The Expeditionary Learning Common Core–aligned ELA modules for grades 3–5 were designed to help teachers build students’ capacity to read, think, talk, and write about complex texts. The modules fully address the reading standards for both literary and informational texts, the writing standards, and the speaking and listening standards. Foundational reading and language also are addressed within the context of the module lessons; these standards are more heavily emphasized in specific module lessons within Module 2B.

However, the 60-minute module lessons alone do not represent enough time to comprehensively meet the Foundational reading and language standards. To ensure that students receive adequate support building foundational reading and language skills, as well as sufficient time to meet the volume of reading required by the CCSS, research suggests that an additional block of literacy instruction and skills practice is needed.

This Foundational Reading and Language Standards Resources Package for Grades 3–5 is designed with three purposes: to articulate the research base for instruction regarding reading foundations standards; to point teachers to where that instruction lives “within the modules”; and, most important, to offer teachers options about how to organize an additional literacy block to comprehensively address these standards beyond and alongside the module lessons.

Literacy instruction that occurs alongside the modules ideally is complementary to the reading, writing, speaking, and listening that students engage in during the 60-minute module lessons. Research suggests that students benefit from additional time spent on literacy skills instruction with differentiated support, so they can continue to acquire and practice the skills necessary in becoming proficient and independent readers, writers, speakers, and listeners. There are various ways to organize this time so teachers can pull small, guided groups and provide additional whole-class instruction on discrete skills, as deemed necessary by formative reading and writing assessments.

This package contains resources and guidance for providing foundational reading and language instruction alongside the module lessons. In this overview, you will find:

- **Resources Package At-A-Glance**: a visual representation and written description of the resources in this package
- **Research Base**: a research review, implications for instruction, and associated resources for each aspect of foundational reading and language standards instruction
- **Sample Schedule**: a sample two-week alternating schedule that outlines one way to organize a foundational reading and language instructional block
- **RF and L Standards within the Module Lessons**: a list of examples of foundational reading and language instruction in the 60-minute module lessons, by grade
- **References**: citations for those who would like to do further study
Foundational Reading and Language Resources Package

Overview

Includes a description of the resources in this package, the research base, a sample schedule, and a list of examples within the 60-minute module lessons.

Word Study Criteria
Suggestions and specific criteria for approaches to word work that teach phonics and word analysis.

Core Knowledge Skills Strand (Grade 3 only)
Structured phonics and fluency assessments and lessons for students with some gaps in their foundational reading skills.

Additional Work with Complex Texts
Guidance for providing additional support with complex texts from the module lessons.

Fluency Resource
Resources and guidance for fluency instruction.

Show the Rule™ Strategy
Resources and guidance for contextualized grammar and conventions instruction.

Independent Reading: Sample Plan and The Importance of a Volume of Reading
Resources and guidance for launching independent reading to ensure an appropriate volume of reading and the importance of a volume of reading.
Phonics and Word Recognition (CCSS RF.3)

As students in the intermediate grades become comfortable with the basic mechanics of reading and gain automaticity, they must continue to hone their skills as fluent and facile readers in order to comprehend the text they read. Although discrete phonics instruction is an important component of early literacy instruction (National Reading Panel, 2000), readers in intermediate grades benefit from a more contextualized approach to teaching phonics and word recognition (Bear, Invernizzi, Templeton, & Johnston, 2003; Bloodgood & Pacifici, 2004). Phonics instruction in the intermediate grades focuses on the morphology of words (affixes and roots), syllabication patterns, and more complex spelling patterns. This transition is reflected in the third-grade foundational reading standard RF.3, decoding with common Latin suffixes and use of syllabication to read unfamiliar words.

Research suggests that as much as possible, this instruction should take place in the context of the texts that students are reading, as this supports them in decoding and inferring the meaning of unfamiliar vocabulary. These word analysis skills are key in acquiring core academic vocabulary and ultimately in understanding the complex texts that students encounter as they enter the intermediate elementary grades (Blevins & Lynch, 2001; Hiebert, 2012; Juel & Deffes, 2004).

The 60-minute module lessons provide some contextualized instruction of phonics and word analysis, specifically during lessons that involve close reading. However, to ensure that students have the foundational skills necessary to build toward college and career readiness, they will need more support and practice with these skills during additional literacy instruction that occurs alongside the modules. This instruction may be presented to the whole class but often takes place in small, differentiated groups where students can practice word analysis in the context of the complex texts they are reading in the modules, other independent-level texts, and during word study games and activities. The resources contained in this package provide examples, guidance, and materials to help teachers envision options for organizing the instruction of phonics and word analysis in grades 3–5.

See the following components of this resources package:

- Word Study Criteria
- Additional Work with Complex Texts
- Independent Reading: The Importance of a Volume of Reading and Sample Plans
- Core Knowledge Skills Strand (Grade 3 only): A resource developed by Core Knowledge for explicit structured phonics and fluency instruction for students in the third grade who need additional support learning and practicing decoding skills (Note- This is not for students who are far below grade level. These students should receive more intensive and individualized support). Use the following link to access Core Knowledge’s Skills Strand: www.coreknowledge.org/ckla-files.
Fluency (CCSS RF.4)

Reading fluency is the ability to read accurately, automatically, and with proper phrasing and intonation so that a reader is able to make meaning of a text, whether it is read silently or orally (Kuhn, 2010). Recent research shows that the role of fluency is even more important to reading comprehension than once thought (Rasinski, 2004). When students read with automaticity, the ability to recognize and read words without conscious thought, they are able to devote all of their energy to comprehending the meaning as opposed to decoding the words. In addition, students must master the ability to read with proper phrasing and intonation, or prosody (Rasinski, 2006). This means that fluent readers read the words without effort and also attend to syntax, or the structure of sentences and their punctuation when reading. In order to read and comprehend complex texts, students not only have to decode and make meaning of difficult vocabulary, but they must also be able to read more complicated sentence structures. Although being fluent readers alone will not guarantee comprehension, it is another vitally important skill students need to become proficient and independent readers of complex texts.

Teachers already know a great deal about fluency instruction. Good fluency instruction includes read-alouds that model fluent and expressive reading, regular and repeated silent and oral reading of texts in the grade-level band of complexity and at students’ independent reading levels, and opportunities for self-assessment as well as teacher and peer feedback (Rasinski, 2006).

See the following components of this resource package:

- Fluency Resource
- Independent Reading: The Importance of a Volume of Reading and Sample Plans
- Core Knowledge Skills Strand (Grade 3 only): A resource developed by Core Knowledge for explicit structured phonics and fluency instruction for students in the third grade who need additional support learning and practicing decoding skills (Note- This is not for students who are far below grade level. These students should receive more intensive and individualized support). Use the following link to access Core Knowledge’s Skills Strand: www.coreknowledge.org/ckla-files.

Conventions of Standard English and Knowledge of Language (CCSS L.1, L.2, and L.3)

Research shows that conventions and grammar are best taught within the context of authentic reading and writing tasks (Weaver & Bush, 2008). Students benefit from proactive instruction that uses models of informational texts and literature to teach explicit conventions and grammatical rules that can then be applied in their writing (Weaver, McNally, & Moerman, 2001). Teachers can plan these lessons based on the specific grade-level demands of the CCSS and on the analysis of student work.

Students also benefit from instruction later in the writing process that includes targeted mini lessons that support students in revising their work (e.g., the teacher notices common errors and provides targeted teaching or re-teaching). As students prepare to publish their work, one option is for teachers to support students in peer editing for these rules in order to reinforce this learning. In this way, students can see the value and practical application of rules of convention and grammar within the context of mentor texts, their own work, and their peers’ work.
Many of the language standards are addressed during the writing process in the modules (most heavily emphasized in Unit 3 of every module). However, the modules do not represent a comprehensive teaching and assessment of these standards. The resources contained in this package provide examples, guidance, and materials to draw on in order to teach the conventions of standard English and knowledge of language standards in grades 3–5.

See the following components of this resources package:

- Show the Rule™ Strategy

**Vocabulary Acquisition and Use (CCSS L.4, L.5, and L.6)**

The importance of vocabulary instruction is evident in the number of CCSS ELA standards that are related to vocabulary. This emphasis on building word knowledge, as well as developing strategies to determine the meaning of unknown words, is woven throughout the language standards and in both literary and informational reading standards. This repetition of vocabulary in the standards is no accident. Several decades of research make a strong case for frequent and explicit vocabulary instruction (Liben, 2010). Research shows that deficiencies in working vocabulary (words students use when speaking and writing and understand when listening and reading) are a primary factor in the achievement gap (Beck & McKeown, 2007). Furthermore, students' vocabulary deficiencies are highly correlated with difficulties in reading comprehension (Biemiller, 2001).

Effective vocabulary instruction includes direct systematic instruction, as well as teaching students strategies for making meaning of unfamiliar words on their own. It also requires students to read a sufficient amount of complex text and informational text, so they are exposed to academic and domain specific vocabulary in a variety of contexts. (Liben, 2010).

The 60-minute module lessons provide a comprehensive approach to vocabulary instruction that includes direct instruction using complex texts, a variety of protocols that allow students to analyze and make meaning of new vocabulary, and strategies for supporting students in determining the meaning of new vocabulary and using these words in their own writing. This instruction takes place in every module, with focused vocabulary work (aligned with CCSS L.4, L.5, and L.6) showing up in many specific lessons.

Therefore, this resources package does not contain additional materials directly tied to the teaching of Language Standards 4-6. However, teachers may wish to regularly incorporate additional vocabulary instruction into their class instruction and small group work.
This schedule represents one possible way to organize a foundational reading and language instructional block. It is a two-week alternating schedule featuring both small-guided groups and independent center work that focuses on the foundational reading and language skills standards. The schedule below represents week A in this two-week cycle.

Note that the schedule itself simply shows how time is allocated to address various skills. For the skill named in each box, refer to the corresponding resource that is a part of this full package (e.g., the Fluency Resource). Each of those documents provides details regarding the specific instructional practices that should take place during this block of time. Teachers might use this schedule to extend existing practices that are already in place (such as independent reading) and to enhance with new center work.

### Sample Schedule, Week A

<table>
<thead>
<tr>
<th>Approx. time</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
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<tbody>
<tr>
<td>Full Class</td>
<td></td>
<td>Centers—small rotating groups</td>
<td>Centers—small rotating groups</td>
<td>Centers—small rotating groups</td>
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</tr>
<tr>
<td>15- or 20-min. block</td>
<td><strong>Show the Rule</strong> Full-class teacher-led introduction</td>
<td>Fluency Resource-Modeling and Assistance (rotating center; teacher-led)</td>
<td>Additional work with Complex Texts (rotating center; teacher-led)</td>
<td>Additional work with Complex Texts (rotating center; teacher-led)</td>
<td>Fluency Resource-Practice and Assistance (partner work; informal assessment by teacher)</td>
</tr>
<tr>
<td>15- or 20-min. block</td>
<td>Additional work with Complex Texts (rotating center)</td>
<td>Show the Rule (rotating center)</td>
<td>Independent Reading (rotating center)</td>
<td>Additional work with Complex Texts (small group/pairs; informal assessment by teacher)</td>
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</tr>
<tr>
<td>15- or 20-min. block</td>
<td>Independent Reading (individual conferences with teacher)</td>
<td>Show the Rule (rotating center)</td>
<td>Fluency Resource-Assistance (partner work; rotating center)</td>
<td>Show the Rule (rotating center)</td>
<td>Show the Rule (pair share; assessment)</td>
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<tr>
<td>HOMEWORK</td>
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<tr>
<td>15 minutes</td>
<td>Independent Reading</td>
<td>Fluency Resource-Practice</td>
<td>Independent Reading</td>
<td>Fluency Resource-Practice</td>
<td>Independent Reading</td>
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</table>

### Sample Schedule, Week B

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<thead>
<tr>
<th>Approx. time</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
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<tbody>
<tr>
<td>Full Class</td>
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<tr>
<td>15- or 20-min. block</td>
<td></td>
<td>Show the Rule (rotating center)</td>
<td>Fluency Resource-Assistance (partner work; rotating center)</td>
<td>Show the Rule (rotating center)</td>
<td>Show the Rule (pair share; assessment)</td>
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<tr>
<td>15 minutes</td>
<td>Independent Reading</td>
<td>Fluency Resource-Practice</td>
<td>Independent Reading</td>
<td>Fluency Resource-Practice</td>
<td>Independent Reading</td>
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</tbody>
</table>
This schedule represents one possible way to organize a foundational reading and language instructional block. It is a two-week alternating schedule featuring both small-guided groups and independent center work that focuses on the foundational reading and language skills standards. The schedule below represents week B in this two-week cycle.

Note that the schedule itself simply shows how time is allocated to address various skills. For the skill named in each box, refer to the corresponding resource that is a part of this full package (e.g., the Fluency Resource). Each of those documents provides details regarding the specific instructional practices that should take place during this block of time. Teachers might use this schedule to extend existing practices that are already in place (such as independent reading) and to enhance with new center work.

<table>
<thead>
<tr>
<th>Approx. time</th>
<th>Mon</th>
<th>Tues</th>
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<th>Thurs</th>
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<tbody>
<tr>
<td>15- or 20-min. block</td>
<td>Word Study (rotating center; teacher-led)</td>
<td>Additional Work with Complex Texts (rotating center; teacher-led)</td>
<td>Fluency Resource–Modeling and Assistance (rotating center; teacher-led)</td>
<td>Additional Work with Complex Texts (rotating center; teacher-led)</td>
<td>Fluency Resource–Performance (full class; teacher-facilitated)</td>
</tr>
<tr>
<td>15- or 20-min. block</td>
<td>Additional Work with Complex Texts (rotating center)</td>
<td>Independent Reading (rotating center)</td>
<td>Word Study (rotating center)</td>
<td>Independent Reading (rotating center)</td>
<td>Word Study–Assessment (small groups—teacher-led)</td>
</tr>
<tr>
<td>15- or 20-min. block</td>
<td>Fluency Resource–Practice (rotating center)</td>
<td>Word Study (rotating center)</td>
<td>Additional Work with Complex Texts (rotating center)</td>
<td>Word Study (rotating center)</td>
<td>Independent Reading (remainder of class—while teacher pulls groups for Word Study assessment)</td>
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<tr>
<td>HOMEWORK</td>
<td>15 minutes</td>
<td>Independent Reading</td>
<td>Fluency Resource–Practice</td>
<td>Independent Reading</td>
<td>Fluency Resource–Practice</td>
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<td>Standards</td>
<td>Grade 3</td>
<td>Grade 4</td>
<td>Grade 5</td>
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<tr>
<td><strong>RF.3 Phonics and Word Recognition</strong></td>
<td>Know and apply grade-level phonics and word analysis skills in decoding words.</td>
<td>Module 2B, Unit 2, Lesson 9 Module 2B, Unit 2, Lesson 10 Module 2B, Unit 2, Lesson 11</td>
<td>Module 2B, Unit 1, Lesson 3 Module 2B, Unit 2, Lesson 6 Module 2B, Unit 2, Lesson 7</td>
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<td><strong>RF.4 Fluency</strong></td>
<td>Read with sufficient accuracy and fluency to support comprehension.</td>
<td>Module 2B, Unit 2, Lesson 1, Module 3A, Unit 2, Lesson 12</td>
<td>Module 2B, Unit 2, Lesson 6 Module 2B, Unit 2, Lesson 7</td>
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<tr>
<td><strong>L.1 Conventions of Standard English</strong></td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>Module 2B, Unit 3, Lesson 9 Module 3A, Unit 3, Lesson 12</td>
<td>Module 4, Unit 3, Lesson 13</td>
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<tr>
<td><strong>L.2 Conventions of Standard English</strong></td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>Module 2B, Unit 1, Lesson 15 Module 2B, Unit 3, Lesson 9 Module 3A, Unit 2, Lesson 10</td>
<td>Module 2B, Unit 2, Lesson 11 Module 2B, Unit 3, Lesson 9 Module 2B, Unit 3, Lesson 12 Module 2B, Unit 3, Lesson 11</td>
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<tr>
<td><strong>L.3 Knowledge of Language</strong></td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
<td>Module 2B, Unit 1, Lesson 15 Module 2B, Unit 3, Lesson 1 Module 2B, Unit 3, Lesson 8 Module 2B, Unit 3, Lesson 9</td>
<td>Module 2B, Unit 3, Lesson 6 Module 2B, Unit 3, Lesson 11 Module 4, Unit 3, Lesson 14</td>
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<tr>
<td><strong>L.4 Vocabulary Acquisition and Use</strong></td>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.</td>
<td>Module 2B, Unit 1, Lesson 3 Module 2B, Unit 1, Lesson 3 Module 2B, Unit 1, Lesson 4 Module 2B, Unit 1, Lesson 5 Module 2B, Unit 1, Lesson 6 Module 2B, Unit 1, Lesson 7 Module 2B, Unit 1, Lesson 8 Module 2B, Unit 1, Lesson 9</td>
<td>Module 2B, Unit 1, Lesson 2 Module 2B, Unit 1, Lesson 3 Module 2B, Unit 1, Lesson 4 Module 2B, Unit 1, Lesson 5 Module 2B, Unit 1, Lesson 6 Module 2B, Unit 1, Lesson 7 Module 2B, Unit 1, Lesson 8</td>
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<tr>
<td><strong>L.5 Vocabulary Acquisition and Use</strong></td>
<td>Grade 3: Demonstrate understanding of word relationships and nuances in word meanings. Grades 4 and 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
<td>Module 2B, Unit 2, Lesson 9 Module 3A, Unit 2, Lesson 2 Module 2B, Unit 1, Lesson 2</td>
<td>Module 4, Unit 2, Lesson 4 Module 4, Unit 2, Lesson 6 Module 4, Unit 2, Lesson 7 Module 4, Unit 2, Lesson 8</td>
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<tr>
<td><strong>L.6 Vocabulary Acquisition and Use</strong></td>
<td>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.</td>
<td>Module 1, Unit 2, Lesson 7 Module 2B, Unit 3, Lesson 10 Module 2B, Unit 2, Lesson 8</td>
<td>Module 2B, Unit 2, Lesson 7 Module 2B, Unit 2, Lesson 8</td>
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Weaver, C., McNally, C., & Moerman, S. (March 2001). To Grammar or Not to Grammar: That is Not the Question! Voices from the Middle, 8(3).

