Reading Lessons Redefined

KEYNOTE BY KRISTINA SMEKENS | *kristina@smekenseducation.com*

1 MIN	**Step 1** INTRODUCTION
5-6 MIN	**Step 2** INSTRUCTION
5-6 MIN	
5-6 MIN	**Step 3** INTERACTION
1 MIN	**Step 4** CLOSING

Plan & deliver 4-step whole-class comprehension instruction.

Embrace the power and purpose of Step 2.

LEAD
Lead through direct instruction.

Provide the **link** between knowledge & know-how.
Launch students into *You-do* experiences.
Note that the planning is **labor**-intensive.

EDUTAIN
Expect to **edutain**.

Educate on essential skills.
Empower them with know-how.
Entertain with visuals & voices.
Emphasize with energy & emotion.
Engage students with the delivery.
Elevate the skill to one that is memorable.

SAY & **SHOW**
Say & show every skill.

State the significance of the skill.
Shape & layer understanding.
Simulate the skill in action.
Model habits of a **strategic** reader.
Set up space to allow for the **simultaneous**.

SCRIPT
Script it out. *Don't wing it!*

Scribe the **step**-**by**-**step** key points to say & show.
Plan lessons for skillful & **succinct** delivery.
Scour texts to **select** the just-right excerpts.
Save your thinking.

ONE-SIDED
Execute a **one-sided** *I do*.

Note that this is your **opportunity** to show.
Edutain them; they **observe** you.
Remember— *I do* is **only I**.
Retrain them to be **onlookers** during Step 2.

NON-NEGOTIABLE
Step 2 is **non-negotiable**.

Honor that readers **need** to see the skill in action.
Accept that *I do* is a **necessary** part of the gradual release.

VOCABULARY & WORD STUDY

Recognize the stages of word work

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Assess, decide, and guide.

Administer assessments to determine what students are using and confusing.

CAN THEY WRITE IT?

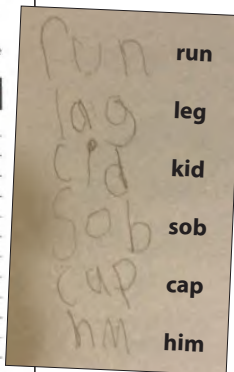- Evident when asked to write a word from a list in isolation.
- Evident in guided writing.

LEVEL C WORDS KINDERGARTEN EXAMPLE

GRADE 2 EXAMPLE

CAN THEY READ IT?

- Evident when asked to read a word from a list in isolation.
- Evident in guided reading when reading a text with meaning.

HIGH-FREQUENCY WORD ASSESSMENT PER READING LEVEL

SECRET SITE RESOURCES

Locate high-frequency words in small-group meetings.

CAN THEY HEAR IT?

- Evident when asked to name the sound in a spoken word.
- Evident when asked to produce a word with the sound.

RELEVANT RESOURCE

The Next Step Forward in Word Study & Phonics, Jan Richardson & Michèle Dufresne

Follow the hierarchy of development to *know* and *use* the sounds.

1 ▶ Hear the sound.

SOUND SORT (LEVELS A-E)

• Name the pictures for the students.
• Sort as a group with 3 or 4 cards per student.
• Students say the picture name, the target sound, and the letter(s).
• Students place the picture in the correct column.

2 ▶ See the sound.

MAKING WORDS (LEVELS A-I)

• State a word for students to make.
• Students run fingers under the word as they say it.
• Break at the onset if above level D.
• State a new word.
• Students run fingers under the old word to decide what to change.

a c h i p s t

cat
chat
chap
chip
ship

3 ▶ Hear & record the sound.

SOUND BOXES (LEVELS A-G)

• Name the number of boxes.
• Students run fingers under the boxes as they say the word.
• Students write the letters in the corresponding boxes.
• Digraphs go in one box.

t	r	i	p

f	i	s	t

4 ▶ Decode more efficiently.

BREAKING WORDS (LEVELS D-P)

• Write the word on a whiteboard (thin).
• Students take letters off trays to make the word.
• Students break the word at onset and rime.
• Name a part for students to change.
• Students break the word at onset and rime.
• Write a new word on the whiteboard (chin).
• Students read the new word.

NOTE | Adjust the words as students progress.

thin
th-in
shin
sh-in
chin

5 ▶ Firm up vowel patterns.

ANALOGY CHARTS (LEVELS G-P)

• Use to teach vowel patterns such as silent -e and vowel clusters.
• Name the known key words for students to write at the top.
• Say a new word with the same pattern and have students pick the column to write the word.
• Students read the words in the column.
• Write a new word on the whiteboard and have students read it.

ham	name
ram	game
jam	tame
bam	same

6 ▶ Decode multi-syllabic words.

MAKE A BIG WORD (LEVELS J-P)

• Say the big word and have students clap each syllable.
• Students make the word.
• Break it into parts and remake it.

prevention

1. Clap the word.
2. Make it.
3. Break it.
4. Read it.

7 ▶ Connect known to new.

WRITING BIG WORDS (LEVELS J-P)

• Show students a known word or affix.
• Say a new big word.
• Students write the word and underline the known part.
• Say other words with the same part.
• Discuss any unfamiliar words.

cow

uncrowded
crowned
downtown

8 ▶ Use roots for meaning.

WORKING WITH AFFIXES (LEVELS Q-Z)

DAY 1—
• Introduce an affix. Give the meaning and a familiar word.
• Say a new word with the affix.
• Students make and break the word.

DAY 2—
• Review the affix.
• Dictate three words with the affix.
• Students write the words and underline the affixes.

DAY 3—
• Review the affix.
• Give each student a different card with a word containing the affix.
• Students read the words and explain their meanings.

Adapted from *The Next Step Forward in Guided Reading,* Jan Richardson | *The Next Step Forward in Word Study and Phonics,* Jan Richardson & Michèle Dufresne

Honor the scope & sequence of target skills.

LEVEL A FOCUS | Initial consonants

- Sort sounds by initial consonants.
- Fill in 2- or 3-letter sound boxes.
- Make words by exchanging initial consonants.

cat-fat-mat-bat

LEVEL B FOCUS | Initial & final consonants, short vowels /a/ & /o/

- Sort sounds by initial and final consonants and short *a* and *o*.
- Fill in 2- or 3-letter sound boxes.
- Make words by exchanging initial and final letters.

can-pan-pat-mat-man

m	e		g	o	t
h	e		c	a	n
w	e		b	a	g

LEVEL C FOCUS | Short vowels & hearing sounds in sequence

- Sort sounds by short e, i, u.
- Fill in 3-letter sound boxes.
- Make words by exchanging initial, medial, and final letters; include all short vowels.

pot-hot-hop-mop-map-cap-lap-lad-lid

SECRET SITE RESOURCE
Increase word-study knowledge with sorts.

Word Sorts
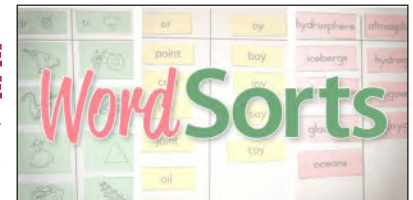
LEVEL D FOCUS | Digraphs, endings (-s, -ing), & onset/rime

- Sort initial and final digraphs.
- Fill in 3-letter sound boxes with digraphs.
- Make words by exchanging initial, medial, and final letters; include all digraphs; break at onset and rime.

hop-shop-chop-chip-chin-thin

LEVEL E FOCUS | Initial blends, onset/rime, & endings (-ed, -er)

- Sort initial blends.
- Fill in 4-letter sound boxes with initial blends.
- Make words by adding and deleting initial clusters; break at onset and rime.

br	bl

cap-clap-clip-grip-grin-spin

LEVEL F FOCUS | Final blends, onset/rime

- Sort final blends.
- Fill in 4-letter sound boxes with final blends.
- Make words by adding and deleting final clusters; break at onset and rime.

went-wept-west-lest-list-limp

Adapted from *The Next Step Forward in Guided Reading,* Jan Richardson | *The Next Step Forward in Word Study and Phonics,* Jan Richardson & Michèle Dufresne

Honor the scope & sequence of target skills, *continued.*

LEVEL G FOCUS | Initial and final blends, silent -e

- Fill in 4- or 5- letter sound boxes with initial and final blends and digraphs.
- Make words with the silent -e feature; break at onset and rime.

  mat-mate-mane-man
- Use analogy charts adding the silent -e to short vowel words.

ham	name
ram	game
jam	tame
bam	same

LEVEL H-I FOCUS | Vowel patterns and endings

- Fill in 5- letter sound boxes with initial and final blends and digraphs.
- Make words with the same vowel patterns *all, ar, ay, ee, oa, oo, or, ow (cow)*; break at onset and rime (*cow-clown-crown-crowd*).
- Use analogy charts, sorting by vowel teams and adding endings.

eat	day
beat	gray
seating	stayed
cheater	prayed

LEVEL J-K FOCUS | Silent -e, vowel patterns, r-controlled vowels, endings & compound words

- Break a word by taking off the ending and breaking at the vowel (*sp-inn-ing—gr-inn-ing—thinner*).
- Make big words; break at the syllable.

  scorch ing   im por tant
- Write a few big words with the same vowel pattern *ai, ea, oi*.

  rain—mermaid, reclaim, exclaimed
- Use analogy charts, sorting by vowel teams, r-controlled vowels, and inflectional endings with and without spelling changes. Increase difficulty adding digraphs, blends, prefixes, and suffixes.

LEVEL L-M FOCUS | Vowel patterns, r-controlled vowels, endings, compound words, prefixes & suffixes

- Break a word by taking off the ending and break at the vowel (*r-ight-ful—fr-ight-ful—brightness*).
- Make a big word and break at the syllable.

  pow er ful ly part ner ship
- Write a few big words with the same vowel pattern *aw, igh, ow (crow), ew*.

  ous—fabulous, joyous, enormous
- Use analogy charts, sorting by all vowel teams and changing the spelling to add an ending. Increase difficulty adding prefixes (*over, un*) and suffixes (*ship, ful, ly, ness, ous*).

LEVEL N-P FOCUS | Vowel patterns, endings, prefixes & suffixes

- Break a word by taking off the ending and breaking at the vowel:

  (*com-mo-tion—completion*).
- Make a big word and break at the syllable.

  pre ven tion fur ni ture
- Write a few big words with the same vowel pattern (*action—vacation, nation, pollution*).
- Use 3-column analogy charts, sorting by changing the spelling when adding an ending by dropping the -e or doubling the consonant or adding prefixes (*dis, com, pre*) and suffixes (*tion, ture, less, ment*).

LEVEL Q-Z FOCUS | Affixes & roots

- Make an affix word with magnetic letters and break at the syllable and then by affix.

  gui tar ist   guitar ist
- Write an affix word. Dictate a word for the students to write (*alarmist, tourist*).
- Read an affix word. Give a different word with the same affix to each student. Each student reads, defines, and uses the word in a sentence (*nutritionist, motorist, terrorist, chemist*, etc.).

Adapted from *The Next Step Forward in Guided Reading,* Jan Richardson | *The Next Step Forward in Word Study and Phonics,* Jan Richardson & Michèle Dufresne

Ramp up root-word instruction

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Understand the advantage of the generative concept.

Grow students' vocabularies exponentially.

> "As early as 1941, researchers estimated that, for students in grades 4-12, a 6,000-word gap separated students at the 25th and 50th percentiles on standardized tests."
>
> **WILLIAM E. NAGY & PATRICIA HERMAN**

- Take what is known and apply it to what is new.

- Every syllable (in a multisyllabic word) is a root.

- Know that 90% of English words with more than one syllable are Latin-based.

- Know that the remaining 10% of English words are Greek-based.

- Realize that a single Latin root generates 5-20 English words.

WORD PART	MEANING	EXAMPLE
-ing (14%)	verb form	playing
un- (26%)	not	unhappy
-or, -er, -ar	one who	doctor, teacher, liar
-ion, -tion, -ation, -ition	act, process	action
spect-	to look at	inspect

BASE
A word or word part that carries the meaning. Affixes may be attached to it.

PREFIX
Attached to the beginning of a base and changes the meaning.

SUFFIX
Attached to the end of a base and indicates particular part of speech.

A root is a **WORD PART**. A root has meaning or a definition. Roots give words their **FIXED MEANING**. Put various **PARTS TOGETHER** to form different words— each with a unique meaning.
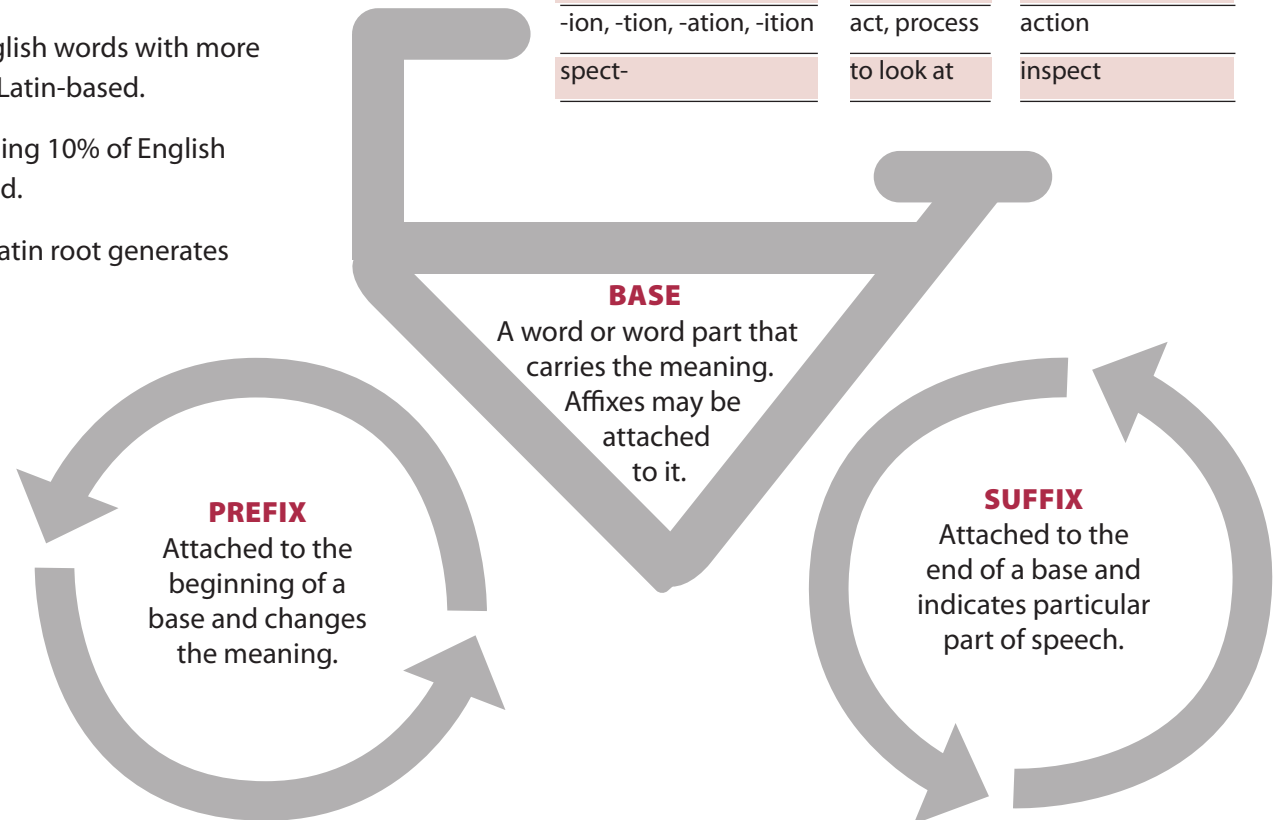
Unlock meaning with direct instruction.

Provide students opportunities to earn the "key."
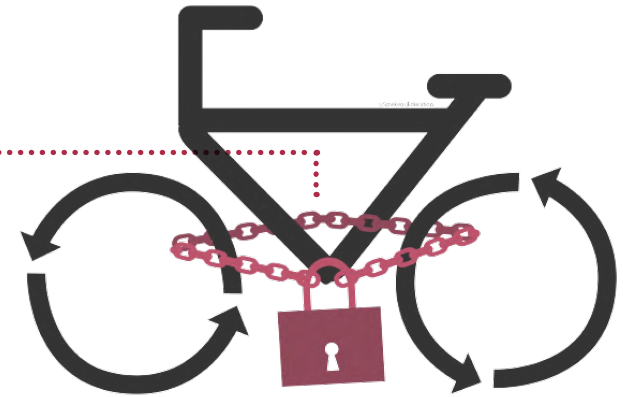
BUILD THE LIST.

- Review comprehensive list for options.

- Analyze content-area curriculum and texts to identify 30 grade-level roots.

- Align the lists across grade level, looking for overlaps.
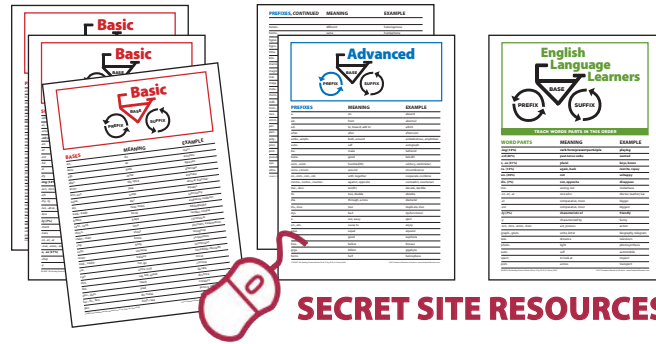
SECRET SITE RESOURCES

SPIN-OFF SESSION

VOCABULARY & WORD STUDY
Session 5 | Vocabulary Lists

MEET A ROOT.

- Show the word part in print.

- Pronounce the word part in its various forms.

- Explain its meaning (or various meanings).

- Generate a known list of words that include that root.

- Draw a box around or highlight the word part.

- Partners choose 1 or 2 words and discuss their meanings in light of the root.
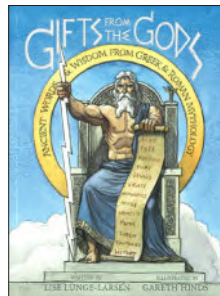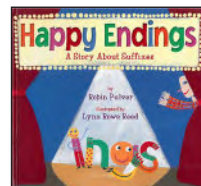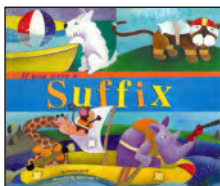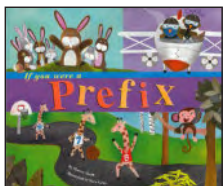
PROVIDE BACKGROUND.

- Layer students' background knowledge across days.

- Reveal etymology and origin information.

- Connect meaning to a story.

RELEVANT RESOURCES

Janus was the god of doorways and hallways, bridges and gates, beginnings and endings. He had two faces: one that looked forward and one that looked backward so that he could see in two directions at once.

The Romans revered Janus for his strength and loyalty. Once, when Janus witnessed an army trying to kidnap a group of innocent women, he became so enraged that he made a volcanic hot spring erupt, burying the attackers and saving the women.

Whether they performed comedy or tragedy, poetry or dance, the Muses always included song. When their best friend, Apollo, god of light and music, accompanied them on his lyre, the Muses' voices rang especially sweet and true. Their songs soared through the Halls of Mount Olympus, down the mountainside, and all the way to earth, where poets suddenly found the words they were searching for, artists painted with bolder strokes, and musicians felt the stirrings of new melodies.
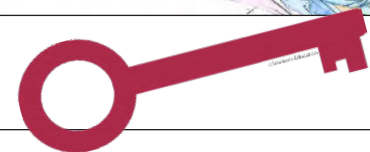
Associate the root meaning with a visual.

