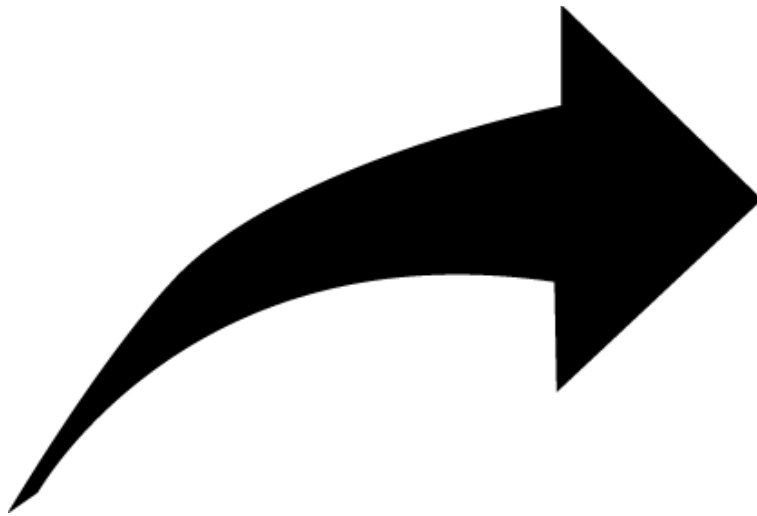


Primary Literacy  
Resources to



Raise RIGOR



## RESOURCES

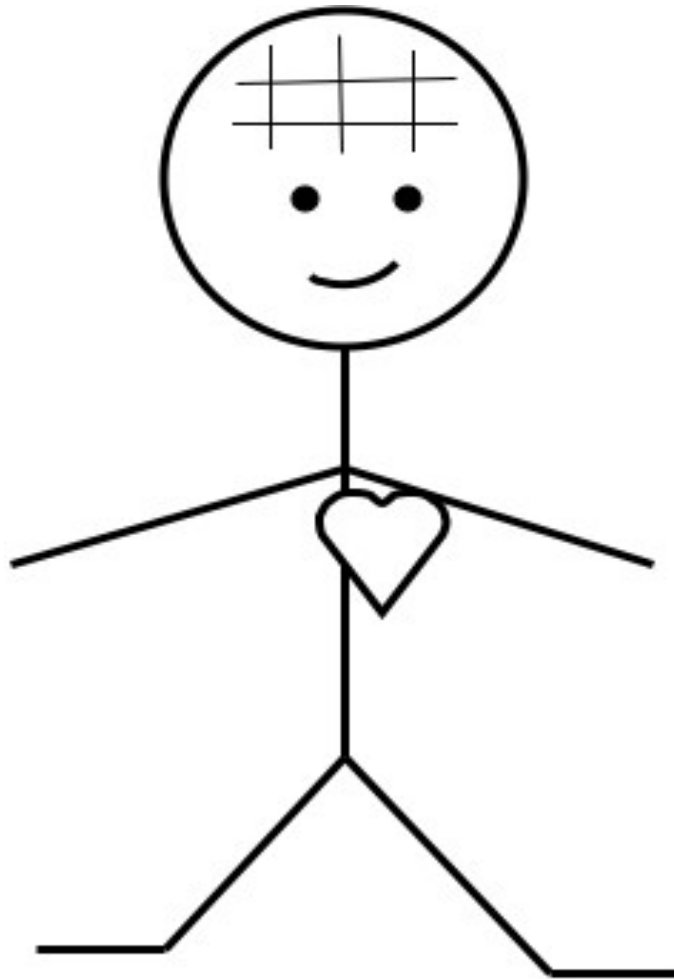
<b>Progress Priorities</b>	<b>p. 4</b>
Integrate SEL	p. 5
Involve Parents	p. 6
<b>Common Core Priorities</b>	<b>p. 8</b>
<b>Guide Literature Learners</b>	<b>p. 13</b>
<b>Guide Nonfiction Learners</b>	<b>p. 41</b>
<b>Connect Vocabulary and Writing</b>	<b>p. 57</b>

## My Plan: Raising Rigor in Second Semester

List a priority to raise rigor in column 1.

List strategies to accomplish that advancement in the second column.

<b>Raise Rigor</b>	<b>Strategy</b>
More challenging questions	



**Learning starts with liking.**

What do YOU like to read?

What did YOU like about this book?

Which are YOUR favorite words?

# Parent Workshop Planner

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

**Outcomes—What will the workshop result in?**

Parents will know more about \_\_\_\_\_

\_\_\_\_\_

Parents will be able to \_\_\_\_\_

\_\_\_\_\_

Date and Time: \_\_\_\_\_

**What administrators, teachers, school staff will participate?**

**Activities: What will participants do?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Materials: What will parents receive?**

\_\_\_\_\_

\_\_\_\_\_

**How will we invite parents?**

\_\_\_\_\_

\_\_\_\_\_

## Reading Activities You Can Do at Home!

How to Make Reading Progress	What My Family Will Do	When
<p><i>Expand Vocabulary</i>                      Use the Word of the Week to write                      Make your own pictionary.                      Play word games.</p>		
<p><i>Read and Discuss Stories</i>                      Talk about what happens and why.                      Describe the characters—what are their traits, how do they feel?                      Predict what could happen next.                      What is the message—what lesson does it teach?</p>		
<p><i>Read and Write about Our World</i>                      Choose a topic to explore.                      It could be a place, a person, an event.                      Talk and write about what you learn.                      Go to a museum to learn more.                      Use the Internet to learn more.                      List what you learn.</p>		
<p><i>Read and Write Science</i>                      Watch science on television.                      Make a science word list.                      Use those words to write.                      Use the Internet to learn more.                      List what you learn.</p>		

## Common Core emphasizes ideas.

Common Core Reading Anchor Standard 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.'

*Choose one proverb or saying. Draw a picture that shows what it means. Show your picture to someone else. See if they can figure out which idea you pictured.*

1	If you wish to learn the highest truths, begin with the alphabet. (Japan)	Si deseas aprender las grandes verdades, comienza con el alfabeto. (Japón)
2	Never be afraid to sit awhile and think. (Lorraine Hansberry, US)	Nunca temas sentarte un largo rato y pensar. (Lorraine Hansberry, EUA)
3	A book is a garden carried in the pocket. (Saudi Arabia)	Un libro es un jardín que cargas en el bolsillo. (Arabia Saudita)
4	He who does not know one thing knows another. (Kenya)	Aquel que no sabe una cosa sabe otra. (Kenya)
5	Give me leverage, and I will move the Earth. (Greece)	Dame ventaja, y moveré la Tierra. (Griego)
6	By learning you will teach, by teaching you will learn. (Latino)	Al aprender enseñas, al enseñar aprendes. (Latino)
7	A gentle hand may lead even an elephant by a single hair. (Iran)	Una mano gentil puede guiar aun a un elefante por un pelo. (Irán)
8	She that would lead must be a bridge. (Wales)	Aquella que guía debe ser un puente. (Wales)
9	Do good, and don't worry to whom. (Mexico)	Haz el bien, y no te preocupes a quien. (México)
10	Lower your voice and strengthen your argument. (Lebanon)	Baja la voz y fortalece tu argumento. (Líbano)
11	A clever person turns big troubles into little ones and little ones into none at all. (China)	Una persona astuta vuelve grandes problemas en pequeños y pequeños en inexistentes. (China)
12	Everyone is the age of her heart. (Guatemala)	Todos son la edad de su corazón. (Guatemala)
13	You must be the change you wish to see in the world. (Mahatma Gandhi)	Debes ser el cambio que deseas ver en el mundo. (Mahatma Gandhi)



# Check Your Foundational Skills Priorities

## Reading: Foundational Skills, Grades 1-2

### Print Concepts

ANCHOR STANDARD: Demonstrate understanding of the organization and basic features of print.

#### First Grade Competencies

RF.1.1A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

### Phonological Awareness

ANCHOR STANDARD: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

#### First Grade Competencies

RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words.

RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

### Phonics and Word Recognition

ANCHOR STANDARD: Know and apply grade-level phonics and word analysis skills in decoding words.

#### First Grade Competencies

RF.1.3.A Know the spelling-sound correspondences for common consonant digraphs.

RF.1.3.B Decode regularly spelled one-syllable words.

RF.1.3.C Know final -e and common vowel team conventions for representing long vowel sounds.

RF.1.3.D Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

RF.1.3.E Decode two-syllable words following basic patterns by breaking the words into syllables.

RF.1.3.F Read words with inflectional endings.

RF.1.3.G Recognize and read grade-appropriate irregularly spelled words.

### Second Grade Competencies

RF.2.3.A Distinguish long and short vowels when reading regularly spelled one-syllable words.

RF.2.3.B Know spelling-sound correspondences for additional common vowel teams.

RF.2.3.C Decode regularly spelled two-syllable words with long vowels.

RF.2.3.D Decode words with common prefixes and suffixes.

RF.2.3.E Identify words with inconsistent but common spelling-sound correspondences.

RF.2.3.F Recognize and read grade-appropriate irregularly spelled words.

### **Fluency**

ANCHOR STANDARD: Read with sufficient accuracy and fluency to support comprehension.

### First Grade Competencies

RF.1.4.A Read grade-level text with purpose and understanding.

RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.1.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### Second Grade Competencies

RF.2.4.A Read grade-level text with purpose and understanding.

RF.2.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## African and African American Proverbs and Sayings Inspire Progress

*Example of an inspiring calendar!*

Week	Idea	Illustration
	<p>“Where there’s a will there’s a way.” <i>Eastern and Central Africa</i></p>	
	<p>“It always seems impossible until it’s done.” <i>Nelson Mandela</i></p>	
	<p>“I can accept failure. Everyone fails at something. But I can't accept not trying.” <i>Michael Jordan</i></p>	
	<p>“Education is the key to unlock the golden door of freedom.” <i>George Washington Carver</i></p>	
	<p>“A wise person will always find a way.” <i>Tanzania</i></p>	

# The Literacy Standards Connect Reading/Thinking/Writing

## Common Core Literacy Standards: A Concise Listing

The following statements list the focuses of each of the Reading and Writing standards.

### Reading Standards

#### Ideas and Information

1. Read carefully to figure out what the text says, then infer with evidence.
2. Figure out the central idea (nonfiction) or theme (literature)
3. Analyze relationships—among characters, plot (fiction), among ideas (nonfiction)

#### Craft and Structure

4. What are the important words and what do they mean in this context?
5. What choices did the writer make—techniques, components, structure?
6. What is the writer's purpose?

#### Integration of Ideas and Information

7. Integrate ideas and information from different kinds of sources
8. Evaluate the strength of evidence for a position (only for nonfiction)
9. Compare and contrast different presentations of the same topic or theme.

### Writing Standards

#### Text Types and Purposes:

1. Argumentative
2. Explanatory
3. Narrative

#### Production and Distribution of Writing

4. Make it coherent and clear—well organized.
5. Plan it then revise it.
6. Use technology to “publish” it

#### Research to Build and Present Knowledge

7. Research to respond to a focus question.
8. Integrate information from different kinds of sources.
9. Support research and analysis with evidence.

SOURCE of Common Core Standards cited in this guide: <http://www.corestandards.org>

The standards have been issued with a public license that allows them to be republished for any purpose that supports the standards initiative. © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

# Guide Literature Readers

“The complexities readers face in texts as they move through the levels require teachers to plan for and guide the teaching to support the readers’ thinking within, beyond and about the text each and every day.”