Foundational Reading and Language Standards: Word Study Criteria
Word study is a combination of phonics, spelling, and vocabulary instruction (Bear, Invernizzi, Templeton, & Jonston, 2000). In a nutshell, word study gives students an opportunity to investigate and understand patterns and word relationships and apply this knowledge to their reading and writing.

The foundational reading and language standards for grades 3–5 require students to use their knowledge of phonics and word analysis to decode words (RF.3), spell grade-appropriate words correctly (L.2), and determine or clarify the meaning of unknown word and multiple-meaning words (L.4). In the module lessons, these standards are taught in the context of authentic reading and writing experiences.

However, engaging in additional word study supports students in decoding unfamiliar words, determining the meaning of unfamiliar words, and learning conventional spelling (Bloodgood & Pacifici, 2004). Word study and structured phonics instruction that explicitly teaches phonetic patterns in a developmental sequence is beneficial to all readers, but it is particularly helpful to struggling readers and English language learners (Linan-Thompson & Vaugh, 2007). Below are some criteria that you might consider for word study programs that can occur alongside the module lessons in grades 3–5 (Note: Letter sound patterns are taught as a part of the Core Knowledge Skills Strand for students using this program in Grade 3).

### Suggested Criteria for Word Study

Word study programs meet the following criteria:

- Incorporate word inventories that can be used to assess students’ knowledge of spelling patterns and high-frequency words for grouping and differentiation of instruction
- Allow for flexible grouping of students for differentiation of instruction
- Have word lists for sorting, games, and activities that are based on the stages of spelling development (emergent, letter name, within word, syllables and affixes, and derivational relations)
- Provide studies of common Greek and Latin roots, as well as prefixes and suffixes and how they affect the meanings of words
- Include activities that allow students to determine spelling patterns and learn syllabication
- Give students opportunities to work with words through a variety of learning styles and modalities
- Allow students to apply newly learned word knowledge and analysis skills to their reading and writing
- Include ongoing formative assessments to support students in building increasingly sophisticated word analysis skills and progress through the stages of spelling development


Foundational Reading and Language Standards: Additional Work with Complex Texts
The Common Core State Standards call for a consistent emphasis on increasingly complex texts for all students throughout the grades. Instruction with complex text is important for fostering robust reading skills, acquiring academic vocabulary, building content knowledge, and eventually, preparing students for college and career (Shanahan, 2002. Hiebert, 2012. Gomez, 2008. Liben, 2010, et al.). Furthermore, a growing body of research suggests that instruction with increasingly complex texts within the study of a single topic can lead to greater gains in reading rate, vocabulary acquisition, and comprehension (Adams, 2009. Morgan, 2009. O’Connor, 2010. Williams, 2009.). Essentially, as students learn more about a topic they can read more difficult texts on that topic, and if given support, improve their foundational reading and comprehension skills as well.

Key strategies for teaching students to navigate complex texts successfully (such as close reading, rereading, and defining words from context) are embedded in nearly every lesson in the modules. Still, all students—particularly those who have difficulty reading—can benefit from additional work with complex texts. Ideally, this additional work should focus on the same texts that students are currently working with during the module lessons, providing extra practice and support. The purpose of this resource is to offer general suggestions to consider for planning both guided small group work and differentiated center work that helps students deepen their understanding of the complex texts within the 60-minute module lessons.

The activities in this resource are organized to give students practice in navigating four key aspects of text complexity: meaning, structure, knowledge, and language.

– Suggestions in the Meaning section focus on skills such as understanding layers of meaning, identifying the overall purpose of the writing, locating main ideas and supporting details, and summarizing.

– Suggestions in the Structure activities can help students to explore text features, organization, sentence structure, or genre in order to better understand a text.

– Suggestions in the Knowledge section help students to build a knowledge base using research and other texts.

– Suggestions in the Language section include vocabulary and sentence structure activities.

When focused on a specific complex text, activities in any or all of these four areas can help students to better understand that text and to develop strategies for approaching complexity in new texts as well. The activities in this resource likely are familiar to many teachers. They are not intended to introduce new pedagogy; rather, they are meant to spark ideas about how teachers can apply what we already know about teaching reading of complex texts.

This resource includes guidelines for creating and organizing text-specific activities, ideas for tailoring tasks to meet students’ needs, and a sample five-day schedule. The ideas included in this resource can be used to plan center activities for an additional literacy block that occurs alongside the module lessons and also provides guidance for planning whole group instruction in areas where it is determined that the whole class needs additional support. Teachers who already have such an additional literacy block can use these suggestions to focus and refine instruction that takes place during that time.
Overview

The Additional Work with Complex Texts resource includes the following sections:

- **Getting Started**: Choosing a focus, creating activities, and differentiating
- **Focusing on Meaning**: Activities to help students understand the meaning of complex texts
- **Focusing on Structure**: Activities to help students understand structure of complex texts
- **Focusing on Knowledge**: Activities to help students build a knowledge base around the topic of a complex text that they are reading
- **Focusing on Language**: Activities to help students understand the language (vocabulary, grammar, and sentence structure) of complex texts
- **Complex Text Center—Sample Schedule and Example**: Sample schedule specifically for the “Additional Work with Complex Text Center”
  - (within the Additional Literacy Block)
- **References**: Citations for those who would like to do further study
Choosing a Text and a Focus

The purpose of the activities in this resource is to give students additional work and practice with the complex texts being used in the modules. Ideally, this work is completed concurrently with the lessons in the modules, guiding students to better understand the meaning, structure, or language of a complex text or to acquire knowledge and context not available within the text itself.

When doing additional work with a text with which students are struggling, it is important to focus on the challenges of the text that might contribute to student frustration.

- Are students struggling with basic understanding of the piece (meaning)?
- Are text features confusing them (structure)?
- Is there a gap in their experiences that makes it hard to understand a key concept (knowledge)?
- Or is there an unusual amount of new academic vocabulary to learn (language)?

Text complexity rubrics and other materials designed to help teachers understand what makes a text complex can help pinpoint where students may need support. See rubrics for evaluating features of text complexity at the following link: http://www.achievethecore.org/page/656/finding-ccss-grade-levels-for-texts-scass-rubrics.

Because each text makes different demands on a reader, teachers must use professional judgment to decide what aspect(s) to focus on to provide the most appropriate support. For example, students may be supported in understanding a complex scientific text by focusing on domain-specific vocabulary or a fairy tale by examining the structure of the story. In many cases, it will make sense to plan activities in meaning, structure, language, and knowledge. Very often, exploring all four areas can be helpful in boosting overall understanding and developing strategies for reading complex texts. Learning to analyze complex text in this way also is valuable professional development.

Creating Activities and Differentiating

The ideas in each section can be used to plan activities for a “Complex Text Center” as a part of the Additional Literacy Block, to provide extra support in a “pull-out” or “push-in” session for a student or a group of students, or even as full-class instruction in an area where most students need remediation or reinforcement. Teachers can further differentiate by:

- Creating different activities (with different areas of emphasis) for individuals or groups of students
- Varying the level of adult guidance provided using specialists, paraprofessionals, or volunteers
- Modifying versions of the same activity to reflect student needs (i.e., adjusting the amount of text, limiting the number of new words, adding sentence stems or “hints,” etc.)
- Chunking tasks into smaller parts or allowing more time for some students or groups
- For students who are already comfortably navigating the text used in class, consider creating similar activities using a new, complex text related in topic to the text used in class. For students who are having serious difficulty, consider previewing or reviewing the same activity done in class with additional scaffolding or support.
Often, students will need support in drawing meaning from complex text. Truly understanding a story or article may involve exploring layers of meaning, identifying the overall purpose of the writing, locating main ideas and supporting details, or summarizing. All students will need to learn and practice these key skills with teacher guidance.

As these strategies for making meaning are introduced within the modules, students can reinforce and deepen their understanding of a text with independent or small group work. “Meaning” activities may focus on an entire text or specific parts of a text, and may target basic understanding or more nuanced understanding of a fiction or nonfiction text.

For students who struggle with a text, the most useful support may be basic work on literal comprehension before a text is formally introduced in class, or even simply listening to the text being read on an audio recording while following along. For others, work in this area might lead to a more nuanced understanding of a theme or concept.

**Activities to help students understand the meaning of complex texts may include the following:**

1. **Pre-reading or Rereading:** Students may read part or all of the text silently, whisper read independently or with a partner (the student reads a piece repeated times, in a whisper-level voice), or read aloud into a recording device (use the recordings of fluent readers to create a listening center next year). Repeated reading is a simple and powerful way to increase comprehension.

2. **Reading Along:** Students can read along with a prerecorded version of the text. Try recruiting parents or older students to create a library of texts used in the modules for your classroom. Audio versions of some books can be found at local libraries or ordered through interlibrary loan.

3. **Comprehension Question Sheets:** Teachers can create sets of comprehension questions tailored to build or extend understanding of a text. Questions may target literal comprehension (for students who need extra time to develop a basic understanding) or higher-level comprehension (for students who need enrichment). They may prompt students to take a deeper look at the whole text or a particular part of the text.

4. **Cloze Procedure:** The cloze procedure is a technique in which the teacher reproduces a passage, strategically deleting words and leaving blank spaces for students to fill in. Reading carefully, students insert words that make sense in context to complete and construct meaning from the text. Cloze exercises can focus students when rereading and can be used to develop or assess basic comprehension. More information on constructing this type of activity is available in numerous places and can be found by searching using the key words “cloze” and “reading” on the Internet.

5. **Graphic Organizers:** Students can complete graphic organizers that scaffold basic understanding. Examples include organizers that prompt students to identify the main characters, setting, problem and solution in a story, or the main idea and details in an informational piece or a single paragraph.

6. **Summaries:** Students can produce written summaries of texts or sections of a text. For students who need additional support, these can be scaffolded using templates or sentence stems, or by having students work together in pairs or small groups.
Understanding text structures can help students build meaning when reading both literature and informational texts. Structure includes things like text features, organization, sentence structure, and the understanding of genre. The following are suggestions for activities to help students better understand the structure of the text they are working with. These can be done alone or with a group, and are easily adaptable to an interactive whiteboard if such technology is available.

**Activities to help students understand the structure of complex texts may include the following:**

1. **Text Puzzles:** Enlarge and cut apart the text or part of the text and ask students to reassemble the parts so that the text is well organized and makes sense. After they have finished, students can check their work using a copy of the original text. A variety of puzzles can be made—students can be asked to reassemble a set of paragraphs, sentences within a paragraph, sections of a text, or even complex sentences.

2. **Connections:** To help students develop an awareness of the purpose of text features, prepare a copy of the text in which you have removed selected text features. These could include captions, subheads, or illustrations. Using a glue stick, students replace the missing features—for example, correctly matching a caption with an illustration or a subhead with the correct section of information. Students can be asked to place paragraphs under the correct subhead or paste transition sentences between paragraphs.

3. **Color Code:** Have students use color to show the relationship between parts of a text. This activity can be fairly concrete (Find the word “camouflage” defined in word box at the bottom of the page. Now find the word “camouflage” in the text. Color them both blue. What does “camouflage” mean in this sentence?) or more abstract (This paragraph talks about a problem and solution. Color the problem red and the solution blue.).
The Common Core State Standards encourage us to integrate text into our work in the content areas in order to build a knowledge base. Where possible, students should create this knowledge base from the text itself, but sometimes additional information is needed. In these cases, the focus should be on teaching students to find the needed information themselves. It is crucial that any content or concepts needed to understand the text be available to all students, not just to those who have been fortunate enough to have rich life experiences.

Activities to help students build a knowledge base around the topic of a complex text that they are reading may include the following:

1. **Read Other Texts:** Students can be assigned to read, or be offered a choice of, other texts on the same topic (i.e., Japan) or of the same genre (folktales). For students who have difficulty reading, these may be simpler texts on the same topic; for others these may just be related texts that will broaden and deepen their content knowledge.

2. **Use Audio or Visual Resources:** Students can listen to recordings, watch short videos, learn educational songs, or analyze sets of images to deepen their understanding of a concept or topic. It is important that these resources augment, and not replace, content knowledge built by reading the complex text itself.

3. **Research:** Students can be given very short, simple research to do (individually or in groups) related to the text. Research questions should be designed around ideas that are not well covered in the text itself but are important to comprehension. For example, if the text is written in a way that assumes students know the dangers of being lost on a snowy mountaintop, and you live in an area where it never snows, you may want to have students research the hazards of snowy weather. Research like this can be done by individuals or groups using the Internet, the library, or other sources and shared with the class.
It is important to give students many opportunities to work with specific vocabulary, sentence structures, figurative language, idioms, and other complexities of language in text. Draw language from the text that students are currently working with, and choose words, phrases, and sentences that are important to understanding the text. When planning, be sure to reference the specific language standards for your grade level, since the standards themselves provide very clear guidance about the discrete skills students must master.

Many published resources exist to help students to work with the language (vocabulary, grammar, and sentence structure) of complex texts. Here are some ideas:

1. **Create a Picture Dictionary**: Choose three to five academic- or domain-specific words from the text, and have students use a glossary or student-friendly dictionary to write the definition and add a picture or other visual to show the meaning of each word. This can be scaffolded by having students work in groups, matching the difficulty of the words to the needs of the students, or focusing on words already introduced in class that still need reinforcement. Picture dictionaries can also be used to show the meaning of idioms or figurative language.

2. **Scavenger Hunt**: Students underline specific words in the text and copy the sentence in which the word appears. Then they generate original sentences using each featured word. This activity could be expanded to include locating the same words in new texts, or “hunting” for different uses of the same word.

3. **Silly Stories**: Students work as a group to create a “silly story” that uses all the words on a given list. Words must be used correctly in the piece.

4. **Word Boxes**: Students gather words from the text to fit into given categories. These may vary widely based on the purpose of the activity. Example categories include “Words Used to Describe Animals” and “Stages of the Water Cycle.”
This example Complex Text Center schedule zooms in on one part of the larger Additional Literacy Block schedule (for the complete two-week alternating schedule, see Foundational Reading and Language Standards Resources Package for Grades 3–5: Overview). The purpose is to help teachers visualize what might happen in an “Additional Work with Complex Text” Center. However, these complex texts center activities can fit well into many other schedules; planning, grouping, and organization will vary across classrooms.

In the sample schedule below, the teacher provides direct instruction at the Complex Text Center once a week. For the remaining days of the week students continuing working in the center working on the various aspects of text (meaning, language, structure, or knowledge) individually, with a partner, or with a small group. This lets the teacher deliver instruction at other centers that focus on foundational reading and language standards (fluency, word study, independent reading, etc.). Note that depending on the needs of the class, additional direct instruction with complex texts may take place more than once a week.

Students should be assigned to specific tasks at the Complex Text Center based on formative assessment that takes place during the module lessons. Students may work in a small group, partnered pairs, or individually. Grouping should be flexible and allow students to work with a variety of peers. Grouping stronger and struggling readers together for partner work can be mutually beneficial (Vaughn et al., 2001).
In this sample and example, groups work with a complex text: “Award Winning Survival Skills” (from Grade 4, Module 2B, Unit 1) with differentiated options.

Day 1—Focus on Meaning (Rotating Center):¹
- Read along while listening to audio recording of full text. Pause after each section and paraphrase to a partner.
  
OR

- Summaries: Work with a partner to summarize a new section of the text (the opossum).

Day 2—Focus on Language (Rotating Center; Teacher-Led²)
- Group 1: Mini lesson on how parentheses are used to define words. Find examples in passage.
- Group 2: Mini lesson on how parentheses are used to define words and to add information. Find examples in passage; color code by purpose.
- Group 3: Mini lesson on using quotations. Match quote to the person who said it.