Use root knowledge to make connections to more words.

SECRET SITE RESOURCE
Compare vocabulary study to dating.
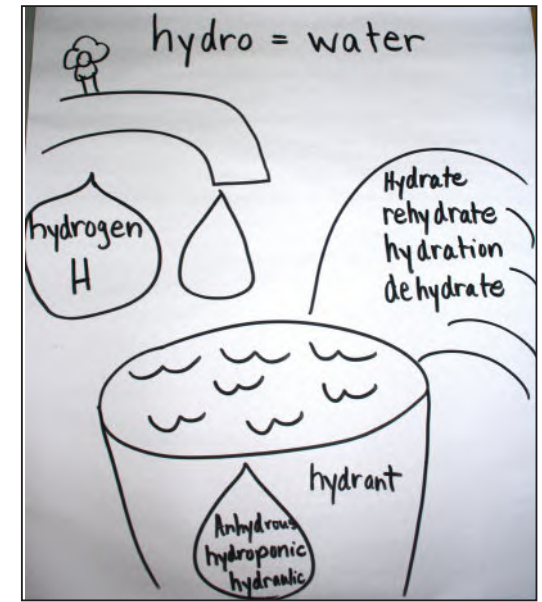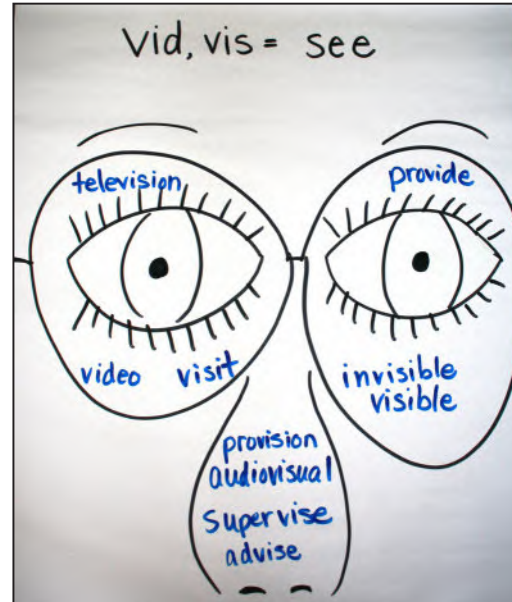
SHOW IT VISUALLY.

Connect each word part to a visual.

1. List the root and its meaning.
2. Identify a visual to demonstrate the meaning.
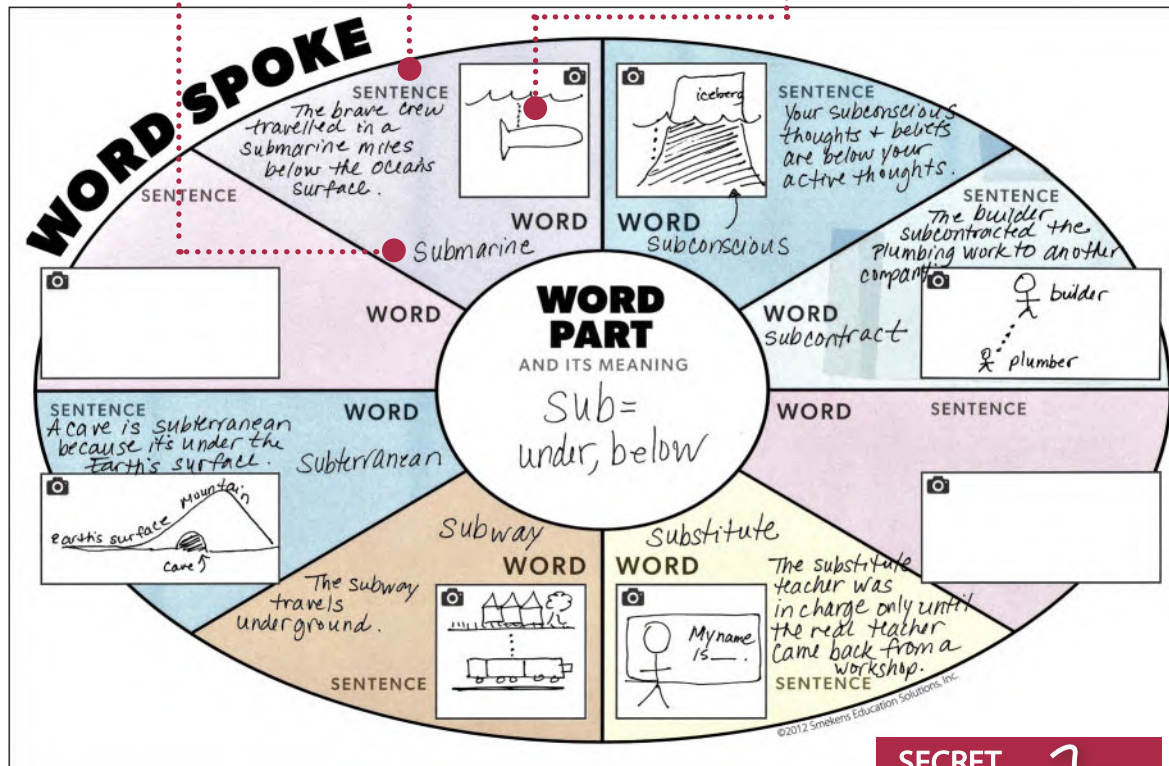3. List words.

SECRET SITE RESOURCES

Vid, vis = see
television
video visit
provide
invisible
visible
provision
audiovisual
supervise
advise

hydro = water
hydrogen H
Hydrate
rehydrate
hydration
dehydrate
hydrant
Anhydrous
hydroponic
hydraulic

mob, mot. = move
mov
promote
mobile
locomotive
remote control
emotion
emoticon
motion
locomotion
commotion
motive motor remove
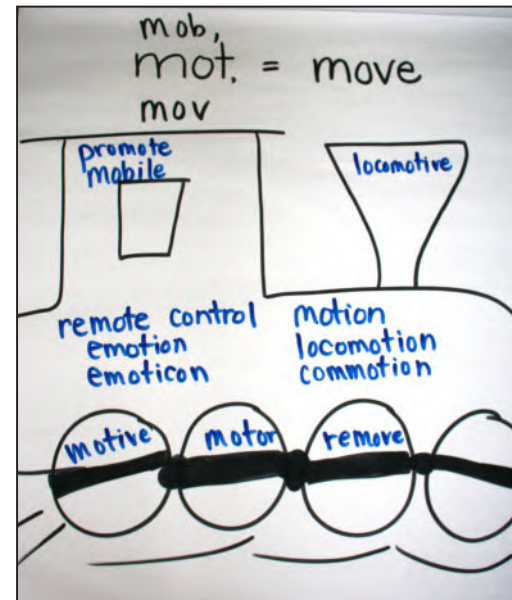
NOW IT'S YOUR TURN

Deepen root meaning and broaden word connections.

Generate words from an individual root.

Apply the same root to the outer spokes to make known **WORDS**.

Demonstrate the root meaning in a simple **SENTENCE**.

Draw/Find a **VISUAL** that corresponds with the sentence.

WORD SPOKE

SENTENCE — The brave crew travelled in a submarine miles below the ocean's surface.

WORD — Submarine

SENTENCE

WORD

SENTENCE — A cave is subterranean because it's under the Earth's surface.

WORD — Subterranean

earth's surface, Mountain, cave

WORD — Subway

SENTENCE — The subway travels underground.

WORD — Substitute — The substitute teacher was in charge only until the real teacher came back from a workshop.

My name is ___.

SENTENCE

WORD

WORD PART AND ITS MEANING

SUB = under, below

WORD — Subconscious — iceberg — SENTENCE — Your subconscious thoughts + beliefs are below your active thoughts.

WORD — Subcontract — SENTENCE — The builder subcontracted the plumbing work to another company. — builder, plumber

WORD

SENTENCE

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SECRET SITE RESOURCES

NOW IT'S YOUR TURN

WORD

SENTENCE

Develop and refine understanding with word play.

PARTS CHART | Put multiple roots together to "build" a word's meaning.

bases → prefixes ↓	Mit, Mis	Scrib- script	port
sub-	submit	subscribe	support
re-	remit		report
trans-	transmit	transcribe	transport
pre-		prescribe	

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CONTEXT CLUES | Utilize root knowledge on the fly.

SPIN-OFF SESSION

READER THINKING Session 2 Context Clues

unknown word

Look for a **WORD PART.** *prefix… base… suffix…*

BEFORE — NEARBY · OUTSIDE the word

INSIDE the word

AFTER — NEARBY · OUTSIDE the word
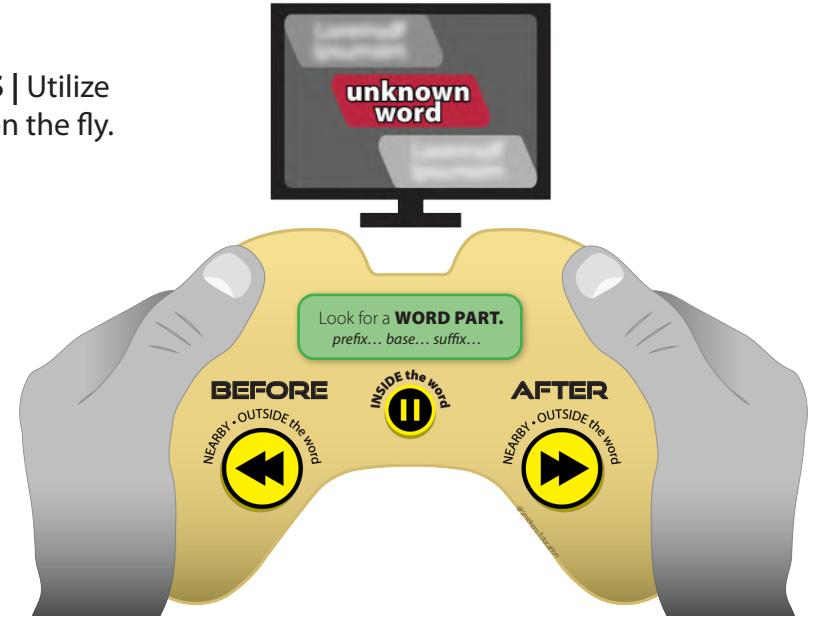
ADD IT UP | Build words with known roots.

ADD IT UP!

BASE — PREFIX — SUFFIX

Word: Astronaut
Word Equation: star + Person + _____
Complete Sentence: An astronaut studies trains an learns about space in order to travel there.

Word: Astronomy
Word Equation: star + study of + _____
Complete Sentence: An astronomy class learns about stars, moons, astroids, and other objects in space.

Word: disaster
Word Equation: ill + starred + _____
Complete Sentence: If a disaster happened to a person, it could be blamed on the alignment of planets.

Word: Asterisk
Word Equation: star + Character + _____
Complete Sentence: Writers put on asterisk to draw special attention to a particular term.

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THE JEOPARDY PRINCIPLE | List words or phrases students likely don't know but include a known root.

retro (backward, back)
retrograde
retrospect
retrofit
retrogress
retrovirus

dur (harden, to last, lasting)
corduroy
epidural
obdurate
dured

Meaning Of Prefixes	Definitons	Meaning of Root word	Bonus Questions	Suffix and sample words
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500			

What is the meaning of the root word chron?

SECRET SITE RESOURCES
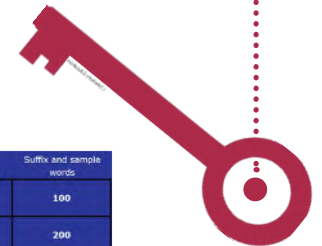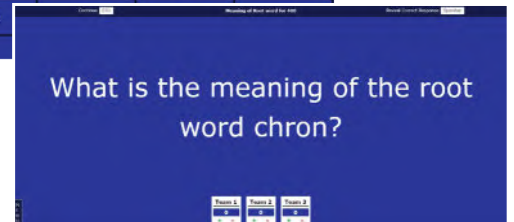
Master vocabulary with Marzano's six steps

SUPER SATURDAY READING CONFERENCE

COURTNEY GORDON
cgordon@smekenseducation.com

Target domain-specific vocabulary.

Acknowledge which terms to prioritize per content area.

"Reading comprehension…is central to learning in the content areas."
~ Douglas Fisher & Nancy Frey

Highly specialized words ••••• **TIER 3**

High-utility words ● ••••• **TIER 2**

Basic/Universal words ••••• **TIER 1**
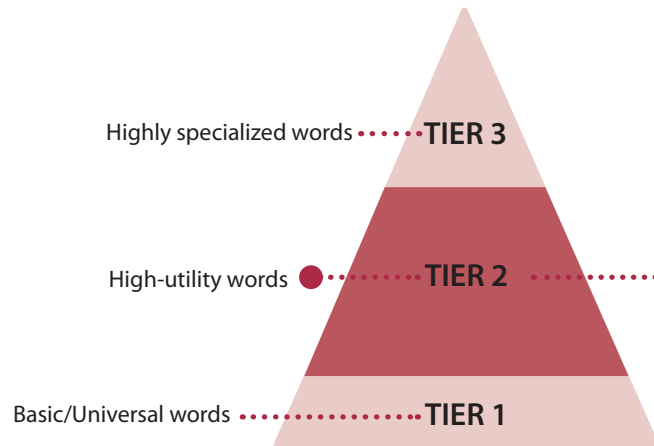
"Determine the words that would provide the

_____ _____

of _____ _____

in a particular content area."

~ Dr. Robert Marzano

SPIN-OFF SESSION

VOCABULARY & WORD STUDY
Session 5
Vocabulary Lists

Readers need to have multiple experiences with a term before they "own" it.

4 EXPERIENCES > **14 EXPERIENCES** > **40 EXPERIENCES** >

Mastering new vocabulary is like dating someone new.

Strangers >> Introductions Acquaintances >> Friends >> Dating (Get to know) >> Dating (Comfortable) >> Know intimately

Yearlong instruction should penetrate all four circles of vocabulary.
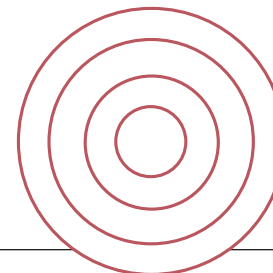
Follow the 6 steps of explicit vocabulary instruction.

Honor the research-based process.

STEP 1

Teachers must **EXPLAIN** a word's meaning before

STEP 2   **STEP 3**

students **RESTATE** it orally and **SHOW** it visually.

LAYER INITIAL EXPOSURES
Execute the first 3 steps within the first week.

STEP 4

At that point, assess students' **DEVELOPING** knowledge.

STEP 5

Then ask them to work with peers to **REFINE** their

SHAPE & SHARPEN MEANING
Execute the remaining steps *across* the rest of the year.

STEP 6

understandings as they review and **PLAY** with word meanings.

Execute *Step 1: Explain* and *Step 2: Restate.*

WHY IS STEP 1 IMPORTANT?

• Students need to hear an informal definition of a term presented in kid-friendly language. Do not rely on formal or dictionary definitions.

• A link or connection is made between the word and the students' background knowledge.

WHY IS STEP 2 IMPORTANT?

• Students are progressing in their understanding when they can restate the meaning of an academic vocabulary word.

• Students demonstrate their general understanding of the term, explaining/restating it in their own words— not the teacher's original words.

EXPLANATIONS

Provide a general explanation using one of these sentence starters.

- *It is something…*
- *It is a concept…*
- *It is the idea that…*
- *It explains…*
- *It is someone…*
- *It describes…*

Clearly distinguish between EXPLANATIONS (convey the meaning of a term) and EXAMPLES (provide a single application of the term).

EXAMPLES

Connect the meaning of the term to kid-friendly examples/pop culture.

- Life experiences
- Stories, anecdotes
- Scenarios, hypothetical situations
- Visuals, videos, real-life objects
- Current events, pop culture

- baseball
- football
- dance
- sleepovers
- candy
- Minecraft
- friends
- recess
- athletic shoes

PERSPECTIVE—*You know how in* Minecraft *you can change the point of view of your character to where you are looking at your character from the back as if you were someone else, or you can change it so that you are in the body of the character? That demonstrates two different perspectives.*

SYNONYMS & ANTONYMS

Connect the known to the unknown.

- Brainstorm words that have a similar meaning.
- Identify words that have an opposite meaning.

CONTENT CONNECTIONS

Relate the term's purpose/function to a subject-area concept.

DEFINITION

Read the formal glossary/dictionary definition and compare it to the students' informal explanations.

Enter the new term into a vocabulary notebook.

Capture growing understanding.

TERM: _____

DESCRIBE: _____
_____
_____

DRAW:

TERM: _____

DESCRIBE: _____
_____
_____

DRAW:

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DEFINITION/EXPLANATION

SYNONYMS/ANTONYMS   EXAMPLES

WRITE A SENTENCE

DEFINITION/EXPLANATION

SYNONYMS/ANTONYMS   EXAMPLES

WRITE A SENTENCE

© Frayer

Vocabulary Term: _____   1 2 3 4

Word Family

Noun: _____
Verb: _____
Adjective: _____
Adverb: _____

Word Parts

Prefix: _____
Suffix: _____
Root/Base: _____

Word Workings

Definition (glossary; dictionary): _____
_____

Elaboration (in your own words): _____
_____

Examples: _____
_____

Synonyms (also known as): _____

Antonyms (opposite meaning): _____

Visuals/ Drawings:

Tips & Tricks / Common Confusions:

Multiple Meanings:

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Vocabulary word _____ Part of Speech _____

Definition

Example

Synonym

Sentence

© Petro

SECRET SITE RESOURCES

Execute *Step 3: Show.*

WHY IS STEP 3 IMPORTANT?
- Student understanding deepens when they can accurately show the meaning of a word by using abstract tools.
- Visual meaning cements an academic vocabulary word further into memory.

Associate the word with a visual.
Visual representations require explanation.

DRAW ITS MEANING.
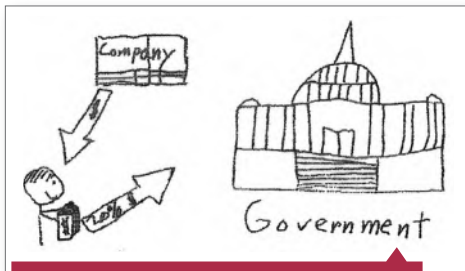
INCOME TAX

EXPLANATION

A company pays a worker his salary. Then the worker has to give some of that money to the government.

SELECT AN IMAGE.

EXPLORATION

EXPLANATION

The men on the horses are traveling to new places they have not been. They are finding out what is in the territory that has no roads, towns, or people.

CREATE IT PHYSICALLY.
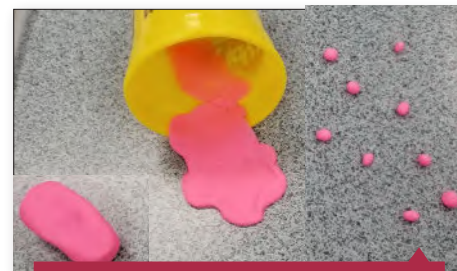
STATES OF MATTER

EXPLANATION

Matter is something that takes up physical space. It can be a solid like the rectangular block. It can be a liquid that would spill if turned over. It can be a gas made up of tiny invisible particles.
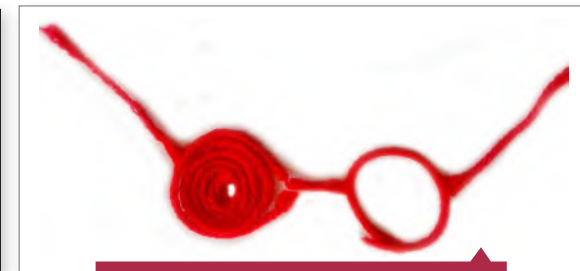
PERSPECTIVE

EXPLANATION

These are glasses. One lens is clear so you see things one way, and one lens is shaded so you see things another way. And perspective is about the way you see things, and sometimes it's different.

