b>Key Ideas and Details</b></p> <p><b>RI.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.6.2</b> Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 74–91)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p><b>Craft and Structure</b></p> <p><b>RI.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p><b>RI.6.5</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p><b>RI.6.6</b> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 74–91)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <p><b>RI.6.10</b> By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 74–91)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
Reading: Literature	Assessment	Instruction
<p><b>Key Ideas and Details</b></p> <p><b>RL.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.6.2</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 74–91)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p><b>Craft and Structure</b></p> <p><b>RL.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><b>RL.6.6</b> Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 74–91)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <p><b>RL.6.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 74–91)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>

## The Four Assessment Steps: A What/When Chart

Frequency	Format	Materials	This step will help you . . .
<b>STEP 1 Reading Interest Survey</b>			
2X/YEAR Aug/Sep Dec/Jan	Individual and Whole Class	Home Reading Interest Survey Kindergarten, Grade 1, or Grade 2 Reading Interest Survey Class Profile	Guide readers' independent book choices and select texts for whole-group read-alouds, shared reading experiences, and guided reading lessons.
<b>STEP 2 Developmental Word Knowledge Inventory</b>			
3X/YEAR Aug/Sep Dec/Jan May/June	Whole Class	Word List Recording Sheet Scoring Sheet Class Profile	Determine the order of Reading Assessment Conferences (Step 4) and target specific phonics skills to prompt and teach during guided reading and whole-group mini-lessons.
<b>STEP 3 Listening Comprehension Assessment</b>			
3X/YEAR Aug/Sep Dec/Jan May/June	Whole Class	Read-Aloud Passages Recording Sheet Class Profile	Identify listeners' comprehension strengths and needs so that you can build on their strengths or address their needs during whole-group or guided reading lessons.
<b>STEP 4 Reading Assessment Conference</b>			
3X/YEAR Aug/Sep Dec/Jan May/June	Individual	Leveled Assessment Books Reading Records Assessment Conference Book Class Profile	Identify each student's instructional reading level and understand his or her reading behaviors, application of strategies, and ability to comprehend so that you can pinpoint the skills and strategies to target during your guided reading lessons and reading conferences.

**Appendix E:  
Comprehension Clubs Units:  
Common Core Standards Alignment  
and Research**

CCSS Alignment, grades K – 5

[http://teacher.scholastic.com/products/comprehension-clubs/pdf/Comprehension\\_Clubs\\_Sample\\_Common\\_Core\\_Alignment.pdf](http://teacher.scholastic.com/products/comprehension-clubs/pdf/Comprehension_Clubs_Sample_Common_Core_Alignment.pdf)

CCSS Alignment, grades 6 – 8

[ELA CCSS Comprehension Clubs, Upper School](#)

Scholastic Research

[http://teacher.scholastic.com/products/comprehension-clubs/pdf/Comprehension\\_Clubs\\_research\\_final.pdf](http://teacher.scholastic.com/products/comprehension-clubs/pdf/Comprehension_Clubs_research_final.pdf)

**Appendix F:  
Core Clicks Overview**

<http://www.scholastic.com/coreclicks/common-core-standards/program-components/core-ela-skills/index.html>



**Appendix G:  
MTSS/RTI Overview  
Sample Plan, Schoolyear 2019 - 2020**

Providence Creek Academy follows all Delaware regulations for RTI and began transitioning to MTSS in the 2019 – 2020 Schoolyear. We will continue to follow the updated MTSS regulations. Please see the following for sample details with dates aligned to the 2019 – 2020 calendar.

**CALENDAR**

There will be ongoing sessions of RTI/MTSS with Instructional Support Team meetings at 6 week intervals and benchmarking in September, November, and February to help determine tier movement.

**Benchmark** (Sept 2-13) – entire school – DIBELS K-2, SRI 3-8 – parent letters home explaining Tier Placement. SRI 2<sup>nd</sup> grade for practice and a Lexile score for students reading above a BR level.

**RTI/MTSS Begins:** September 23. Six week meeting will be held November 1 to discuss all students receiving Tier 2 and 3 interventions and any watch list students performing at risk.

**Benchmark** – (Nov 4 - 15) entire school – DIBELS K-2, SRI 3-8 – SRI 2<sup>nd</sup> grade for Lexile. Parent letters sent home notifying Tier placement/movement.

**Adjusted Groups** – Begins November 18

Twelve week Meeting will be held on December 20.

Adjusted Groups – Begin January 2

**Benchmark** – (February) entire school – DIBELS K-2, SRI 3-8- parent letters sent home. SRI 2<sup>nd</sup> grade for Lexile. 18 week-meeting will be held February 14.

**Adjusted Groups** – Begins February 21. Twenty-four week meeting will be held April 5.

**Tier Placement**

<b>TIER</b>	<b>National Percentile</b>	<b>Intervention</b>	<b>Progress Monitoring</b>
Tier 1	41% or higher	Independent enrichment in the regular classroom	None
Tier 1 Watch-list	26-40%	Independent enrichment in the regular classroom	Bi-weekly-notify interventionist if scoring below cut score
Tier 2	11-25%	Small group with classroom teacher	Weekly
Tier 3	0-10%	1 on 1 or in a smaller group with the interventionist or a teacher/para under the supervision of the interventionist. Students in this percentile will first receive Tier 2 interventions.	Weekly

\*Students must progress through Tiers in steps. They may not skip tiers.