Day 3—Focus on Structure (Rotating Center)
- Paste subheads and captions in the correct place.
  
OR

- Place each section of text under the correct subhead.

Day 4—Focus on Knowledge (Rotating Center)

Day 5—Focus on Language (Rotating Center)
- Reread pages 10 and 11. Find and underline the words from the word box in the article. What do they have in common?
  
OR

- Reread pages 10 and 11. Underline all the words that mean “to copy.” Write them in the word box. Use a thesaurus to find and add at least two more words.

¹ Assign one option to whole class, partnered pairs, or individual students as determined by need.
² Determine the Teacher Guided Center based on students' needs; this center can change from week to week to focus on a different aspect of text complexity group composition and should also vary based on assessed needs of students, remaining flexible.
References


Reading Foundations and Language Standards: Fluency Resource: Creating a Routine for Fluency Instruction
Fluency is the ability to read a text accurately and quickly. Historically, there has been a strong focus on building fluent reading skills in the primary grades, with a tendency to shift the majority of our instructional focus to comprehension in the intermediate grades. But despite our best efforts, some upper elementary and secondary students aren’t making adequate progress toward established reading goals. What can we do to help all learners acquire the skills they need to become highly capable and competent readers?

Fluency is important because it provides a bridge between word recognition and comprehension. Because fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means, can make connections among the ideas in the text, and draw from background knowledge (Rasinski, 2004).

When fluent readers read silently, they recognize words automatically. They group words quickly to help them gain meaning from what they read. They recognize words and comprehend at the same time. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking.

By contrast, readers who have not yet developed fluency read slowly, word by word. They must focus their attention on figuring out the words, leaving them little attention for understanding the text. Their oral reading is choppy and plodding. Direct instruction related to fluency is especially important for readers who are struggling. Readers who have not yet attained fluency are not likely to make effective and efficient use of silent independent reading time. For these students, independent reading time takes time away from needed reading instruction and support (National Institute for Literacy, 2001). It is important, therefore, for struggling readers to spend significant time working on their fluency.

Fluency is not a stage of development at which readers can read all words quickly and easily. Fluency changes depending on certain variables: what readers are reading, their familiarity with the words, and the amount of their practice when reading text. Even very skilled readers may read in a slow, labored manner when reading texts with many unfamiliar words or topics.

The role of fluency must be emphasized beyond primary grade classrooms to support older students’ ability to engage with and comprehend increasingly complex levels of text. This resource is designed to provide educators with ideas for developing routines that promote the acquisition of essential fluent reading skills.

The Fluency Resource includes these sections:

**Getting Started:** creating a safe environment for practice, introducing fluency criteria and self-assessment, and helping students set a fluency goal

**Planning a Fluency Routine: The MAPP Approach:** how modeling, assistance, practice, and performance help build students’ fluency

**Fluency Center Sample Schedule:** sample schedule specifically for the Fluency Center (within the Additional Literacy Block)

**Fluency Passages and the Special Role of Poetry in Fluency Practice:** links to general passages for fluency practice, plus specific passages and poems that are related to Module 2B topics

**Additional Reading:** a research-based article with further information regarding fluency

**References:** citations for those who would like to do further study
If a student is not a fluent reader, he or she is unlikely to think, “I have a fluency problem.” Instead the student is likely to think, “I can't read” or “I am stupid.” This likely is not true. Fluency has been shown time and time again to be unrelated to intelligence. However, just telling students who have struggled with reading that they can improve their fluency with practice probably won’t convince them of this. The following activity, designed to demonstrate the effects of practicing fluent reading skills, is best facilitated with an individual student. However, it can also be done in small groups if students are comfortable with one another and the group is led by an adult whom they trust.

1. Make copies of a grade-appropriate, short paragraph and distribute it.
2. Ask the student to read the passage aloud. If working in a small group, try doing this chorally, so each student becomes aware that the passage is difficult to read fluently, but individual voices are not “in the spotlight.”
3. Have students follow along silently while you read the passage aloud at least two times.
4. Read the passage chorally at least two more times.
5. Follow this with buddy reading, echo reading, or any similar technique (see the “Practice” section for more ideas).
6. Finally, have the student read the passage aloud again. At this point the reading is likely to be much better.
7. With the student, evaluate, then reflect on what happened: “Did you get smarter in 20 minutes?” Help the student realize that reading fluently has nothing to do with how smart you are; it has everything to do with practice, like layups, fixing cars, or playing an instrument. Point out that, with sufficient practice, he or she can become a more fluent reader.
Purpose: Because students in the intermediate grades tend to be more independent than primary grade students, teachers may consider supporting them to self-assess and set goals for their fluency skills. The purpose for introducing and modeling specific fluency criteria is to help students understand the criteria they must work toward to become fluent readers.

As with any self-assessment practice, the recommendations below will work best within a classroom culture in which students feel safe and supported. Note that students’ ongoing self-assessments should be kept private between the student and teacher. This ensures that students are working on setting and celebrating their individual accomplishments, rather than comparing their abilities to those of their peers.

Below is a suggested way to introduce and model specific criteria described on the Fluency Self-Assessment.

In advance:
Place students in triads or groups of four.
Choose a fun poem or song lyrics to use during the following activity.
Create and display a new Fluent Readers Do These Things anchor chart.
Review the Fluency Self-Assessment rubric (see following page of this document).

Launch the lesson:
Tell students they are going to spend time getting familiar with the word fluency. Ask:

* “What do you think the word fluency means?”

Students may say: “Being able to read really fast; sounding normal when you read and not too slow.”

If students are unfamiliar with the word, tell them it means being able to read without sounding out every word and reading smoothly in the way that the author meant for it to sound.

Distribute the Fluency Self-Assessment rubric (see below) to each student.
Read each criterion aloud: accuracy, rate and flow, phrasing and punctuation, expression and volume.
Then go row by row, starting with the “On Target” descriptors for accuracy, then reading the descriptors for “Almost There,” “Working on It,” and “Need More Support.”
Clarify the meaning of any unfamiliar terms and/or clear up any misconceptions.
Pause after each descriptor level to ask students to notice and discuss the similarities and differences between each level. Ask students to share out (responses will vary, but listen for students to use specific language from the self-assessment).
Repeat the above steps for each of the remaining criteria and level descriptors.

Tell students you will read aloud a piece of text three different ways. Challenge them to try to decide which of the three readings they would call fluent, based on the criteria described on the Fluency Self-Assessment rubric.

Read the piece the first time really quickly, so quickly that you can hardly be understood. Make mistakes, but just ignore them and plow right through to the end. Do not attend to punctuation, do not pronounce things clearly, and do not give yourself or your listener time to think about what’s on the page.

Ask students if that seemed “fluent” to them and listen for the reasons why they say “yes” or “no.” Many students will tell you “yes” because it was really fast. Students often hold the misconception that reading quickly is the goal, even if they can’t understand what’s being read. They often believe reading quickly is the most impressive skill a reader can strive for.

Ask students if they have any idea what the passage you just read is about. (Most students will likely respond “no” because they did not have time to absorb the information when the text was read so quickly.) Focus their attention on the rate and flow criteria on the self-assessment, specifically the “On Target” descriptor, “I read at a rate that is appropriate for the piece” (i.e., “I read a complex text at a slower, more understandable rate; I read a less complex text using a conversational rate.”).

Ask them to listen to the next version and decide if they think it is fluent. This time, read the passage very slowly, word by word, sounding out every fifth word or so. Again, pay no attention to punctuation. Make errors and ignore them. Ask students to tell you what they thought of the fluency of that reading.

Most will answer with a resounding “No! That was not fluent.” But push them to try to name the reasons why based on the criteria (listen for them to reference rate and flow that is “appropriate for the piece” and/or accuracy). Also listen for students to name anything about punctuation or the robotic nature of the voice.

Ask students once again if they understood anything about the passage. Students will likely answer “no” this time, as well. Ask them to explain and listen for them to mention the errors, slow rate, and/or lack of adherence to phrasing, punctuation, or expression as a hindrance to their comprehension of the piece.

Read the passage a third time. This time, read it at an “appropriate rate.” Wear your intention to help students understand the “On Target” criteria for fluency on your sleeve, with every move you make. Make a mistake or two, but show how fluent readers would self-correct. Match your facial expression and body language to the piece. Change your rate, volume pitch, and tone to reflect an understanding of the author’s intended message.

Next, ask students to tell you if they thought that was fluent reading. If they still aren’t sure, ask them to refer to and discuss in groups the “On Target” fluency criteria on the self-assessment to help them make a decision.

After several minutes, ask students to share their thoughts with the class. Listen for them to recognize that based on the criteria, the way the piece was read aloud the third time is an example of fluent reading. Ask them to refer specifically to the descriptors for each criterion to name the things you did that made the passage easy to listen to and understand.
As students share out, make a list of their ideas on the new **Fluent Readers Do These Things anchor chart**. Listen for:

- Read almost all words correctly.
- Read at a smooth pace without taking breaks that leave the listener hanging.
- Pause at commas and fully stop at periods.
- Read questions like questions and exclamations with excitement.
- Change voice and volume depending on meaning.
- Change the tone to match the message (sad, serious, funny, joyful, surprised).
- Match the story with your face and body.
- Correct mistakes.

If students stall out in their observations, read the text again. Ask them to listen and watch for specific things they didn’t notice during the previously modeled fluent read. Encourage them to watch what your body and face do as you read.

After reading fluently a second time, ask:

* “Did you notice what fluent readers do when they make a mistake?”

Listen for students to share ideas similar to: “When you made a mistake, you didn’t need anyone to tell you that you messed up. You could hear when something sounded off and went back to correct yourself.” If students are not able to recognize that self-correction is a fluent reading skill, point it out to them.

Next, give students differentiated reading passages (see the Fluency Passages links at the end of this document).
### Fluency Self-Assessment Rubric

<table>
<thead>
<tr>
<th></th>
<th><strong>On Target</strong></th>
<th><strong>Getting There</strong></th>
<th><strong>Working on It</strong></th>
<th><strong>Need Support</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accuracy</strong></td>
<td>I read all/almost all the words correctly. (99–100 percent accuracy)</td>
<td>I read most of the words correctly. (95–98 percent accuracy)</td>
<td>There were several words I had trouble pronouncing. (90–94 percent accuracy)</td>
<td>I had trouble pronouncing many of the words. (less than 90 percent accuracy)</td>
</tr>
<tr>
<td><strong>Rate &amp; Flow</strong></td>
<td><em>I read at a rate that is appropriate for the piece.</em></td>
<td><em>Sometimes I read a little too fast, and sometimes I read a little too slowly.</em></td>
<td><em>I read slowly.</em></td>
<td><em>I read slowly and had a lot of difficulty with the passage.</em></td>
</tr>
<tr>
<td></td>
<td><em>My reading flows smoothly, without many breaks.</em></td>
<td><em>My reading flows somewhat smoothly, with occasional breaks.</em></td>
<td><em>As I read, I took many breaks.</em></td>
<td><em>I had to take a lot of breaks to sound out words and/or repeat many of the words and phrases before I got them right.</em></td>
</tr>
<tr>
<td></td>
<td><em>I independently correct myself when I encounter difficult words and phrases.</em></td>
<td><em>As I read, there were a few words and phrases I needed help with.</em></td>
<td><em>As I read, there were many words and phrases I needed help with.</em></td>
<td><em>I needed a lot of help to figure out the words and phrases.</em></td>
</tr>
</tbody>
</table>
### Fluency Self-Assessment Rubric

**Phrasing and Punctuation**

<table>
<thead>
<tr>
<th>On Target</th>
<th>Getting There</th>
<th>Working on It</th>
<th>Need Support</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>I read groups of related words and phrases together.</em></td>
<td><em>Occasionally, I ran sentences together; and/or broke off in the middle of a sentence, reading only 2-3 words at a time.</em></td>
<td><em>I read only 2-3 words at a time.</em></td>
<td><em>I read only 1-2 words at a time.</em></td>
</tr>
<tr>
<td><em>I noticed and read all of the punctuation (e.g., paused after a comma; stopped after a period; questions sounded like questions; read exclamations in an excited voice).</em></td>
<td><em>I noticed and read almost all of the punctuation.</em></td>
<td><em>I rarely changed my tone to express meaning.</em></td>
<td><em>I noticed and read only a few or none of the punctuation.</em></td>
</tr>
</tbody>
</table>

**Expression and Volume**

<table>
<thead>
<tr>
<th>On Target</th>
<th>Getting There</th>
<th>Working on It</th>
<th>Need Support</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>My tone expressed the author’s meaning (e.g., surprise, grief, anger, joy, etc.).</em></td>
<td><em>Sometimes I changed my tone to express the author’s meaning.</em></td>
<td><em>I rarely changed my tone to express the author’s meaning.</em></td>
<td><em>I did not change my tone to express the author’s meaning.</em></td>
</tr>
<tr>
<td><em>My facial expressions and body language matched the expression in my voice.</em></td>
<td><em>Sometimes my facial expressions and body language matched the expression in my voice.</em></td>
<td><em>I rarely used facial expressions or body language that matched the expression in my voice.</em></td>
<td><em>I did not use facial expressions or body language as I read.</em></td>
</tr>
<tr>
<td><em>The volume of my voice changed naturally, as if I were talking to a friend.</em></td>
<td><em>Sometimes my voice sounded flat, not like I was talking to a friend.</em></td>
<td><em>Often, I read quietly; my reading did not sound natural, like when I talk to a friend.</em></td>
<td><em>Most or all of the time, I read quietly; my reading did not sound natural, like when I talk to a friend.</em></td>
</tr>
</tbody>
</table>
Once students develop a sense of what fluent reading sounds and looks like (fluency criteria), they can begin to evaluate their own strengths and establish goals. This goal setting process may vary from grade to grade and student to student. For example, some students may use the Fluency Self-Assessment Rubric to set their own goals to build fluent reading skills. Other students may need more support with teachers using the Fluency Self-Assessment Rubric to help students set these goals. Overall, it is important to meet with students regularly to help them identify their strengths, determine areas for improvement, establish reasonable goals, and help them track, refine, and add to their goals for improving their fluency.

These guidelines can help you support students with goal setting for improving their fluency:

First, help students identify an area of relative strength on the Fluency Self-Assessment rubric. Then have them describe their strength in the “Describe a FLUENCY STRENGTH” box at the bottom of their self-assessments.

Then help students identify one criterion from the Fluency Self-Assessment rubric that they want to improve on. For that specific criterion, ask students to circle and write today’s date in the box that corresponds to their current level (likely “Need Support” or “Working on It”).

Ask students to focus on the bottom of their self-assessments and write the name of the criteria they want to improve on the line next to “Specific” in the “Describe a FLUENCY GOAL” box.

Next, ask students to look one level above where they circled and draw a star there (e.g., if a student circled “Need Support,” she would draw a star next to “Working on It”). Then ask them to record their goal on the line next to “Measurable” (e.g., “move from ‘Need Support’ to ‘Working on It’”).

Ask students to think about: “Is this goal achievable? If so, how?”

Ask a few students to share out. On the line next to “Achievable,” ask students to paraphrase how they will achieve their goals (e.g., “interesting text; assistance/practice”). Then ask them to think about: “Is this goal relevant? Why?”

Invite a few students to share out. On the line next to “Relevant,” ask students to paraphrase why their goal is relevant (e.g., “understand what I’m reading better”). Finally, ask students to think about: “How much time each day do you think you need to reach your goal? How many days total do you think you need?”

Ask a few students to share their thoughts aloud. On the line next to “Time-bound,” ask students to paraphrase the time for their goal (e.g., “15 minutes/day for 5 days”).

With students setting goals around “Accuracy,” initiate a math lesson/“teachable moment” by showing them how to determine accuracy scores based on 100 words (50, 20, 10), or they can be based on odd numbers such as 123, 97, etc., for a more advanced option.

Students compute accuracy at the beginning of the week with a fun poem or other piece of interesting and, if possible, thematically related text.
Throughout the week, provide modeling, assistance, and sufficient opportunity to practice with the same text.

Give students a choice about whether to perform or record the piece to share at the end of the week.

Help them track and then compute errors at the end of the week. Students should show increased accuracy.

Encourage them to continuously refine and add to the boxes “Describe a FLUENCY STRENGTH” and “Describe a FLUENCY GOAL” at the bottom of their Fluency Self-Assessments.
**Describe a FLUENCY STRENGTH**

**Describe a FLUENCY GOAL**

*Remember to be SMART about your goal ...*

- **Specific:** ____________________________
- **Measurable:** __________________________
- **Achievable:** __________________________
- **Relevant:** ____________________________
- **Time-bound:** __________________________
The MAPP approach to fluency instruction includes the following components: Modeling- teacher and peer modeling of fluent to help students understand what reading with fluency looks and sounds like; Assistance- students reading along with more fluent readers or recordings of fluent readers; Practice- students get to practice reading selected passages aloud to help build their fluency skills; Performance- students read practiced passages aloud to an audience (teacher, peers, or others). These components form an instructional cycle that provides students with the necessary modeling, support, practice, and motivation they need to build their fluency skills (Rasinski, 2006).