NOW IT'S YOUR TURN

Execute *Step 4: Develop.*

SHAPE AND SHARPEN MEANING

WHY IS **STEP 4** **IMPORTANT?**

• Students' understanding deepens as they apply the word in various contexts.

• Multiple applications of a word further supports the research.

Identify related words.

Utilize the term within a variety of sentences.

• Students create oral sentences.
• Create 10-word sentences.
• Write word-position sentences.
• Say a sentence leaving a blank for your word and the class guesses the word.
• Use 2 vocab words in a single sentence.

Polar bears are **carnivores** and they **camouflage** themselves so they can eat other animals.

Reveal specifics and characteristics within acrostic poems.

Scene
Environment
Time
Temperature
Inside, internal
Now, nature
Geography

Hair
Ovaries
Ready to give birth
Muscle growth
Octaves changing
Necessary for development
Emotion
Sex

Land or water
All over
Nile River
Delta
Fjord
Ocean
Rock
Mountain

Girl
Ending
Noun
Dama
El nino
Rules and exceptions

Tone
Honing author's message
Essence
Motif
Extraordinary insight

Execute *Step 5: Refine.*

SHAPE AND SHARPEN MEANING

● **Share and compare knowledge.**

Customize understanding with *Information Pyramids*.

```
_____
     Term
_____
  2 Key Words
_____
Main Idea in 3 Words
___  ___  ___  ___
Example/Details in 4 Words
```

Skeleton
bones, structure
supports/protects organs
spine, ribs, femur, fibula

Parody
imitating original
mock author's work
Not Another Teen Movie

Minerals
soil, rock
Earth's natural resources
mercury, quartz, crystal, diamond

Variable
unknown value
letter represents number
solve to find X

SECRET SITE RESOURCES

Personify the term within a *Bio-Poem*.

Constitution	
Traits that describe	*document, amendable*
Related to...	*government*
Lover of...	*justice*
Which feels...	*secure*
Which needs...	*loyalty*
Which fears...	*anarchy*
Which causes...	*stability*
Would like to see...	*accurate interpretation*
Resident of...	*National Archives*
Example	*the student handbook*

Force & Motion	
Traits that describe	*movement*
Related to...	*laws of nature*
Lover of...	*power*
Which feels...	*free*
Which needs...	*push or pull*
Which fears...	*friction*
Which causes...	*change*
Would like to see...	*open spaces*
Resident of...	*universe*
Example	*physics*

Melody	
Traits that describe	*up, down, same*
Related to...	*harmony*
Lover of...	*to be heard*
Which feels...	*strong, secure*
Which needs...	*voice, instruments*
Which fears...	*not being heard*
Which causes...	*main idea*
Would like to see...	*listener emotion*
Resident of...	*staff, music*
Example	*tune*

Execute *Step 6: Play.*

WHY IS STEP 6 **IMPORTANT?**

- A game-like atmosphere promotes vocabulary learning as a positive experience.
- Fast-paced activities help move recall from deliberate to automatic.
- Provide opportunities for students to experience low-pressure competition.
- Spur students on to apply their vocabulary knowledge through moderate to intense competition.

● **Increase automaticity.**

Groups can spiral through six terms at once with *Cubing.*

ACTIONS
6 — Describe/Explain it.
5 — Use it in a sentence.
4 — Draw it.
3 — Give an example.
2 — Provide a synonym.
1 — Act it out.

TERMS
6 — area
5 — perimeter
4 — diameter
3 — radius
2 — circumference
1 — volume

ACTIONS/TYPES OF INFORMATION
6 — Street name for the drug.
5 — Method(s) of consumption.
4 — Side effects on the body.
3 — Signs of abuse.
2 — Ways of obtaining the drug.
1 — Physical description (looks, odor).

TERMS (DRUGS)
6 — Crack Cocaine
5 — Heroin
4 — Marijuana
3 — Methamphetamine
2 — Prescription Drugs
1 — Cocaine

Crack the code on functional vocabulary

SUPER SATURDAY READING CONFERENCE

SHONA LANSDELL
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Recognize the impact of "functional" words.

SIDEWALK CIRCUS, PAUL FLEISCHMAN

Distinguish between types of vocabulary.

DOMAIN-SPECIFIC	GENERAL ACADEMIC
Words **specific to a particular** subject area or course.	Words **universal to all** subject areas and courses.

These words are…
- Found in the question, prompt, or directions.
- Reveal the specific task the student will perform.
- Indicate the type of information required in response.

COMMON CORE | L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases…

INDIANA | RV.1 Build and use accurately general academic and content- specific words and phrases.

" 85% of the achievement test scores are based on the language used in the standards."

MARILEE SPRENGER, *101 STRATEGIES TO MAKE ACADEMIC VOCABULARY STICK*
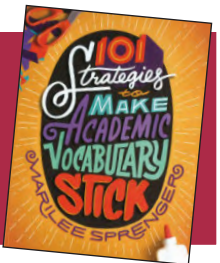
Acknowledge 6 reasons functional vocabulary tends to go untaught.

We tend to assume that if we know a word, so does everyone else. **1**	We aren't sure of the subtle meaning differences either; we may not be comfortable with some of the words. **2**	We are under the impression that students will discover words for themselves using a dictionary or the internet. **3**	There are too many domain-specific/content vocabulary terms already. There isn't time to focus on these. **4**	We assume that some other teacher has taught it. **5**	These words aren't a part of our daily personal vocabulary, so it would take real effort to use them intentionally. **6**

Select 10-15 functional words to use across content areas.

Consider words and phrases used in grade-level questions and prompts.

abbreviate	assume	complete	credible	effectively	focus	interpret	not	portray	refer	standard
abstract	assumption	compose	credibility	elaborate	format	interpretation	notation	portrayal	reflect	state
according	audience	composition	credit	elements	formulate	introduce	note	position	reflection	statement
acknowledge	authentic	concise	criteria	emphasize	frequently	introduction	notice	possible	regular	strategy
acronym	background	conceive	critique	employ	general	invariably	objective	precise	relate	study
address	best	conclude	crucial	equal	genre	investigate	observe	preclude	relationship	style
affect	brainstorm	conclusion	cumulative	equivalent	graph	involve	occur	predict	relevant	subject
all	brief	concrete	debate	essential	graphic	irrelevant	opinion	prepare	rephrase	subjective
alter	calculate	conditions	defend	establish	heading	isolate	opponent	preview	report	substitute
always	caption	conduct	define	estimate	highlight	italics	oppose	previous	represent	succinct
analysis	categorize	confirm	demand	estimation	idea	judge	opposite	primarily	require	sufficient
analyze	category	conflicting	demonstrate	evaluate	identify	judgment	optional	prior	respond	suggest
annotate	cause	consequence	depict	event	illustrate	key	order	probably	response	summarize
annotation	character	consider	derive	evidence	imitate	label	organize	procedure	restate	summary
anticipate	characteristic	consist	describe	exaggerate	impact	likely	origins	profile	results	support
any	characterize	consistent	detail	examine	imply	list	outline	project	reveal	survey
application	chart	consistently	detect	example	include	literal	pace	prompt	review	symbolize
apply	chronological	constant	determine	excerpt	incorporate	locate	paraphrase	property	select	synthesis
approach	chronology	constitutes	develop	exclude	indicate	logical	participation	proponents	selection	synthesize
appropriate	citation	consult	devise	exemplary	indirect	main	passage	propose	sequence	trace
approximate	cite	context	differentiate	exhibit	infer	maintain	pattern	prose	series	trait
argue	claim	continuum	diminish	explain	inference	margin	perform	prove	show	typically
argument	clarify	contradict	direct	explore	influence	mean	perspective	purpose	signal	unified
arrange	class	contradiction	discipline	expository	inform	method	persuade	quotation	significance	unique
article	classify	contribute	discover	express	inquire	model	place	quote	skim	vary
articulate	clue	control	discriminate	extract	instructions	modify	plagiarism	rank	solve	verify
aspects	code	convey	discuss	fact	integrate	most likely	plan	rare	source	viewpoint
assemble	common	convince	distinguish	factor	intent	motivation	plausible	rarely	speaker	
assert	compare	correlate	domain	feature	intention	narrative	plot	reaction	specific	
assess	compile	correspond	draw	figurative	interact	never	point	rebuttal	speculate	
associate	complement	counterclaim	effect	figure	interaction	no	point of view	recall	stance	

Identify 10-15 general-academic words per grade level.

Consider all forms of the word.

Suggestions

	VERBS			DESCRIPTORS	NOUNS	
K-1	Describe (description, descriptive)	Identify Label List	Predict (prediction) Recall Select	All Opposite	Audience Text	
2-3	Compare (comparison) Explain (explanation) Summarize (summary)			Best Informative (information) Most likely Narrative Persuasive (persuasion, persuade) Previous (previously)	Article Detail Event Example Opinion Passage	
4-5	Annotate (annotation) Cite (citation) Demonstrate Highlight Refer (reference)			Relevant Specific	Conclusion (conclude) Definition (define) Excerpt Response (respond) Selection (select)	Source Trait
6-8	Analyze (analysis) Argue (argument) Clarify Consider Contradict (contradiction)	Contribute (contribution) Develop (development) Evaluate (evaluation) Interpret (interpretation) Reflect (reflection)		According Credible (credibility) Effectively Rare, rarely Typically	Context Relationship Significance (significant)	
9-10	Acknowledge (acknowledgement) Critique Determine	Illustrate (illustration) Impact Imply (implication)		Objective Sufficient (sufficiently) Unified	Prose Intention (intend) Interaction (interact) Relationship (relate)	
11-12	Convey Distinguish Indicate Influence (influential)	Preclude Portray (portrayal) Suggest (suggestions) Trace	Verify	Plausible Succinct	Approach Assumption (assume)	

Plan out the explicit instruction.
Identify the subtle but significant differences among words.

TERM	EXPLANATION	KID-FRIENDLY EXAMPLES	COMMON PHRASES	VISUAL
rank **ranking**	• More than just organized, it has a correct position. • To arrange. • To prioritize. • To put in order.	• List your tasks in priority order— first, second, third, etc. • Armed forces show importance/ achievement with rankings. • Arrange yourself in order from tallest to shortest. • High school students know their class ranking. • Emergency rooms rank injuries from most urgent to least urgent.	*Rank the events based on...* *Rank the reasons from strongest to weakest.*	
highlight	• To give something extra attention. • To make a big deal about something. • To identify something as special or important. • To mark something as necessary or memorable. • To feature a part of something.	• Use your highlighter to mark the important details. • When someone tries to get your attention, they wave their arms, holler, and jump. All of these say, *Hey, look here. Look at me!* • When a movie highlights big-time actors, they may say "Featuring Bradley Cooper" and list the name in a larger font. • When singing lyrics on a karaoke machine, the words to be sung light up (are highlighted).	*Why would the artist choose to highlight the __ within the illustration?* *What information does this text feature highlight?*	
significant **significance** **significantly**	• To explain *why or how* something is important or special. • It's the meaning behind something.	• When a sports team wears a black arm band, it represents something. There is a meaning behind the arm band or the logo. • Some inventions or discoveries are *extra* valuable. They do more than just make life better or easier. They have a great impact on people's lives.	*Is there a significant difference between...* *What is the significance behind...* *Which argument is significantly stronger: __ or __?*	
most likely	• There is a *good* chance. • There is a *high* percentage. • It is probably going to happen.	• Think weather! When there is an 85% chance of rain, it's mostly likely (probably) going to rain.	*Which would be most likely to happen next?* *The author most likely uses ___ to highlight...*	

Decode reader vocabulary to then accurately respond as a writer.

Take the mystery out of prompts.

Decode the key words in the task.

Purpose	**R**ole
Audience	**A**udience
Topic	**F**ormat
Format	**T**opic

Decode the Prompt — *What does that mean?*

View the entire third grade decoding the prompt mini-lesson.

How do you prepare kids to decode prompts?
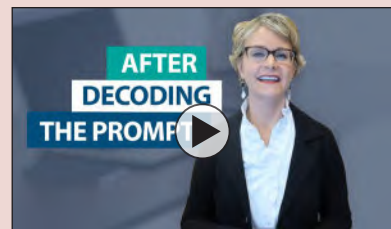
Does decoding the prompt ensure test success?

Decode the Prompt — *What does that mean?*

fiction		**Write a story**
write an original story		**Name character(s)**
write an original narrative		**Include a problem and solution**
characters		
explain the process	show the time line	**Write information**
sequence the events	over time	**List steps**
order the events	evolution/evolve	**Use** *first, second, third*
describe the steps	initial to now	
from beginning to end	conception to current	
identify the main points	identify the types	**Write information**
explain the main ideas	explain different kinds	**3 points or reasons**
provide multiple reasons	describe the parts	**Topic sentences and details**
describe the topic	name the facets	
write a comparison		**Write information**
compare ___ to ___		**Explain how they are similar**
show how alike and different		**Explain how they are different**
explain similarities and differences		
details presented about both		
identify similarities		
main differences		
evaluate the main differences		
determine a position		**Write a persuasive**
write an opinion		*What* **you think (opinion)**
make a claim		*Why* **you think it (3 reasons)**
draw conclusions		
provide multiple reasons		
support reasons with evidence		
argue if __ or __		**Write a two-sided argument**
provide multiple reasons		**What you think & Why you think it (3 reasons)**
consider multiple perspectives		**Explain 1 reason for opposition (counterclaim)**
address both viewpoints		
include opposition		
provide counterclaims		
determine strengths and weaknesses		

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Introduce a prompt-reading process.

SUPER RUPR

STEP 1   **READ** the prompt.

STEP 2   **UNDERLINE** the key words.

STEP 3   **PLAN** the information.

STEP 4   **REREAD** the prompt.

Decode the prompt to identify the writing task.

Accurately interpret the academic vocabulary used in the prompt.

Detail how racism evolved from the beginning to the end of Jackie Robinson's baseball career.	*Explain the different kinds of success Jackie Robinson achieved in his lifetime.*	*Compare Jackie Robinson's baseball career to that of Babe Ruth. Explain their similarities and differences.*	*Write an opinion essay identifying the reason(s) Jackie Robinson experienced success.*	*Argue if Jackie Robinson's baseball success was/was not greater than that of Babe Ruth's. Be sure to acknowledge opposing viewpoints within your essay.*

- explain the process
- sequence the events
- order the events
- describe the steps
- over time
- evolution/evolve
- show the time line
- from beginning to end
- initial to now
- conception to current

- identify the main points
- explain the main ideas
- provide multiple reasons
- describe the topic
- identify the types
- explain different kinds
- explain different aspects
- explain the parts
- describe different components
- name different facets

- write a comparison
- compare _____ to _____
- show how alike and different
- explain similarities and differences
- details presented about both
- identify similarities
- main differences
- evaluate the main differences

- determine a position
- write an opinion
- make a claim
- draw conclusions
- convince the audience
- write a persuasive
- provide multiple reasons
- support reasons with evidence

- argue if ___ or ___
- provide multiple reasons
- support reasons with evidence
- include opposition
- provide counterclaims
- consider multiple perspectives
- address both viewpoints
- determine strengths and weaknesses

Generate a response applying the appropriate text structure.

HOW-TO > EXPLANATORY > COMPARE-CONTRAST > PERSUASIVE > ARGUMENTATIVE

SPIN-OFF SESSION | **TEXT-BASED RESPONSES**
SESSION 4 | Extended Responses

Construct grade-level vocabulary lists

SUPER SATURDAY READING CONFERENCE

KRISTI McCULLOUGH
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Prioritize important words.

Target 30 domain-specific words per content area, per grade level.

STANDARDS EXPECTATIONS

CCSS L6 | Acquire and use accurately…general academic and domain-specific words and phrases…

INDIANA RV1 | Acquire and use accurately…general academic and content-specific words and phrases.

"Determine the words that would provide the **HIGHEST PROBABILITY** of **ACADEMIC SUCCESS** in a particular content area."
DR. ROBERT MARZANO

TIER 3

TIER 2

TIER 1
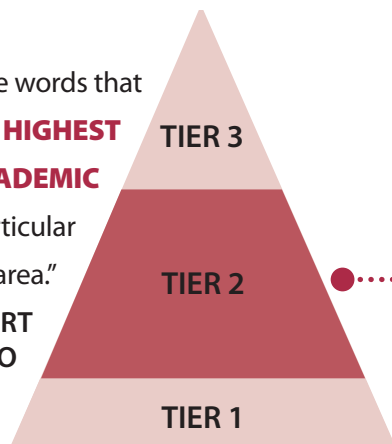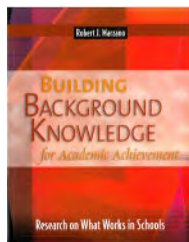
SPIN-OFF SESSIONS

VOCABULARY & WORD STUDY
Session 3 | Marzano's 6 Steps
Session 4 | Functional Vocabulary

ALL TERMS → **NICE-TO-KNOW** → **NEED-TO-KNOW**

Clarify *teach & test*…   …versus *master & own*.
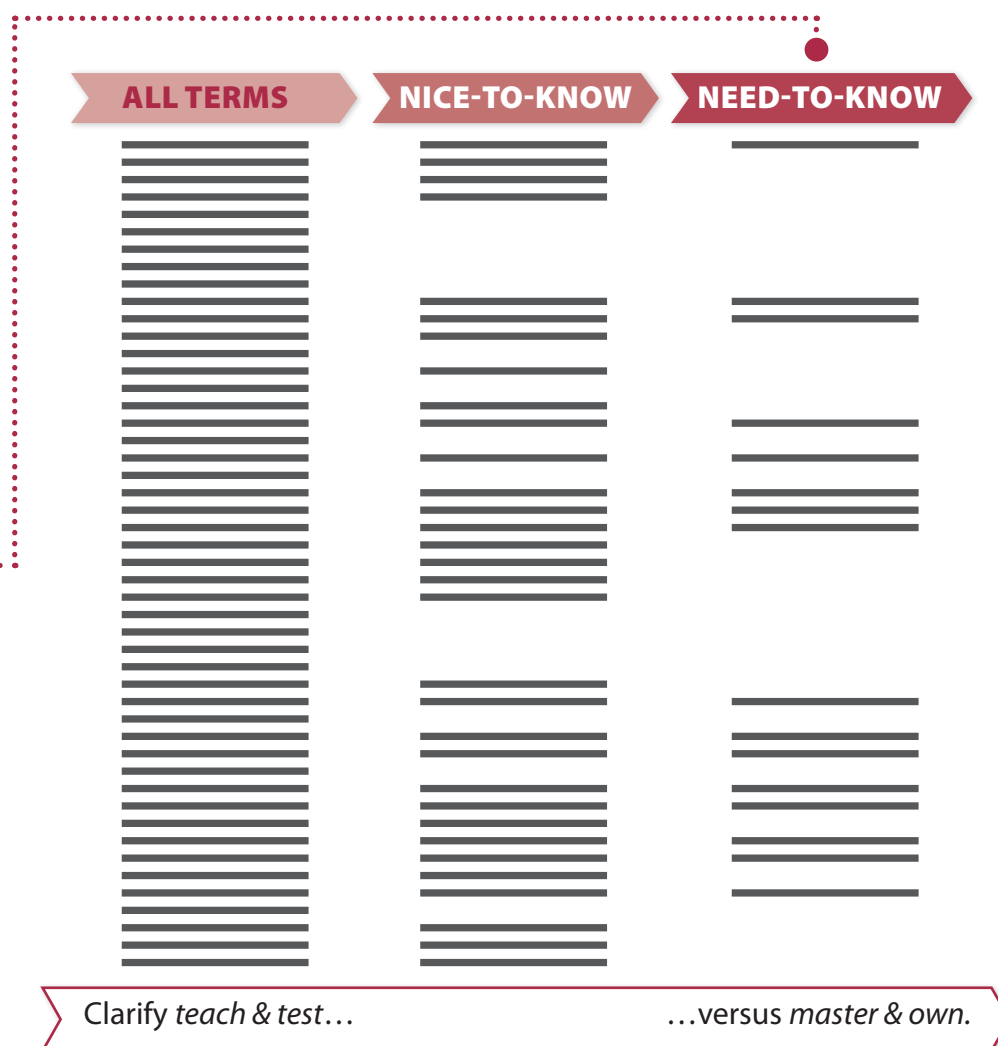
Execute a systematic approach.