Source: <http://www.lesley.edu/guided-reading/primary-classroom/>

## READ A STORY THOUGHTFULLY

The core questions can be applied to any story.

### CORE QUESTIONS

1. *Identify sequence:* **What happened first? What happened next?**
2. *Identify important character:* **Name one important character in the story.**
3. *Infer character trait:* **What is one trait you infer that character has?**
- 3A. **Explain why you think that.**
4. *Identify important action:* **What is something important that character does?**
5. *Infer Motive:* **Why do you think that character does that?**
6. *Retell a story:* **Tell who was in the story and what happened.**
7. *Infer the lesson:* **What is an idea or lesson people can learn from this story?**

### Build Vocabulary

- *Make a vocabulary chart. List important words from the story. Draw a picture that shows what each one means. This chart shows what your chart should look like.*

<i>Word</i>	<i>Picture</i>

### Expand: Create

- *Sequence:* **Draw pictures with captions that tell the story.**
- *Predict:* **Write the next part of this story—with pictures and captions.**

## Thoughtful Readers Take Time to Think!

This text provides an opportunity to learn about fables and how to read fiction and also teaches a lesson that is very appropriate to how to learn—careful readers take time to think.

### **Fable: The Turtle and the Rabbit**    Adapted from the Traditional

I'm a very wise bird, an owl, but even I did not think my friend the turtle could win a race. Here is the story.

One day, the rabbit was boasting of his speed. "I have never yet lost a race," said he, "when run as fast as I can. I am the best." He was hopping up and down.

The turtle said quietly, "I will race you. I know I can win." The turtle looked around with her sleepy eyes and saw that the other animals were smiling.

"That is a good joke," said the rabbit. "You will never pass me! You are so slow."

"We will see. I will win," said the turtle.

They set up the race. It went through hills. It was rocky. It had rained, so it was slippery.

They were off! The rabbit rushed off. Then he stopped to take a nap. He was sure that the turtle could never catch him.

The turtle never stopped. The turtle kept going.

When the rabbit woke from his nap, he heard a sound. The other animals were cheering. The rabbit ran as fast as he could, but it was too late. He saw the rabbit had won.

The rabbit was surprised. He had never lost a race before.

"Ha, ha," I said. "I knew that my friend would win. The turtle is strong and steady. You are fast but you don't take time to think. I do. That's why people say owls are wise birds."

The other animals smiled.

Then the rabbit said, "I have learned a lot today."

CCSSR2—figure out a theme or lesson.

What did the rabbit learn?

Every fable has a moral—a lesson you can learn. What is a lesson you can learn from this fable? Draw a picture that shows how the fable teaches that lesson.

## Fábula: La tortuga y la liebre

La liebre, una vez se jactaba de su velocidad antes de los otros animales. "Aún no he sido golpeado", dijo él, "cuando yo extenderé mi máxima velocidad. Yo reto a cualquiera para correr conmigo. Yo soy el mejor. "

La tortuga dijo en voz baja: "Acepto el reto. Estoy cansado de su jactancia. Estoy seguro de que puedo ganar."

"Esa es una buena broma", dijo la Liebre, "Yo podría bailar alrededor de todo el camino. Usted nunca será capaz de acelerar más allá de mí. Usted no va a conseguir la victoria "

"Mantenga su jactancia hasta que me ha golpeado", respondió la tortuga. "Vamos a correr? Sé que puedo derrotar a usted."

Así que un curso se fijó y se dio comienzo. La liebre corrió casi fuera de la vista a la vez, pero pronto se detuvo y, creyendo que la tortuga no pudo atraparlo, se acostó en el camino de tener una siesta. La tortuga en ningún momento se detuvo, sino que continuó con un ritmo lento pero constante recto hasta el final del curso.

Cuando la liebre se despertó de su siesta, vio a la tortuga sólo cerca de la ganadora-post. La liebre corrió tan rápido como pudo, pero ya era demasiado tarde. Vio la tortuga había llegado a la meta. Estaba muy sorprendido. Nunca había perdido una carrera antes.

CCSS Anchor Reading Standard 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.

1. Secuencia: ¿Qué evento ocurrió primero? ¿Qué pasó ayer?
2. Rasgos del carácter: Nombre un carácter. ¿Qué es un rasgo que inferir que el personaje tiene? Explique por qué piensa eso.
3. Motivo: ¿Qué es algo que esa persona hace? ¿Por qué piensas que esa persona hace eso?
4. Resumir: Resumir la historia en cuatro frases. Habla sobre los personajes y lo que hacen.
5. Idea principal: ¿Cuál cree usted que es la idea principal de la historia? ¿Por qué?



## I can infer the moral or message of a fable.

CCSSR2. Determine **central ideas or themes** of a text and analyze their development; **summarize** the key supporting details and ideas.

**Draw or briefly tell the three most important parts of the fable.**

--	--	--

**This is what I think the message is.**

---

**This is my evidence for that conclusion.**

---

---

---

---

---

---

---

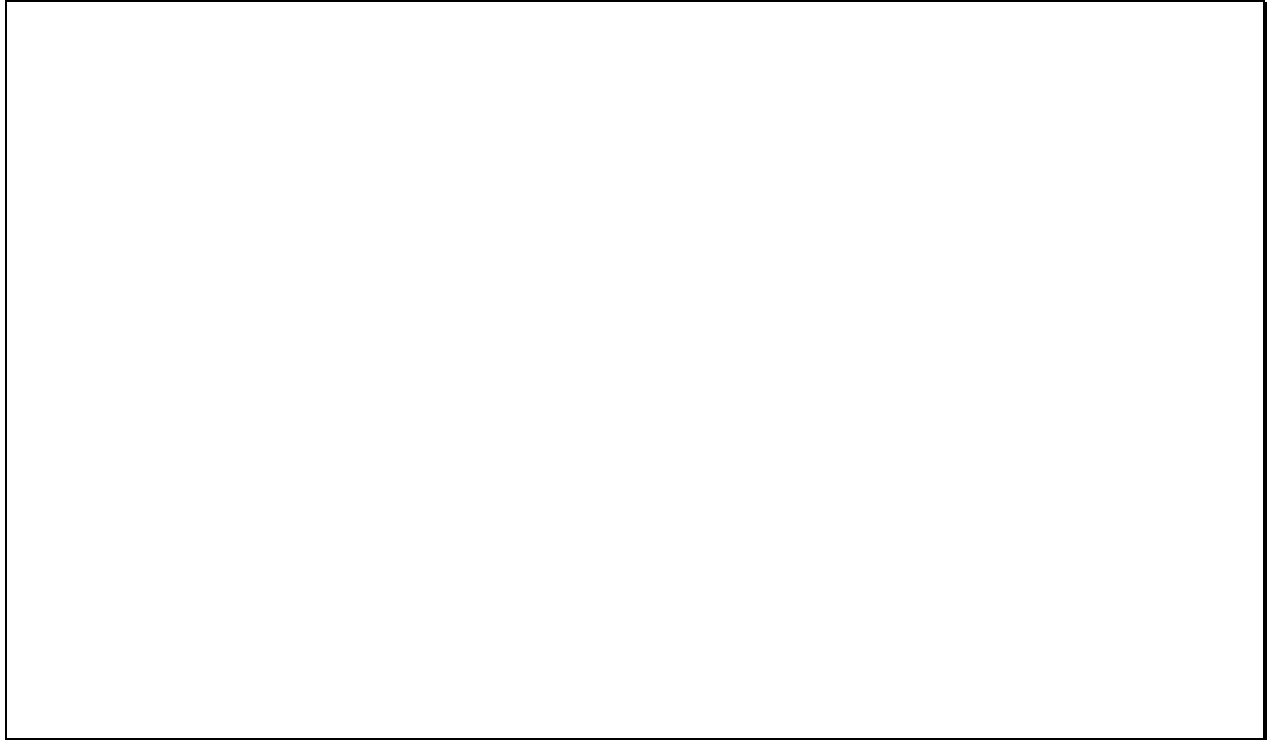
**Tell what happens next!**

## Picture Meaning

CCSSR1—read carefully.

Choose one paragraph or page.

Draw a picture that shows what it says.

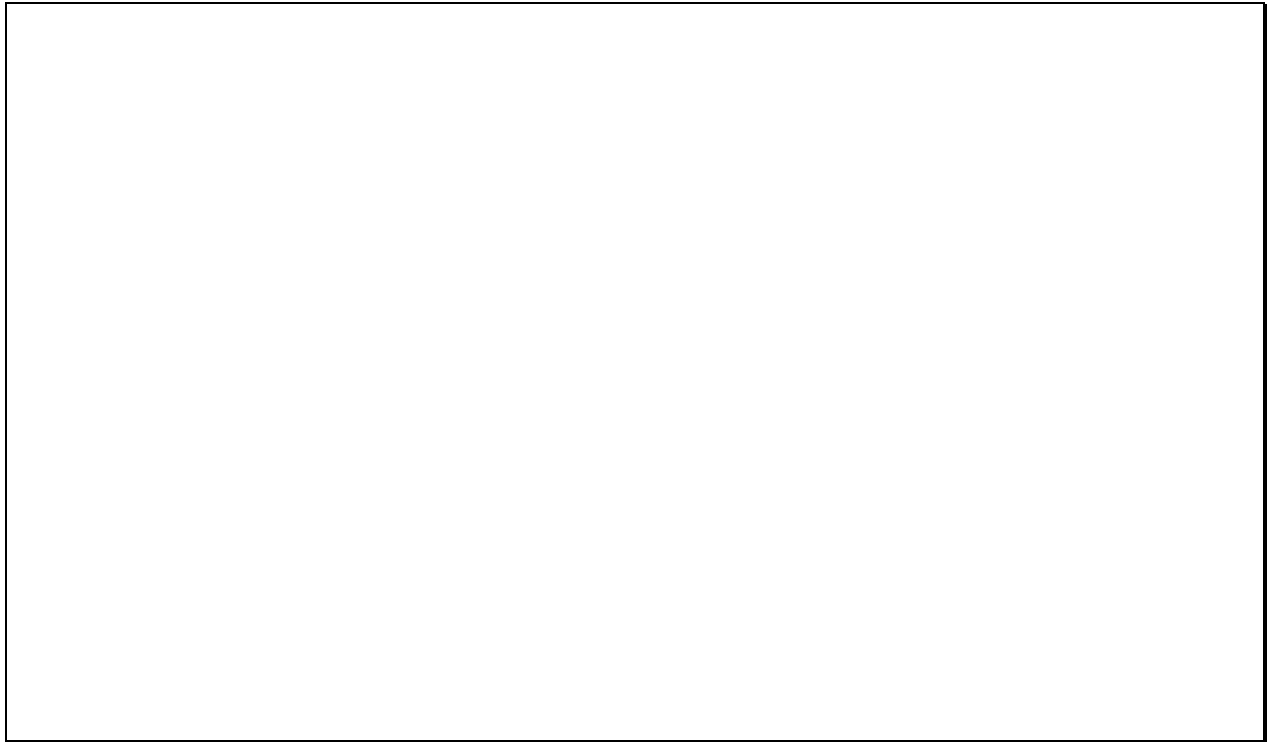


Then show your picture to another student.  
Ask that student to find the part you pictured.  
Ask them to write what they see your picture says.

## Dibuja el Significado

Escoge un párrafo o página.

Haz un dibujo que demuestre lo que dice.