When establishing routines for the MAPP approach, note that students must feel that they are in a safe learning environment that encourages them to learn from mistakes and celebrate their accomplishments as they practice their reading fluency. Please see “Creating a Safe Environment for Practice” (in the Getting Started section, above) for ways to ensure students understand that fluency can be developed with practice and that their initial struggles with fluent reading are in no way indicative of their intellect.

1 The MAPP Approach is based on the work of Timothy Rasinski. This approach is described by Rasinski in the following article: "Reading Fluency for Adolescents: Should We Care?" AdLit in Perspective, September 2006.
Modeling means building in time every day to read aloud to students and model the criteria that are described on the Fluency Self-Assessment rubric to help students gain a deeper understanding of what fluent reading is and support their progress toward the attainment of critical reading skills.

In Module 2B, teachers are strongly encouraged to “kick off” fluency by introducing and modeling criteria for fluency (see “Introducing Fluency Criteria and Self-Assessment” in the Getting Started section above). Use a fun and thematically related poem or lyrical piece. During this introduction, emphasize with students that the ability to read fluently is not a matter of intelligence. Rather, all students can become fluent readers when provided with opportunities to hear fluent reading, get assistance from adults and peers, and work independently or in groups to practice developing accuracy, appropriate phrasing, and expression. It is also important to help students understand that a reader’s fluency can fluctuate: Readers may be very fluent when reading texts they love, and even a typically fluent reader may struggle when reading text that is difficult or on a topic with which they are not familiar.

Once the criteria for fluency has been modeled (preferably more than once and with a variety of texts), students can begin to use the Fluency Self-Assessment rubric as a tool to help them recognize their strengths and set individual goals for areas of relative weakness. See the sample lesson, above, that shows one way to introduce fluency criteria to students. Be sure they understand the criteria clearly and feel safe enough to honestly and accurately self-assess their strengths and gaps. Do not just distribute the Fluency Self-Assessment rubric without explaining and modeling each of the four fluency descriptors: accuracy, rate and flow, phrasing and punctuation, and expression and volume. This likely would be ineffective and could have a negative impact on students’ self-esteem.
Assistance is when a student reads along with a more fluent reader or recording to help pace and monitor his or her own fluency. Once students understand the fluent reading criteria (based on teacher modeling), they can begin to use assistance to achieve their fluency goals. Reading at the same time as another individual lets them see, hear, and speak the text all at once; through this multiple sensory experience, they will make a more solid cognitive connection to the text.

This type of assistance can be offered in various ways:

1. Pair students with another individual to read the same passage aloud simultaneously. Student partners can be the teacher, a parent, an older student, or a peer (also see Fluency Work: Partnered Reading by Meredith and David Liben (of Student Achievement Partners) in the Additional Reading section of this resource).

2. “Evaluate and Emulate”:
   - A student first listens to another fluent reader’s audio recording of a piece of text.
   - Then, the student uses the Fluency-Self Assessment to evaluate the reader.
   - The student chooses one area from the self-assessment that she/he thought the speaker did exceptionally well (accuracy, rate and flow, phrasing and punctuation, or expression and volume) and wants to emulate, or read in the same way the speaker from the audio recording did.
   - The student then reads simultaneously with the audio recording to repeatedly practice emulating the speaker.
   - The student may then choose to perform the piece for the class or record (audio/video) the practiced piece for feedback and self-evaluation of his or her emulation goal (see the “Performance” section for more details).

Note that audio versions of popular books often can be found at local libraries or ordered through interlibrary loan. Several Internet sites also offer free, prerecorded versions of stories read aloud. One such site is Storyline Online (http://www.storylineonline.net/). You can locate other sites by using search terms such as “stories read aloud” or by using the specific title of a piece and “read aloud” (e.g., “James and the Giant Peach read aloud,” and so forth).
Practice means giving students ample opportunity to read passages with the fluency criteria (accuracy, rate and flow, phrasing and punctuation, and expression and volume) in mind. Because repetition is part and parcel of practice, it is important to choose texts that students will enjoy reading multiple times and that give students an opportunity to perform (see the "Performance" section for more details.)

There are many engaging options that give students opportunities to practice mastery of fluent reading skills both independently and with peers. Below are suggestions for both individual and partner/group work (some activities fit into both categories):

**Independent Options** (note that almost all of these options also can and should occasionally be done in pairs):

1. **Whisper Reading**
   - A student reads the same piece of text multiple times in a whisper-level voice.
   - This activity can be done in pairs by coupling more fluent and less fluent readers to provide feedback.
   - Focus can vary (accuracy, expressions, etc.)

2. **Poetry for Multiple Voices**
   - All poetry is written with a special attention to language and word choice and is thus great for practice with fluency.
   - A student reads portions of the poem in different “voices” with a focus on appropriate expression and volume.

3. **Tongue Twisters and Alliteration**
   - A student reads the same piece repeatedly, noting and correcting areas of difficulty with a focus on accuracy and/or rate and flow.

4. **Hyperbole and Quotations**
   - To maintain student engagement, select statements and quotes related to topics of student interest or study.

5. **First-Person Accounts (e.g., interviews, journals, letters, speeches, etc.)**
   - To maintain student engagement, select statements and quotes related to topics of student interest or study.
   - Focus can vary, but these types of resources lend themselves particularly well to practicing phrasing and punctuation and/or expression and volume.
Partner and Small Group Options

1. Choral Read (students take turns reading different chunks or paragraphs of the text; focus can vary)

2. Partner reading
   - A student reads the same selection repeatedly with a focus on *phrasing and punctuation* and/or *expression and volume*.
   - Pair stronger students with weaker students, having the stronger student read first and the weaker student read the text again, using the stronger student’s modeling as a guide.
   - The stronger student can coach the weaker student.
   - This can also be done with two students of the same ability level regarding fluency, providing that the teacher first models the reading aloud so the students can emulate it.

3. Poetry for Multiple Voices (choose poems that represent a variety of cultural perspectives; poetry for multiple voices can be found at libraries and on the Internet; two or more students read different portions of the poem in different “voices” with a focus on appropriate *expression and volume*)

4. “Race for Spelling Patterns”
   - This fast-paced activity helps students recognize spelling patterns with phonograms.
   - This activity supports students’ reading with accuracy.

5. Punctuation Pictures
   - Students are given a statement or question that uses punctuation differently, e.g., “Let’s eat, Grandpa” versus “Let’s eat Grandpa.”
   - Then students read each sentence aloud with attention to accurate phrasing based on the punctuation to help them determine and discuss with a partner what each sentence actually means and try to create a “mind picture” of each meaning.
   - As a possible extension, students can sketch the meaning of each punctuation picture.

6. Readers Theater scripts
   - Choose scripts that represent a variety of cultural perspectives and, if possible, thematically related to the content of the module (a variety of Readers Theater scripts can be found on the Internet, or students may develop their own scripts).
   - Two or more students work together to practice repeatedly reading various roles/parts of the script with a focus on *accuracy*, *rate and flow*, *phrasing and punctuation*, and/or *expression and volume*.
   - Students may choose to perform the piece or audio/video record the performance (see the “Performance” section for details).
   - See the Grades 3–5 curriculum plan for specific modules that include Readers Theater (e.g., fifth-grade Module 1, *Esperanza Rising*).
Performance involves the opportunity to perform practiced pieces aloud in front of an audience. This gives students authentic purpose and motivation to practice their fluent reading skills. Performances can take place in a variety of ways, either whole group, small group, with a partner, or independently. The most suitable passages for performance have a strong “voice” and offer students an opportunity to demonstrate their ability to apply what they know about how to read with accuracy, rate and flow, phrasing and punctuation, and expression and volume.

Some examples of the types of pieces students may consider performing:
Letters
Journal entries
Readers Theater
Poetry/song lyrics
Speeches/monologues
Jokes
Chants/cheers

Performance options can be differentiated by giving students choices:
1. What type of piece will be performed? (content and length)
2. Who will be the audience? (large or small group, partner)
3. How much time is needed to practice before the performance? (Set a schedule/days/amount of time per day.)
4. Will the performance be live or audio/video recorded?
5. Will students read directly from a script/paper or memorize the piece?
This example Fluency Center schedule zooms in on one part of the larger Additional Literacy Block schedule (see Foundational Reading and Language Standards Resources Package for Grades 3–5: Overview for the complete two-week alternating schedule). The purpose is to help teachers visualize what might happen in a Fluency Center. However, these Fluency Center activities can fit well into many other schedules; planning, grouping, and organization will vary across classrooms. This schedule can be modified for differentiation purposes by extending it to two weeks for additional modeling, assistance, and practice to meet individual student needs.

**Day 1 – Teacher-Led Small Groups²**
Read-aloud/modeling

Set a SMART goal for the week on Fluency Self-Assessment; meet one-on-one, five minutes, with teacher to discuss strength and goal (refine/add to as needed)

Students choose a fluency practice text, then choose to work independently or with peers.

**Day 2 – Peer Modeling and Assistance**
Modeling/assistance

Students practice with assistance.

**Day 3 – Practice**
Assistance/practice

Provide assistance as needed; allow students time to practice.

*Informally assess* students’ fluency goals by “listening in” on practice sessions; offer specific positive praise and guidance as needed.

**Day 4 – Practice and Feedback**
Practice/refinement

Give brief specific feedback (30 seconds/student) to students based on informal fluency assessment from Day 1.

Let students keep practicing; “listen in” to make *informal assessments* of students’ progress toward fluency goals; offer specific positive feedback and support.

Display a *Performance sign-up sheet* for students to add their names to if they want to give a “live” or “recorded” performance of their piece the next day.

**Day 5 – Performance**
Performance: Give students who signed up to perform a chance to practice (5 minutes or less), then perform or share a video/audio recording of their piece.

*Formally assess* students’ fluency during performances.

² Note that based on the sample schedule in the Overview, Day 1 of this cycle would begin on Wednesdays.
## Fluency Passages and Poetry
Connected to Module 2B Topics and Themes

<table>
<thead>
<tr>
<th>Grade</th>
<th>Title, Author, and Link</th>
</tr>
</thead>
</table>
| 3rd: Exploring the World (France, India, Iraq, Japan) | “The Road Not Taken” Robert Frost  
http://www.poetrysoup.com/famous/poem/201/the_road_not_taken |
| 3rd: Exploring the World (France, India, Iraq, Japan) | “If I Had a Magic Carpet” Delilah  
http://jottify.com/works/if-i-had-a-magic-carpet-and-other-poems-2/ |
| 3rd: Exploring the World (France, India, Iraq, Japan) | The Boy Who Drew Cats, a Japanese Fairytale  
http://www.aaronshep.com/stories/045.html |
| 4th: Animals/Predator-Prey Relationships | *Lafcadio, the Lion Who Shot Back*, Shel Silverstein (*audio excerpt from book*)  
http://www.youtube.com/watch?v=TWFR8pcm8x4 |
| 4th: Animals/Predator-Prey Relationships | “The Spider and the Fly,” Mary Howitt (1829)  
| 4th: Animals/Predator-Prey Relationships | Adventures of Mouse Deer, an Indonesian Folktale  
http://www.aaronshep.com/stories/R01.html |
| 5th: Inventions & Inventors (the Scientific Method) | “Put It to the Test” They Might Be Giants (song about the scientific method)  
www.youtube.com/watch?v=9kf51FpBuXQ or vimeo.com/537789 |
| 5th: Inventions & Inventors (the Scientific Method) | Peddler Polly and the Story Stealer, Aaron Shepard  
http://www.aaronshep.com/rt/RTE08.html |
| 5th: Inventions & Inventors (the Scientific Method) | The Crow and the Pitcher, by Tracy Hammett  
audio: http://www.bbc.co.uk/schoolradio/subjects/english/aesops_fables/17-24/crow_and_pitcher  
text: http://downloads.bbc.co.uk/schoolradio/pdfs/aesop/the_crow_and_the_pitcher.pdf |

### Additional Passages, Poetry and Fluency Resources:

http://artshumanities.squidoo.com/k12interactivepoetry#module11976516  
www.poetry4kids.com  
Coming Soon: a link to fluency passages for elementary grades students at www.achievethecore.org
Fluency Work: Partnered Reading
by Meredith and David Liben

The goal of partnered reading is to increase fluency in older students who are experiencing trouble with decoding and reading aloud. Until fluency is achieved, these students will focus their reading energy solely on decoding and will not be able to pay attention to the meaning of the text. Therefore, they are invariably far behind in their reading comprehension skills as well.

In our experience, these students are reluctant readers, and will seldom volunteer to read aloud in classroom settings. Usually their more fluent peers and their teachers are reluctant to have them read aloud. Consequently, these students never get the chance to practice enough to improve fluency and reading speed. They are caught in a “Catch-22.” Partnered reading is a way to break that cycle, to support these students so that they can read fluently at an age-appropriate speed. Then they can shift their focus to reading for understanding.

Partnered reading is simple, quick, effective, and easy to implement. Students are paired who can work together sympathetically and who read at similar levels. We frequently try to cross grades and genders in making our pairs, and avoid pairing children who know each other well. The adult in charge can be drawn from any number of sources: parent or community volunteer, school aides and paraprofessionals, student teachers, or interns and high school students. No special setting is needed: Among other places, we always do fluency work in isolated parts of the hall so that adult presence is extended and passers-by maintain appropriate noise levels. Our fluency work doubles as hall monitoring.

Pairs come out of the classroom for a total of fifteen minutes daily for their fluency work. The adult coach maintains a file of passages for the pair that are at their approximate “frustration level”\(^3\). These can be accumulated and gathered into a fluency resource. We use a mix of writing: poems, non-fiction, interesting newspaper articles, commercial passages, and famous speeches. The student pairs only work on a paragraph or two a day, so gathering material is not very difficult. The coach has three copies of the day's passage prepared, so that the readers and the coach all have their own copies.

One student reads first. He works intensively on decoding and reading accurately, word by word, punctuation included. The coach's role is to support the reading, give cues and strategies, force attention to punctuation and overlooked syntax, but never to supply answers or let the student off the hot seat. The reader has to get every word and grammar point right, even if he only makes it through one or two sentences. The other student follows his partner's work in a highly focused way. This is monitored by the coach's insistence that both students have a finger or a pencil pointed at the word being read constantly. The resting reader is not at full concentration or tension, but he is getting the full benefit of the work his partner is doing and the cues the coach is providing so long as he is following faithfully.

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\(^3\) Frustration level is defined as the reading point where a student has more than 10% miscues and falterings.
After the first reader has labored through a chunk of text for three or four minutes, generally a paragraph or two, the coach stops him. He then goes back to the beginning of the passage to read it fluently, starting over if he miscues. It is crucial for each reader to have, each and every day, a fluent reading experience before he stops. This is far more important than how much he reads. A single sentence read with fluency and expression is better than half a page read with mispronunciations and lack of expression. The resting partner moves his finger to follow the fluent reading, and the coach must continue to monitor the attention.

The partners switch roles, so that the first reader can rest (but still follow) while his partner does the hard work with the next section of the text. The coach continues to demand persistence on word attack, careful attention to punctuation and perfection on the final, fluent re-reading. In general, the fifteen minutes is most fruitful if both readers get two chances to be the oral reader, and two chances to read silently while following along.

There are several aspects of the fluency work that need to be monitored and adjusted by the adult coach. The passages may be too frustrating or too easy, so that the material itself may have to be adjusted. Some pairs may waste too much time in switching roles, so that it is more practical only to switch back and forth once. The pairs may not be even or compatible, and may need to be re-arranged.

We believe this fifteen minutes daily of fluency work is more important to a student’s academic success than any other activity he might miss while out of any class. After all, until the student reads with grade appropriate fluency, reading content area books is not a real option. However, there may be times when efforts should be made to coordinate the time of the fluency work with another “pullout” program, like a resource room visit, so that disruptions to the academic classes are kept to a minimum. It is also better not to have the partnered reading at a time when one of the students might be missing a favorite activity like gym or recess. It is our experience that students appreciate the benefit of the fluency work and engage in it willingly. This should not be jeopardized by asking them to miss their favorite part of the day.

Partnered reading is a highly effective way to intervene with older students who have fluency problems. These fluency problems will affect comprehension negatively, as the student is spending all his mental energy on sounding out words, and none on understanding the meaning of the text. Coaches and students alike will see the results of their work quickly, and will continue to see improvements week by week as long as the system is followed consistently. Partnered reading is one of the most efficient and easy to implement of all remediation interventions for older students.
References


Foundational Reading and Language Standards: 
Show the Rule™ Overview
Show the Rule™ was developed to address the CCSS Language Standards while engaging students in rich literature. Students immediately practice and apply what they have learned through creative writing rather than by completing worksheets. The goal of Show the Rule™ is to support students in immediately transferring their knowledge into their own writing. This is not only more engaging, but also provides a more reliable assessment than taking a weekly test, because it provides direct evidence of the students’ ability to write about what they have learned. This approach aligns with well-established research that shows that grammar is best taught in the context of students’ authentic reading and writing experiences.  