Build and revise core-word lists across the year.

STEP 1
Build the list.

- Highlight terms and concepts within academic standards.

- Skim standardized tests.

- Cross-reference with course curriculum or lists.

STEP 2
Revise the list.

- Remove all general-academic words (i.e., functional vocabulary).

> **FUNCTIONAL WORDS**
> cite   most likely
> claim   excerpt
> best   selection

- Group "examples" under individual concepts.

> **ORGANISMS**
> predator   producer
> prey   parasite
> consumer   host

- Start a "should already know" category.

- Make the hard cuts.

STEP 3
Align the list.

- Align as a grade level.

- Align across grades.

- Minimize overlap.

- Determine which synonym to use.

> **PRE-WRITE**, plan, brainstorm
>
> **TOPIC SENTENCE**, main-idea sentence
>
> **VERTEX**, corner

STEP 4
Publish the list.

- Post on a shared drive.

- Publish in two formats.
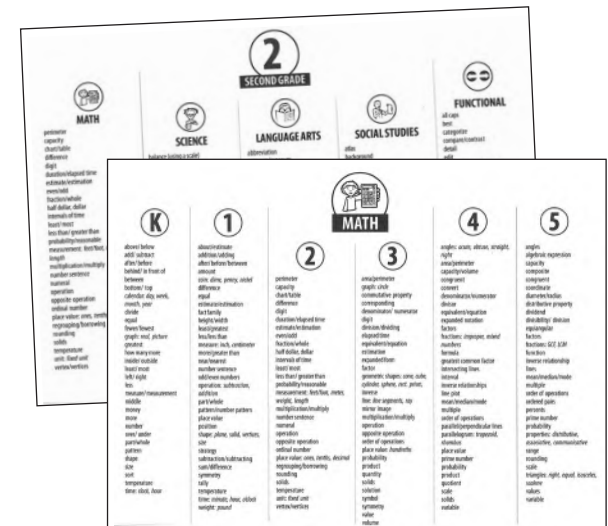
- Share with others.

- Share with parents.

> **ESSENTIAL STAFF**
> Instructional assistants
> Special education/Resource
> Related arts
> Media specialist

REVEAL the grade-level suggestions within a Google Doc (e.g., Jamboards).

UPDATE the grade-level list within the Google Doc (e.g., Jamboards).

REVISE the grade-level list within the Google Doc (e.g., Jamboards).

Continue to **REVISIT & REFINE** ● the grade-level list within the Google Doc (e.g., Jamboards).

Adapted from *Building Background Knowledge for Academic Achievement,* Robert Marzano

Include verbs, too.

50 MATH VERBS

add	assume	express	determine
factor	estimate	designate	equalize
represent	connect	justify	compare
suppose	evaluate	draw	calculate
vary	order	divide	depend
measure	coincide	plot	interpret
simplify	extrapolate	intersect	distribute
predict	multiply	bisect	construct
differ	graph	change	follow
operate	substitute	match	demonstrate
subtract	function	solve	find
correspond	slope	assign	
travel	apply	arrange	

50 GOVERNMENT VERBS

pursue	veto	campaign	decree
vote	report	enforce	institute
enact	adjudicate	assert	lobby
administrate	restrict	regulate	file
influence	argue	oppose	support
agitate	oversee	maintain	tyrannize
advocate	reform	investigate	deliberate
supervise	promote	decide	arbitrate
intervene	report	prosecute	impose
restrain	qualify	rule	initiate
elect	govern	democratize	argue
empower	defend	debate	
represent	propose	deregulate	

50 HISTORY VERBS

cause	follow	control	dominate
force	support	believe	lead to
rebel	result	isolate	export
explore	trade	influence	import
increase	turn	invade	develop
decrease	decline	expand	demand
reign	covert	form	urbanize
produce	affect	grow	begin
reflect	rule	industrialize	advance
rise	establish	end	worship
retreat	build	practice	govern
change	contribute	integrate	
attack	modernize	conflict	

50 LITERATURE VERBS

evoke	represent	suggest	mean
infer	expose	exaggerate	analyze
begin	entail	denote	explain
clash	understate	narrate	imagine
symbolize	persuade	imply	motivate
describe	translate	coincide	specify
foreshadow	express	compare	conflict
sequence	contrast	connect	conclude
dramatize	end	interpret	illustrate
retell	alliterate	summarize	depict
convey	relate	personify	proceed
ascertain	inform	characterize	
rhyme	express	portray	

50 BUSINESS VERBS

buy	liquidate	lose	settle
increase	deduct	manufacture	collect
account for	return	purchase	count
cash in	profit	transact	owe
exchange	set up	borrow	tender
pitch	balance	stock	present
save	sign	remit	hold
reduce	trade	offer	hire
transfer	decline	bid	serve
close	bill	risk	agree
sell	advertise	spend	evaluate
decrease	order	supply	
pay	invest	negotiate	

50 WORLD LANGUAGE VERBS

be	give	help	have
see	act	refuse	dislike
listen	lack	plan	go
eat	work	make	show
buy	think	like	use
look for	pick	come	learn
understand	do	put	wait
meet	ask	change	stop
die	speak	live	fix
offer	feel	sell	order
say	call	need	travel
want	walk	touch	
take	find	hold	

Writing in the Content Areas, Amy Benjamin

Include verbs, too.

50 CHEMISTRY VERBS

separate	form	react	bond
fuse	dissolve	saturate	raise
remain	free	complete	discharge
explode	maintain	join	equate
level	contain	lower	melt
cool	produce	calculate	affect
release	behave	balance	absorb
differ	repel	remove	share
transfer	burn	change	equalize
occur	deploy	control	evaporate
mix	involve	act	liquify
attract	heat	exchange	
implode	oxidize	respond	

50 EARTH SCIENCE VERBS

fill	support	collapse	cut
flow	moderate	precipitate	increase
decrease	radiate	travel	build
turn	compact	cleave	maintain
change	overturn	raise	sift
dissolve	weaken	erode	originate
reflect	split	accumulate	melt
cement	drop	migrate	arrange
date	weather	sink	shorten
intensify	move	form	converge
develop	release	disintegrate	absorb
spin	float	elongate	
drift	settle	diverge	

50 BIOLOGY VERBS

interact	perform	mutate	respond
act	breathe	impede	deoxygenate
inflame	cross	acidify	exchange
produce	evolve	block	secrete
process	stimulate	oxygenate	transmit
synthesize	dehydrate	nourish	disperse
filter	flow	reproduce	control
fertilize	pump	excrete	connect
transport	contract	differentiate	decompose
hydrate	protect	ingest	expand
develop	digest	function	
metabolize	divide	proliferate	
die	graft	react	

50 PHYSICS VERBS

push	measure	repel	engage
burn	implode	counteract	contract
disengage	collect	raise	differentiate
melt	attract	adhere	balance
turn	recycle	expand	reflect
calibrate	fly	spin	meet
explode	cohere	convert	draw
gather	float	bounce	reverse
touch	sink	launch	react
vibrate	exert	ignite	force
pull	deflect	rotate	evaporate
flow	relay	act	
drive	signal	lower	

50 ART VERBS

lead	juxtapose	adorn	obscure
express	depict	memorialize	overshadow
portray	indicate	idealize	represent
contrast	ornament	outline	highlight
emphasize	comment	darken	compose
point to	balance	cover	mix
repeat	distort	symbolize	mark
recognize	lighten	illustrate	suggest
dramatize	reflect	enclose	exaggerate
stroke	convey	unify	sculpt
focus	define	intensify	layer
fill	cross	exhibit	
evoke	imply	sharpen	

50 MUSIC VERBS

echo	energize	rise	skitter
diverge	vary	intone	converge
beat	jump	hold	pound
repeat	accent	modulate	express
perform	chant	rest	interpret
blend	synchronize	trill	jam
embellish	flow	tune	slide
wail	clash	stylize	counter
reverberate	soften	conduct	amplify
swing	vocalize	compose	croon
harmonize	burst	fall	evoke
intensify	orchestrate	accompany	
syncopate	improvise	vamp	

Writing in the Content Areas, Amy Benjamin

Advance beyond retelling/ summarizing in literature

COURTNEY GORDON
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SUPER SATURDAY READING CONFERENCE

Move across the literature standards.

KEY DETAILS → **RETELLING** → **SUMMARY** → **TRAITS** → **THEME**

FOCUS: Recognize and recall text details per story element.

STRATEGY INSTRUCTION
• Problem
• Solution
• Character
• Setting

FOCUS: Retell in order, providing key details for each story element.

STRATEGY INSTRUCTION
• *Storyboard*
• *Ride the Story Plot*

FOCUS: Summarize only the most important details in order.

STRATEGY INSTRUCTION:
• *Somebody…wanted… but… so… then*

FOCUS: Track a character from beginning to end to infer traits.

STRATEGY INSTRUCTION
• *Character Tracker*
• Traits v. Feelings
• *Character Web*

FOCUS: Infer the author's message through the changes in the character.

STRATEGY INSTRUCTION
• *Character Change Chart*
• 3 Lesson Types
• Lessons v. Themes
• Thematic Statements

Grades K-1 | RL2, RL3 Retell familiar stories, including key details… Identify characters, settings, and major events in a story.

Grades 2-3 | RL1, RL2 Recount stories… and key details…

Grade 4 | RL3 Describe in depth a character, setting, or event…

Grades 4-6 | RL2 Summarize the text.

Grades 7-12 | RL2 …Provide an objective summary.

Grade 3 | RL3 Describe characters… (e.g., their traits, motivations…)…

Grade 4 | RL3 Describe in depth… a character's thoughts, words, or actions.

Grade 5 | RL3 Compare… characters…in a story…

Grade 5 | RL2, Grade 6 | RL3 Determine how characters… respond to challenges…

Grade 7 | RL3 Analyze how particular elements… interact… (e.g., shape the characters…).

Grade 8 | RL3 Analyze how… dialogue or incidents… reveal aspects of a character…

Grades 9-10 | RL3 Analyze how complex characters … interact…

Grades 11-12 | RL3 Analyze … how characters are… developed.

Grade 1 | RL2 …Demonstrate understanding of central message or lesson.

Grades 2-3 | RL2 …Determine central message, lesson…

Grades 4-10 | RL2 Determine a theme or central idea.

Grades 11-12 | RL2 Determine 2 or more themes or central ideas…

Grade 2 | RL3 Describe how characters in a story respond to major events and challenges.

Grade 3 | RL3 … Explain how character actions contribute to the sequence of events.

Grade 4 | RL3 Describe in depth a character… (e.g., a character's thoughts, words, or actions).

Grade 5 | RL2 Determine how characters… respond to challenges…

Grade 6 | RL3 Determine how characters… change…

Grade 7 | RL3 Analyze how particular elements… interact (e.g.,… shape the characters or the plot).

Grade 8 | RL3 Analyze how… dialogue or incidents… provoke a decision.

Grades 9-10 | RL3 Analyze how complex characters … develop the theme.

Grades 11-12 | RL3 Analyze … author's choices regarding…how characters are developed.

ANCHOR CHARTS

PRIMARY GRADES
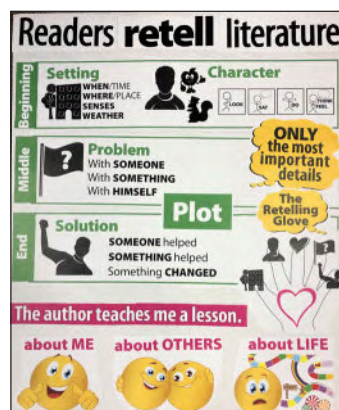
UPPER GRADES
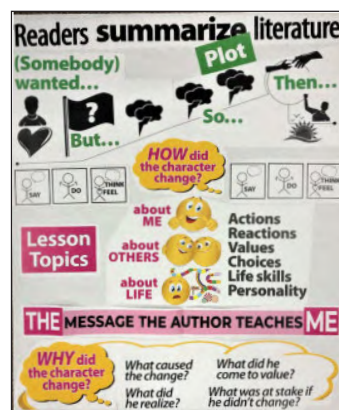
KEY DETAILS

Recognize & recall text details per story element.

Text details that indicate **PROBLEM** or **CONFLICT**:

- MAN v MAN | Problem with SOMEONE (e.g., enemy, competition).
- MAN v NATURE | Problem with SOMETHING (e.g., danger, situation, obstacle).
- MAN v SELF | Problem with HIMSELF (e.g., inner struggle, moral dilemma).

Text details that reveal the **SOLUTION** or **RESOLUTION**:

- Something happened (i.e., solution).
- Someone helped (i.e., solution).
- Something changed (i.e., solution).
- Time passed (i.e., resolution).

Text details that reveal **CHARACTER**:

PHYSICAL DESCRIPTION:
- LOOK— person, animal, cartoon, gender, age, shape, clothes

CHARACTER DEVELOPMENT:
- DO— job, title, actions, reactions, choices, decisions
- SAY— speech bubbles in illustrations, dialogue, narrated conversations, written communication (e.g., diary entry, texts, letters)
- THINK— thought bubbles in illustrations, wonderings, feelings, fears, worries, wishes, wants, dreams, goals, hopes

Text details that reveal **SETTING**:

WHERE:
- A physical place (e.g., building)
- Geographic region
- Nearby activity (e.g., sights, sounds)

WHEN:
- Time of day
- Time of year, holiday, season, weather
- Time of life
- Era, culture, mood, tone
- Universal (e.g., *one day, one morning*)

Recognize if the story elements are **REALISTIC** or **FANTASY**.

RETELLING

Retell the story in order, providing key details for each story element.

Introduce **PLOT** = problem + solution.

Connect the individual story elements to their place within the **Story Structure.**

- Exposition/Beginning
- Conflict
- Rising Action
- Climax
- Falling Action
- Resolution/Denouement

RIDE THE NARRATIVE **STORY PLOT**
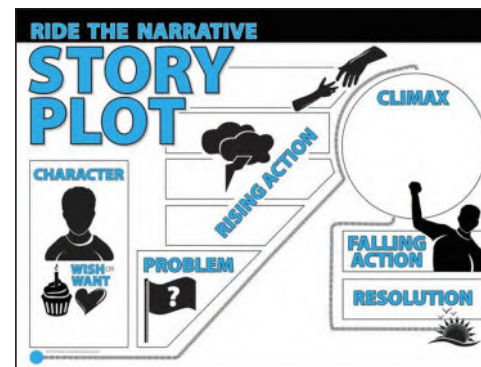
SUMMARY

Summarize only the most important details in order.

Reveal the most **important details** to provide a concise and **objective** summary.

(Somebody)

wanted…

but…

so…

then…

Somebody, Wanted, But, So, Then

Who is the story about?	
What does she/he want to do?	
What happened?	
What did she/he try to do?	
How was the problem solved?	

TRAITS

Track a character from beginning to end to infer consistent traits.

Clarify character **DESCRIPTION** from character **DEVELOPMENT**.
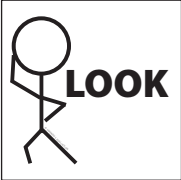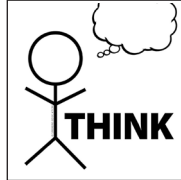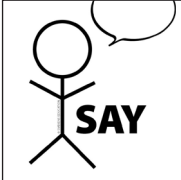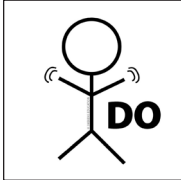
LOOK

How they look.

DO SAY THINK

How they act.

Clarify character **FEELINGS** from character **TRAITS**.

FEELINGS are *fleeting* | **TRAITS** are *tried & true*

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joyful, excited, amused, hopeful, satisfied, proud
sad, guilty, hurt, ashamed, depressed, miserable, lonely, bored
mad, jealous, stubborn, angry, frustrated, enraged, furious, irritated
scared, rejected, confused, discouraged, embarrassed, nervous

energetic, playful, creative, dreamer, delightful, friendly, extravagant, daring, curious, funny, humorous, carefree, generous, cheerful

powerful, faithful, confident, bold, independent, ambitious, courageous, loyal, intelligent, optimistic, valuable, respected, hard-working

content, humble, pensive, thoughtful, resourceful, respectful, responsible, considerate, cooperative, serious, studious, loving, trusting, honest, sentimental, nurturing, thankful

bashful, timid, shy, gullible, inferior, apathetic, lazy

demanding, hostile, rude, conceited, disagreeable, selfish, hateful, critical, skeptical, mischievous, troublemaker, cunning, helpless, submissive, gentle, weak, dainty, insecure, foolish, anxious, naïve

Recommended **Character-Trait Vocabulary** by Grade Level

K	brave, careful, cheerful, clever, confident, considerate, curious, dishonest, foolish, gloomy, grumpy, honest, intelligent, impatient, irresponsible, patient, reliable, selfish, ungrateful, wicked
1	arrogant, calm, cautious, considerate, cowardly, courageous, cruel, dependable, fearless, ferocious, gullible, humble, inconsiderate, loyal, mischievous, miserable, optimistic, pessimistic, undependable, wise
2	argumentative, bold, careless, conceited, envious, faithful, independent, insensitive, irritable, modest, predictable, self-assured, sensible, stern, sympathetic, supportive, timid, unpredictable
3	admirable, appreciative, carefree, demanding, indecisive, egotistical, innocent, insensitive, irritable, modest, persistent, prudent, rambunctious, rash, sensitive, spiteful, sympathetic, tolerant, trustworthy, unsympathetic
4	assertive, cordial, cunning, defiant, fickle, haughty, hesitant, indifferent, meek, menacing, noble, perceptive, pompous, reckless, ruthless, skeptical, submissive, surly, unassuming, uncompromising
5	apprehensive, compliant, corrupt, cross, depraved, dignified, discreet, docile, ethical, frank, glum, ingenious, lackadaisical, malicious, plucky, prudent, rebellious, selfless, sheepish, sullen
6	abrupt, amiable, callous, candid, cantankerous, capricious, confrontational, cynical, devoted, eloquent, erratic, forlorn, gallant, impish, incredulous, pitiless, uncooperative, unflappable, unyielding, whimsical

SOURCE: Marzano research (2007), *The Reading Teacher*

Track the *Do, Say, Think* of a single character.