**Progress Monitoring Materials**

	<b>Watch List – Bi-weekly</b>	<b>Tier 2 - Weekly</b>	<b>Tier 3 - Weekly</b>
K	Letter Naming Fluency	Letter ID/Sound Symbol or NWF	Letter ID/Sound Symbol or NWF
1	NWF or ORF	NWF or ORF	NWF, ORF, or sight word /Running Record progress monitor from RISE
2	ORF or MAZE	ORF with retell or NWF or MAZE	NWF/ MAZE/ORF or Word Knowledge

			Inventory, Sight Word Progress Monitor or Running Record from RISE
Grades 3-8	MAZE	MAZE or ORF	MAZE/ORF or Word Knowledge Inventory, Sight Word Progress Monitor or Running Record from RISE

**Key/Explanation:**

Letter Naming Fluency – one minute timed

Letter ID/Sound Symbol – not timed

NWF – Nonsense Word Fluency – 6<sup>th</sup> edition PROGRESS MONITORING from DIBELS site

ORF – Oral Reading Fluency – 6<sup>th</sup> edition PROGRESS MONITORING from DIBELS site  
(8<sup>th</sup> edition available for 7<sup>th</sup> and 8<sup>th</sup> grade)

One minute timed

MAZE – use grade level MAZE form from DIBELS 8<sup>th</sup> edition

Three minute timed

### Benchmarking Materials

GRADE	Beginning of Year	Middle of Year	End of Year
K	DIBELS Letter Naming Fluency*	DIBELS Letter Naming Fluency Nonsense Word Fluency CLS*	DIBELS Letter Naming Fluency Nonsense Word Fluency CLS* and WRC
1	DIBELS Letter Naming Fluency Nonsense Word Fluency CLS* and WRC	DIBELS Nonsense Word Fluency CLS and WRC Oral Reading Fluency*	DIBELS Nonsense Word Fluency CLS and WRC Oral Reading Fluency*
2	DIBELS Nonsense Word Fluency Oral Reading Fluency *	DIBELS Oral Reading Fluency * SRI	DIBELS Oral Reading Fluency * SRI
3-8	SRI * (ORF for students who score BR)	SRI * (ORF for students who score BR)	SRI * (ORF for students who score BR)

**\*Predominant Measure, teachers should bring work samples and evidence to the 6 week meeting to provide a secondary measurement of progress.**

Students in Tier X for one subject and Tier Y for another	Receive at least this many minutes:
T3, T3	180
T2, T2	120
T2, T1	90
T3, T1	150

### Tier 2 and 3 Intervention Resources

Guided Reading  
The Road to Reading

The Next Step Forward in Reading Intervention (The RISE framework)  
Orton-Gillingham (WILSON or BARTON)

**RTI Checklist for teachers and specialist:**

- ✓ **Complete data tracking sheet each week for all Tier 2 and Tier 3 students indicating any absences, intervention goals, progress monitoring scores, and interventions used.**
- ✓ **Progress Monitor all watch list students every other week and record scores on Watch List form – keep hard copies in the file.**
- ✓ **Progress Monitor students receiving Tier 2 or 3 interventions each week.**
- ✓ **Provide Intervention weekly for assigned students. See RTI folder on teacher server for resources.**
- ✓ **Complete addendum form for any Tier 3 students receiving additional interventions.**

## Appendix H

### Professional Learning Communities at Providence Creek Academy

Providence Creek Academy teachers meet three times per week to collaboratively work to improve their teaching. The first of these working communities is facilitated by the Dean of Academics with the goal of using an **inquiry cycle** centered on data to inform instruction. Benchmark data, progress monitoring data, and assessments data are incorporated into the analysis. Teachers reflect on an aspect of their teaching, collaborate on strategies for improvement, implement those real solutions, and evaluate student data. Teachers often adjust current and future lesson plans to differentiate based on this data analysis.

In addition to the weekly data PLC, grade level teaching teams also meet with the Math and Reading Specialists on a rotating basis. When meeting with the Reading Specialist, teachers focus on:

- Best practices to fully engage learners with the curricular materials
  - Comprehension Clubs for Grade-level instruction
  - Guided Reading for Differentiation
  - Core Clicks
- Text selection within the grade-level materials (student choice encouraged)
- Phonics integration
- Writing prompts and assessments

Finally, teachers will meet as a grade level team to incorporate the analysis and learning from the two PLC meetings into practice. These weekly learning and working sessions allow teachers the time to match the materials offered in the Scholastic Resources with the individual needs of their individual students and their classes as a whole.

For any questions about the ELA curriculum at Providence Creek Academy, please see:

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Reading Specialist, Amy Santos [Amy.santos@pca.k12.de.us](mailto:Amy.santos@pca.k12.de.us)