Summary:

• Introduce a specific rule/language standard through a literary or informational text.
• Students actively listen or look (on overhead or interactive white board) for the rule as it is used in the text.
• As a whole group, students begin to define and form their own examples of the rule.
• Students pick out a picture from a magazine, cut it out and glue it into their Show the Rule™ journal. They use this picture to inspire ideas for their own creative writing.
• With the new rule in mind, they write a creative piece using the rule of the week as often as they can throughout the writing piece. This reinforces the newly acquired knowledge and demonstrates the depth of understanding.
• Students highlight the ways in which they applied the rule in their own writing, either by using a highlighter or by underlining examples.
• Students continue to work on this writing piece all week and self-score using a rubric. This is turned in at the end of the week for the teacher to assess. Students do not formally go back to edit or revise; this is first-draft writing.

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1 Used by permission, Eloise Ginty, Vermont Writing Collaborative. For more information and resources, go to www.vermontwritingcollaborative.org
2 For more information on this research base, see Foundational Reading and Language Skills Resources Package for Grades 3–5: Overview.
Grade 3: Module 2B: Unit 3
Show the Rule™ Example Lesson Sequence: Writing with Adjectives
### Long-Term Targets Addressed

I can use grammar conventions to send a clear message to the reader. (L.3.1)

### Supporting Learning Targets

<table>
<thead>
<tr>
<th>Supporting Learning Targets</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can explain what adjectives are and how they are used in sentences.</td>
<td>• Show the Rule™ journal writing</td>
</tr>
<tr>
<td>• I can use adjectives to improve my writing.</td>
<td></td>
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</tbody>
</table>

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## Agenda

1. **Opening Lesson (Day 1)**
   - A. Introducing the Rule (10 minutes)
   - B. Defining the Rule (15 minutes)

2. **Work Time (Days 2–4)**
   - A. Show the Rule™ Journal Writing (15 minutes per day)

3. **Closing Lesson and Assessment (Day 5)**
   - A. Self-Assessment and Sharing (10 minutes)
   - B. Anchor Chart (5 minutes)

4. **Homework**
   - A. If you need additional time to work on your Show the Rule™ writing piece, take your journal home.

## Teaching Notes

- The purpose of this lesson is to Show the Rule™ and introduce a specific grammatical rule or convention of English rule/CCLS Language Standard through a piece of literature or informational text. Students are actively listening or looking (on an overhead or interactive white board) for the rule as it is used in the text, while you read aloud to the whole group. Through this process, the class begins to define (with guidance) that particular rule and generate the definition.

- This process uses higher-order thinking skills; shows the application of the rule in rich, authentic literature; and asks students to immediately transfer the rule into their own creative piece of writing.

- This lesson sequence is an example and model for teachers. Collaborate with colleagues to develop similar lessons for the other specific subcomponents of CCLS L.3.1, 2, and 3.

- In this lesson, the class creates two anchor charts: one for the specific rule they are working on this week (in this case, adjectives), and a second general Show the Rule™ anchor chart that will serve as a running list of all the rules the class learns about over time. Throughout the week, keep the Adjectives Rules anchor chart up for students to reference (until the closing lesson and assessment). At the end of the week, record the rule of focus for the week on the more general Show the Rule™ anchor chart. Then, you may choose to take down the Adjectives Rules anchor chart or to keep it to post as needed (for example, when students are editing their writing). Keep the more general Show the Rule™ anchor chart posted regularly in the classroom, so it serves as a cumulative list of all the rules students have learned and practiced.

- When you are deciding on a piece of text to use when introducing a rule, it should be one that includes very clear and obvious rules. If the rule is not clear, it will confuse the students.

- When you are selecting a text for subsequent Show the Rule™ lessons, be sure that it is firmly integrated with the content you are teaching and is one that students have worked with before. It is important that students have a clear understanding of the text before they begin to look closely at how conventions are used in the piece to send a clear message to the reader.

- Before conducting this series of lessons with students, be sure they have read and understand Chapter 1 of *Dragon of the Red Dawn* by Mary Pope Osborne. This was taught early in Unit 1.
### Agenda

<table>
<thead>
<tr>
<th>Teaching Notes (continued)</th>
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<tbody>
<tr>
<td>• At the end of this lesson sequence, be sure that all students understand that once they have done a Show the Rule™ piece, they are responsible for using that rule correctly in all of their writing.</td>
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<tr>
<td>• In advance:</td>
</tr>
<tr>
<td>– Select magazines for students to cut out pictures from to inspire their writing. Another option is to pre-cut pictures to decrease the time required of students.</td>
</tr>
<tr>
<td>– Prepare a Show the Rule™ journal by getting a composition book or notebook for each student to use for his or her Show the Rule™ writing. Small, lined composition books work well.</td>
</tr>
<tr>
<td>• Make sentence strips, one per student: Each sentence strip should contain a sentence from the book that uses an adjective, with the adjective underlined (sentences may repeat). See <em>Dragon of the Red Dawn</em>, Pages 3–5 adjectives underlined (for teacher reference) in the supporting materials.</td>
</tr>
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</table>

### Lesson Vocabulary

<table>
<thead>
<tr>
<th>adjective</th>
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<table>
<thead>
<tr>
<th>Materials</th>
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<tbody>
<tr>
<td>• Show the Rule™ journals (one per student; see Teaching Note)</td>
</tr>
<tr>
<td>• <em>Dragon of the Red Dawn</em> by Mary Pope Osborne (book; one per student)</td>
</tr>
<tr>
<td>• <em>Dragon of the Red Dawn</em> sentence strips (one strip per student; see Teaching Notes)</td>
</tr>
<tr>
<td>• Document camera</td>
</tr>
<tr>
<td>• <em>Dragon of the Red Dawn</em>, Pages 3–5 adjectives underlined (for teacher reference)</td>
</tr>
<tr>
<td>• Adjectives Rule anchor chart (new; teacher-created; see Teaching Notes)</td>
</tr>
<tr>
<td>• Magazines that be can cut up (enough for all students to cut up)</td>
</tr>
<tr>
<td>• Glue sticks (one per student)</td>
</tr>
<tr>
<td>• Highlighters (optional)</td>
</tr>
<tr>
<td>• Show the Rule™ rubric (one per student)</td>
</tr>
<tr>
<td>• Show the Rule™ anchor chart (new; teacher-created; see Teaching Notes)</td>
</tr>
</tbody>
</table>
A. Introducing the Rule (10 minutes)

- Write the following sentences on the board:
  - The panda bear eats shoots and leaves.
  - The panda bear eats, shoots, and leaves.

- Ask students:
  * “How is the meaning of each of these two sentences different?”
  * “As a reader, what helps us figure out the differences?”

- Explain to students that in order for people to understand your writing (which is the whole purpose of writing!), you must follow certain rules.

- Share the long-term learning target with students:
  * “I can use grammar conventions to send a clear message to the reader.”

- Underline “grammar conventions” and explain that this term means the rules for written and spoken language. Give students some examples that will be familiar to them (e.g., sentences begin with a capital letter and end with a period). Ask students:
  * “Why is it important for writers to follow language rules while writing?”

- Listen for students to explain that it helps the reader understand what the writer wants to say.

- Distribute a Show the Rule™ journal to each class member. Tell students that beginning today and continuing throughout the year, they will be rereading familiar texts and looking at specific rules of written language, practicing using the rule in their own writing, then recording the rule on an anchor chart so they can remember to use it in future writing.

- Share the two learning targets and explain that they will be the focus of students’ work over the next week:
  * “I can explain what adjectives are and how they are used in sentences.”
  * “I can use adjectives to improve my writing.”

- Explain that today the class will be learning about a kind of word called an adjective. After looking carefully at the adjectives in Chapter 1 of Dragon of the Red Dawn, students will try to figure out what adjectives are and how they are used in sentences.

- It might be helpful for some students to look at the highlighted words before the lesson to gain a sense of the rule ahead of time.
### Opening Lesson (Day 1, continued)
- Distribute the *Dragon of the Red Dawn* sentence strips and explain that the underlined words are adjectives. Ask students to share some of the sentences and underlined words on their strips with the class. You may want to write the adjectives on a chart for reference.
- Using a document camera, display *Dragon of the Red Dawn, Pages 3–5*. Tell students that they are to be detectives and find the adjectives as you read aloud. When students hear an adjective, they should raise their hands and you will select a few students to come up and highlight the adjectives.
- Read the text aloud as students listen. Invite students with hands raised to highlight adjectives on the displayed copy.

### B. Defining the Rule (15 minutes)
- As students notice and highlight adjectives, ask the class for observations on the highlighted word in the sentence.
  - “What is the ‘job’ of an adjective?”
  - “What rule could go with the highlighted words/adjectives?”
- As a whole group, invite students to begin to define the rule. Guide the discussion, drawing the language of the rule from the ideas the students are presenting.
- By the end of the discussion, the group should generate an **Adjectives Rule anchor chart** with a definition similar to the one below as well as several examples students noticed in the text:
  - Adjectives are words that describe another person or thing (noun) in the sentence.

### Meeting Students’ Needs
- For some students, it might be helpful to have the adjectives written in a larger type size on index cards. You can put a card down in front of the students as you read it aloud for emphasis.
**Work Time (Days 2–4)**

**Meeting Students’ Needs**

<table>
<thead>
<tr>
<th>A. Show the Rule™ Journal Writing (15 minutes per day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distribute magazines and glue sticks. Encourage students to choose pictures that they find interesting, cut them out, and glue them into their Show the Rule™ journals. They will use these pictures to inspire ideas for their own creative writing pieces.</td>
</tr>
<tr>
<td>With the new rule in mind (adjectives), invite each student to write a creative piece using the rule as much as possible throughout the piece. This reinforces the newly acquired knowledge and provides evidence of the depth of knowledge.</td>
</tr>
<tr>
<td>When students are finished with their writing, ask them to use their highlighters to “show the rule” throughout the piece. (If highlighters are unavailable, students can simply underline each instance of the rule.)</td>
</tr>
<tr>
<td>Consider setting a timer so that the browsing and cutting time is limited.</td>
</tr>
</tbody>
</table>
### Closing Lesson and Assessment (Day 5)

**A. Self-Assessment and Sharing (10 minutes)**
- Review the *Show the Rule™ rubric* with students. Practice using the rubric to analyze models (teacher-created or student-generated, perhaps from another class, that have been typed up with names removed). This will help students to understand what each part of the rubric means.
- Invite students to self-assess their work using the rubric.
- At the end of the week, you may want to provide time for students to share their stories in pairs or small groups.

### Meeting Students’ Needs

- Use an example of student writing to analyze and assess with the whole group, discussing the strengths and areas that could be improved using the language from the rubric. It is helpful to analyze both a strong piece and a weaker piece.
- Going through this exercise throughout the year with students who have strong pieces of work further clarifies the criteria on the rubric and inspires students to experiment with others’ strategies.
- If you are using this rubric to record a grade for students’ work, consider weighting the grade toward the rule focus for the week. Additionally, the criteria for “creativity” should be defined as a class. It is not meant to be part of a grade, but rather as a way to motivate students to have fun as they write.
### Closing Lesson and Assessment (Day 5, continued)

**B. Anchor Chart (5 minutes)**
- Post chart paper to begin the broader Show the Rule™ anchor chart. Tell students this chart will serve as an ongoing reference for all the rules they are learning. Add a class-generated definition and example for the adjectives rule that is a short-hand version of the following:
  - Use adjectives to describe another person or thing (noun) in the sentence.
  - Example: Her hazel eyes looked across the blossoming flower garden with appreciation for the beauty of nature.
- Explain to students that once a rule has been added to the chart, everyone is accountable for following it in all written work. Students are cumulatively accountable for all of the rules on the chart in all of their writing across the curriculum. Be sure to emphasize this with students each time a rule is added.
- Consider using a different color marker each time you record a new rule on the anchor chart. This will help students locate specific rules as the list grows. You may also wish to create a visual for each rule.
- Consider reviewing the anchor chart in advance of other assigned writing tasks and during the editing process after students have finished drafting their work.

### Meeting Students’ Needs
- It is a good idea to review the rules on the rule chart regularly. This can be done before a new rule is added, during morning meeting, or even at transition times while students are waiting for some of their peers to finish a task.
- At any time, you can assign a quick check for sentences showing any particular rule. This will remind students of the rule and provide practice in the skill. For example, ask students to write one sentence that contains an adjective. When they are done, they can share their sentence with a partner. You can walk around, looking over students’ shoulders, and ask a couple of students who have a good example to share out with the whole group.

### Homework
- If you need additional time to work on your Show the Rule™ writing piece, take your journal home.

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Grade 3: Module 2B: Unit 3: Show the Rule™ Lesson Supporting Materials
Jack was dreaming that a white bird was pecking at his window.

A red bird appeared and pecked with the white bird.

The two young enchanters from Camelot were standing in Jack and Annie’s front yard.

They were dressed in long, dark cloaks.

“They want us to meet them at the tree house!”

Annie was standing on the front porch.

The early-March trees looked weary from winter, gray and brown with no leaves on them yet.

Teddy and Kathleen were waving from the window of the magic tree house.

Jack grabbed the rope ladder and started up.

When Jack and Annie climbed inside the tree house, they threw their arms around Teddy and Kathleen.

The sea girls’ lovely water-blue eyes sparkled.
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The sea girls’ lovely water-blue eyes sparkled.

---

2 In this sentence, proper nouns “Jack” and “Annie’s” are used as adjectives, to modify the word “house.” However, this nuanced instance of adjectives may confuse students who are just learning basic grammar rules. Consider whether or not to address these two words as a focal point of instruction.

3 Similarly, the word proper noun “March” is used here as an adjective. Consider whether or not to address.
## Show the Rule™ Rubric

<table>
<thead>
<tr>
<th>Clear Understanding of the Rule</th>
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<th>3</th>
<th>2</th>
<th>1</th>
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**TOTAL POINTS**
Grade 4: Module 2B: Unit 3
Show the Rule™ Example Lesson Sequence:
Writing with Capital Letters
### Long-Term Target Addressed

I can use conventions to send a clear message to my reader. (L.4.2)

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<tr>
<th>1. Opening Lesson (Day 1)</th>
<th>Teaching Notes</th>
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<tr>
<td>A. Introducing the Rule  (10 minutes)</td>
<td>• The purpose of this lesson is to Show the Rule™ and introduce a specific grammatical rule or convention of English rule/CCLS Language Standard through a piece of literature or informational text. Students are actively listening or looking (on an overhead or interactive white board) for the rule as it is used in the text, while you read aloud to the whole group. Through this process, the class begins to define (with guidance) that particular rule and generate the definition.</td>
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<td>• This process uses higher-order thinking skills; shows the application of the rule in rich, authentic literature; and asks students to immediately transfer the rule into their own creative piece of writing.</td>
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<td>A. Self-Assessment and Sharing (10 minutes)</td>
<td>• In this lesson, the class creates two anchor charts: one for the specific rule they are working on this week (in this case, capitalization), and a second general Show the Rule™ anchor chart that will serve as a running list of all the rules the class learns about over time. Throughout the week, keep the Capitalization Rules anchor chart up for students to reference (until the closing lesson and assessment). At the end of the week, record the rule of focus for the week on the more general Show the Rule™ anchor chart. Then, you may choose to take down the Capitalization Rules anchor chart or to keep it to post as needed (for example, when students are editing their writing). Keep the more general Show the Rule™ anchor chart posted regularly in the classroom, so it serves as a cumulative list of all the rules students have learned and practiced.</td>
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<td>B. Anchor Chart (5 minutes)</td>
<td>• When you are deciding on a piece of text to use when introducing a rule, it should be one that includes very clear and obvious rules. If the rule is not clear, it will confuse the students.</td>
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<th>4. Homework (as needed)</th>
<th>• When you are selecting a text for subsequent Show the Rule™ lessons, be sure that it is firmly integrated with the content you are teaching and is one that students have worked with before. It is important that students have a clear understanding of the text before they begin to look closely at how conventions are used in the piece to send a clear message to the reader.</th>
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<tr>
<td>A. If you need additional time to work on your Show the Rule™ writing, take your Show the Rule™ journal home.</td>
<td>• Before conducting this series of lessons with students, be sure they have read and understand the article “Award-Winning Survival Skills” by Lea Winerman. They read this article in Unit 1 and should be familiar with its content and vocabulary.</td>
</tr>
</tbody>
</table>

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1 Used by permission, Eloise Ginty, Vermont Writing Collaborative. For more information and resources, go to www.vermontwritingcollaborative.org
At the end of this lesson sequence, be sure that all students understand that once they have done a Show the Rule™ piece, they are responsible for using that rule correctly in all of their writing.

In advance:
- Select magazines for students to cut out pictures from to inspire their writing. Another option is to pre-cut pictures to decrease the time required of students.
- Prepare a Show the Rule™ journal by getting a composition book or notebook for each student to use for his or her Show the Rule™ writing. Small, lined composition books work well.
- Copy and cut up the sentence strips. Each sentence strip should contain a sentence from "Award-Winning Survival Skills" that uses capitalization. Also see the teacher reference version of the article, which contains capitalized words that are highlighted for you.