_____ **Character Tracking** DO SAY THINK

BEGINNING:

MIDDLE: MIDDLE: MIDDLE:

END:

Support a character trait with **textual evidence** on a *Character Web*.

EVIDENCE FROM THE BEGINNING OF THE TEXT
Proof: Proof: Nobody was able to swing, kick, or bounce until Jean did all of these things. She pushed, smooshed, and hammered them.

EVIDENCE FROM THE MIDDLE OF THE TEXT
Proof: She growled at the students on the playground. She bullied the playground crew.

Character Web
Book Title: The Recess Queen
Book Title
Author: Alexis O'Neill
Author
Character Name: Jean
Character Name
Character Trait
Character Trait: Disrespectful

EVIDENCE FROM THE MIDDLE OF THE TEXT
Proof: She raced kids on the playground.

EVIDENCE FROM THE END OF THE TEXT
Proof: She chased kids around the playground.

THEME

Infer the author's message through the changes in the character.

Analyze character actions *across* the text.

CHARACTER **TRAIT**: He acts consistently.

DO	SAY	THINK	DO	SAY	THINK
BEGINNING			ENDING		
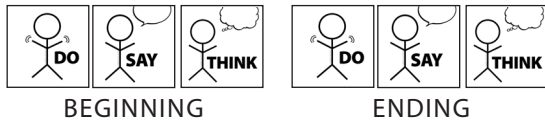
CHARACTER **LESSON**: He acts differently.

DO	SAY	THINK	DO	SAY	THINK
BEGINNING			ENDING		
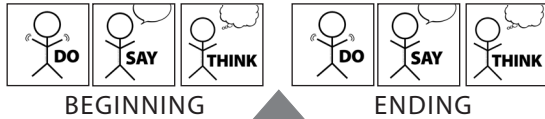
What did he learn?

Why did he change?
What caused the change?
What did he realize?

Identify the pivotal moment.

- *What choice did the character make?*
- *What mistake did the character make?*
- *How did the character act right after?*
- *What did the character feel badly about?*

Define a "lesson."

👍 **Right** or **Wrong** **Good** or **Bad** 👎

✓ **Do** or **Don't** ✗ **Can** or **Cannot**

Explain that authors don't *tell* lessons—they *teach* them.

the message the author teaches **ME**

Introduce the **3 LESSON CATEGORIES**.

Authors Teach LESSONS

about ME	about OTHERS	about LIFE	
Believe in yourself. Be confident. Overcome the fear of failure. Take risks. Never give up— persevere.	Be kind to others. Don't hurt others. Be gentle. Be courteous/polite.	Don't trust everyone. Some try to trick/hurt you. Be careful. Be aware of danger signs. Ignorance can be dangerous.	Choices have consequences. Follow the rules/the law. Keep people safe. Stay out of trouble. Avoid physical dangers. Avoid/Recognize temptations.
Value yourself. Be yourself. Don't be fake/pretend/hide. Like yourself (self-acceptance.)	Help others. Stick together. Care for others. Share with others. Encourage others. Get along with others.	Value differences. Being different isn't bad. Accept & respect differences. Don't judge others. Look for common ground.	Change can be good. Hard things/Yucky things can be good for you. Change is different, but it's not necessarily bad. New experiences help us grow.
Do your best. Work hard. Do the right thing. Be honest. Tell the truth. Clean up your own mess. Say you're sorry.	Be happy for others. Celebrate other people's success. Don't be jealous. Don't be greedy.	Love/Respect your family. Obey your parents. Treasure memories. Respect adults/older people. Take care of your siblings. "Family" isn't just relatives.	Bad things happen to everyone. Life isn't fair. Life has ups and downs. There is a circle of life. Face reality.
Keep growing. Learn from mentors. Listen to advice/wisdom from those more experienced. Try/Discover new things.	Be a team player. Work together. Do the job you're given. Do your fair share. Play fair.	You can make a difference. Get involved. Speak up for others. Do what you can.	Take care of the environment. Appreciate nature. Embrace your community. There is beauty in simplicity.

Connect **LESSONS** to familiar text.

Clarify **LESSONS** versus **THEMES**.

The author believes that….

Lesson Topic	➕	Why it is important	➖	1-sentence theme

SECRET SITE RESOURCES

Where do I start when teaching theme?

WHERE TO START WHEN TEACHING THEME
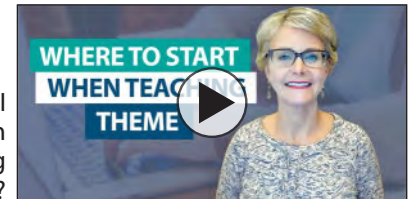
Differentiate between themes and topics.

Generate a Theme Statement
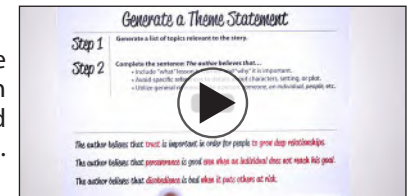
Support **UNIVERSAL THEMES** with **TEXTUAL EVIDENCE**.

- Generate a universal statement.
- Add specific plot details that prove it to be true.

individuals people someone one	can should must	believe act choose risk learn

COMPREHENSION STANDARDS

Track ideas across a story

KRISTINA SMEKENS
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Move across the literature standards that target story development.

TRACK ONE ➤ **ANALYZE DEVELOPMENT** ➤ **TRACK INTERACTION** ➤ **INFER RELATIONSHIP**

ANCHOR CHARTS

FOCUS: Collect all details for a single story element.

STRATEGY INSTRUCTION:
• Discern summary v. tracking.
• Return to previous story summaries.
• Reteach relevant text details per story element.

FOCUS: Study the collected details to find patterns and connections.

STRATEGY INSTRUCTION:
• Define what is a character trait.
• Build their trait vocabulary.
• Find evidence to support a trait.
• Utilize the *Trait Test*.
• Analyze the setting choices.

FOCUS: Collect text details for two story elements from the same text.

STRATEGY INSTRUCTION:
• Introduce the *Interaction Tracker*.
• Collect plot & character details.
• Collect plot & setting details.

FOCUS: Analyze the impact the character (or setting) has on the plot.

STRATEGY INSTRUCTION:
• Apply *If/Then* thinking.
• Apply *What if…* thinking.
• Infer the relationship.

GRADES 2-4

GRADES 5-12

Grade K | RL3 …Identify characters, settings, and major events in a story.

Grade 1 | RL3 Describe characters, settings, and major events in a story, using key details.

Grade 2 | RL3 Describe how characters in a story respond to major events and challenges.

Grade 3 | RL3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Grade 4 | RL3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Grade 5 | RL3 Compare and contrast two or more characters, settings, or events… drawing on specific details in the text (e.g., how characters interact).

Grade 6 | RL3 Describe how a… plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Grade 7 | RL3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Grade 8 | RL3 Analyze how particular lines of dialogue or incidents… propel the action, reveal aspects of a character, or provoke a decision.

Grades 9-10 | RL3 Analyze how complex characters… develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Grades 11-12 | RL3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

TRACK ONE

Define "tracking."

Discern **summary v. tracking**.

SUMMARIZING:
• An overall understanding (most important points) of the whole text from beginning to end.
• Reader infers only the most important details of all story elements.

SPIN-OFF SESSION

COMPREHENSION STANDARDS | Session 1
Summarize Literature

TRACKING:
• A deep understanding of one story element from beginning to end.
• Reader collects ALL the details about ONE story element.

Compare to **tracking an animal**.

Note each footprint (i.e., text detail) on the journey (i.e., from beginning to end; across the whole text).

Return to previous **story summaries**.

• Identify the types of details included in a summary.
• Strip off details about "extra" story elements.
• Return to the text to collect all details about that one story element.

Reteach **relevant text details per story element**.

DO | **SAY** | **THINK FEEL**

• Track what a **main character DOES** (e.g., actions, reactions, decisions).
• Track what a **main character SAYS** (e.g., spoken words presented in quotation marks, speech bubbles, narration).
• Track what a **main character THINKS & FEELS** (e.g., wish, want, goal, fear, hope, etc. presented in words, punctuation, and illustrations).

• Track **SETTING details** (e.g., location, activity, time of day, time of year, time line, tone).

Pete the Cat A PET FOR PETE

"Carpet Fitter"

Eddie **wanted** to finish the job quickly (to start his weekend), **but** he saw a bump in the carpet. **So,** he pounded out the lump and **then** realized it may have been the lady's parakeet!

Character Tracker

Character Tracker

Pete Character Tracking

Pete Character Tracking

Pete Character Tracking

The Carpet Fitter, a common urban legend

SECRET SITE RESOURCES

Literacy eLessons

ANALYZE DEVELOPMENT

Draw a conclusion.

Define what is a **character trait**.

- How he acts all the time. *He's always like that. That's just (Eddie) being (Eddie).*
- His personality.
- His default setting.

Distinguish character **feelings** v. **change** v. **traits**.

- **FEELINGS** change with different scenes, settings, or situations.
- **CHANGE** occurs after the character has realized or learned something.
- **TRAITS** (or his personality) don't change; they remain the same.

FEELINGS	TRAITS
fleeting	tried & true
temporary	permanent
fade	timeless
little words	big vocabulary

FEELINGS COME & GO	TRAITS STAY THE SAME
Evidence of a feeling is found in one spot— in a scene or on a page.	Evidence of a trait is found in many scenes across the whole text.

↻ **SPIN-OFF SESSION**

COMPREHENSION STANDARDS | Session 4
Perspective & Point of View

Build their **trait vocabulary.**

- Introduce traits and offer synonyms.
- Connect TV, movie, & literary characters to different traits.
- Note that individuals have multiple traits— and they aren't all positive. Characters are people, and people are flawed.

Characters & Their Traits

MAIN CHARACTER	CHARACTER TRAITS
Cinderella	Passive, Trusting, Kind
Luke Skywalker (Star Wars)	Impulsive, Rash
Harry Potter	Brave, Loyal
Elliott (E.T.)	Independent, Self-Determined
Woody (Toy Story)	Loyal, True, Determined
Katniss Everdeen (Hunger Games)	Athletic, Strong, Courageous
Samwise Gamgee (Lord of the Rings)	Loyal, Faithful
Goldilocks	Entitled, Prideful
Little Red Riding Hood	Suspicious, Skeptical
Humpty Dumpty	Fragile, Clumsy

Find evidence to support a character trait.

Infer a character's trait(s) and put it through the **Trait Test**.

- Analyze the *do, say, think/feel* text clues to infer a character's personality.

Analyze the Development
What's his personality? — Infer a character trait

TRAIT TEST

Stays the same.
Doesn't change.

Big vocabulary.
Not an everyday feeling.

Evidence in most/all of text.
Not 1 spot.

Analyze the **setting choices**.

- An author chooses a particular setting in order to "host" a particular problem.
- Every setting can't support every problem. There is the story-setting relationship.

1. Reveal photos of different settings.
2. Brainstorm potential problems for each.
3. Note which problems could/could not be interchanged.

SECRET SITE RESOURCES

TRACK INTERACTION

Utilize the *Interaction Tracker.*

Track story element #1.

Track story element #2.
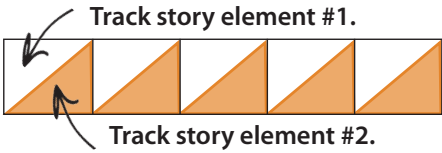
Introduce the **Plot & Character** *Interaction Tracker.*

INTERACTION TRACKER | PLOT & CHARACTER
LITERATURE

Introduce the **Plot & Setting** *Interaction Tracker.*

INTERACTION TRACKER | PLOT & SETTING
LITERATURE

INFER RELATIONSHIP

Infer the relationship between **Plot & Character**.

Analyze the impact.

- Reread the plot activity and the simultaneous character details per box on the *Interaction Tracker.*
- Describe the character's actions/reactions during major points in the plot.
- Identify if there is a pattern to how he acts or reacts to events.
- Infer if the main character's traits are helping or hindering his situation.
- Consider how his past may have influenced the choices he made in the present.

Infer the relationship, applying *If/Then* thinking.

If this character had different/opposite traits…

Then how would the story be different?

- Characters are not separate from their problems.
- Their traits can be part of the problem (e.g., impatient, naive) or part of the solution (e.g., persevering, flexible).
- A different character faced with the same situation brings a new set of traits.

The Impact of Characters & Their Traits | IF… THEN…

Infer the relationship between **Plot & Setting**.

Analyze the impact.

- Look for a shift in the setting when the problem is revealed.
- Identify setting changes tied to character actions. When characters move, the setting goes with them.
- Notice any mood shifts (e.g., suspense, emotion) as the story plot advances.
- Determine if the tension eased, the mood lightened, and/or the weather improved by the end.

Infer the relationship, applying *What if…* thinking.

- *What if* the setting changed from __ to __? What would be the impact on the problem (or solution)?
- *What if* the story took place in a different geographic location, time period, time of day, type of weather, type of atmosphere, etc.?
- *What if* some parts of the setting were changed— would the plot change? Which setting details could be changed and which are vital to this particular plot?

Infer the Relationship

Hurts, Challenges Negative Nudge

Helps, Supports Positive Push

Causes, Controls Leads to

Setting Impacts Plot

WHERE (LOCATION, PLACE)	POTENTIAL PROBLEMS

WHEN (TIME, TIME OF LIFE)	

SECRET SITE RESOURCES

COMPREHENSION STANDARDS

Understand how text structure impacts comprehension

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Move across the standards that target text organization.

TEXT FEATURES	LITERARY STRUCTURE	INFORMATIONAL STRUCTURES	ARGUMENTATIVE STRUCTURE

FOCUS: Visible tools help the reader find, understand, and learn more information.

FOCUS: Invisible organization incorporates story elements within a dependable structure.

STRATEGY INSTRUCTION:
• Reveal types of literature.
• Root story elements in the plot map.
• Understand how a story works.

FOCUS: Invisible organization connects the author's purpose with the type of information he provides.

STRATEGY INSTRUCTION:
• Compare nonfiction versus persuasive texts.
• Understand the 6 ways to organize information.
• Relate text structure to author's purpose.
• Expect longer texts to vary structures.

FOCUS: Invisible organization relates an author's opinion with his reasoning—regardless of the persuasive genre.

STRATEGY INSTRUCTION:
• Recognize the *what-and-why* structure.
• Compare an argument to parts of a table.
• Identify *what* evidence supports *which* reason.

Grade K | RI5, RL6, RI6 Identify the front cover, back cover, and title page.…author and illustrator … and define the role of each…

Grades1-2 | RI5 Know and use… text features…

Grade 3 | RI5, RI7 Use text features… to locate [and gain] information…

Grade 4 | RI7 Interpret information presented visually… or quantitatively…

Grade 5 | RI7 …Locate an answer to a question quickly or… solve a problem efficiently.

⟳ **SPIN-OFF SESSION**
CONTENT-AREA READING | Session 3
Text Features

Grade K | RL5 Recognize common types of texts…

Grade 1 | RL5 Explain… differences between… stories and… information…

Grade 2 | RL5 Describe the… structure of a story…

Grade 3 | RL5 Refer to parts… using terms…; …describe how each… builds on earlier sections.

Grade 4 | RL5 Explain… differences… and refer to the structural elements…

Grade 5 | RL5 Explain how… chapters, scenes, or stanzas fit together…

Grades 6-7 | RL5 Analyze how a particular [part] fits… and contributes to the development of the theme, setting, plot… or meaning.

Grade 8 | RL5 Compare and contrast the structure of two or more texts…

Grades 9-12 | RL5 Analyze how an author's [text structure] choices… create… mystery, tension, or surprise…impact meaning…

Grade 2 | RI6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Grade 3 | RI8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Grade 4 | RI5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution)…

Grade 5 | RI5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Grades 6-7 | RI5 Analyze how a particular [part] fits into the overall structure… and contributes to the development of the ideas.

Grades 6-7 | RI6 Determine an author's… …purpose in a text….

Grade 8 | RI5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Grade 8 | RI6 Determine an author's… purpose…

Grades 9-12 | RI5 Analyze… how… ideas or claims are developed… Evaluate the effectiveness of the structure…

Grades 9-12 | RI6 Determine an author's… purpose…, analyzing how style and content contribute to the power…

Grades K-1 | RI8 …Identify the reasons an author gives to support points in a text.

Grades 2-4 | RI8 Describe/Explain how an author uses reasons and evidence to support particular points in a text.

Grade 5 | RI8 Explain… reasons and evidence…, identifying which reasons and evidence support which point(s).

Grades 6-7 | RI8 Trace and evaluate the argument… assessing whether the reasoning is sound and the evidence is relevant and sufficient…

Grade 8-12 | RI8 Evaluate the argument…, assessing whether the reasoning is valid and the evidence is relevant and sufficient…

LITERARY STRUCTURE

Reveal literary genres.

Introduce the visible and invisible differences among **types of literature**.

K-1 | Comparing Literary Genres

Comparing Literary Genres
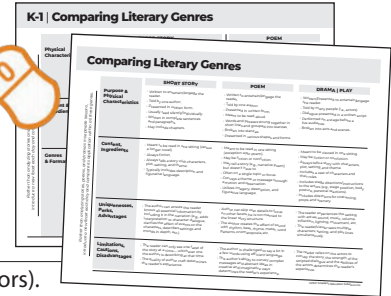
SHORT STORY	POEM	DRAMA
Told by one author— usually.	Told by one author— usually.	Told by many people (i.e., actors).
Presented to the audience in written form.	Presented to audience in written form.	Presented to the audience orally and visually.
Usually read silently/individually.	Intended to be read aloud.	Performed on a stage before a live audience.
Written in complete sentences and paragraphs.	Written in words/phrases strung together in short lines.	Written as a script, a text version of planned dialogue.
May include chapters.	Broken into stanzas; may create a shape and form.	Broken into acts and scenes.
Always tells a story with characters, plot, setting, and theme.	May tell a story (e.g., narrative poem).	Always tells a story with characters, plot, setting, and theme.

SPINOFF SESSION **COMPREHENSION STANDARDS** **Session 1** | Summarize Literature

Dismantle the *Story Structure.*

Root story elements in the **plot map**.
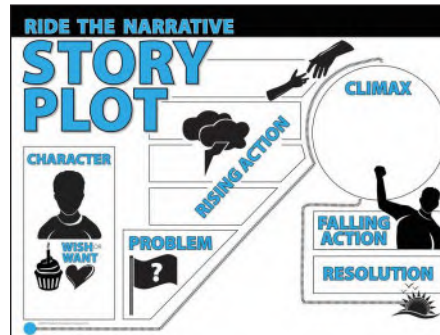
RIDE THE NARRATIVE STORY PLOT

Storyboard

Storyboard

Storyboard

HOW A STORY WORKS

Readers know where they are on the plot map based on the details the author reveals.

Understand **how a story works**. *Where* you are in the story determines *what* information is revealed about *which* story element.

TEXT STRUCTURE COMPREHENSION STANDARDS

INFORMATIONAL STRUCTURES

Identify differences between genres.
Compare **nonfiction** v **persuasive texts**.