Después, enséñale tu dibujo a otro estudiante.  
Pídele al estudiante que encuentre parte de tu dibujo.  
Pídele que escriba lo que tu dibujo explica.

---

**D**

## Let's map a story.

CCSSR2—Analyze relationships in a story.

### Where: The Place

--

### Who: Characters

--	--

# What Happens

1

2

3

## What Characters Say Can Show Feelings.

CCSSR3—analyze feelings

Quote	Feeling It Shows
Who _____ said what?	
Who _____ said what?	
Who _____ said what?	

## What did one character learn?

CCSSR3—analyze the plot

Character: \_\_\_\_\_

What the character learned:

\_\_\_\_\_

Parts of the story I used to figure that out.


## What is the theme of the story?

CCSSR2—figure out a theme or lesson.

What is the theme or lesson you can learn from the story?

---

Which parts of the story did you use to figure that out?




# Story Illustrator

CCSSR1—read carefully to identify important parts of a story (CCSSR3)

Choose an important part of the story.

Draw it here.



Tell what your illustration shows.

---

## Read a Picture Carefully

### GUIDED PICTURE READING

Common Core Anchor Reading Standard 1. Infer based on what you see in a picture.

“Read” a picture. Tell what you think based on what it shows.

What I See	What I Infer about the Story Based on What I See

What does the artist want you to understand when you see the painting?

What does the artist do to help you understand that?

## INFERIR DE LAS IMÁGENES

Common Core Anchor Reading Standard 1. Infer based on what you see in a picture.

“Lee” una pintura. Cuenta lo que pienses basado en lo que demuestra.

Lo Que Veo	Lo Que Puedo Inferir Basado en lo Que Veo

¿Qué es lo que el artista quiere que entiendas cuando ves la pintura?

¿Qué hace el artista para ayudarte a que lo entiendas?

## Infer with Evidence

Common Core Anchor Reading Standard 1. Infer based on what you see in a picture.

<b>Category</b>	<b>Literal</b> <i>Detail from the story</i>	<b>Inference</b>
<i>where: characteristics of the place (setting)</i>		
<i>who: characteristics of person</i>		
<i>what: an action by this person</i>		

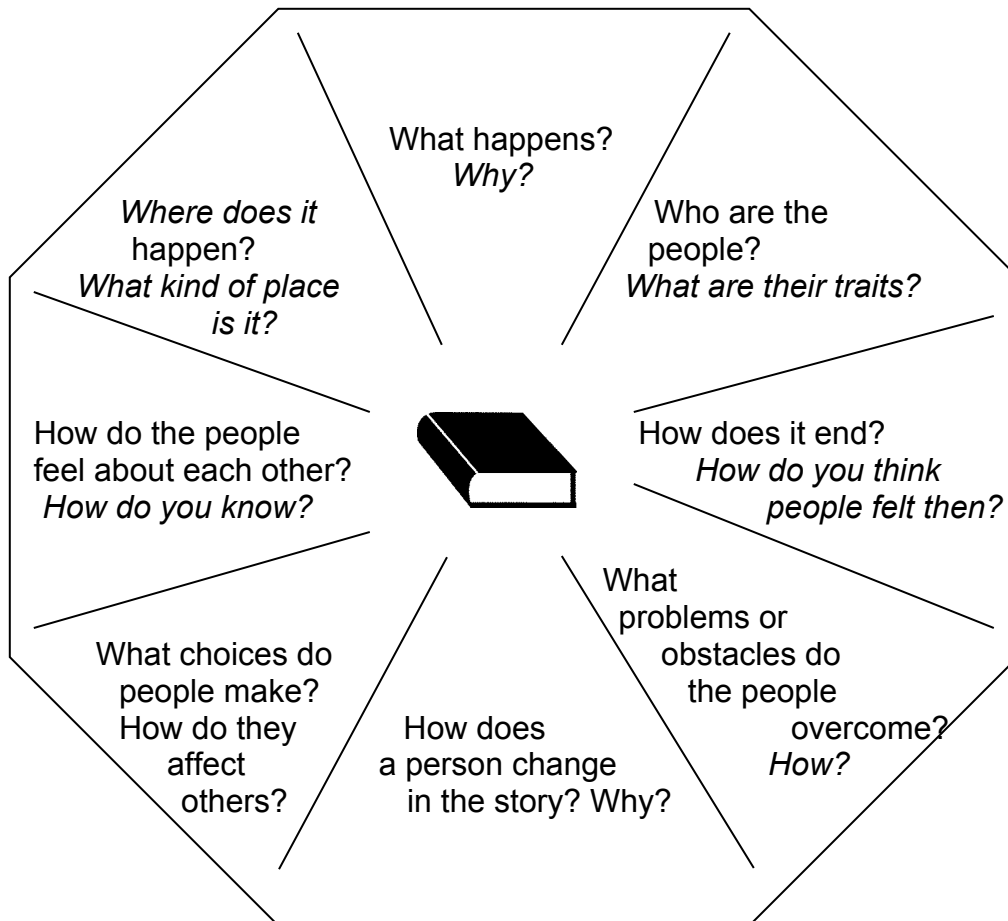
**Think More:**  
*What's next?*

*Why do you make that prediction?*

## Common Core: Read THOROUGHLY

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**.
3. **Analyze** how and why **individuals, events, and ideas develop and interact** over the course of a text.

Questions for independent reading at school and at home.



**What lesson can people learn from this story?**

---

**Explain your answers with examples from the story.**

## STORY QUESTIONS with NWEA skills integrated.

**FICTION QUESTIONS** (Numbers in parentheses = Common Core literature standards. Each question requires more than 1 standard.)

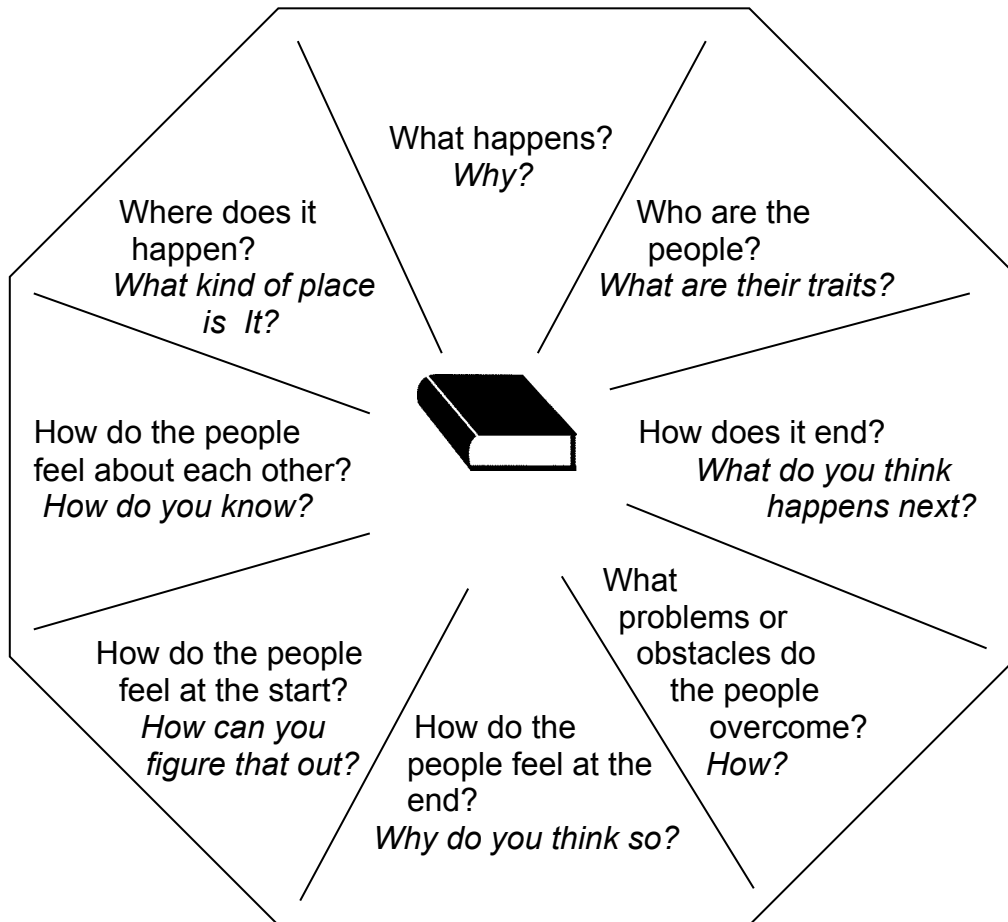
**Before/At Beginning of Reading** Identify Genre—Which genre is this story? *What kinds of features will be in it?*

DURING READING	AFTER COMPLETING THE STORY
<p><b>Infer meaning from context</b> What does this word mean based on how it is used in the story?</p> <p><b>Locate information</b> (1,5) What is a word the writer uses to describe ____? (character or setting)</p> <p><b>Locate, then Analyze Information</b> (1,3) Who are the important characters? What did you learn about the setting in this paragraph/part of the story? What did you learn about the characters in this part of the story? <i>What information tells you that?</i></p> <p><b>Infer from Context</b> (1,4) What does this word mean? Why do you think that?</p> <p><b>Identify Narrator</b> (1,5) Who is telling the story? <i>How do you know?</i></p> <p><b>Cause-Effect</b> (1,3) What is an important change or event? What caused it? What did it lead to?</p> <p><b>Predict</b> (1,3) What do you predict will happen next? Why do you think that?</p>	<p><b>Infer character traits</b> (1,3) What is a trait of one of the characters? What is another trait of that character? <i>What information in the story did you use to figure that out?</i></p> <p><b>Analyze Narrator</b> (1,5) Who told the story? How do you think the narrator felt about the characters and events? <i>Why do you think that?</i></p> <p><b>Sequence</b> the story: (1,3) What were the important events in the order they took place? Which events were most important?</p> <p><b>Summarize</b> the story: (1, 2, 3) Who were the important characters? What <b>problem</b> did they solve? How did they solve it? How did they feel after they solved it? What information tells you that? What did the main character learn? How did the main character change?</p> <p>Identify/Infer the <b>Theme</b> (1,2) What is the main idea or theme or lesson learned? State it in a sentence. <i>What parts of the story support it?</i></p> <p>The Writer's Craft (5, 6) How does the writer help you understand the characters? How does the author help you understand the theme? What techniques did the writer use?</p>

## READ THOUGHTFULLY, then CREATE!

*CCSSR Anchor Standard 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.*

The following standards-based questions ask you to think thoroughly about any story. Choose a story. Choose a question. Answer it with evidence from the story. Then choose and answer other questions. You can read collaboratively, too—each student answers a different question, then share your ideas.