**Lesson Vocabulary**

- capital

**Materials**

- Show the Rule™ journal (one per student; see Teaching Notes)
- Sentence strips (one strip per student; sentences may repeat)
- Document camera
- “Award-Winning Survival Skills” by Lea Winerman (from Unit 1; one for display)
- “Award-Winning Survival Skills” by Lea Winerman (capital letters highlighted; for teacher reference)
- Capitalization Rules anchor chart (new; teacher-created; see Teaching Notes)
- Magazines (enough for all students to cut up)
- Glue sticks (one per student)
- Highlighters (optional; one per student)
- Show the Rule™ rubric (for teacher reference)
- Show the Rule™ anchor chart (new; teacher-created; see Teaching Notes)
A. Introducing the Rule (10 minutes)

- Write the following sentences on the board:
  - The panda bear eats shoots and leaves.
  - The panda bear eats, shoots, and leaves.

- Ask:
  * “How is the meaning of each of these two sentences different?”
  * “As a reader, what helps us figure out the differences?”

- Explain to students that in order for people to understand your writing (which is the whole purpose of writing!), you must follow certain rules.

- Share the long-term learning target with students:
  * I can use conventions to send a clear message to the reader.

- Underline “conventions” and explain that this term means the rules for written and spoken language. Give students some examples that will be familiar to them (e.g., sentences begin with a capital letter and end with a period). Ask students:
  * “Why is it important for writers to follow language rules while writing?”

- Listen for students to explain that it helps the reader understand what the writer wants to say.

- Distribute a Show the Rule™ journal to each class member. Tell students that beginning today and continuing throughout the year, they will be rereading familiar texts and looking at specific rules of written language, practicing using the rule in their own writing, then recording the rule on an anchor chart so they can remember to use it in future writing.

- Share the two supporting learning targets and explain that they will be the focus of students’ work over the next week:
  * “I can explain when words should be capitalized.”
  * “I can use the capitalization rules to improve my writing.”

- Explain that today the class will be learning about a rule called capitalization. After looking carefully at the capital letters in sentences from the “Award-Winning Survival Skills” article (which students read in Unit 1), they will try to figure out what the capitalization rule is and how capitals are used in sentences.

- It might be helpful for some students to look at the highlighted words before the lesson to gain a sense of the rule ahead of time.

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### Opening Lesson (Day 1, continued)

- Distribute the sentence strips and ask students to share some of the sentences and underlined words on their strips with the class. Write a few of the words on the board that are capitalized for different reasons (i.e. proper nouns and beginning of a sentence). Ask:
  * What do these underlined words have in common?
- Students should notice that all the words are capitalized. Explain that the underlined words are capitalized, but not all for the same reasons. Go on to explain that in lower grades, they have learned some rules about when to capitalize words, and now they are ready to learn some more advanced rules of capitalization.
- Using a document camera, display a clean copy of the “Award-Winning Survival Skills” article. Ask students to get out their own copies of this article to read along silently as you read them. Tell students that they are to be detectives and find the capitalized letters as you read the article aloud. When students see a capitalized letter, they should raise their hands and you will select a student up to highlight the capital letter in the article.
- Read page 1 of the article aloud while the students listen and follow along.

### B. Defining the Rule (15 minutes)

- As students notice and highlight capital letters, ask the class for observations on the highlighted word in the sentence:
  * “What is the ‘job’ of a capital letter?“
  * “What rule could go with the highlighted words/capital letters?”
- As a whole group, invite students to begin to define the rule. Guide the discussion, drawing the language of the rule from the ideas the students are presenting and record it to create an anchor chart for the rule.
- By the end of the discussion, the group should generate a Capitalization Rules anchor chart similar to the one below:

  We capitalize the first letter of a word when the word is:
  - the first word of a sentence
  - a proper noun
  - a major word in a title
  - the first word in a sentence that is a direct quote
  - an abbreviation for proper nouns such as countries and states

<table>
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<th>Meeting Students' Needs</th>
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<td>• For some students, it might be helpful to have the capitalized words written in a larger type size on index cards. A card can be put down in front of the students as the teacher reads it aloud for emphasis.</td>
</tr>
</tbody>
</table>
### Work Time (Days 2–4)

**A. Show the Rule™ Journal Writing (15 minutes per day)**

- Distribute **magazines** and **glue sticks**. Encourage students to choose pictures that they find interesting, cut them out, and glue them into their Show the Rule™ journals. They will use these pictures to inspire ideas for their own creative writing pieces.

- With the new rule in mind (capitalization), invite students to write (on their own or as partner writing) a creative piece using the rule as much as possible throughout the piece. This reinforces the newly acquired knowledge and provides evidence of the depth of knowledge.

- When students are finished with their writing, ask them to use their **highlighters** to “show the rule” throughout the piece. (If highlighters are unavailable, students can simply underline each instance of the rule.)

### Meeting Students’ Needs

- Consider setting a timer so that the browsing and cutting time is limited. Be sure students spend most of their time writing.
### Closing Lesson and Assessment (Day 5)

**A. Self-Assessment and Sharing (10 minutes)**
- Review the Show the Rule™ rubric with students. Practice using the rubric to analyze models (teacher-created or student-generated, perhaps from another class, that have been typed up with names removed). This will help students to understand what each part of the rubric means.
- Invite students to self-assess their work using the rubric.
- At the end of the week, you may want to provide time for students to share their stories in pairs or small groups.

### Meeting Students’ Needs
- Use an example of student writing to analyze and assess with the whole group, discussing the strengths and areas that could be improved using the language from the rubric. It is helpful to analyze both a strong piece and a weaker piece.
- Going through this exercise throughout the year with students who have strong pieces of work further clarifies the criteria on the rubric and inspires students to experiment with others’ strategies.
- If you are using this rubric to record a grade for students’ work, consider weighting the grade toward the rule focus for the week. Additionally, the criteria for “creativity” should be defined as a class. It is not meant to be part of a grade, but rather as a way to motivate students to have fun as they write.
### Closing Lesson and Assessment (Day 5, continued)

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<tr>
<th>B. Anchor Chart (5 minutes)</th>
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<tr>
<td>• Post chart paper to begin the broader Show the Rule™ anchor chart. Tell students this chart will serve as an ongoing reference for all the rules they are learning. Add a class-generated definition and example for the capitalization rule that is a short-hand version of the following:</td>
<td>• It is a good idea to review the rules on the chart regularly.</td>
</tr>
<tr>
<td>– Capitalize the first letter of a word when the word is: the first word of a sentence, proper nouns, major words in titles, or the first word in a sentence that is a direct quote, even if the direct quote comes in the middle of a sentence.</td>
<td>• At any time, you can assign a quick check for sentences showing a particular rule. This will remind students of the rule and give practice in the skill. For example, ask students to write one sentence that contains proper nouns correctly capitalized. When they are done, they can share their sentence with a partner. Circulate to observe students’ work and ask a couple of students who have a good example to share out with the whole group.</td>
</tr>
<tr>
<td>– Example: “The girl who lived in Connecticut called out to her friend Margaret, “Where are you going after school?”</td>
<td></td>
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<tr>
<td>• Explain that once a rule has been added to the chart, everyone is accountable for following it in all written work. Students are cumulatively accountable for all of the rules on the chart in all of their writing across the curriculum. Be sure to emphasize this with students each time a rule is added.</td>
<td></td>
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<tr>
<td>• Consider using a different color marker each time you record a new rule on the anchor chart. This will help students locate specific rules as the list grows. You may also wish to create a visual for each rule.</td>
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<td>• Consider reviewing the anchor chart in advance of other assigned writing tasks and during the editing process after students have finished drafting their work.</td>
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### Homework

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**Teacher Directions:** Copy and cut apart so that each student has one sentence.

It’s a dog-eat-dog world out there- not to mention a snake-eat-lizard world.

To survive and reproduce, every creature must avoid becoming another predator’s meal.

But how to elude a hungry hunter who’s bigger or faster than you?

Animals use some positively award-worthy strategies called defenses.

“An animal’s defenses are all that stand between being alive and being eaten,” says biologist Tom Tregenza at the University of Leeds in the UK.

The newly discovered mimic octopus, for example, fools marauders by impersonating an entire cast of less tempting prey.
The flexible three-banded armadillo rolls itself into a ball as impenetrable as an armored truck.

How did such an audacious array of animal defenses evolve in the first place?

“In any large population there will be some variation,” says biologist Ralph Turingan at the Florida Institute of Technology.

Members of a species develop slightly different traits (physical characteristics): One armadillo might possess more flexible armor than another.

If an individual is lucky enough to possess a trait that saves it from being devoured, the animal may live long enough to reproduce and pass the trait on to its offspring.
“Eventually, that trait will become dominant in future generations,” Turingan says.

The theory is called natural selection.

In a nutshell, life forms best suited to their environment survive over the long haul.
Award-Winning Survival Skills
(Capital Letters Highlighted; for Teacher Reference)

ANIMAL DEFENSES/ADAPTATIONS LIFE SCIENCE

SURVIVAL SKILLS
HOW ANIMALS ELUDE PREDATORS

It's a dog-eat-dog world out there—not to mention a snake-eat-lizard world. To survive and reproduce, every creature must avoid becoming another predator's meal. But how to elude a hungry hunter who's bigger or faster than you?

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How did such an audacious array of animal defenses evolve in the first place? "In any large population there will be some variation," says biologist Ralph Turigan at the Florida Institute of Technology. Members of a species develop slightly different traits (physical characteristics). One armadillo might possess more flexible armor than another. If an individual is lucky enough to possess a trait that saves it from being devoured, the animal may live long enough to reproduce and pass the trait on to its offspring. Eventually that trait will become dominant in future generations," Turigan says. The theory is called natural selection.

In a nutshell, life forms best suited to their environment survive over the long haul.

To learn more about some of nature’s award-winning defenses, read on...

by Lea Winerman
### Show the Rule™ Rubric

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Grade 5: Module 2B: Unit 3
Show the Rule™ Example Lesson Sequence:
Writing with Conjunctions
## Show the Rule™ Example Lesson Sequence:

### Writing with Conjunctions

**Long-Term Target Addressed**

I can use grammar conventions to send a clear message to the reader. (L5.1)

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<td>• I can explain what conjunctions are and how they are used in sentences.</td>
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<td>• I can use conjunctions to improve my writing.</td>
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<tbody>
<tr>
<td>• For the purpose of this lesson, students focus only on the most common conjunctions: “and,” “or,” “but,” “so” (not the less common ones: “yet,” “nor,” “for”).</td>
</tr>
<tr>
<td>• At the end of this lesson sequence, be sure that all students understand that once they have done a Show the Rule™ piece, they are responsible for using that rule correctly in all of their writing.</td>
</tr>
<tr>
<td>• In advance:</td>
</tr>
<tr>
<td>- Select magazines for students to cut out pictures from to inspire their writing. Another option is to pre-cut pictures to decrease the time required of students.</td>
</tr>
<tr>
<td>- Prepare a Show the Rule™ journal by getting a composition book or notebook for each student to use for his or her Show the Rule™ writing. Small, lined composition books work well.</td>
</tr>
<tr>
<td>- Make sentence strips, one per student. Each sentence strip should contain a sentence from “The TV Guy” article that uses a conjunction, with the conjunction underlined (sentences may repeat). See “The TV Guy” (conjunctions highlighted, for teacher reference), which contains sentences that are highlighted for you.</td>
</tr>
</tbody>
</table>
# Writing with Conjunctions

**Lesson Vocabulary**
- grammar conventions, conjunction, join

**Materials**
- Show the Rule™ journal (one per student; see Teaching Notes)
- Sentence strips (one per student; and again in Unit 3, Lesson 2; see Teaching Notes)
- “The TV Guy” from Unit 2, Lesson 5; one for display)
- “The TV Guy” (conjunctions highlighted and underlined; for teacher reference)
- Document camera
- Conjunction Rule anchor chart (new; teacher-created; see Teaching Notes)
- Magazines (enough for all students to cut up)
- Glue sticks (one per student)
- Highlighters (optional)
- Show the Rule rubric™ (one per student)
- Show the Rule™ anchor chart (new; teacher-created)
### Opening Lesson (Day 1)

**A. Introducing the Rule (10 minutes)**
- Write the following sentences on the board:
  - The panda bear eats shoots and leaves.
  - The panda bear eats, shoots, and leaves.
- Ask students:
  * “How is the meaning of each of these two sentences different?”
  * “As a reader, what helps us figure out the differences?”
- Explain to students that in order for people to understand your writing (which is the whole purpose of writing!), you must follow certain rules.
- Share the long-term learning target with students:
  * “I can use grammar conventions to send a clear message to the reader.”
- Underline *grammar conventions* and explain that this term means the rules for written and spoken language. Give students some examples that will be familiar to them (e.g., sentences begin with a capital letter and end with a period). Ask students:
  * “Why is it important for writers to follow language rules while writing?”
- Listen for students to explain that it helps the reader understand what the writer wants to say.
- Distribute a *Show the Rule™ journal* to each class member. Tell students that beginning today and continuing throughout the year, they will be rereading familiar texts and looking at specific rules of written language, practicing using the rule in their own writing, then recording the rule on an anchor chart so they can remember to use it in future writing.
- Share the two learning targets and explain that they will be the focus of students’ work over the next week:
  * “I can explain what conjunctions are and how they are used in sentences.”
  * “I can use conjunctions to improve my writing.”
- Explain that today the class will be learning about a kind of word called a *conjunction*. After looking carefully at the conjunctions in “The TV Guy” article, students will try to figure out what conjunctions are and how they are used in sentences.

### Meeting Students’ Needs
- It might be helpful for some students to look at the highlighted words before the lesson to gain a sense of the rule ahead of time.
Opening Lesson (Day 1, continued)

- Distribute the sentence strips and explain that the underlined words are conjunctions. Ask students to share some of the sentences and underlined words on their strips with the class. You may want to write the conjunctions on a chart for reference.
- Distribute a clean copy of “The TV Guy” to students, and display a clean copy using a document camera.
- Tell them they are to be detectives and find the conjunctions (“and,” “or,” “but,” “so”) as you read aloud. When students hear a conjunction, they should raise their hands and you will select a student to come up and highlight the conjunction in the displayed article.
- Read the article aloud as the students listen, and invite students’ with hands raised to come up and highlight.

B. Defining the Rule (15 minutes)

- As students notice and highlight conjunctions, ask the class for observations on the highlighted word in the sentence.
  * “What is the ‘job’ of a conjunction?”
  * “What rule could go with the highlighted words/conjunctions?”
- As a whole group, invite students to begin to define the rule. Guide the discussion, drawing the language of the rule from the ideas the students are presenting.
- By the end of the discussion, the group should generate a Conjunctions Rule anchor chart with a definition similar to the one below as well as several examples students noticed in the text:
  - A conjunction is a joiner, a word that connects (conjoins) two words, phrases, or sentences.

Meeting Students’ Needs

- For some students, it might be helpful to have the conjunctions written in a larger type size on index cards. A card can be put down in front of the student as the teacher reads it aloud for emphasis.
<table>
<thead>
<tr>
<th>Work Time (Days 2–4)</th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Show the Rule™ Journal Writing (15 minutes per day)</strong></td>
<td>- Consider setting a timer so that the browsing and cutting time is limited.</td>
</tr>
<tr>
<td>• Distribute <strong>magazines</strong> and <strong>glue sticks</strong>. Encourage students to choose</td>
<td></td>
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<tr>
<td>pictures that they find interesting, cut them out, and glue them into their Show</td>
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<tr>
<td>the Rule™ journals. They will use these pictures to inspire ideas for their own</td>
<td></td>
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<tr>
<td>creative writing pieces.</td>
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<tr>
<td>• With the new rule in mind (conjunctions), invite each student to write a</td>
<td></td>
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<tr>
<td>creative piece using the rule as much as possible throughout the piece. This</td>
<td></td>
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<tr>
<td>reinforces the newly acquired knowledge and provides evidence of the depth of</td>
<td></td>
</tr>
<tr>
<td>knowledge.</td>
<td></td>
</tr>
<tr>
<td>• When students are finished with their writing, ask them to use their <strong>highlighters</strong></td>
<td></td>
</tr>
<tr>
<td>to “show the rule” throughout the piece. (If highlighters are unavailable,</td>
<td></td>
</tr>
<tr>
<td>students can simply underline each instance of the rule.)</td>
<td></td>
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</tbody>
</table>
## Closing Lesson and Assessment (Day 5)

**A. Self-Assessment and Sharing (10 minutes)**
- Review the Show the Rule™ rubric with students. Practice using the rubric to analyze models (teacher-created or student-generated, perhaps from another class, that have been typed up with names removed). This will help students to understand what each part of the rubric means.
- Invite students to self-assess their work using the rubric.
- At the end of the week, you may want to provide time for students to share their stories in pairs or small groups.