INFORMATIONAL TEXT

NONFICTION	PERSUASIVE
• Informs the reader.	• Persuades the reader.
• Presents factual information.	• Presents opinions & facts interpreted by the author.
• Uses paragraphs to teach, explain, describe, or compare information.	• Uses paragraphs to reveal opinions with facts, examples, quotes, and data as support.
• Summary	• Opinion, editorial, essay
• Report	• Speech, debate
• Directions	• Review, evaluation
• Procedures	• Advertisement
• Business letter	• Commercial

RELEVANT RESOURCES

ANIMAL TESTING: Lifesaving Research vs. Animal Welfare

SECRET SITE RESOURCES

Comparing Fiction v. Nonfiction v. Persuasive

Recognize the overall structure of the information.
Understand the **6 ways to organize information**.

To persuade/argue — WHAT & WHY
INTRO | Reveals claim or overall opinion.
BODY | Provides reasons and evidence.
  • **TOPIC SENTENCE |** States a reason or opinion.
  • **SUPPORT |** Backs up the reason with facts, proof, and evidence.
CONCLUSION | Emphasizes the significance of the position/argument.

To teach how — PROCEDURAL
INTRO | Names the event/process.
BODY | Reveals info in order of occurrence.
  • **TOPIC SENTENCE |** Introduces a step.
  • **SUPPORT |** Describes what happened in that step, time, or phase.
CONCLUSION | Highlights the impact or describes the result.

To explain — DESCRIPTIVE
INTRO | Introduces the broad subject.
BODY | Organizes specific details into subtopics.
  • **TOPIC SENTENCE |** Names 1 part/facet.
  • **SUPPORT |** Describes that single part or facet.
CONCLUSION | Emphasizes the significance or importance.

To study 2 things — COMPARE-CONTRAST
INTRO | Names items being compared.
BODY | Examines two items by category.
  • **TOPIC SENTENCE |** Identifies a category.
  • **SUPPORT |** Reveals similarities & differences within that category.
CONCLUSION | Draws an overall conclusion about the two items.

Relate 2 things — CAUSE-EFFECT
INTRO | Introduces the effect(s) and suspected cause(s)— or visa versa.
BODY | Describes the effects (or causes).
  • **TOPIC SENTENCE |** Names 1 cause/effect.
  • **SUPPORT |** Describes why or how one impacts the other.
CONCLUSION | Reinforces what happened because of something else.

To show before & after — PROBLEM-SOLUTION
INTRO | Introduces the problem.
BODY | Describes the responses/actions.
  • **TOPIC SENTENCE |** Reveals an attempted remedy.
  • **SUPPORT |** Describes (& might evaluate) the result of each "solution."
CONCLUSION | Reveals the solution, outcome, or current status.

Author Purpose | Tornado Example

Relate text structure to **author's purpose**.

IF THE AUTHOR USED THE…	HE WANTS TO…
• Procedural text structure…	• Teach or instruct the reader.
• Descriptive text structure…	• Explain or illustrate something.
• Compare-Contrast text structure…	• Study 2 separate items.
• Cause-Effect text structure…	• Relate 2 things.
• Problem-Solution text structure…	• Name a problem & its solution.
• Argumentative text structure…	• Persuade the reader.

● Expect longer texts to **vary structures among sections**.

ARGUMENTATIVE STRUCTURE

Arguments always include a proposition with support.

Recognize the *what-and-why* structure.

WHAT | The first sentences reveal what the author thinks believes, feels, or wants— his overall position or claim.

WHY | The body paragraphs provide information about why he thinks that.

What the author thinks.

Why he thinks it.

Why he thinks it.

Why he thinks it.

THE AUTHOR'S OPINION: **What & Why**

WHAT HE THINKS, FEELS, OR BELIEVES?

WHY HE THINKS, FEELS, OR BELIEVES IT?

1.

2.

3.
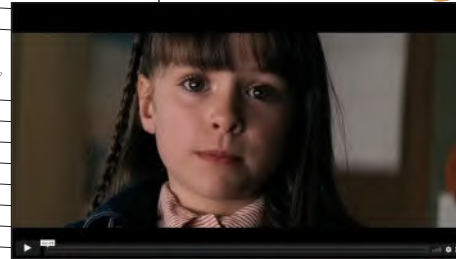
Compare an argument to **parts of a table**.
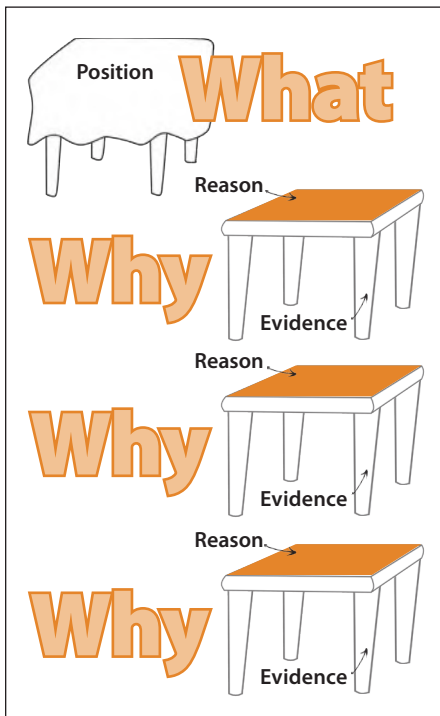
TABLE CLOTH
The overall position/claim.

TABLE TOPS
Each reason.

TABLE LEGS
Evidence that supports each reason.

Position **What**

Reason

Evidence

Why

Reason

Evidence

Why

Reason

Evidence

Why

Identify *what* evidence supports *which* reason.
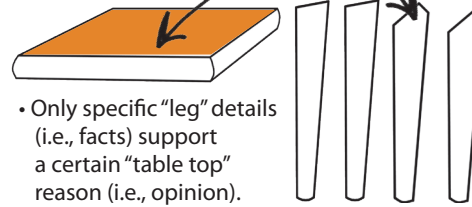
• Only specific "leg" details (i.e., facts) support a certain "table top" reason (i.e., opinion).

• Supporting "leg" details from one reason cannot be interchanged for another.

• Accurately and objectively tracing an author's argument requires delineating what evidence supports which reason.

SPINOFF SESSIONS
TEXT-BASED RESPONSES
Session 2 | Primary Writing
Session 3 | Constructed Responses

GRADES 2-3

Readers See Text **Organization**

GRADES 6-12

Readers See Invisible Text Structure
Authors organize for a purpose

Differentiate between the perspective & point of view of texts

SUPER SATURDAY READING CONFERENCE

KRISTI McCULLOUGH
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Move across the comprehension standards.

FEELINGS	CHARACTER PERSPECTIVES	POINT OF VIEW	AUTHOR PERSPECTIVE
FOCUS: Recognize that text can reveal emotion and feelings.	**FOCUS**: Infer how different characters feel within scenes and situations in literature.	**FOCUS**: Determine *who* is telling the details and how it influences the message.	**FOCUS**: Infer an author's interpretation of informational topics and issues.
STRATEGY INSTRUCTION • Define perspective. • Broaden "feelings" vocabulary. • Expect feelings to change.	**STRATEGY INSTRUCTION** • Determine perspective behind the mask. • Collect F.A.S.T. Facts. • Track different perspectives.	**STRATEGY INSTRUCTION** • Put on the "Thinking Cap." • Define the narrator's role. • Infer the speaker's perspective.	**STRATEGY INSTRUCTION** • Expect bias and interpretation. • Infer firsthand v. secondhand accounts. • Compare author viewpoints.
Grade K | RL1 …Answer questions about key details in a text. **Grade 1 | RL3** Describe characters… using key details. **Grade 2 | RL3** Describe how characters… respond…	**Grade 1 | RL4** Identify words and phrases… that suggest feelings… **Grade 2 | RL4** Describe how words and phrases… supply… meaning in a story, poem, or song. **Grade 3 | RL4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. **Grade 4 | RL4** Determine the meaning of words and phrases… that allude to significant characters found in mythology (e.g., Herculean). **Grade 5 | RL4** Determine the meaning of words and phrases… including figurative language… **Grades 6-12 | RL4** …Analyze the impact of specific word choices on meaning and tone… --- **Grades 2 | RL7** Use… illustrations and words… to demonstrate understanding of… characters… **Grade 3 | RL7** Explain how… illustrations…create mood [and] emphasize aspects of a character… **Grade 5 | RL7** Analyze how visual and multimedia elements contribute to the meaning, tone…	**Grade 2 | RL6** Acknowledge differences in the points of view of characters… **Grade 3 | RL6** Distinguish own point of view from… the narrator or… characters. **Grade 4 | RL6** Compare and contrast the point of view …, including… first- and third-person narrations. **Grade 5 | RL6** Describe how a narrator's or speaker's point of view influences… **Grade 6 | RL6** Explain… the point of view of the narrator or speaker in a text. **Grade 7 | RL6** Analyze how an author develops… the points of view of different characters or narrators in a text. **Grade 8 | RL6** Analyze how… points of view… create… suspense or humor. **Grades 9-10 | RL6** Analyze a particular point of view or cultural experience… **Grades 11-12 | RL6** Analyze…a point of view…distinguishing what is… really meant… [based on] (e.g., satire, sarcasm, irony, or understatement).	**Grade 4 | RI 6** Compare and contrast a firsthand and secondhand account of the same event or topic… **Grade 5 | RI 6** Analyze multiple accounts of the same event or topic… in the point of view they represent. **Grade 6 | RI 6** Determine an author's point of view… **Grade 7 | RI 6** …Analyze how the author distinguishes his or her position… **Grade 8 | RI 6** …Analyze how the author… responds to conflicting evidence or viewpoints. **Grades 9-10 | RI 6**…Analyze how an author uses rhetoric to advance [his] point of view… **Grades 11-12 | RI 6** Determine an author's point of view… analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

FEELINGS

Define perspective.

Define perspective as how an individual **THINKS OR FEELS**.

BROADEN VOCABULARY of feeling words.

Inferring Perspectives: K-3
Feeling Words beyond — *mad, sad, glad*

SECRET SITE RESOURCE

Let your **VOICE** be heard

RELEVANT RESOURCE

ANCHOR CHARTS

PRIMARY GRADES

UPPER GRADES

Readers analyze **Author Choices**

SPIN-OFF SESSIONS

COMPREHENSION STANDARDS
Session 1
Summarize Literature

COMPREHENSION STANDARDS
Session 2
Track Ideas

Expect feelings/perspectives to change.

Character **FEELINGS ARE FLEETING**; they change as settings and circumstances evolve.

I LOVE SCHOOL!

LILLY'S PURPLE PLASTIC PURSE
BY KEVIN HENKES

First Year Letters
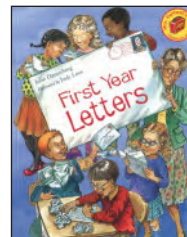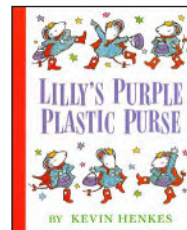
CHARACTER PERSPECTIVE (LITERATURE)

Infer a character's perspective in literature.

Determine the thoughts and feelings of the character hiding **"BEHIND THE MASK."**
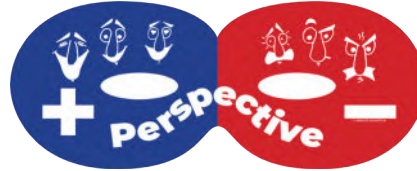
Collect the **F.A.S.T. FACTS** that indicate a **CHARACTER'S PERSPECTIVE**.

FEATURES
- Looks like, physical description
- Visuals, text features

ACTIONS
- Things do, Places go
- Choices, decisions

SPEECH
- Dialogue, punctuation
- *What* said

THOUGHTS
- Wonderings
- Fears, worries
- Self talk
- Values, beliefs

F.A.S.T. FACTS — Infer Perspective

Info about a character's LOOKS.	Info about a character's HAPPENINGS.
FEATURES · Physical descriptions · Posture · Body language · Facial expressions · Illustrations · Font · Color · Sound effects	**ACTS** · Places go · Things do · Actions · Reactions · Choices · Decisions
Info about a character's SPOKEN WORDS.	Info about a character's THOUGHTS & FEELINGS.
SAYS · Speech bubbles · Punctuation · Character dialogue in quotation marks (i.e., *what the character said*) · "Said" synonyms (i.e., *how the character said it*)	**THINKS & FEELS** · Thinking bubbles · Description related to feelings · Self-talk · Wonderings & worries · Narration · Daydreams · Memories

SECRET SITE RESOURCES

Infer CHARACTER PERSPECTIVE using F.A.S.T. Facts
LITERATURE

Practice with familiar texts.

MULTIPLE PERSPECTIVES

Recognize varying perspectives.

Track the **DIFFERENT PERSPECTIVES** of characters in the same scene/story.

Comparing Character Perspectives

SECRET SITE RESOURCE

RELEVANT RESOURCES

Allow perspective to **IMPACT READING VOICE**, fluency, and expression.

POINT OF VIEW (LITERATURE)

Recognize *who* is telling the details.

Put on the "Thinking Cap" of each character.
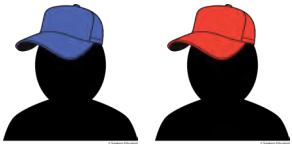
Distinguish from the **reader's perspective**.

Look for **text features** that may indicate point of view.
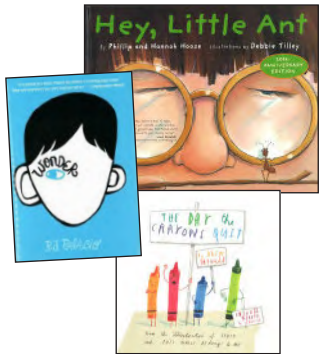
Connect point of view with perspective.

A character tells his side (i.e., his point of view). And when he does, he is implying his attitude or perspective (i.e., how he thinks or feels).

Define the **narrator's role**.

- An **author** writes the story.
- A **character** lives the story.
- A **narrator** tells the story.
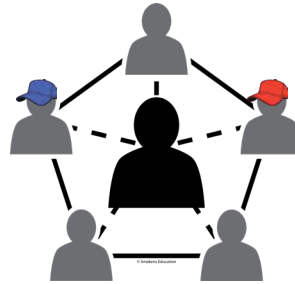
Distinguish **first-person** from **third-person** point of view.
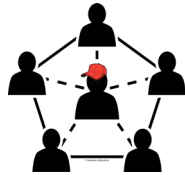
FIRST PERSON

- The character tells his side of the story— his version of who did what.
- The reader only hears this one character's perspective.
- Since the character tells about himself, he says *I, me, my,* and *mine*.
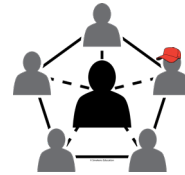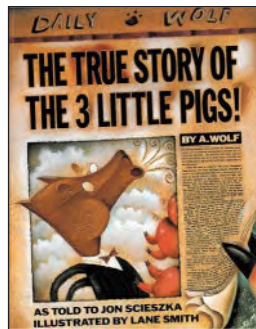
THIRD PERSON

- The narrator reports on what all of the characters do, say, and think.
- The reader hears the perspective of each character.
- Since the narrator tells about others, he says *he, she, they, them*.

Infer the **narrator's perspective**.

Not a breeze cooled Sarah, nor a cloud protected her as she stepped onto the beach. The sun was scorching—just as it had been for weeks. The heat sapped her strength. Sarah set up her lounge chair and got out her towel and snacks just as a family with four kids crammed in *right* next to her. The kids ran around in the sand, flicking grains of dry, hot sand onto her chair and towel. *Grrr...* Sarah had planned this day for weeks! It was her only day off! A groan escaped her as Sarah scrunched down in her chair, wondering if she should leave...

author's CHOICE of words & phrases

Infer the perspective of a **poem's speaker**.

author's CHOICE of words & phrases

Cloudless blue sky
greeted me.
Sun warmed my skin.
I turned my face up
to smile and sigh.
Lounge chair, towel and snacks.
Waves lapped quietly
at the shore saying hello.
A family with four children
settled in near me.
Kids laughing and giggling.
Creating golden trails of sand behind.
Ahh... a day at the beach.

AUTHOR PERSPECTIVE (INFORMATIONAL TEXT)

Read persuasive texts.

Expect **BIAS, INTERPRETATION**, and perspective within informational texts.

- Essays, editorials
- Speeches
- Biographies, autobiographies
- Campaign advertising, propaganda
- Editorial/Political cartoons
- Primary source documents (e.g., journal/diary entries, personal letters)

MASSAGE THE F.A.S.T. CATEGORIES to fit author's perspective.

ACTIONS & ACCOUNTS
- Account of facts & evidence

SPEECH & STYLE
- *How* said it
- Word *choice*
- Techniques

Infer **AUTHOR PERSPECTIVE** using F.A.S.T. Facts
INFORMATIONAL TEXTS

SECRET SITE RESOURCES

MULTIPLE ACCOUNTS

Expect the same event to be viewed differently.
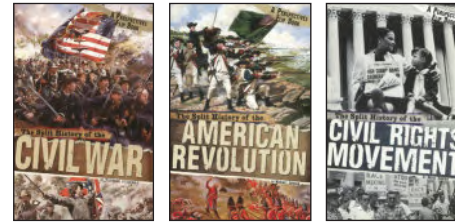
SPIN-OFF SESSION

CONTENT-AREA READING
Session 2 | Subject-Area Reading

RELEVANT RESOURCES

Infer **FIRSTHAND** v. **SECONDHAND ACCOUNTS** of the same event.

FIRSTHAND ACCOUNT
- Like an eyewitness, the author conveys the event as he "saw" it unfold.
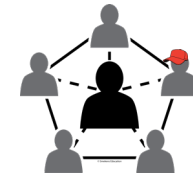
SECONDHAND ACCOUNT
- Like a narrator, the author conveys the event as someone who wasn't actually there.

Recognize the **STRENGTHS AND LIMITATIONS** of each viewpoint.

COMPARE TWO AUTHORS' POINTS OF VIEW and the information they provide on the subject.

SPIN-OFF SESSION

COMPREHENSION STANDARDS
Session 5 | Compare-Contrast

Learn the secret to comparing texts

SUPER SATURDAY READING CONFERENCE

SHONA LANSDELL
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Decipher the standards.

Target different perspectives, genres, and themes.

Inform the reader about the similarities and differences between two (or more) texts on the same topic or theme.

CCSS R9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

INDIANA 4.2 Compare and contrast stories in the same genre on their approaches to similar themes and topics.

Meet the expectation in all classes.

- This is a K-12 standard.
- This is relevant to all content areas.
- This is the final comprehension standard for a reason.

SECRET SITE RESOURCES

Master the 10 anchor reading standards with a Cheat Sheet.

Retrain students.

Replace the *Venn* with the *T-Chart* organizer.
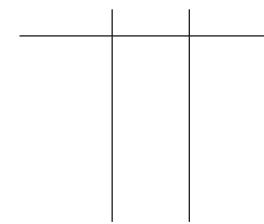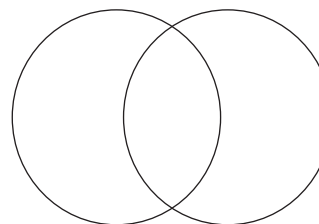
Reveal the simple versus sophisticated text structures.

Text introductions
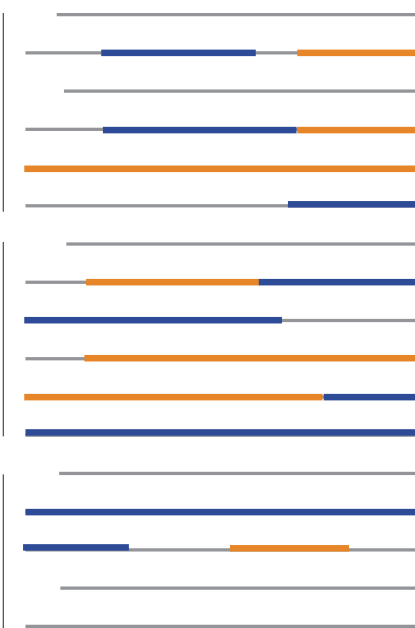
Body paragraphs

Overall conclusion

Dissect the compare-contrast expectations within the standards.