## CREATE!

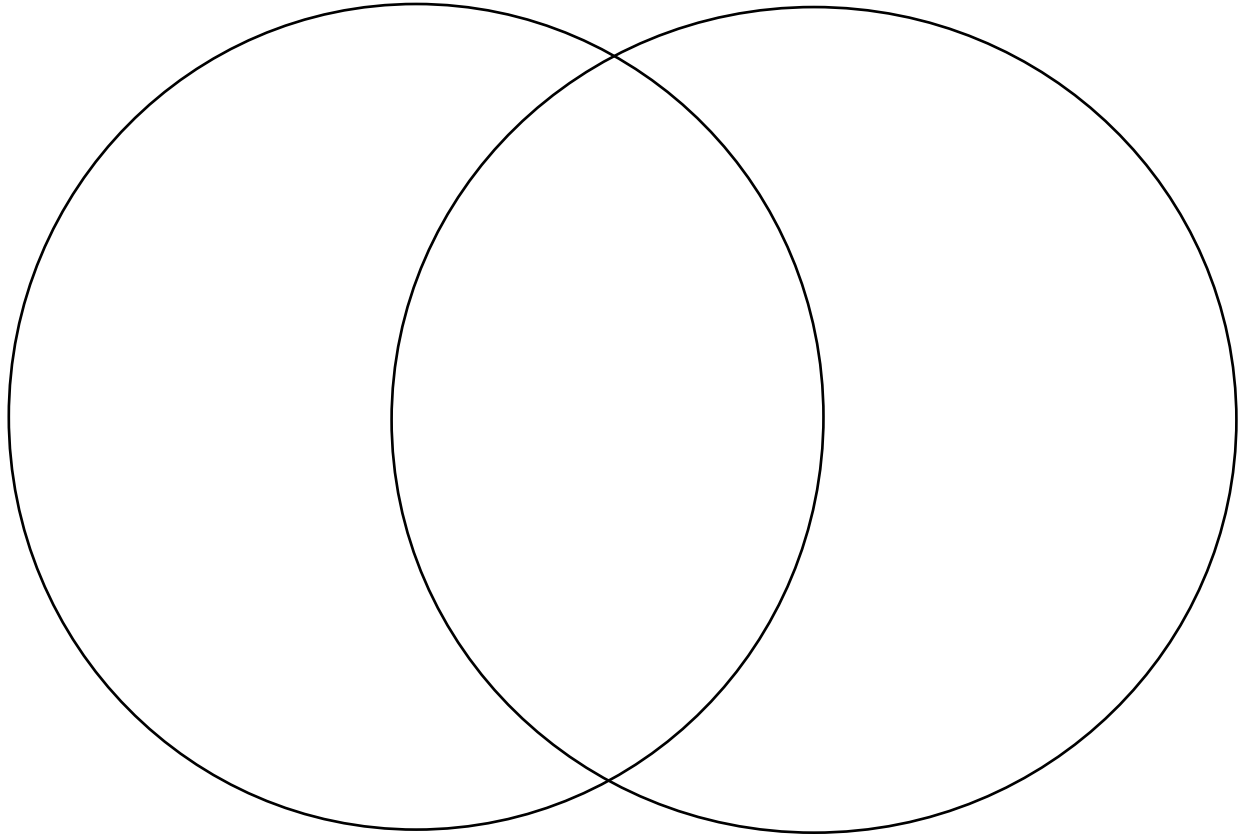
### After you read the story, think more!

- Write a preview for the story—tell why someone should read it.
- Illustrate the story. Draw pictures showing important events that support the theme.
- Write a letter that someone in the story might have written.
- Choose or write music that the characters would like.
- Create a collage showing how the parts fit together to communicate the theme.
- Tell about what might have happened before the story started.
- Add a character to the story.
- Turn it into a play.
  - > List the events and characters. Note the characters' traits.
  - > Figure out the message or theme of the story. Then write the dialogue.

## Compare and Contrast

CCSSR9—analyze two presentations of the same concept or CCSSW2 construct a comparison/contrast of two situations or sub-topics.

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



List the most important differences and similarities.

*Then write to explain the ideas that your comparison/contrast shows.*




## EXPAND THINKING WITH DRAMA

CCSSR3—analyze the parts of a story and how they help the reader understand what happens.

Use this outline to help students write and present a play based on a story or history they read.

Story/History: \_\_\_\_\_

Who's in it?

Who	Characteristics

What happens?

Write the play.  
Write what each person might say.

## Plan a Fable to Teach a Lesson

### PLAN YOUR OWN FABLE

CCSSW3—write narratives; CCSSW4—plan writing

People write fables to teach lessons.

**What lesson will your fable teach?**

---

**Setting: Where will the fable take place?**

---

Draw a picture that shows that place.



## FABLE PLANNER: Characters and Traits

Use characters' traits to make the lesson clear.

Fable writers use animals as all the characters in the fable. Each animal has characteristics that the writer chooses to help teach the lesson. For example, the fable about the turtle and the rabbit in which the turtle wins a race because the turtle keeps going while the rabbit takes a nap uses a slow animal and a fast animal to teach that lesson.

Which animals will be the characters in your fable?

Think of animals that will help you tell the story so people learn the lesson,

Use this chart to tell about the characters.

Animal	Why You Chose this Animal—What traits do people think of when they think of this animal?

How will the characters feel about each other?

\_\_\_\_\_ feels \_\_\_\_\_ about \_\_\_\_\_.

\_\_\_\_\_ feels \_\_\_\_\_ about \_\_\_\_\_.

\_\_\_\_\_ feels \_\_\_\_\_ about \_\_\_\_\_.

\_\_\_\_\_ feels \_\_\_\_\_ about \_\_\_\_\_.

## FABLE PLANNER: Plan the Plot to Teach the Lesson

### Problem and Solution

What **problem** will the characters have?

---

How will they **solve** it?

---

Plan how the fable will start and what will happen.

First	
Next	
Next	
Next	
Next	
Next	
Next	
Last	

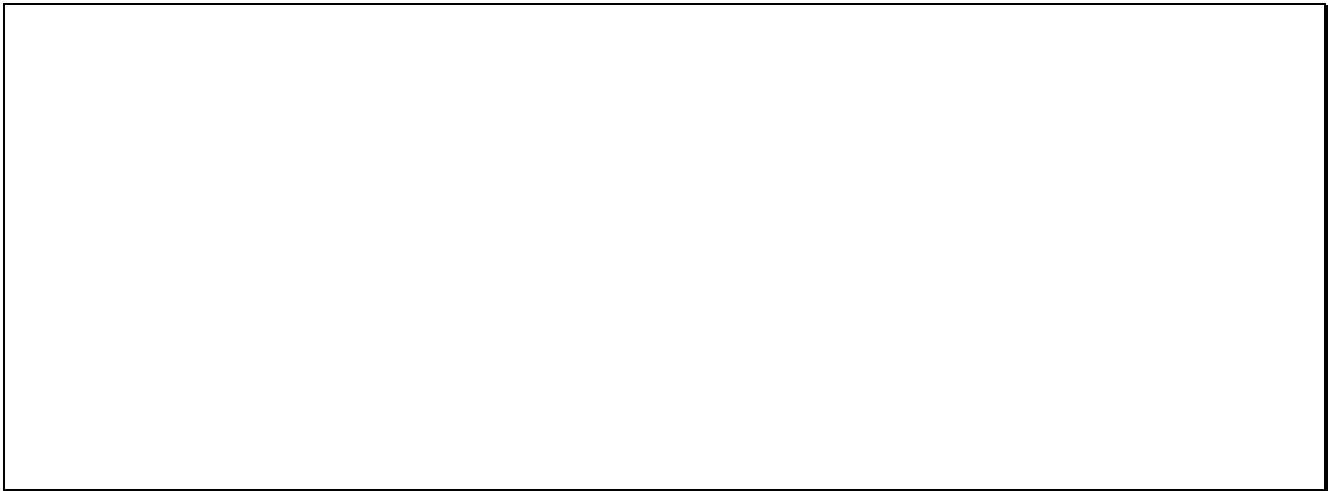
Write the fable.

Use pictures and dialogue to make it clear and interesting.

## Poem Reader

CCSSR2 and 5—figure out the theme and how the writer communicates it. Then write your own (CSSW4).

Underline the words that help you understand the poem.  
Draw a picture that shows what this poem means to you.



What is the theme of the poem?  
How does the poet help you understand that?

Write your own poem—make this YOUR theme.

## What is the theme of the poem?

CCSSR1. 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.

Here are two haiku poems. A poet wrote them hundreds of years ago. His name is Matsuo Munefusa. He wrote them in Japan. A haiku poem uses words in a special way. The poet uses them to help people understand and envision their idea. It is a kind of picture that you don't see on the page. But you see it when you read the words and think about what they tell you.

The old pond. A frog leaps in. Splash!	Lady Butterfly Perfumes her wings By floating Over the orchid.
--	---

**Draw a picture that shows one of the poems.**

**Write your own poem.**

First, choose a topic from nature: \_\_\_\_\_  
Then list some words you will use. Remember, you want people to see your picture through your words.

\_\_\_\_\_

\_\_\_\_\_

Then write your own haiku. Draw a picture to show what you wrote.

**Haiku Writer**

Common Core Writing Standard 2. Write **informative/explanatory** texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Students at Pocantico School in Sleepy Hollow, New York, wrote these poems. They wrote them in three lines. They are haiku poems.

Directions:

Read their poems.

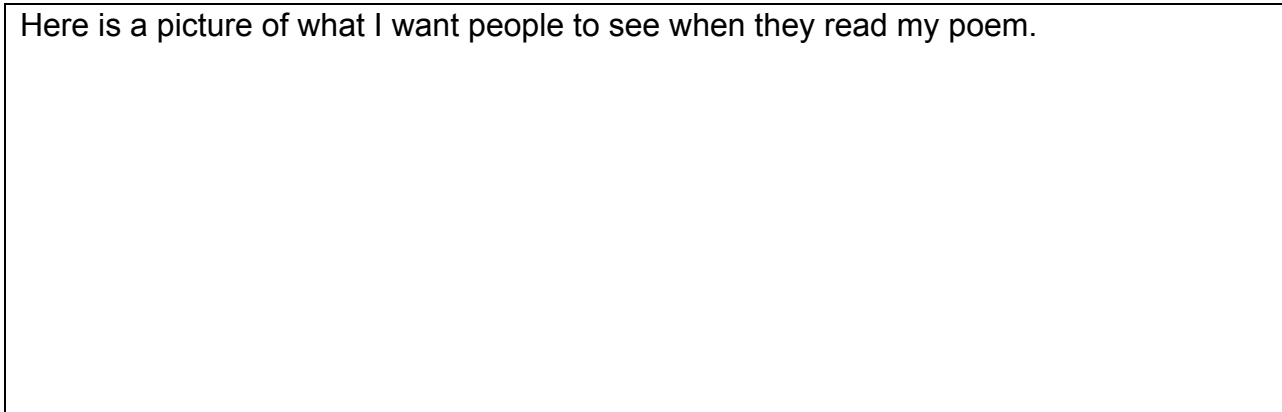
Then write your own haiku poem.

Write about the Chicago environment or another environment.

Butterflies hatch. Bees drink the juice from flowers. Bees fly everywhere.  By Andrea	Butterflies are flying Their orange wings touch the sun They perch on fresh leaves!  By Jaya	Baseball is starting Spring is finally here yes! The bees are buzzing.  By: Kaydee
--	---	--

My haiku will be about \_\_\_\_\_.

Here is a picture of what I want people to see when they read my poem.



Here is my haiku.

The first line has five syllables.

The second line has seven syllables.