## Meeting Students’ Needs

- Use an example of student writing to analyze and assess with the whole group, discussing the strengths and areas that could be improved using the language from the rubric. It is helpful to analyze both a strong piece and a weaker piece.
- Going through this exercise throughout the year with students who have strong pieces of work further clarifies the criteria on the rubric and inspires students to copy others’ strategies.
- If you are using this rubric to record a grade for students’ work, consider weighting the grade toward the rule focus for the week. Additionally, the criteria for “creativity” should be defined as a class. It is not meant to be part of a grade, but rather as a way to motivate students to have fun as they write.
### Closing Lesson and Assessment (Day 5, continued)

**B. Anchor Chart (5 minutes)**

- Post chart paper to begin the broader Show the Rule™ anchor chart. Tell students this chart will serve as an ongoing reference for all the rules they are learning. Add a class-generated definition and example for the conjunctions rule that is a short-hand version of the following:
  - Use conjunctions (“and,” “or,” “but,” “so”) to join two words, phrases, or sentences.
  - Example: I went to school on the bus, but I rode home with my mom.”

- Explain that once a rule has been added to the chart, everyone is accountable for following it in all written work. Students are cumulatively accountable for all of the rules on the chart in all of their writing across the curriculum. Be sure to emphasize this with students each time a rule is added.

- Consider using a different color marker each time you record a new rule on the anchor chart. This will help students locate specific rules as the list grows. You may also wish to create a visual for each rule.

- Consider reviewing the anchor chart in advance of other assigned writing tasks and during the editing process after students have finished drafting their work.

### Meeting Students’ Needs

- It is a good idea to review the rules on the rule chart regularly. This can be done before a new rule is added, during morning meeting, or even at transition times while students are waiting for some of their peers to finish a task.

- At any time, you can assign a quick check for sentences showing any particular rule. This will remind students of the rule and provide practice in the skill. For example, ask students to write one sentence that contains a conjunction. When they are done, they can share their sentence with a partner. You can walk around, looking over students’ shoulders, and ask a couple of students who have a good example to share out with the whole group.

### Homework

- If you need additional time to work on your Show the Rule™ writing piece, bring your Show the Rule™ journal home.
Philo T. Farnsworth, 1906–1971

In short:
It may sound hard to believe, but a farm boy from Utah invented the television! Think how that has changed the world. Philo T. Farnsworth, who came from a little community outside of Beaver, built on the work of others, but he was the one who made the image dissector camera tube that put the first images on a television screen. His invention opened up entirely new avenues for entertainment, information, and exploration. It also landed him on a postage stamp in 1983!

More of the story:
He changed the world!
Philo T. Farnsworth changed the way people all over the world talk to each other, learn about things, and entertain themselves. His invention made Sesame Street, news programs, sitcoms, dramas, and all the other television programs possible. How did community and family life change because of television?

Born into a very different world.
Philo Farnsworth came into a world just beginning to be electrified in 1906. His family’s first house, near Beaver, Utah, had no electricity. So when the family moved to a new house in Idaho, young Philo was fascinated! Lights that came on when you flipped a switch and electric tools for the farm intrigued him.

By the age of 13 he had won his first national contest, sponsored by Science and Invention magazine, for a thief-proof lock.

In 1922 he drew a design for his high school chemistry teacher, Justin Tolman. The drawing had nothing to do with the class or the assignment, but Tolman kept it. Farnsworth believed that he could transform electricity into pictures by controlling the speed and direction of fast-flying electrons.

Philo did very well in high school and was excited to go to Brigham Young University, but before he could finish college, his father died and his family could no longer afford for him to be at school.

How to make a TV?
Philo was still thinking about how to send images through the air, but he had no money to work on his idea. Eventually, he met a pair of Californians who invested money in his idea. They gave him enough money so that he could experiment with the device he had worked on in high school.

So he worked. And worked. Tried and tried.

Success!
He successfully transferred his first image in 1927—at age 21. So what was the first real television image? Just a simple line!
A challenge.
Other people had also been working on inventing a television. Another inventor, John Logie Baird, also had successful tests using his own methods that year and in 1928. So Philo spent several years fighting over the right to claim he invented the television.

He worked for several different companies in his life, and he never stopped inventing. His designs and ideas were the forerunners of many things in our lives, like radar, electron microscopes, and incubators.

But Farnsworth was sad and bitter that the public did not recognize his work to make television a reality. He died with little money or fame.

Finally, people noticed.
However, in 1985 students and teachers from Ridgemont Elementary School in Salt Lake City started working to give him the recognition he deserved. They lobbied the state legislature to choose Philo T. Farnsworth as the second of two statues Utah was allowed to place in the U.S. Capitol Building. (The first statue is Brigham Young.) So now a statue of Farnsworth stands in Statuary Hall in Washington in the United States Capitol.

What’s more, *Time* magazine named Philo T. Farnsworth to its list of the 100 most important people of the 20th century!
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<table>
<thead>
<tr>
<th>Clear Understanding of the Rule</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rule is used often and correctly throughout writing</td>
<td>Rule is used some, but correctly throughout</td>
<td>Rule is used often, but sometimes incorrectly</td>
<td>Rule is used little and often incorrectly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Creativity | Highly creative writing: It is very engaging to read. I wish it wouldn’t end. | Evidence of creative idea(s): It is engaging to read. I enjoyed it. | Some creative aspects: It is somewhat engaging to read. | Plain and simple: It makes sense but doesn’t engage the reader. |

| Neatness and Layout | Work is very neat and has an excellent layout: It is easy to read. | Work is quite neat: It is readable but could be a bit neater. | Work is a little sloppy: It is sometimes hard to read. | Work is very sloppy: It is hard to read. |

| Punctuation and Spelling | No punctuation and spelling errors | Just one or two punctuation and/or spelling errors | Some punctuation and spelling errors | Many punctuation and spelling errors |

| TOTAL POINTS | | | | |
Reading Foundations and Language Standards:

Independent Reading: The Importance of a Volume of Reading and Sample Plans
In the Common Core era, students are challenged to read complex texts to build content knowledge, literacy skills, and academic vocabulary. Each of Expeditionary Learning Grades 3–8 ELA modules includes one or more “central” texts—complex texts that students work with in class and for homework, with support from the teacher and peers. It is important that all students have access to, and support with, reading text at the appropriate level of complexity for their grade level.

However, students also need a “volume of reading,” which means just what it sounds like it means: any ways to get students reading a lot of text (including text beyond the texts central to a module and in addition to texts that students read during school hours or with support). This volume of reading helps students build important world knowledge and acquire additional vocabulary, both of which are critical for reading comprehension.

**What Influences Expeditionary Learning’s Approach**

- The Common Core vision of what it means to be college and career ready as readers
- The research base on reading instruction
- Recognition that reading is a skill that demands ongoing practice to develop proficiency
- Understanding the importance of offering students a variety of texts and purposes for reading

**Volume of Reading**

Students need to read both complex text and a lot of text. According to Adams (2009), “To grow, our students must read lots, and more specifically they must read lots of ‘complex’ texts—texts that offer them new language, new knowledge, and new modes of thought” (p.182, cited in CCSS Appendix A). If students are to be college and career ready, which requires the ability to read complex texts, they must be saturated with language and given opportunities to practice challenging reading. According to Allen (2009), “Reading is like every other human activity in that the amount of practice really matters, especially the amount of reading done while reading proficiency is being developed” (p. 60). Unfortunately, for many students who do not experience successful reading practice, they lose their enthusiasm for reading, which in turn leads to decreased motivation to practice and ultimately develop reading proficiency. Ensuring that students are given ample opportunities to read a variety of materials in a variety of ways increases their motivation because teachers can tap into students’ interests and give students enough practice for reading proficiency to develop.

To give students the amount of reading practice necessary, we should provide reading opportunities that are varied in purpose and type of text. Reading development does not occur in a linear fashion, and students’ reading proficiency occurs at different rates (Common Core Learning Standards, n.d.). Students need opportunities to be challenged while reading, as well as opportunities to read texts that provide for easy fluent reading (CCLS, n.d.). These experiences can occur within a given topic of study (e.g., third grade Module 2A about frogs’ adaptation or seventh grade Module 1 about the Second Sudanese Civil War). They also may occur during independent reading when students choose books based on personal interest. The ELA modules’ recommended reading lists offer students a variety of options to choose from.
Reading for Research
According to the P–12 Common Core Learning Standards (n.d.), “To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new” (p. 2). Research skills not only are required to be successful in a technological society, but also are an excellent opportunity to engage students in reading a variety of resources. Research on a topic also develops students’ knowledge about words, which increases reading proficiency. “Every concept—simple or complex, concrete or abstract—is learned in terms of its similarities, differences, and relationships with other concepts with which we are familiar” (Adams, 2011, p. 3). Students complete several short research projects throughout the modules.

When students are engaged in “research reading,” they typically are reading many texts about the same or related subjects. This volume of reading builds students’ knowledge about a specific topic. In addition, original research reading gives students an opportunity to pursue their interests and learn in-depth information, which builds background knowledge, word knowledge, and confidence in reading. Library media specialists play a critical role in helping students to complete both assigned research projects and independent research related to students’ personal interests.

Reading for Pleasure
According to Clark & Rumbold (2006), “Reading for pleasure refers to reading that we do of our own free will anticipating the satisfaction that we will get from the act of reading. It also refers to reading that, having begun at someone else’s request, we continue because we are interested in it” (p. 6). The Common Core has brought about a great deal of focus to the cognitive aspects of reading: word recognition and comprehension of complex texts. It is important for us to keep in mind, however, that even if students can read, it does not mean they will choose to do so.

Reading for pleasure is not the same as reading complex text that is required reading. Both types of reading play a pivotal role in students’ literacy lives and help foster the “volume of reading” so clearly called for in the Common Core Learning Standards. Reading for pleasure is crucial to promote student engagement and achievement. It is a key strategy for building lifelong readers and allows for developing readers to learn about their own reading likes and dislikes as they construct their reading identities. Independent reading is an opportunity for students to enlarge their world and find relevance. The authors of the Common Core note that students “need the satisfaction of easy, fluent reading for which the standards allow” (Appendix A, n.d.). This of course must include additional texts on the topic of study, which are offered in the ELA modules’ recommended reading lists. The authors of the Common Core also clearly affirm and recognize the merits of allowing students to choose books on topics of their personal interest, noting that those books are likely to bridge a vast range of complexity.

Allowing students to choose texts for independent reading helps them discover what they want to read, as well as to uncover new knowledge and connect with their world. Teachers and library media specialists can play a vital role in fostering a rich reading life for all students.
Overview

Teachers often are concerned about holding students accountable for independent reading. There are endless ways to track independent reading requirements, but the most successful ways include placing the responsibility on the student. Creating a plan for launching independent reading that includes clear class routines, goal setting, and systems for accountability and student ownership creates a culture of reading in the classroom and the school that will promote students’ literacy development. For specific recommendations, see companion documents Launching Independent Reading in Grades 6–8: Sample Plan and Launching Independent Reading in Grades 3–5: Sample Plan. These plans are designed to enhance and extend the strong programs many teachers and schools already have in place.

Millennial Readers

Research on the millennial generation indicates that our students are both technologically savvy and self-savvy. They often define the merits of activities based upon a quick cost-benefit analysis. That is the essence of the relevance promoted by the Common Core. Traditionally, when students are assigned independent reading projects, they are asked low-level questions that can be located through a simple search online. We need to offer students both rigor and relevance. When rigor is packaged with relevance, it increases student motivation. This can be accomplished through the questions students are asked about their independent reading text. Imagine that students have been asked to choose and independently read a biography. Below are some examples of questions that could be used to engage the millennial adolescent reader, and to increase the rigor of a task such as a biography report:

What is the everlasting footprint that your person left behind? Use evidence from the text to support your reasoning.
Would your person be a good person to nominate to a hall of fame? Use evidence from the text to support your response.

Recommended Texts

Each Expeditionary Learning English language arts module includes a list of recommended texts in a broad complexity range for each unit. These books can be used for independent research on a given topic, or students may choose them to read for pleasure during independent reading time at school and at home. They may also be used for small group instruction. Because these book choices have already been identified as aligned to the topic, they are a good starting place for helping students to select books and increase their volume of reading.

Other Resources

Your library is an amazing and often underutilized asset to promote a volume of reading. There are a number of reading programs across the country that encourage classrooms to build “libraries” for convenient student reading choices. These classroom libraries play a positive role in developing lifelong readers. Yet they sometimes have limited choices for students. To support the individuality of each student, encourage students to access the thousands of titles and choices that can be found in the local and school libraries. School librarians are also often an underutilized asset to promote a volume of reading for students. Contact your school librarian for support in this area, as he or she is often eager to help.
The lessons in the Expeditionary Learning modules for grades 3-5 are designed to focus on teaching students to read, write, and speak about complex texts. The instruction outlined in the modules provides a 60-minute block of time each day to teach students reading and writing standards. However, it is assumed that teachers will provide additional time within their literacy blocks for supporting students in reading a high volume of text at the independent reading level.

The purpose of this document is to serve as a resource to elementary school English Language Arts teachers in launching and sustaining a strong independent reading program. Many teachers already have robust plans in place: Please view this document as a resource to enhance or extend your existing work.

Creating a plan for supporting your students in independent reading is context-specific and varies greatly based on a school’s schedule and staffing model. If your current routines are working, it probably makes sense to stick with them, though you may find some interesting ideas in these documents. If you do use the plans here, there are a number of choices to be made about what structures and routines will work best for you and your students.

**Guiding principles:**

Students need to learn the skill of selecting, evaluating and comparing books that interest them and are at an appropriate independent reading level. Teachers need to teach the skill of selecting, evaluating, and comparing texts, and then check in to see how students are doing through a structure for independent reading. This skill aligns with literature standards CCLS RL.9 and RL.11, but is equally important when students are selecting and evaluating informational text. Since RL.9 specifically requires students to read a volume of text at their independent reading level, this standard is best taught through a structure for independent reading.

Students need accountability for their reading, both on a weekly basis and when they finish a book. This accountability comes from reading logs as well as from conversations with teachers and peers about what they are reading.

Social interactions energize independent reading. This is the principle behind book clubs for adults, and it is equally true—if not more so—for young adolescent readers. If possible, have students select independent reading books in pairs or trios, so that they can talk about their book with another student. Also, if students begin to buzz about a particular book or series, look for that, build on it, nurture it—this will do more than anything else to get kids actually reading.

Launching a successful independent reading program takes class time—to teach it, to check in, to motivate students, and for students to actually read. Struggling readers, in particular, need time at school to read. And many students of all reading abilities may not have a quiet space at home for reading, or support from adults beyond the school community. For these lessons to be successful, find additional time in the school day (homeroom, DARE time) for students to read independently.
Logistical Considerations

**Launching Independent Reading:** The launch of independent reading will vary by school and teacher. The plan below describes a series of lessons to launch independent reading. This plan could be implemented as a stand-alone week of English Language Arts class or could be interspersed (a day at a time) into the curriculum. The curriculum “Module Overview” and “Unit Overview” documents signal to teachers the point in the module/unit by which the launch process needs to be complete. Teachers should pace and time the launch based on what works best for their students and school schedule.

NOTE: Use or adapt the Goldilocks handout (in supporting materials at the end of this document), which describes one useful way to help students learn to self-select books at an appropriate level of challenge for their interests and reading ability. Consider whether you want to extend students’ choice to include a wider range of reading materials than just “books”: magazines, newspapers, manuals, etc.

**Maintaining Independent Reading:** Within each of the Expeditionary Learning modules for grades 3-5, teachers are given suggestions for when students should review recommended texts related to the module topic and select texts for independent reading. Lessons in the modules also include time during homework for students to read these texts independently. However, since the module lessons are just for one hour of literacy instruction per day, it is assumed that teachers will provide additional time to launch and support independent reading beyond that one-hour time frame. This could be done during an extended literacy block or at some other point in the school day. It is also assumed that students may read texts related to the module topics AND other texts on topics of their choice.

NOTE: Use or adapt the Suggested Lessons for Launching Independent Reading (see below).

**Communicating with Parents about Independent Reading:** Consider how you will communicate with parents about independent reading, as their support will be important. Although it can be difficult to have students get a reading record signed every night, consider sending home completed reading logs (after four check-ins—so every two to four weeks) for parent signatures, and consider how to routinely follow up with parents whose students are not completing the assigned independent reading.

NOTE: Use or adapt the Sample Letter about Accountable Independent Reading (in supporting materials at the end of this document) to send home with students.

**Student Goal-Setting and Accountability:** You will need to decide what sorts of goals you want students to set for their reading and how often (weekly or twice weekly) you will check in with students about their reading. The launch sequence described below includes twice-weekly check-ins on progress as the independent reading routines are getting established. Based on the needs of your students, you could continue that pattern or scale back to weekly check-ins. (Some teachers wish to have students record their reading every day; you could supplement the materials below with such a record.)