READING **LITERATURE** IN CCSS

STANDARDS EXPECTATIONS

K-1.9

...the adventures and experiences of characters in familiar stories.

2.9

... two or more versions of the same story (e.g., different authors or from different cultures).

3.9

... themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

4.9

... the treatment of similar themes and topics... in traditional literature from different cultures.

5.9

... stories in the same genre on their approaches to similar themes and topics.

6.9

...texts in different forms or genres with similar themes and topics.

7.9

...a fictional portrayal and a historical account of the same period.

8.9

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

9-10.9

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

11-12.9

Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Dissect the compare-contrast expectations within the standards.

READING INFORMATIONAL TEXT IN CCSS

STANDARDS EXPECTATIONS

K-1.9
...two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

2-3.9
...the most important points presented by two texts on the same topic.

4-5.9
Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

6.9
...one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

7.9
...two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

8.9
...two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

9-10.9
Analyze seminal U.S. documents ... address related themes and concepts.

11-12.9
Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents… for their themes, purposes, and rhetorical features.

READING IN DISCIPLINES IN CCSS

READING HISTORY

RH.6-8.9
…a primary and secondary source on the same topic.

RH.9-10.9
…treatments of the same topic in several primary and secondary sources.

RH.11-12.9
Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

READING SCIENCE & TECHNICAL SUBJECTS

RST.6-8.9
…information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

RST.9-10.9
…findings presented in a text to those from other sources.

RST.11-12.9
Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

SPIN-OFF SESSIONS

TEXT-BASED RESPONSES | Session 4
Extended responses

CONTENT-AREA READING | Session 1
Research experiences

COMPARE-CONTRAST COMPREHENSION STANDARDS

Readers compare ideas *within* texts.
Recognize the secret to comparative thinking— common categories.

Two authors • Same topic or issue

Compare **Texts on Same Topic**

TEXT A	CATEGORY	TEXT B
	Most important points Main ideas	
	Genre/Format advantages & disadvantages	
	Author's Purpose & Perspective similar & conflicting information	

K-12

LITERATURE

Two stories • Similar characters

Compare **Characters**

TEXT A	CATEGORY	TEXT B
	Physical Appearance	
	Traits, Personality, Motivations	
	Problem, Setbacks, Obstacles	
	Solution, Successes, Outcomes	

K-1

Two stories • Same author

Compare **Plots/Stories**

TEXT A	CATEGORY	TEXT B
	Character(s)	
	Setting(s)	
	Problem(s) & Solution(s)	
	Theme, Life Lesson, Message	

2-3

Different plots • Similar theme

Compare **Themes/Messages**

TEXT A	CATEGORY	TEXT B
	Theme, Central Message	
	Theme's significance & importance	
	Theme's development via characters, plot, craft, & style	

4-5

LITERATURE

Same story • Different POVs

Compare **Perspectives**

TEXT A	CATEGORY	TEXT B
	Character's Claim, Perspective, Position	
	Support, Reasons, Evidence, Opposition	
	Perspective's development via facts stated & omitted, word choice, style, & format	

2 & 6

Fictional portrayal of historical account

Compare **Fact to Fiction**

TEXT A	CATEGORY	TEXT B
	People, Subjects	
	Time, Place, Setting	
	Events, Actions, Problem & Solution	
	Message, Main idea	

7

Similar theme • Different format

Compare **Genres & Formats**

TEXT A	CATEGORY	TEXT B
	Presentation, Physical appearance	
	Message clarity	
	Genre/Format advantages & additions	
	Genre/Format limitations & omissions	

6 **8-10**

Different periods • Same theme

Compare **Settings**

TEXT A	CATEGORY	TEXT B
	Geographic location	
	Weather, Time, Temp, Era, Season	
	Scenery, Props, People	
	Mood, Tone, Atmosphere	

11-12

Make *text-to-text* connections.

Different plots • Similar theme

Compare **Themes/Messages** [4-5]

TEXT A	CATEGORY	TEXT B
Little Red Riding Hood		Lon Po Po
Cinderella		The Rough-Face Girl
Goodnight Moon		Goodnight iPad

Fictional portrayal of historical account

Compare **Fact to Fiction** [7]

TEXT A	CATEGORY	TEXT B
Read an informational text about whites who helped slaves escape.		UNSPOKEN

Similar theme • Different formats

Compare **Genres & Formats** [6] [8-10]

TEXT A	CATEGORY	TEXT B
Tuck Everlasting (book)		Tuck Everlasting (movie)
The Polar Express (book)		The Polar Express (movie)
How the Grinch Stole Christmas (book)		The Grinch (movie)
The Odyssey		The Odyssey
The Lightning Thief (book)		The Lightning Thief (movie)
"Autumn Wind," the poem		"Autumn Wind," the video

SECRET SITE RESOURCES

View a comprehension mini-lesson series within the Literacy eLessons.

Readers juggle multiple texts.

GRADES K-1	GRADES 2-3	GRADES 4-6	GRADES 7-12

Find common ground when comparing texts.

Execute the 3-step comparative process.

STEP 1

Read and collect details from Text A.

STEP 2

Read and collect details from Text B.

STEP 3

Look across the rows to *find* what is the same & different and *infer* what is similar.

Readers **Compare** Texts

Text A   Text B

Step 1   Category
List details   Category
Text A   Category

Step 2
List details
Text B

Step 3   Look across each row

See Differences
only... unlike... different... not... but...

Add Sameness   both... alike... the same... also...

Infer Similarities   kind of... close... mostly... similarly...   because...
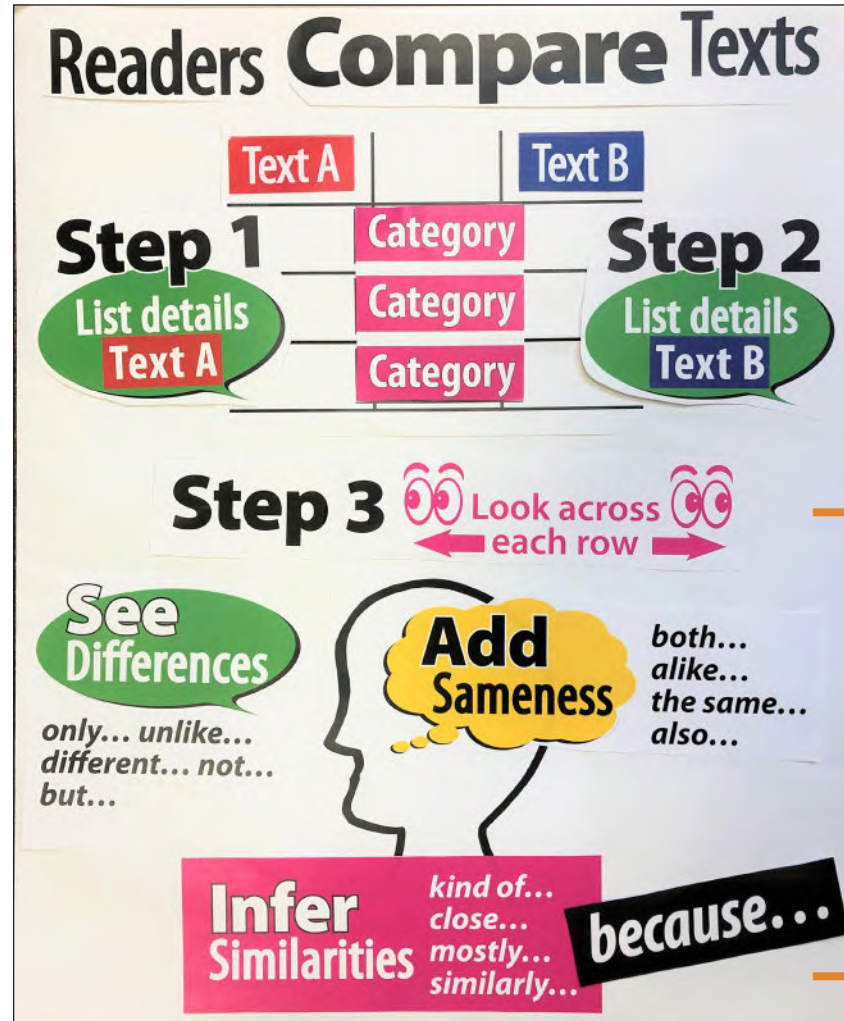
Focus on similarities— not differences.

See Differences — Find all of the differences.

Add Sameness — Use the *Thinking Voice* to fill in any "holes" in the information that are the same for both.

Infer Similarities — Stretch the *Thinking Voice* to consider minor aspects that are somewhat or sometimes alike.

RELEVANT RESOURCE

SPIN-OFF SESSION

READER THINKING | Session 3
Make Inferences

NOW IT'S YOUR TURN

Step 1

List all known details for **Item A**, by category.

Step 2

List all known details for **Item B**, by category.

	Characters		
• Four hikers on the trail • Hiking shoes or sturdy shoes • Walking sticks • Comfortable clothes • Backpacks		• Eleven players on the field • Cleats	• Pads • Uniforms
• Outdoors • Hiking trail • Park	**Setting**	• Outdoors • Football field	• Dictated by time (e.g., four quarters, 2-3 hours). • Whistle stops action.

Step 3

Look across each row.

See Differences

Add Sameness

Infer Similarities

Flesh out details into comparative statements.

Communicate if the details are the same, similar, or different.

Find Different Details

Fill in exact Same Details

Infer Similar Details

Find Different Details	Fill in exact Same Details	Infer Similar Details
instead	both have (do, are)	are similar
but	alike	slightly
unlike	same as	close
except	also	mostly
not	both	similarly
however	identically	usually
although		
is different		

Follow each same, different, or similar detail with an explanation of why or how.

because…
for the reason…
due to…

Experiment with syntax and sentence structure.

- Utilize details to write oral sentences.
- Choose transitions intentionally.
- Vary sentence structures for interest.
- Weave between the two texts.

Utilize the *T-Chart* as a pre-write.

Compare **Texts**

TEXT A	CATEGORY	TEXT B

GENERATE THE INTRODUCTION:
Identify the titles and authors.

DRAFT BODY PARAGRAPHS:
Craft a topic sentence based on the common category and provide details from both texts.

CONCLUDE WITH THE *SO WHAT*?
Draw a conclusion about the two items.

- *Are the two items more similar or more different?*
- *What is the most important similarity between the two?*
- *What are the possible reasons/ causes for this difference?*

Honor *all* components identified within the science of reading

RACHEL REMENSCHNEIDER
rremenschneider@smekenseducation.com

Understand the scientifically-based reading research.

Reading requires *all* 5 components.

1 Phonemic Awareness Identify the different sounds that make up speech.

- Sound sorts
- Elkonin sound boxes
- Songs, poems, chants
- Rhyming words, tongue twisters

2 Phonics Match sounds to letters/letter combinations.

- Word sorts
- Word building with magnetic letters

3 Fluency Read accurately and fluidly.

- High-frequency words
- Repeated readings
  - 1ST READ: Read to decode and word solve.
  - 2ND READ: Reread to improve automaticity and expression.

4 Vocabulary Understand the individual meanings of words/phrases.

- Domain-specific terms
- Root words/word parts
- Context clues (for incidental words)
- General academic/functional words

5 Comprehension Understand the overall message.

- Check for meaning with questions about the text.
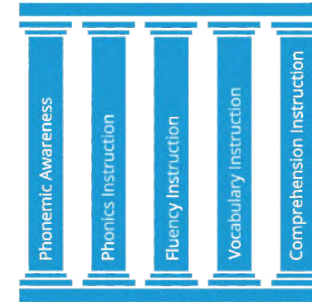
Dissect the reading process.
Connect Smekens to the research.
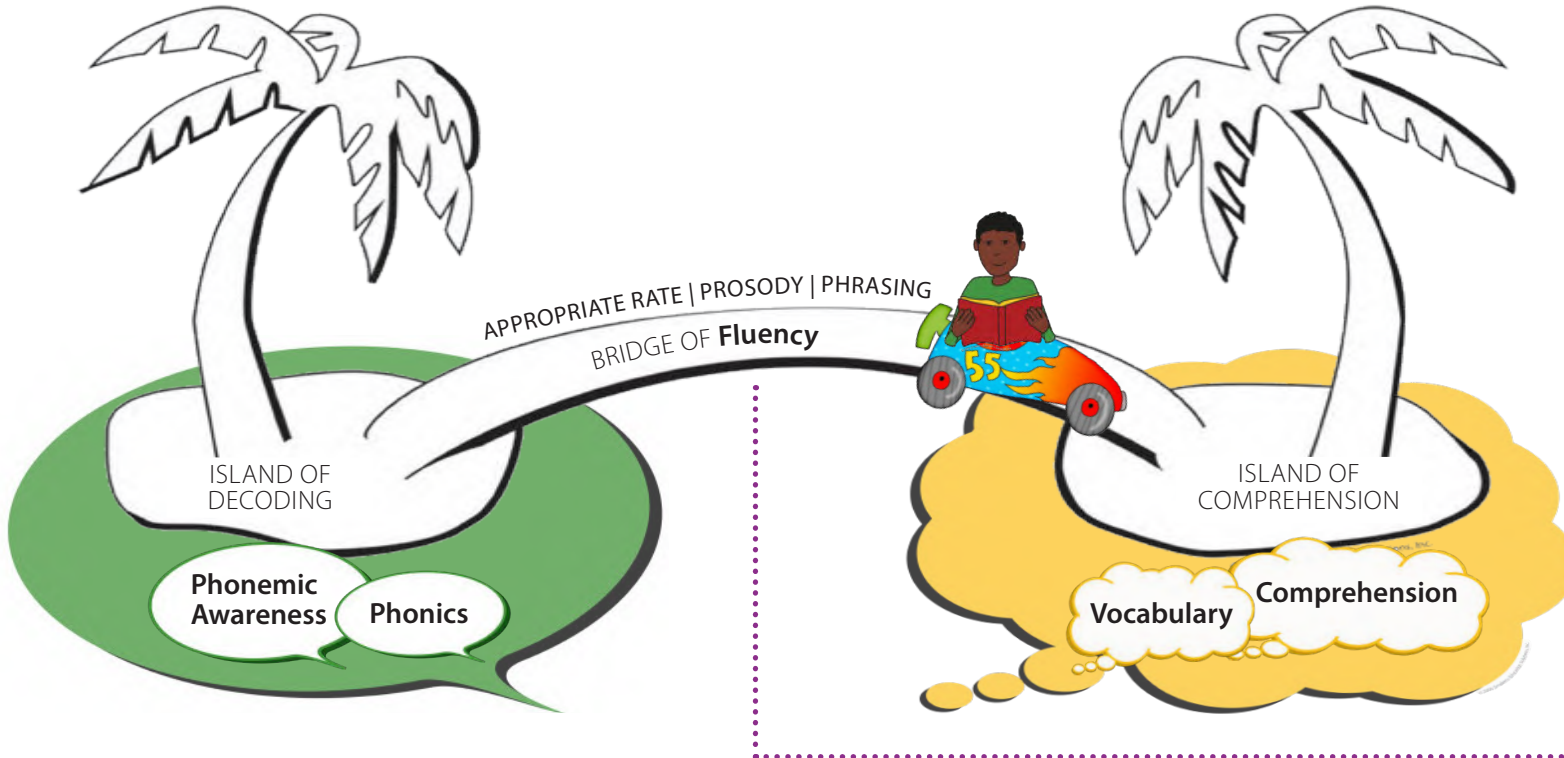
APPROPRIATE RATE | PROSODY | PHRASING
BRIDGE OF **Fluency**

ISLAND OF DECODING

Phonemic Awareness Phonics

ISLAND OF COMPREHENSION

Vocabulary Comprehension

FLUENCY STRATEGIES

Scarborough's
READING ROPE
(2001)

LANGUAGE COMPREHENSION
- Background Knowledge
- Vocabulary Knowledge
- Language Structure
- Literacy Knowledge
- Verbal Reasoning

WORD RECOGNITION
- Decoding
- Phonological Awareness
- Sight Recognition
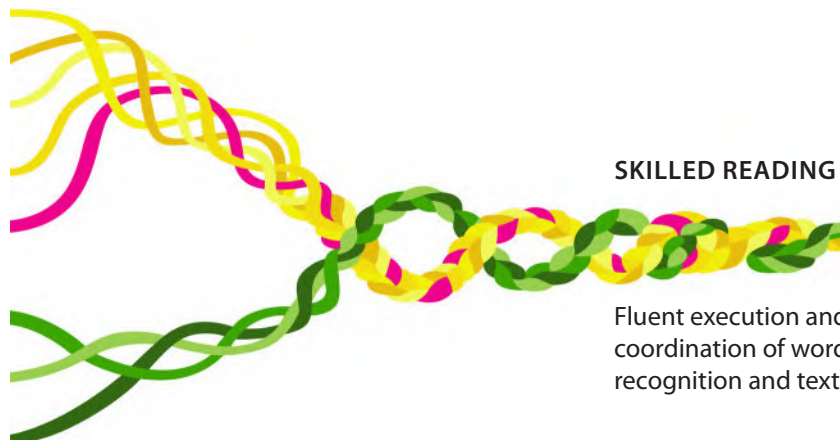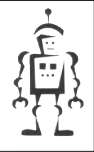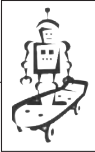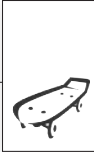
SKILLED READING

Fluent execution and coordination of word recognition and text.

Target the characteristics of strong reader fluency.

- Introduce the robot and skateboarder icons.
- Model and build a rubric with students.
- Target instruction on facets beyond speed/reading rate.

FLUENCY BRIDGE

ISLAND OF DECODING

ISLAND OF COMPREHENSION

Level 1	Level 2	Level 3
• Too slow or too fast • Boring • Same voices for characters/quoted individuals		• Talking speed • Interesting • Different voices for characters/quoted individuals
• Voice never changes for punctuation		• Voice changes for punctuation
• Sounds out words letter by letter • Reads choppy, word by word		• Reads words automatically • Reads words in groups (phrases)
• Reads at same speed all the time • Reads everything the same (no expression)		• Changes speed based on what makes sense • Reads with expression
• Can't remember the text		• Understands the text
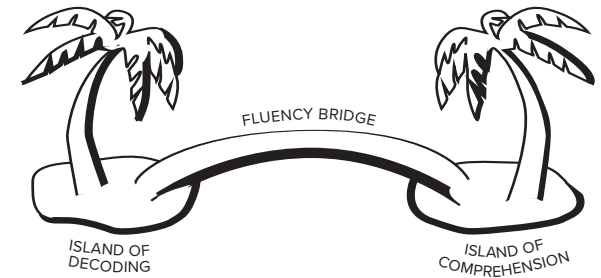
SECRET SITE RESOURCE
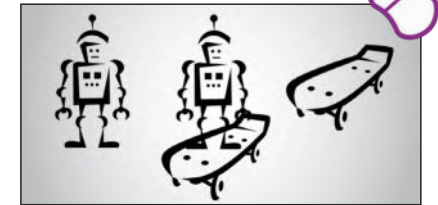
Introduce fluency to students.