The third line has five syllables.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Song Reader

## This Little Light of Mine

Analyze theme and techniques (CCSSR2,5)

<p>This little light of mine I'm going to let it shine Oh, this little light of mine I'm going to let it shine Hallelujah This little light of mine I'm going to let it shine Let it shine, let it shine, let it shine</p> <p>Everywhere I go I'm going to let it shine Oh, everywhere I go I'm going to let it shine Hallelujah Everywhere I go I'm going to let it shine Let it shine, let it shine, let it shine</p> <p>All in my house I'm going to let it shine Oh, all in my house I'm going to let it shine Hallelujah</p>	<p>All in my house I'm going to let it shine Let it shine, let it shine, let it shine</p> <p>I'm not going to make it shine I'm just going to let it shine I'm not going to make it shine I'm just going to let it shine Hallelujah I'm not going to make it shine I'm just going to let it shine Let it shine, let it shine, let it shine</p> <p>Out in the dark I'm going to let it shine Oh, out in the dark I'm going to let it shine Hallelujah Out in the dark I'm going to let it shine Let it shine, let it shine, let it shine</p>
---	---

❖ *What is the message or theme of the song?*

---

*Underline three parts of the song that support that idea.*

❖ *A technique is a way of using words to help people understand an idea. Tell about one technique you find in the song.*

Technique: \_\_\_\_\_

Example: \_\_\_\_\_

**Write another stanza for the song. Make sure to keep the theme!**



# Advance Nonfiction

Learn about the world.

Develop reading abilities.

## PQROST a Scaffold to support nonfiction reading and learning.

Use **P Q R O S T** to make sure students think and learn more.

**P** Teacher **previews** the learning—sets a **purpose** for reading/listening **doing**.

**Q** Teacher asks a **big question** that the students will answer by reading, researching, thinking.

**R** and **O** Students **read/research** to find information relating to the BIG question, locating and collecting information,  
information that they **organize** using a graphic organizer.

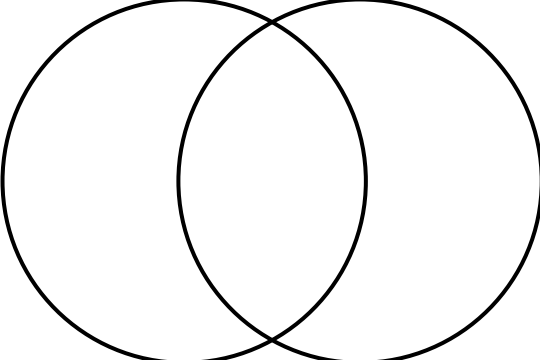
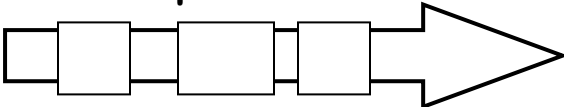
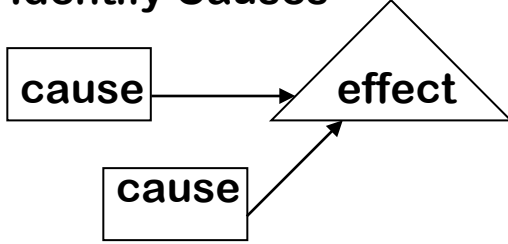
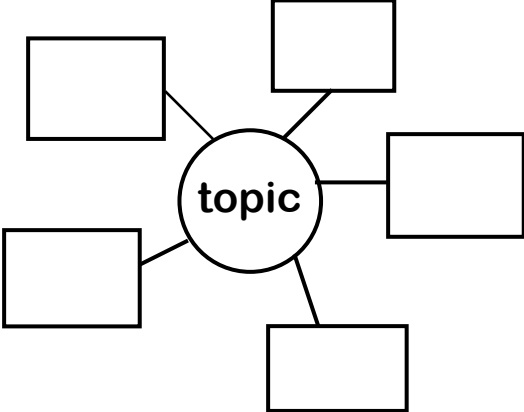
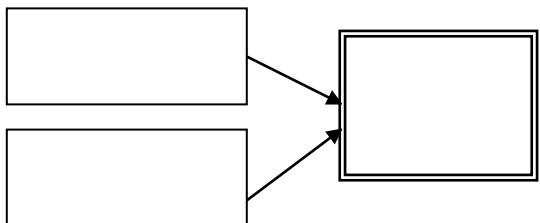
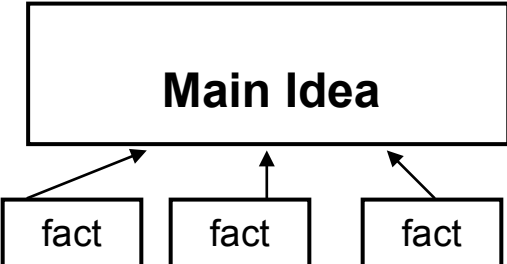
**S** Students **summarize** and **synthesize** their learning.  
Recommended for K-2: Teacher guides summary  
Recommended for 3-4: Students summarize, teacher guides synthesis.  
Recommended for 5-8: Students summarize, then they synthesize with teacher support.

**T** Students **tell/teach** what they have learned.  
They may **pair and share**.  
They may make a booklet or exhibit to “show and tell” what they learned.

## ORGANIZE TO THINK CLEARLY AND LEARN MORE

*A graphic organizer is an open question.*

*It helps clarify students' thinking—and identify thinking gaps.*

<p><b>Classify and Clarify</b></p> <table border="1" style="width: 100%; height: 100%;"> <thead> <tr> <th style="width: 50%;">Category</th> <th style="width: 50%;">Category</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>	Category	Category							<p><b>Compare and Contrast</b></p> 
Category	Category								
<p><b>Show Sequence</b></p>  <p><b>Identify Causes and Effects</b></p> 	<p><b>Organize Information</b></p> 								
<p><b>Show Inferences</b></p> <p>information → <i>inference</i></p> 	<p><b>Infer and Support Ideas</b></p> 								

## Guide Nonfiction Reading Progress

CCSS Anchor Reading Standard 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.

**The goal is to enable students to read to learn—and learn more about reading carefully.**

Step 1: Ask the student what kind of reading material it is—how it is set up on the page.

Step 2: Explain that the reading is real—it uses facts to explain something.

Step 3: Read the first sentence or sentences aloud yourself.

*Ask: What is this book about? What was an interesting fact?*

Step 4: Then read it again with the student—together.

*Ask: What did you learn about \_\_\_\_\_ (the topic)?*

Step 5: *Ask what the student expects to learn from the rest of the passage.*

Step 6: Continue the reading—go page by page or paragraph by paragraph, read aloud and then stop to list with the students what they learn—facts and vocabulary.

Step 7: When you stop the reading, ask students:

What did you like about this book?

What did you learn from it?

Step 8: Write a page with the student. You write the text the student says—you ask questions to increase the details and vocabulary included. The student can add drawings.

Step 9: The student reads his/her OWN text aloud.

# Language Experience Approach—a way to help students learn how to read and learn about their world.

From *The Language-Experience Approach to Reading: A Handbook for Teachers*, by Denise D. Nese. New York: Teachers College, Columbia University, 1981.

“An important advantage to this approach is that, from the start, students learn to recognize words in print that are orally very familiar to them. ... Because students compose the account, comprehension is inherent to their interaction with the text, leading them to expect written language to make sense. As a result, they expect other-author texts to contain meaningful ideas and comprehensible language. Dictation also develops and strengthens students’ skill at composing their thoughts in writing.”

Step 1. Discuss an experience.

Step 2. Teacher guides students to construct a dictated report, which the teacher records, selecting and adjusting students’ statements. Teacher or students may add illustrations.

Step 3. Teacher reads the text, modeling fluent reading with expression.

Step 4. Students read the text themselves so they can read it fluently.

Students may expand on the report as they think about it, guided by the teacher.

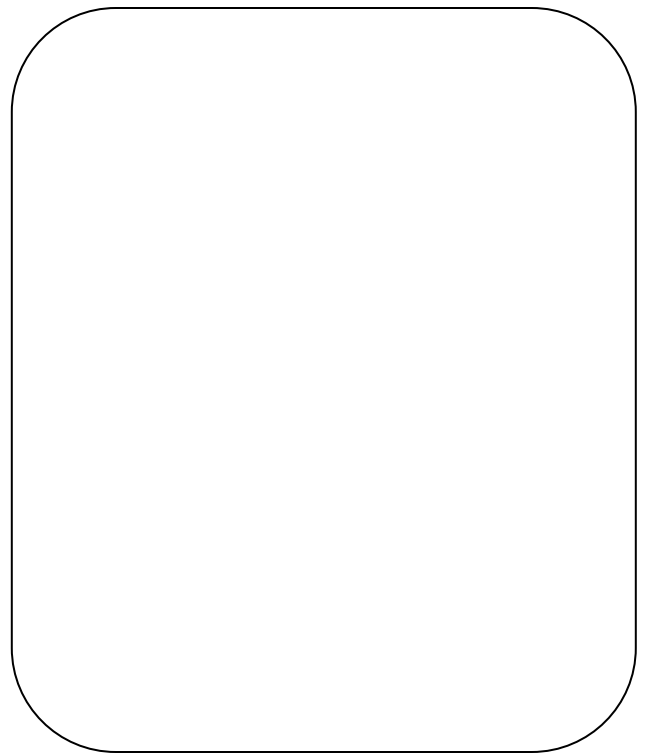
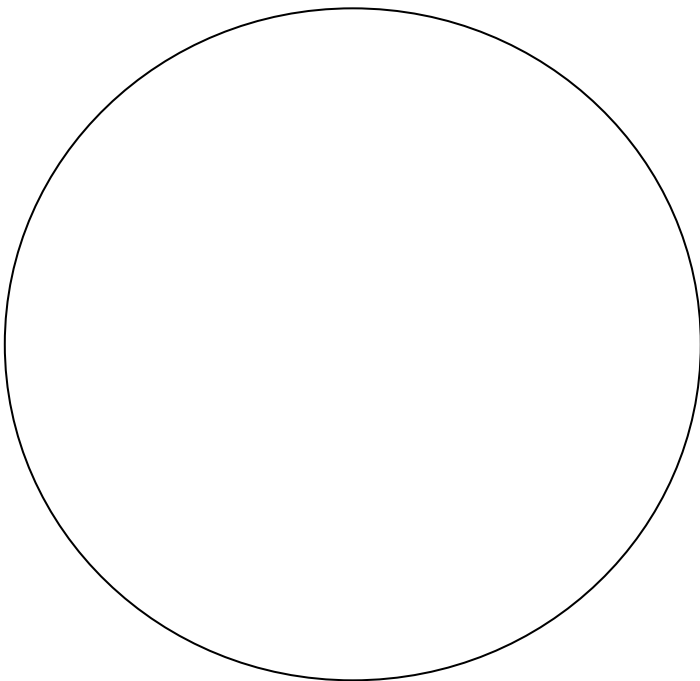
The skills students learn are transferrable to:

- Reading “other-author” texts.
- Expanding vocabulary to describe a situation or express a feeling.
- Writing.