NOTE: Use or adapt the Reading Log (in supporting materials at the end of this document), which has a goal-setting chart, plot/topic, and Reviewer’s Notes.)
Publishing Book Reviews for Authentic Audiences: Students benefit from having an authentic audience (beyond their teacher) with whom to share their learning and opinions about the books they read. Peers are a great audience: Having students share reviews with one another has the additional benefit of adding to the “buzz” about books their classmates might like. Consider the various options for “publishing” reviews, and select the one that works for their situation (e.g., simple reviews on index cards to post on a bulletin board, a class book blog, goodreads, or student-prepared book talks). Having students write or deliver oral reviews of their books has the added benefit of addressing standards related to written argument (W.1) or public speaking (SL.4). NOTE: Use or adapt the Reader’s Review (in supporting materials at the end of this document).

Conferring during Independent Reading: Conferring one-on-one with students about what they are reading serves both instructional and accountability purposes: A conversation with you about reading will create more accountability for a student about her reading than a log she turns in. Conferring is a rich teaching practice and allows you to build strong relationships with your students as readers and as people. The heart of conferring is simply to ask students, “How’s it going?” “What are you learning?” and “What are you figuring out as a reader?”

While students are reading silently in class, circulate to observe and confer. Notice patterns in the types of books students are choosing, and in how well they are sustaining engagement with their chosen book. Confer with students to ensure that they are reading books that are on an appropriate reading level and to support them in making meaning of those books. Conferring can include the following:

• Asking a student to read a paragraph or two out loud, noting any miscues (if there are a lot, the book might be too hard)
• Asking a student to talk about what is happening in that excerpt, stating simply: “Tell me more!”
• Helping students use “fix-up” strategies when they get confused (e.g., rereading, visualizing, using context clues to determine unknown vocabulary)
• Asking students what they like/don’t like about a book and why (push them to cite evidence!)
• Suggesting titles that the student might find interesting and appropriate
# Reading Foundations and Language Standards

## Independent Reading:
The Importance of a Volume of Reading and Sample Plans

## Suggested Lessons for Launching Independent Reading

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Agenda</th>
<th>Materials</th>
</tr>
</thead>
</table>
| 1: Introducing Independent Reading (25 minutes) | 1. Set purpose: Reading just-right books builds reading skills; learning to choose books that you like will enrich your life.  
2. Goldilocks lesson (see supporting materials): How to choose a just-right book.  
   - Teacher explains.  
   - Teacher gives each student two short excerpts with which to practice the Goldilocks routine. | Goldilocks handout  
Two short text excerpts (one easy, one hard) |
| 2: Choosing “Just Right” Books: The Goldilocks Principle (45 minutes) | 1. Book frenzy: Display lots of books for students to look at, ideally including some of the titles from the recommended reading lists for the modules; consider brief teacher book talks of those titles related to the module.  
2. Students have time to browse the books. Make this fun!  
3. Each student selects a few titles and “test drives” them using the **Goldilocks handout**.  
4. Students make selections (encourage partner selections, but each student needs his/her own copy of the text) and start reading silently. Teacher confers, focusing on students who at first glance appear to have books at inappropriate levels. | Books  
Goldilocks handout |
### Suggested Lessons for Launching Independent Reading

<table>
<thead>
<tr>
<th>3: Setting Goals and Learning to Use Reading Logs (45 minutes)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Goal-setting lesson</strong></td>
<td><strong>Reading log</strong></td>
</tr>
<tr>
<td>– Students read for 10 minutes and see how many pages they</td>
<td>Exemplar and non-exemplar</td>
</tr>
<tr>
<td>have read. Note that students read at different paces, which</td>
<td>reading log entries</td>
</tr>
<tr>
<td>is fine. The goal is not speed but comprehension.</td>
<td>Letter about Accountable</td>
</tr>
<tr>
<td>– Teacher sets time expectation for reading per week (around</td>
<td>Independent Reading (in English</td>
</tr>
<tr>
<td>2 hours minimum, assuming little other ELA homework).</td>
<td>and Spanish)</td>
</tr>
<tr>
<td>– Teacher models how to complete the goal-setting section</td>
<td></td>
</tr>
<tr>
<td>of the <strong>Reading Log</strong>. Students then complete their own</td>
<td></td>
</tr>
<tr>
<td>goal-setting, with the time expectations in mind. (Eventu-</td>
<td></td>
</tr>
<tr>
<td>ally, goal will be set weekly or twice weekly; for now, have</td>
<td></td>
</tr>
<tr>
<td>students set a goal you will check in a few days).</td>
<td></td>
</tr>
<tr>
<td>2. Teacher shows example and non-example reading log: the</td>
<td></td>
</tr>
<tr>
<td>plot tracker and review notes parts. Ask students:</td>
<td></td>
</tr>
<tr>
<td>* Which is stronger? How can you tell?</td>
<td></td>
</tr>
<tr>
<td>* What should you do on this log? What should you not do?</td>
<td></td>
</tr>
<tr>
<td>3. Students read silently. While students read, teacher</td>
<td></td>
</tr>
<tr>
<td>continues to confer to make sure all students are reading</td>
<td></td>
</tr>
<tr>
<td>books at the appropriate level.</td>
<td></td>
</tr>
<tr>
<td>4. Send <strong>Letter about Accountable Independent Reading</strong> (in English and Spanish) home for signature from an adult.</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Homework: Students read individually and complete the reading log.</strong></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>A FEW DAYS OF CLASS GO BY</strong></td>
<td></td>
</tr>
</tbody>
</table>
4: Checking in on Reading Logs and Book Selections; Launching Partner Conversations (45 minutes)

<table>
<thead>
<tr>
<th>1. Check in with students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Did you meet your reading goal? If so, how did you do it? If not, why not?</td>
</tr>
<tr>
<td>- Set next goal. (Again, ultimately this will just happen weekly. But at the start, set goals for just two or three days at a time.)</td>
</tr>
<tr>
<td>- Do something to celebrate/build class culture: Reading all-stars? Play a song?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Check reading logs: Teacher displays model reading logs (from Lesson 3) and list of criteria students generated. Students assess their own reading log entry:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- What should I keep the same?</td>
</tr>
<tr>
<td>- What should I change next time? Why?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Mini lesson: Can you abandon a book?</th>
</tr>
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<tbody>
<tr>
<td>- Teacher models when and why it makes sense to abandon a book.</td>
</tr>
<tr>
<td>- Teacher gets a list of students who want to talk about changing books; plan to confer with these students.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>4. Partner conversation about book</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model this first (invite a student volunteer to model with you in front of the class).</td>
</tr>
<tr>
<td>Pair students who are reading the same book (ideal). Or pair students by some other criteria; the goal is just to get students talking with one another about what they are reading. Options:</td>
</tr>
<tr>
<td>- Each student finds a paragraph he/she likes and reads it out loud and explains it.</td>
</tr>
<tr>
<td>- Students share one point from their “Reviewer’s Notes” part of the reading log to share.</td>
</tr>
<tr>
<td>- After the first round, teacher notices and names positive pair conversations.</td>
</tr>
<tr>
<td>- Whole class debrief: Who learned something from their partner? Who heard about an interesting book today?</td>
</tr>
</tbody>
</table>
### A FEW MORE DAYS GO BY

#### 5: Weekly Check-in (20–25 minutes)

**Weekly check-in:**
- Did you meet your reading goal? If so, how did you do it? If not, why not?
  - Set next goal (at this point, move to a regular schedule—so set a twice weekly or weekly goal).
  - Partner conversation.

**Looking ahead:**
- Teacher briefly shares **Model Reader’s Review** so students can keep that in mind as they read.

**Feedback:** Teacher collects reading logs to give feedback. (Plan to return students’ logs the next day and set aside a few minutes for students to process feedback.)

#### 6: Feedback on Reading Logs (20–25 minutes)

Teacher returns logs and gives students time to process feedback.

**Silent reading time:** Teacher confers with any students whose logs indicate concerns.

* Need help with aspects of the reading log?
* Need help choosing a more appropriate book?
* Need help structuring in sufficient reading time?

---

**END OF LAUNCH**
In each curriculum module, there is some point in Units 1 or 2 when students are introduced to recommended texts for independent reading. These texts are then incorporated to the homework routine of the modules. However, teachers should incorporate time for maintaining independent reading by continuing the cycle of goal setting, check-in, and feedback during their literacy blocks throughout the year; time for this is not included in the 60-minute lessons in the modules.

Within the curriculum modules, students are NOT expected to be reading a book on their own while they are also reading the central/extended whole class text for a given module. Often independent reading is launched about halfway through a module, when students are done with this central text.

**Weekly or twice weekly: Check in on reading**
1. Check in on goals/set new goals
2. Partner conversation
3. Possible additions:
   - Meet in small groups to do informal book talks (I am reading ... which is about ... I would/would not recommend it because ...)
   - If students are mostly reading texts related to the module, have them meet in pairs or threes to make connections between their texts and the module. Share out these connections or post them somewhere in the classroom.
   - Teacher-facilitated whole group share/student-led book talks.
   - Reading days: Snacks or hot chocolate and books—an extended period of time to read in class and build stamina and community.

**End of unit/module: Reviewing time**
Note: Use professional judgment about how often students write book reviews (For every book? Once per unit? Once per module?) and whether this writing happens as homework or with support during class.

One full class period/module:
1. Teacher shares exemplar book review and talks about venue/timing of publication. (Publication venue will vary by teacher and school, but it is important that students’ reviews are published in some way for an authentic audience beyond the teacher.)
2. Students write and “publish” reviews.

This could be followed on subsequent days by some formal book talks by students (all or selected).
<table>
<thead>
<tr>
<th>Standard RL.9 by Grade</th>
<th>What to Notice</th>
<th>Practical Implications/Recommendations</th>
</tr>
</thead>
</table>
| RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). | This standard requires that students read several books with the same or similar characters, as in a series. | • Prepare students to meet this standard by ensuring that they find a character they enjoy reading about and read more than one book with this character.  
• Include popular series in your classroom library or encourage students to read series in the school library.  
• After students have read several texts, teach them to compare the text using the supporting material at the end of this document. |
| RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. | This standard requires that students read several books/stories from different cultures with similar themes. | • Prepare students to meet this standard by ensuring that your classroom library has texts from various cultures.  
• Compile a reading list of mythology from different cultures and require students to select several books from this list to read and compare during a cycle of independent reading.  
• After students have read several texts, teach them to compare the texts using the supporting material at the end of this document. |
| RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. | This standard requires that students read several books in the same genre. | • Organize part of your classroom library in to genres.  
• Compile a list of books divided by genre and ask students to select several books from a genre of their choice to read and compare during a cycle of independent reading.  
• After students have read several texts, teach them to compare the texts using the supporting material at the end of this document. |
In order to become a better reader, you need to spend lots of time independently reading books that are NOT TOO EASY and NOT TOO HARD ...just like Goldilocks.

1. The Five Finger Rule- Are there many words you don’t know?
   - Read the first two pages. Every time you come to a word that don’t know, put one finger up.
   - If you get to five fingers before the end of the first page, STOP! This book is TOO HARD to read on your own. Choose another book and start this step again.

2. The Page 2 Check- Can you explain what happened to someone else?
   - Read the first two pages. At the end of the second page, stop and ask yourself: Can I explain what happened so far? Does what I read make sense to me?
   - If the answer is no, STOP! This book is TOO HARD to read on your own. Choose another book and start again with step one.

3. The Page 5 Check- Does the book make you think?
   - Read the first five pages. At the end of the fifth page, stop and ask yourself: “Is this book making me think?” Did you reread or make a connection to help you understand what you read?
   - If not... STOP! This book is TOO EASY. You should choose a more challenging book to help you become a better reader.
The 5 Finger Rule:

1. How many words that you didn’t know were on the first 2 pages? __________

4. The Page 2 Check: Explain what happened in the story so far:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

5. The Page 5 Check: Circle YES or NO
   • Are you pausing to think as you read? YES or NO
   • Did you stop to reread? YES or NO
   • Did you make a connection to something else you have read or learned to help you understand the text? YES or NO

So, is this a good book for you?

____ No, because it’s too hard.
____ No, because it’s too easy.
____ Yes, because it’s just right.
____ No, because it’s just right—but I’m not interested!
Dear Parent or Guardian:

Our school values reading. Because we value reading, we require our students to read independently texts that they choose. We monitor student reading progress, make recommendations about new things students might like to try, and give students an opportunity to interact and to develop reading skills through independent reading. We both support and hold students accountable for this reading.

Accountable Independent Reading has five purposes:
1. To engage and motivate students in learning things they care about
2. To promote students’ love of reading
3. To build students’ vocabulary: reading a lot exposes students to new words and ideas
4. To build students’ knowledge about the world (through both fiction and informational text)
5. To build students’ reading “stamina”: their ability to read harder texts for longer periods of time

We encourage students to choose texts and topics that interest them. They also should choose books that are at a comfortable or challenging reading level.

Adults have a wide range of beliefs and values about what is appropriate for students to read. The books available for reading in the school often come from recommendations and library lists of good books. Some books also relate directly to the content students are studying together in class. Individual teachers choose books that they are comfortable sharing. We reserve the right to set parameters for our classrooms.

We leave the decision of choosing what is appropriate for you and your child to you. We encourage you to be aware of what your child chooses to read. Some parents or guardians may choose to read a text before they let their child read it. This can help you monitor what your child is reading, and it can be a great opportunity for discussion! You may also contact librarians for summaries and reviews or search online to learn more about a book your child is interested in. If your child is reading a text that does not fit with your family values for reading, certainly that text can be changed.

We have set up a system in which students set goals for their reading, keep a reading log (about the text and their own opinions about the book), and write reviews of the texts they are reading. Ask your student to share these documents with you. Be sure you know your child’s reading goals so you can support him/her on staying on track, celebrating successes, and problem-solving as needed (including knowing when to abandon a book and choose one that is a better fit).

Juvenile Literature Resources and Scholastic websites have great links to book lists, advice for encouraging reluctant readers, parent guides to popular novels, and other resources for parents.

We hope independent reading will be enjoyable for your student and lead to a lifetime of reading.

Sincerely,

---

2 Based on the work of Freya Mercer and English teachers in Central Square School District, Central Square NY.
### My Reading Log

**Name:**

**Date:**

### MY READING GOALS

<table>
<thead>
<tr>
<th>Date of next reading check-in</th>
<th>Goal: Write the book title and pages to be read.</th>
<th>Did I meet my goal? Why or why not?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*Example: Charlotte’s Web pages 10-25</td>
<td></td>
</tr>
</tbody>
</table>
Please complete one entry for each reading check-in. An entry is likely to be about multiple chapters of your book. For Reviewer’s Notes: Pick one of the following to respond to:

- The most interesting/funniest/scariest scene was ... because ...
- A connection between this part of the book and what we are studying at school is ... which helps me understand that ...
- This part of the book reminds me of (other text, movie) because ... which helps me understand that ...
- A character I like/don’t like is ... because ...
- Something I learned about the world by reading this book is ... which seems important because ...

<table>
<thead>
<tr>
<th>Title and pages this entry refers to</th>
<th>Plot/Topic Tracker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Briefly explain</td>
<td>What happened in the book (fiction)</td>
</tr>
<tr>
<td>What topic (informational text)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reviewer’s Notes</td>
</tr>
<tr>
<td></td>
<td>Share what you are thinking using one of the notes from above.</td>
</tr>
</tbody>
</table>
Reader's Review

Name: 

Date: 

Title of book/magazine etc. 

Author 

Directions: Use the prompts below to write a review of the text you have been reading independently. You can write it on this form or on a separate sheet of notebook paper. Remember that you are writing for other students, to help them decide whether or not to read this text.

1. Share the title, author, and a summary of the text. (If the text was fiction, include information about setting, plot, character, and theme. But don’t give away the end of the book. If the text was informational text, include information about the topic, main idea, and key details.)

I read 

by 

This text was about
2. Share what you noticed about how the text was written (For both fiction and informational text, describe how the text is organized, and things you noticed about the author's word choice, use of language, or writing style.)

What I noticed about how the text was written was:


3. Share what reading this text made you think about/wonder (Choose one or two entries from the Reviewer’s Notes section of your Reading Log to explain here.)

This text made me think about/wonder:


4. Rate this text and explain your rating. Below circle the number of stars in how you would give this text with 1 being the lowest rating and 5 being the highest rating. Explain your rating using details from the text.

I would give this book 1/2/3/4 stars because:
**TEXT COMPARISON**

**Name:**

**Date:**

**Directions:**

1. Identify what you will compare about the texts.
2. Record the titles and authors of the two texts you are comparing.
3. Name similarities in the middle of the diagram and differences on either side.
4. Write a paragraph explaining what similarities and differences are in your comparison.

This is a comparison of ____________________________ from the texts named below:

**First Text** (Title and Author) vs. **Second Text** (Title and Author)

What I noticed when comparing these texts:


Clark, K., & Rumbold, K. (2006). *Reading for pleasure: A research overview* [Scholarly project]. Retrieved from Reading for pleasure: A research overview