## GUIDED LISTENING: LISTEN TO LEARN--Draw what you hear!

Common Core Anchor Reading Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

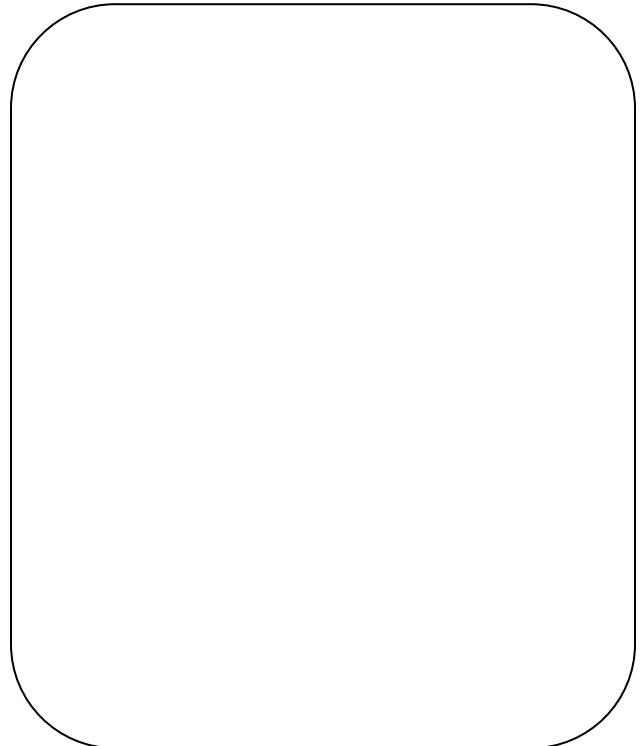
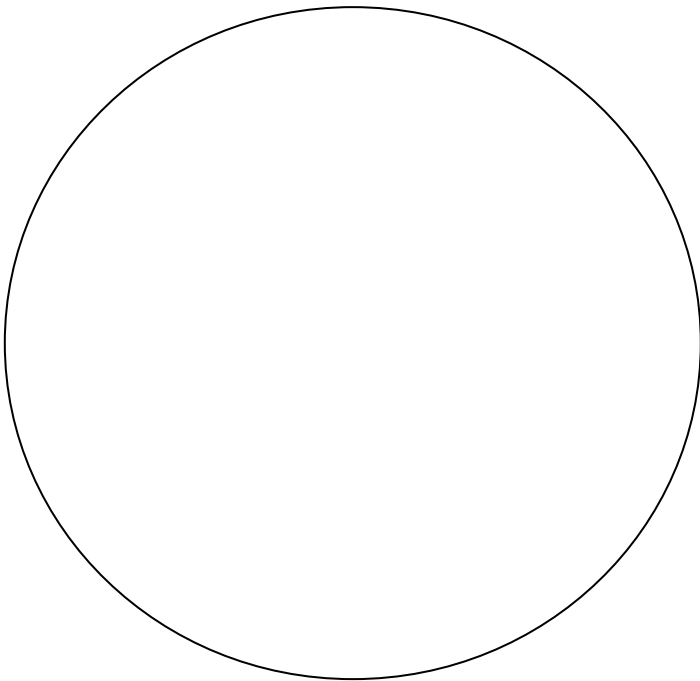
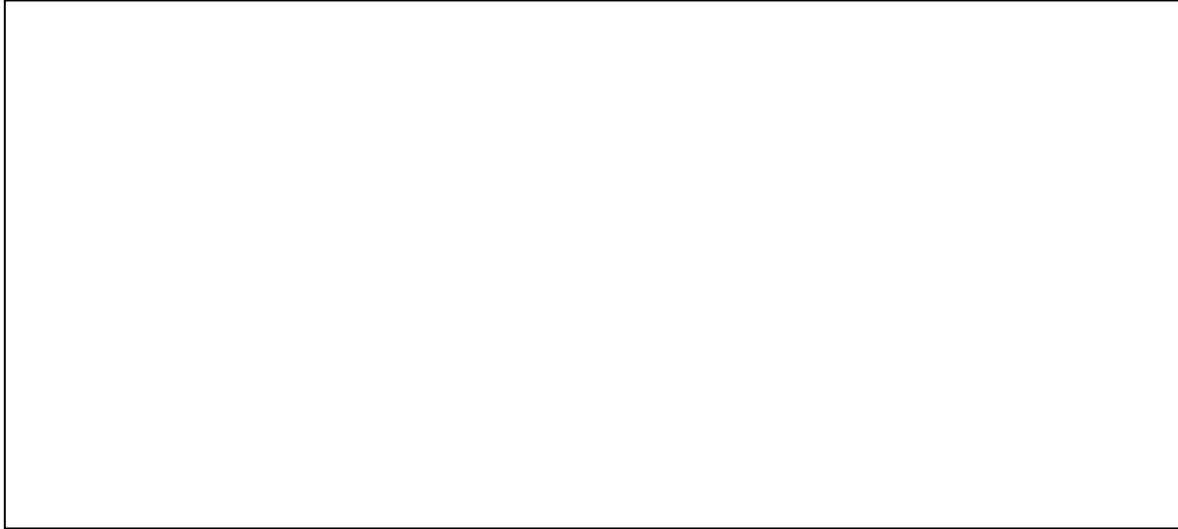
As you listen, figure out important parts. Draw pictures that show each part.



## ESCUCHA PARA APRENDER: ¡Dibuja lo que escuchas!

Common Core Anchor Reading Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Conforme escuches, resuelve importantes partes. Haz dibujos que enseñen cada parte.

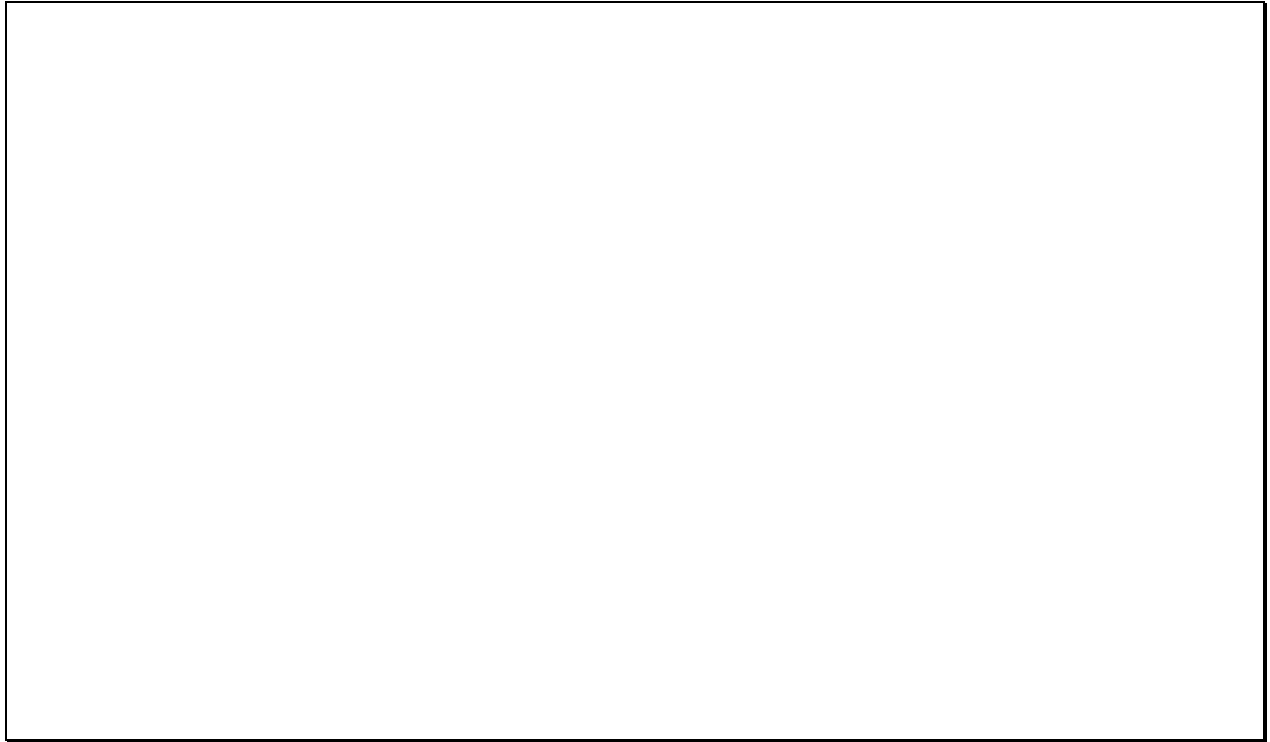


## I Can Comprehend A Paragraph or Page

*I can comprehend the meaning of a nonfiction paragraph or page.  
CCSSRI1.2. Identify the main topic and retell key details of a text.*

You can draw the meaning of a sentence, or a paragraph or page.  
And if you show it with pictures, you see what you are learning as you read.  
Choose one sentence (or paragraph or page).

Draw a picture that shows what it says.



Then show your picture to another student.  
Ask that student to find the part you pictured.  
Ask them to write what they see your picture says.

I see \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

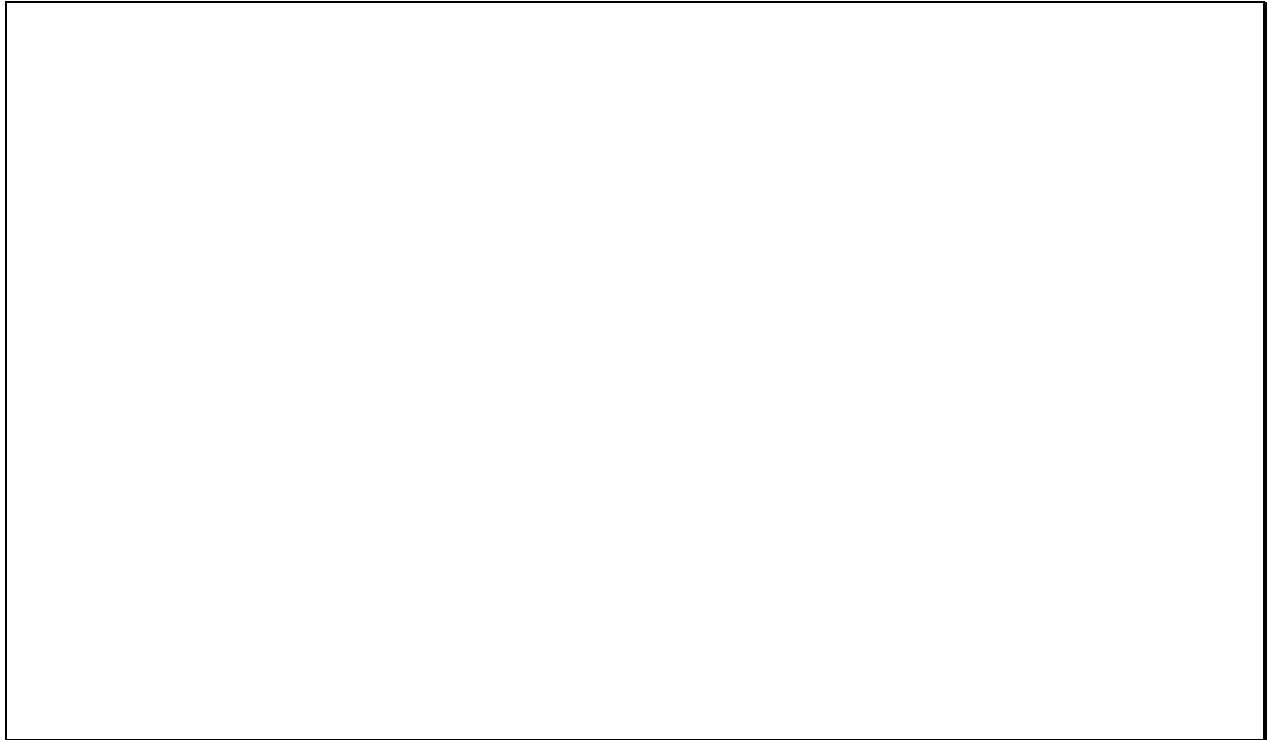


## Picture Meaning

CCSSR1—read carefully—what does the text say?

Choose one sentence, paragraph or page.

Draw a picture that shows what it says.



Write a caption that tells about your drawing.

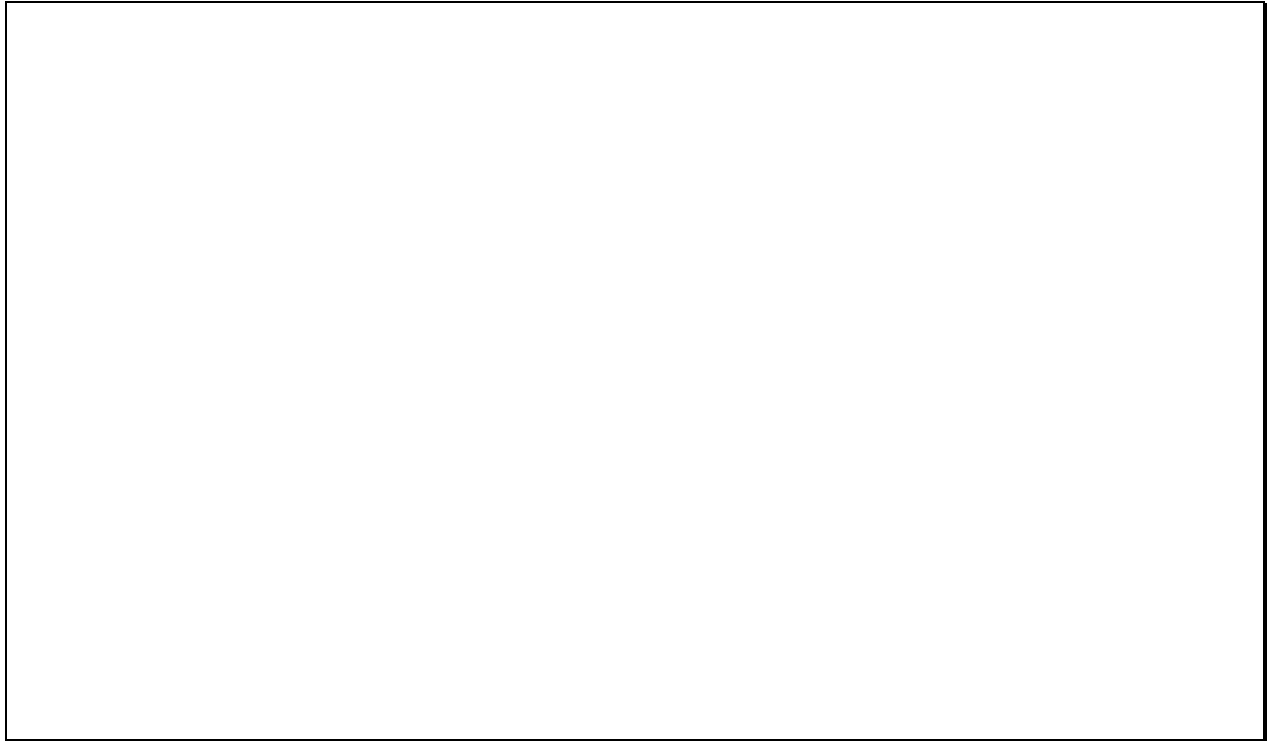
---

## Dibuja el Significado

CCSSR1—read carefully—what does the text say?

Escoge un párrafo o página.

Haz un dibujo que demuestre lo que dice.



Después, enséñale tu dibujo a otro estudiante.

Pídele al estudiante que encuentre parte de tu dibujo.

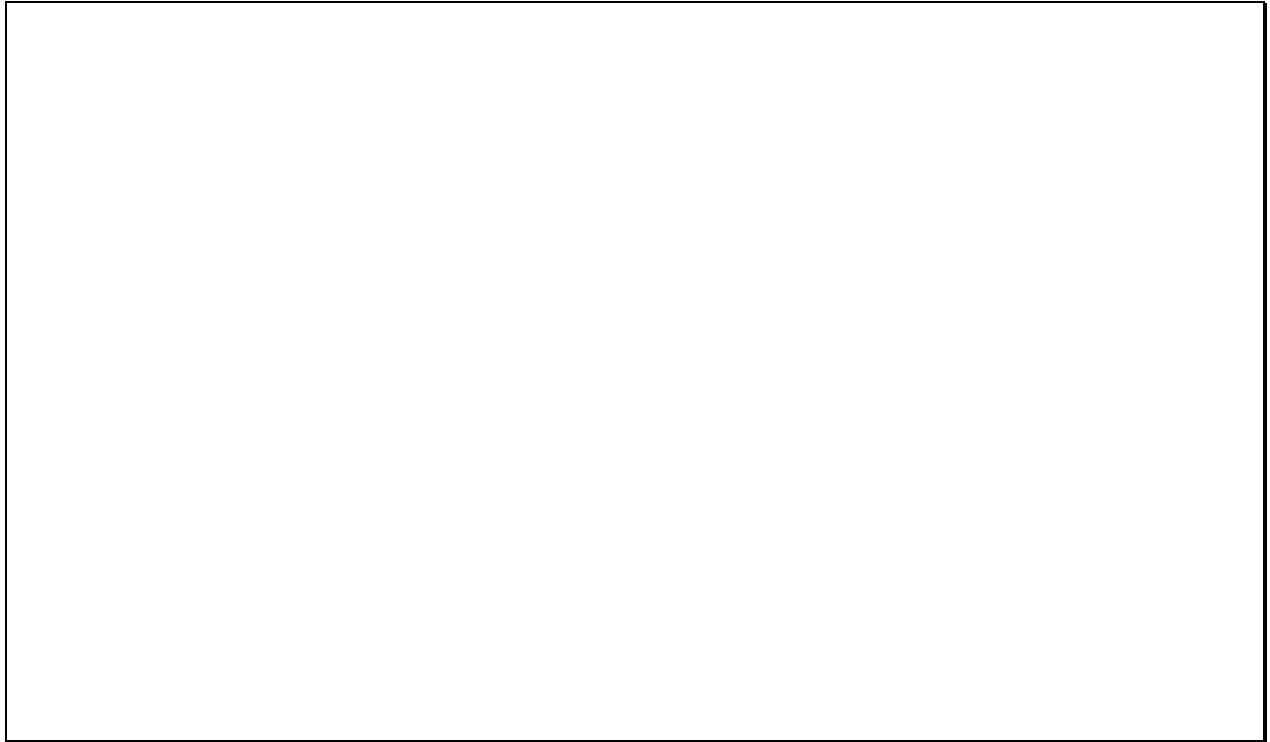
Pídele que escriba lo que piensa que tu dibujo explica.

## Take Show and Tell into Representing Reading

Common Core Anchor Reading Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

You can draw the meaning of a sentence, or a paragraph or page.  
And if you show it with pictures, you see what you are learning as you read.  
Choose one sentence (or paragraph or page).

Draw a picture that shows what it says.



Then show your picture to another student.  
Ask that student to find the part you pictured.  
Ask them to write what they see your picture says.

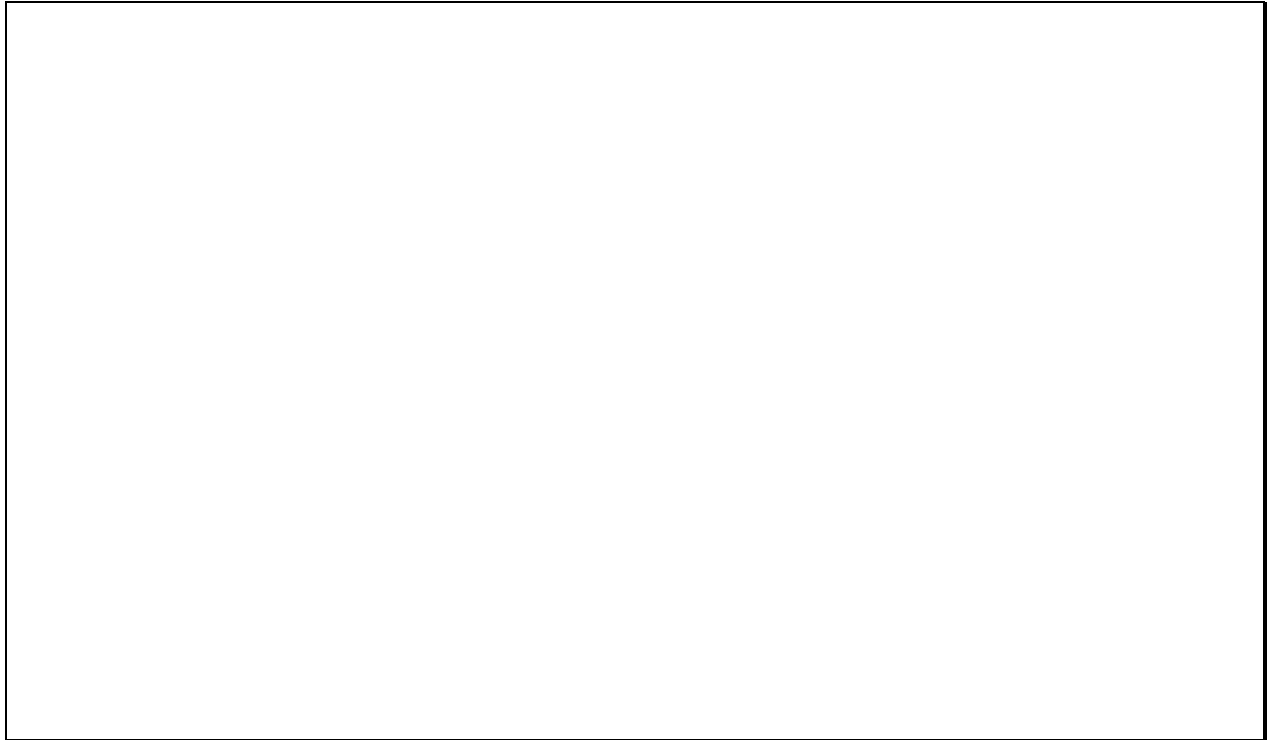
I see \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Utiliza el Demuestra y Cuenta para Representar la Lectura

Common Core Anchor Reading Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Puedes dibujar el significado de la oración, o un párrafo o una página.  
Y si lo demuestras con dibujos, verás lo que aprendes conforme vas leyendo  
Escoge una oración (o párrafo o página).

Haz un dibujo que demuestre lo que dice.



Después enséñale tu dibujo a otro estudiante.  
Pídele a ese estudiante que encuentre la parte que dibujaste.  
Pídeles que escriban lo que ven que dice tu dibujo.

Yo veo \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Answer the BIG question.

CCSS Anchor Standard 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. CCSSR2—locate important information to support an idea (or answer a BIG question)

Topic: \_\_\_\_\_

**BIG question about it.** \_\_\_\_\_

What I will read: \_\_\_\_\_

List information from the text to answer the question.

Information	Page #

Write your answer to the BIG question. Support your conclusion with information from your list. Either use quotation marks if you use a statement from the text or paraphrase it—write the information in your own words.

# PARAGRAPH WRITER

Common Core Writing Anchor Standard 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

What is the Main Idea I will communicate?

---

What information can I use to support it? Write it on these rows. Or use small pieces of paper and write one fact on each piece.


Get It Across: Organize Your Paragraph

You may use all your facts.

You may decide not to use some facts.

Number the facts in the order you will put them in your paragraph.

## ***TIME LINE MAKER***

CCSSR3. Analyze the events in terms of their importance.

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



*Which event is most important?*

---

Why?

## **Compare and Contrast**

**Directions:** *Label each column with the name of each of two different characters, texts, or another kind of thing. Then list information about each one. Then list ways they are alike.*

<i>Insert name</i>		<i>Insert name</i>
	How they are alike	

**Write to Explain**

*Directions: Explain what you think the most important differences are and why they are important.*

*Then tell what you think is important to understand about how they are alike*



CONNECT

**VOCABULARY  
AND  
WRITING**

TO IMPROVE READING  
CONPREHENSION

# Connect sight words with reading.

Students will never see sight words by themselves.

## Fry Phrases

Write it down

Who will make it?

What will they do?

Can you see?

A number of people

How many words?

We were here

This is my cat

We like to write.

Up in the air

She said to go

This is a good day.

An angry cat

That dog is big

That dog is big.

See the water

As big as the first

At your house

## Make your own!


## Write to Read: Neighbors

Write a phrase or sentence that tells about each of these words.

WORD: neighbor

---

WORD: family

---

WORD: home

---

WORD: parents

---

WORD: friend

---

## Write to Read: Jobs

1. Talk about these words one at a time. Each one is a kind of job. Talk about what kind of work each worker does.
2. Then write words that tell the work that person does.

teacher

---

doctor

---

cook

---

bus driver

---

parent

---

## Write to Read-- Animal Alphabet

For each alphabet letter, draw or name an animal that starts with that letter.

Letter	animal
a	
b	
c	
d	
e	

Then write a sentence that tells about your favorite animal.

## Visualize Vocabulary When You Read

Common Core Anchor Reading Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

1. Read/listen to a text.
2. As you read, note the words that are important.

## Visualize Vocabulary

*Draw pictures that show important words in this text.*


## Visualiza el Vocabulario Cuando Leas

Common Core Anchor Reading Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

1. Lee un texto.
2. Mientras lees, anota las palabras que sean importantes.

## Visualiza el Vocabulario

*Haz dibujos que demuestre las palabras importantes en este texto.*


# PICTURE WORD BANK

Aligns with Common Core Anchor Reading Standard 4—expand academic vocabulary.

TOPIC: \_\_\_\_\_

WORD	Show what it means. Draw a picture.

Use your pictures to make one big picture about this topic or use your words to write sentences about it.



## BANCO DE PALABRAS DE DIBUJO

Common Core Anchor Reading Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

TEMA: \_\_\_\_\_

PALABRA	Demuestra lo que significa. Haz un dibujo.

Utiliza tus palabras y dibujos para hacer un gran dibujo acerca de este tema.

# Important Words Class Learning Log

Vocabulary + Vocabulary = Ideas

*Each day, write important words from your class.*

<b><i>M</i></b>	
<b><i>T</i></b>	
<b><i>W</i></b>	
<b><i>T</i></b>	
<b><i>F</i></b>	

***THINK IT THROUGH***

*At the end of the week, students use words from your log to write or dictate what they think is most important about this week's topic.*

# CONTENT ALPHABET

**Topic:** \_\_\_\_\_

Write letters in the first column. Then draw a picture. *You can choose the letters or do the whole*

LETTER	WORD	PICTURE

*Write a sentence with some of your words.*

*Civics/Government Vocabulary*

Students can make picture glossaries to focus on each word's meaning.  
 Students can use these words to write to explain a situation.

Add more words to the lists as your students learn about civics and government.

<b>K-1</b>	<b>2</b>	<b>3</b>
<p><b>family</b> = familia</p> <p><b>feelings</b> = sentimientos</p> <p><b>few</b> = pocos</p> <p><b>friend</b> = amigo</p> <p><b>many</b> = varios</p> <p><b>money</b> = dinero</p> <p>neighborhood = <i>vecindario</i></p> <p><b>rule</b> = regla</p> <p><b>share</b> = compartir</p> <p><b>small</b> = pequeño</p> <p><b>today</b> = hoy</p> <p><b>tomorrow</b> = mañana</p> <p><b>yesterday</b> = ayer</p>	<p>choose = <i>escoger</i></p> <p>citizen = <i>ciudadano</i></p> <p>city = <i>ciudad</i></p> <p>community = <i>comunidad</i></p> <p><b>country</b> = país</p> <p><b>court</b> = corte</p> <p>elect = <i>elegir</i></p> <p><b>law</b> = ley</p> <p>lead = <i>dirigir</i></p> <p>leader = <i>líder</i></p> <p><b>rule</b> = regir</p> <p><b>state</b> = estado</p> <p>tax = <i>impuesto</i></p> <p>town = <i>pueblo</i></p>	<p>boundary = <i>límite</i></p> <p>capital = <i>capital</i></p> <p>cause = <i>causa</i></p> <p>century = <i>siglo</i></p> <p>choice = <i>elección</i></p> <p>city council = <i>consejo de la ciudad</i></p> <p>colonist = <i>colonizador</i></p> <p>community = <i>comunidad</i></p> <p>effect = <i>efecto</i></p> <p>government = <i>gobierno</i></p> <p>governor = <i>gobernador</i></p> <p>immigrant = <i>inmigrante</i></p> <p>judge = <i>juez</i></p> <p>lawyer = <i>abogado</i></p> <p>leadership = <i>liderazgo</i></p> <p>mayor = <i>alcalde</i></p> <p>political party = <i>partido político</i></p> <p>reason = <i>razón</i></p> <p>responsibility = <i>responsabilidad</i></p> <p>right = <i>correcto</i></p> <p>suburb = <i>suburbio</i></p>

## Ecology Vocabulary

Students can make picture glossaries to focus on each word's meaning.  
Students can use these words to write to explain a situation.

Add more words to the lists as your students learn about ecology.

<b>K-1</b>	<b>2</b>	<b>3</b>
<p>air = <i>aire</i>                      alive = <i>vivo</i>                      animal = <i>animal</i>                      behind = <i>detrás de</i>                      bird = <i>pájaro</i>                      blue = <i>azul</i>                      body = <i>cuerpo</i>                      body = <i>cuerpo</i>                      brown = <i>marrón</i>                      cloud = <i>nube</i>                      day = <i>día</i>                      far = <i>lejos</i>                      fish = <i>pez</i>                      flower = <i>flor</i>                      green = <i>verde</i>                      in front = <i>en frente</i>                      less = <i>menos</i>                      more = <i>mas</i>                      near = <i>cercano</i>                      night = <i>noche</i>                      plant = <i>planta</i>                      rainbow = <i>arco iris</i>                      sunshine = <i>sol</i>                      tree = <i>árbol</i>                      water = <i>agua</i></p> <p><i>yellow</i> = amarillo</p>	<p>autumn = <i>otoño</i>                      different = <i>diferente</i>                      dinosaur = <i>dinosaurio</i>                      earth = <i>tierra</i>                      eat = <i>come</i>                      farm = <i>granja</i>                      forest = <i>bosque</i>                      frog = <i>rana</i>                      insect = <i>insecto</i>                      lake = <i>lago</i>                      lakeshore = <i>orilla</i>                      measure = <i>medida</i>                      nature = <i>naturaleza</i>                      park = <i>parque</i>                      rain = <i>lluvia</i>                      river = <i>rio</i>                      season = <i>temporada</i>                      seed = <i>semilla</i>                      spring = <i>primavera</i>                      summer = <i>verano</i>                      weather = <i>tiempo</i>                      winter = <i>invierno</i></p>	<p>climate = <i>clima</i>                      degree = <i>grado</i>                      desert = <i>desierto</i>                      environment = <i>ambiente</i>                      egg = <i>huevo</i>                      fern = <i>helecho</i>                      food chain = <i>cadena de alimento</i>                      fruit = <i>fruta</i>                      gas = <i>gas</i>                      grassland = <i>prado</i>                      hatch = <i>trampa</i>                      leaf = <i>hoja</i>                      life cycle = <i>ciclo vital</i>                      liquid = <i>liquido</i>                      migrate = <i>emigre</i>                      mineral = <i>mineral</i>                      moss = <i>musgo</i>                      planet = <i>planeta</i>                      pollen = <i>polen</i>                      root = <i>raiz</i>                      solid = <i>solido</i>                      stem = <i>tallo</i>                      survive = <i>sobreviva</i>                      vegetable = <i>verdura</i></p>

*Technology Vocabulary*

Students can make picture glossaries to focus on each word's meaning. Students can use these words to write to explain a situation.

Add more words to the lists as your students learn about technology.

K-1	2	3
air = aire big = grande cold = frio color = color cool = fresco drink = bebida feel = sentir gas = gas hot = caliente light = luz see = vea shape = forma size = tamaño small = pequeño smell = olor solid = solido warm = tibio water = agua wet = moje	few = pocos foot = pie inch = pulgada large = grande little = poco many = muchos metal = metal mile = milla paper = papel rock = piedra short = chico tall = alta wood = madera	balance = <i>equilibrio</i> effort = <i>esfuerzo</i> energy = <i>energía</i> force = <i>fuerza</i> friction = <i>fricción</i> fulcrum = <i>fulcro</i> function = <i>función</i> gravity = <i>gravedad</i> inclined plane = <i>avion inclinado</i> invention = <i>invención</i> lever = <i>palanca</i> machine = <i>máquina</i> mechanical = <i>mecánico</i> motion = <i>movimiento</i> pull = <i>tire</i> pulley = <i>polea</i> simple machine = <i>máquina sencilla</i> slope = <i>cuesta</i> wheel = <i>rueda</i> wheel and axle = <i>rueda y el eje</i> work = <i>trabajo</i>

## Our Important Learning--Teacher

Common Core Anchor Reading Standard 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. CCSSR2—identify important ideas

### What's Important? What we learned that is important.

TOPIC: \_\_\_\_\_

#### Important Words


#### Important Information

--

#### Important Ideas

--

## Show What You Know

Common Core Anchor Writing Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**FOCUS:** Write the title of each page in a book/part of an exhibit.

**SHOW:** Figure out what picture, photo, or diagram would make your topic clear. Name it or sketch it in the each box.

**TELL:** Note what you will write about.

### What's Important to Know about this Topic

<p>Title: _____</p> <p>What I'll explain:</p>   <p>What I'll show</p> <div data-bbox="199 930 464 1146" style="border: 1px solid black; height: 100px; width: 100%;"></div>	<p>Title: _____</p> <p>What I'll explain:</p>   <p>What I'll show</p> <div data-bbox="518 930 782 1146" style="border: 1px solid black; height: 100px; width: 100%;"></div>	<p>Title: _____</p> <p>What I'll explain:</p>   <p>What I'll show</p> <div data-bbox="836 930 1101 1146" style="border: 1px solid black; height: 100px; width: 100%;"></div>	<p>Title: _____</p> <p>What I'll explain:</p>   <p>What I'll show</p> <div data-bbox="1154 930 1419 1146" style="border: 1px solid black; height: 100px; width: 100%;"></div>
<p>Title: _____</p> <p>What I'll explain:</p>   <p>What I'll show</p> <div data-bbox="199 1560 464 1776" style="border: 1px solid black; height: 100px; width: 100%;"></div>	<p>Title: _____</p> <p>What I'll explain:</p>   <p>What I'll show</p> <div data-bbox="518 1560 782 1776" style="border: 1px solid black; height: 100px; width: 100%;"></div>	<p>Title: _____</p> <p>What I'll explain:</p>   <p>What I'll show</p> <div data-bbox="836 1560 1101 1776" style="border: 1px solid black; height: 100px; width: 100%;"></div>	<p>Title: _____</p> <p>What I'll explain:</p>   <p>What I'll show</p> <div data-bbox="1154 1560 1419 1776" style="border: 1px solid black; height: 100px; width: 100%;"></div>