PHRASING: Read through a window, not a hole.

- After 1:1 match, cease finger pointing.
- Point with eyes only.
- Emphasize phrase reading.
- Place bookmark *above* the text.

PHRASING: Read words in phrases, breathing appropriately for punctuation.

- Select text that presents words displayed in phrases.
- Read 2-3 words within prepositional phrases and dialogue tags.

Jolly Roger went to look for his pirate hat.

"Where is my pirate hat?" he said. "My pirate hat is **not** in here."

SENTENCE Scooping

I pledge allegiance to the flag of the United States of America, and to the republic for which it stands. One nation under God , indivisible, with liberty and justice for all,
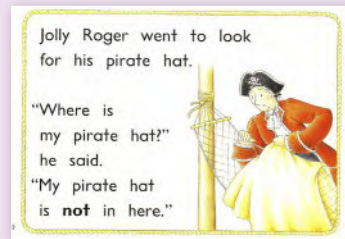
Mirror Mirror
Marilyn Singer
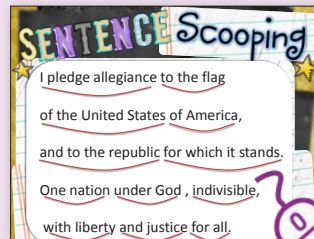
Follow Follow
Marilyn Singer
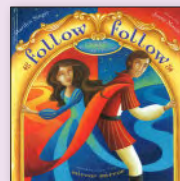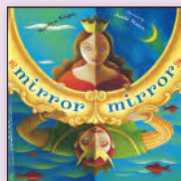
EXPRESSION: Read with feeling based on punctuation, font, and format.

- Explain how punctuation, font, and format impact the reader's voice.

Hearing Punctuation .?!
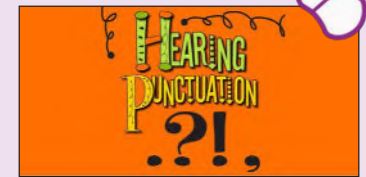
Hear punctuation.

What's My Voice?
Fluency Cards
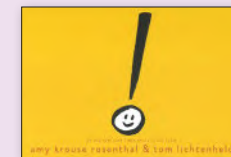
Exclamation Mark
Amy Krouse Rosenthal
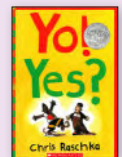
Yo! Yes?
Chris Raschka

Teach **fluency** via whole-class instruction. *Practice* it within Literacy Stations.

Whole-class lessons target ALL components of scientifically-based reading research.

A single reading block typically includes multiple mini-lessons, meaning students will convene as a whole class more than once. These may include:

► Procedural lessons
► Comprehension lessons
► Fluency lessons
► Word-study lessons

Fluency lessons may not occur daily.

RELEVANT RESOURCE

Launch the Reading Block

CONTENT LESSONS

1 Explain that readers travel from the *Island of Decoding* using the *Bridge of Fluency* to get to the *Island of Comprehension.*

2 Model examples of strong and weak fluency. Note the differences and begin to build an all-class fluency rubric.
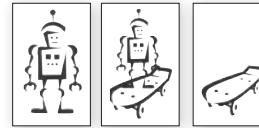
3 Build an anchor chart to define the procedures for *Echo Reading* with emphasis on looking at the print, as well as reading it with proper fluency.
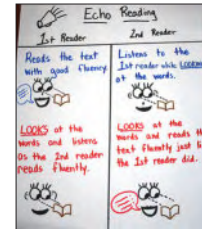
4 Introduce and model "Readers change their voices for the punctuation." Build an anchor chart to show how the voice adjusts for periods, question marks, and exclamation marks.
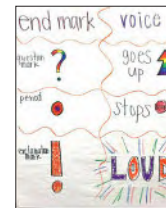
5 Introduce and model how to read a passage written for two voices. Explain that the text features (e.g., color, font, position on the page, etc.) denote the two parts.

6 Practice reading punctuation embedded within the ABCs or a sequence of numbers. Or reread the same sentence punctuated in different ways.
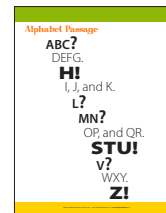
PROCEDURAL LESSONS

Introduce how to sit with a partner elbow to elbow, knee to knee within the Fluency Station.

Introduce how partners make a decision together within the Fluency Station (e.g., take turns, partner A/partner B, oldest/youngest, rock/paper/scissors, etc.).

Introduce how to *Echo Read* with a partner within the Fluency Station. Review the anchor chart with the emphasis on looking at the print, as well as reading it with proper fluency.

Introduce how to choose a partner OR how to determine the partner that the teacher assigned for you within the Fluency Station. Practice changing the *Reading Voice* for punctuation.

Introduce how to read a passage written for two voices with a partner and determine who will read first within the Fluency Station.

Introduce how the listener within the Fluency Station has a job— to *Stop and Say Something* about the text.

Demystify context clues

SHONA LANSDELL
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Develop reader vocabulary in 4 ways.

Go beyond targeted word lists.

1 Greek & Latin roots

Word parts that carry meaning (definitions). Put various parts together (e.g., prefix, base, suffix) and create the meanings of different words.

2 General-academic words

Words that are universal to all subject areas, content, and courses. They reveal specific tasks students will perform and type of info expected in answers.

3 Domain-specific words

High-utility words that are referenced frequently and will provide the student with the highest probability of academic success.

4 Incidental words

Words that appear occasionally and are not necessary to a thorough understanding of the content.

COMMON CORE | L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

COMMON CORE | L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases…

INDIANA | RV.1 Use accurately grade-appropriate general academic and content-specific words and phrases…

INDIANA | RV 2.1 Use/Apply context clues… to determine the meanings of unknown words.

INDIANA | RV 2.4 Use a known word as a clue to the meaning of an unknown word with the same word part… word pattern… root…

SPIN-OFF SESSIONS

VOCABULARY & WORD STUDY
Session 2
Root-Word Instruction

VOCABULARY & WORD STUDY
Session 4
Functional Vocabulary

VOCABULARY & WORD STUDY
Session 5
Vocabulary Lists

Educational research reveals that students need to know 95-98% of the words within any given text/passage to comprehend its message.

Expect to "read" unfamiliar words.

Listen for questions from the *Thinking Voice.*

- Authors use big words in literature and informational texts.
- Authors know their audience.
- Authors don't expect readers to access dictionaries.

Infer a word's meaning based on the context.

TEXT CLUES + **BACKGROUND KNOWLEDGE** = **INFERENCE**

word details | visual details

It reminds me of... | I'm thinking...

INFERENCE

Figure out something the author didn't state.
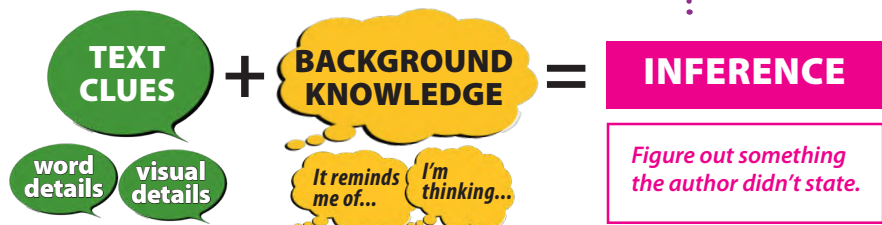
con • text

with or *thoroughly* | body of information

nearby

Typically defined as two sentences on either side of the word or a helpful text feature placed adjacent to the word.
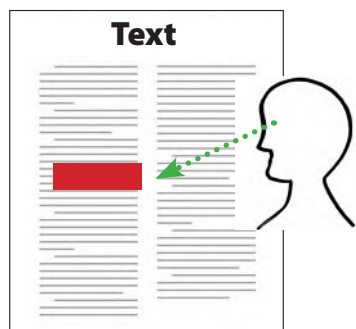
unknown word

Before	After
Reverse	Fast-forward
Back up	Skip
Reread	Read on

Text

REMINDS detail | detail | detail

I'm thinking... It reminds me of...

Inference

SPIN-OFF SESSION

READER THINKING
Session 3 | Make Inferences

CONTENT AREA READING
Session 3 | Text Features

Search for context clues.

HOW TO LOOK.   WHERE TO LOOK.   WHAT TO LOOK FOR.

unknown word
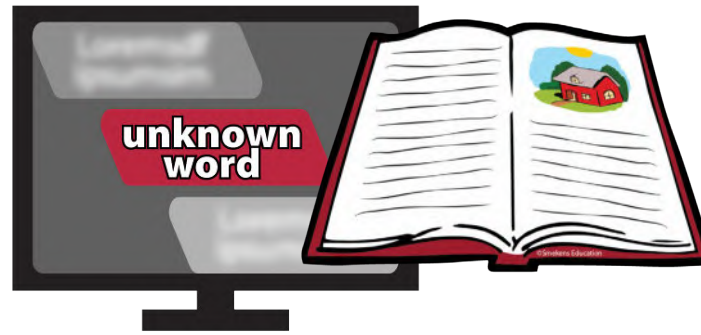
Look at the end for a **GLOSSARY**.

Look nearby for a **VISUAL** and **CAPTION**.

Look nearby for a **VOCABULARY BOX**.

Look at the end for a **FOOTNOTE**.

Look for an **EXPLANATION**.
that means…
this means…
which is…

Look within the sentence for **PUNCTUATION MARKS**.
(definition**)**
, definition **,**
— definition
word **:** examples

Look for a **WORD PART.**
prefix… base… suffix…
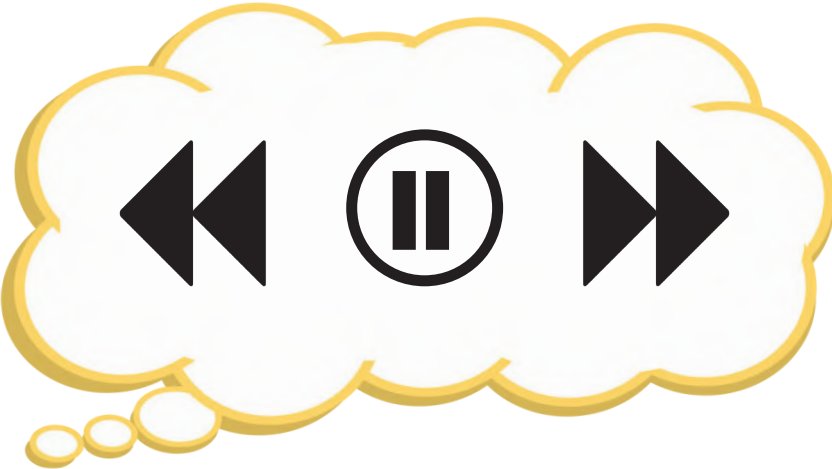
Look for an **EXAMPLE.**
for example… for instance… like… one kind… a type… such as…

Look for a **SYNONYM.**

Look for an **ANTONYM.**

Look for **RELATED WORDS.**

Look for a description of **HOW IT WORKS.**
its purpose… it works… it functions… it helps…

Look for its **IMPORTANCE.**
important because… with this… the significance… in order to…

Deliver explicit instruction.

Plan to teach and practice applying context clues all year long.

Introduce each "clue" within whole-class comprehension mini-lessons.

1. Teach each context-clue strategy individually.

2. Choose short excerpts that have unknown words to students *and* that type of "clue."

3. Tell students where to look, what to look for, and how to think in order to take advantage of this "clue."

4. Model being confused by a word's meaning. Show awareness of *Thinking Voice.*

5. Think aloud about pausing and looking *inside* the word and then reversing and fast-forwarding to look for words and visuals that may help.

6. Model how to make a prediction about the word's meaning and then read on to confirm or adjust thinking.

Integrate the application of context clues within the broader reading process.

(Sing to the tune "Row, Row, Row Your Boat".)

Read, read, read the text.
Question as you go.
Predict what will happen next.
Read on so you'll know.

1. Reveal a new text that includes several unfamiliar words *and* includes *types* of context clues previously taught.

2. Execute a read aloud, modeling your *Reading Voice* and *Thinking Voice,* including when you "question" the meaning of a tricky word.

    Read, read, read the text.
    Question as you go.

    Confused

3. Pause, reverse, and fast-forward, collecting clues to infer the word's *possible* meaning— make a prediction.

    Predict what will happen next.

4. Utilizing the inferred meaning, continue reading the passage, confirming or adjusting your thinking if needed.

● **Read on so you'll know.**

Confirm   Adjust

A reader discovers his prediction is confirmed or wrong. If wrong, the reader:

- Adjusts thinking to match the accurate meaning.
- Rereads to find overlooked or misinterpreted clues.

Literacy eLessons
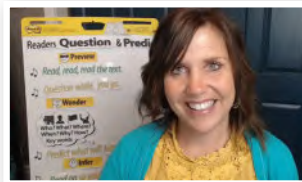
READER THINKING

Teach inferring in 5 steps

RACHEL REMENSCHNEIDER
rremenschneider@smekenseducation.com

Make the reading process concrete and visible.

Readers have conversations in their heads.

Reveal the *Reading Voice.*   Reveal the *Thinking Voice.*

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Model *Stop and Say Something.*

RELEVANT RESOURCE

SECRET SITE RESOURCE

Introduce the *Reading Voice* and *Thinking Voice.*

ANCHOR CHARTS

GRADES K-2

GRADES 3-12

SPIN-OFF SESSIONS

CONTENT-AREA READING	COMPREHENSION STANDARDS
Session 5	Session 1 | Summarize literature
Digital texts	Session 2 | Track ideas
	Session 3 | Text structure
	Session 4 | Perspective & point of view
	Session 5 | Compare-contrast

Introduce the inferring process.

Readers use both voices to make an inference.

TEXT CLUES + **BACKGROUND KNOWLEDGE** = **INFERENCE**

word details · visual details

It reminds me of... · I'm thinking...

Figure out something the author didn't state.
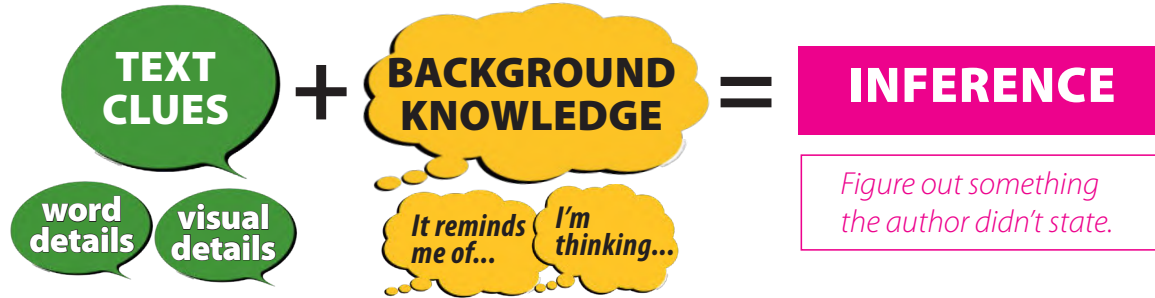
Embed the reader voices within the 5-step process.

Question Prompt

Text

READING VOICE

THINKING VOICE

I'm thinking... It reminds me of...

detail · detail · detail

Inference

STEP 1	Read/View the text.
STEP 2	Read the question.
STEP 3	List relevant details.
STEP 4	Put details together.
STEP 5	Determine what they mean.
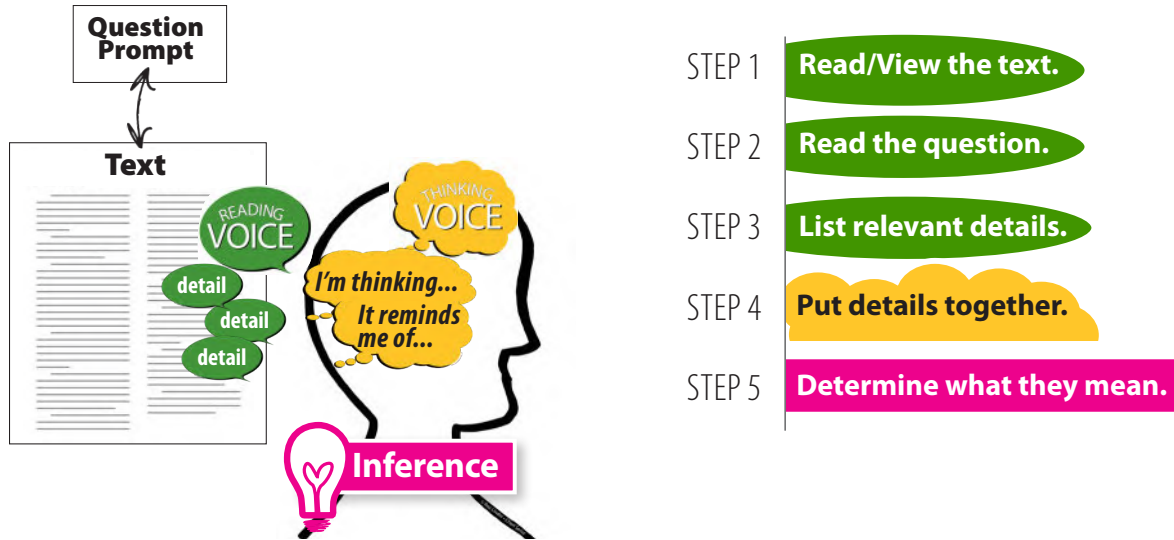
STANDARDS EXPECTATIONS

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

SPIN-OFF SESSION

TEXT-BASED RESPONSES | Session 3
Constructed responses

Readers make **Inferences**

Reading Voice **SAYS** + Thinking Voice **MEANS** = **new idea**

STEPS 1-2 **Read the text &** question.

STEP 3 detail + detail + detail

I'm thinking... This means...

Memories I know about...

STEP 4 It reminds me of...

STEP 5 **INFERENCE** *Figure out something the author didn't say.*
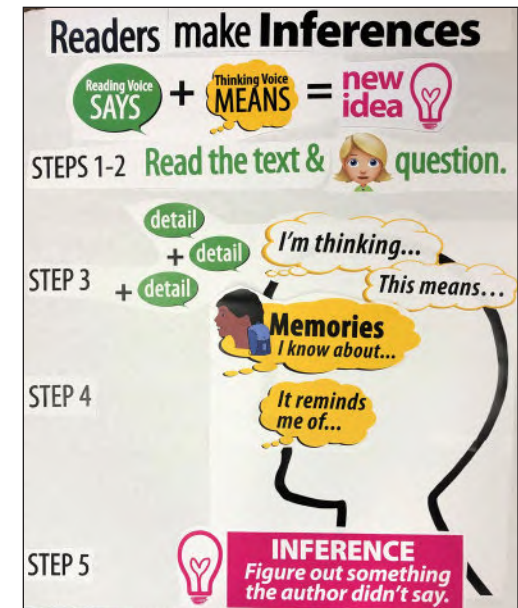
ANCHOR CHART

SECRET SITE RESOURCE

Follow 5 steps to make an inference.

NOW IT'S YOUR TURN

Visual text

What decision did this man make?

Print text

People crowd to enter the open door. They rush to find a seat. Many are left to stand when all the seats are taken. The vehicle jerks forward at a high velocity, causing the standers to lurch. They tighten their grips on the straps hanging from the ceiling. Although it's daytime, the view out the windows is pitch black. Only lights inside the vehicle keep it from being totally dark.

Where does this scene take place?

Audio text

"Little Things are Big," Jesús Colón

What is the speaker contemplating as he is about to get off the subway?

Video text

What secret does the dog want the man to keep?
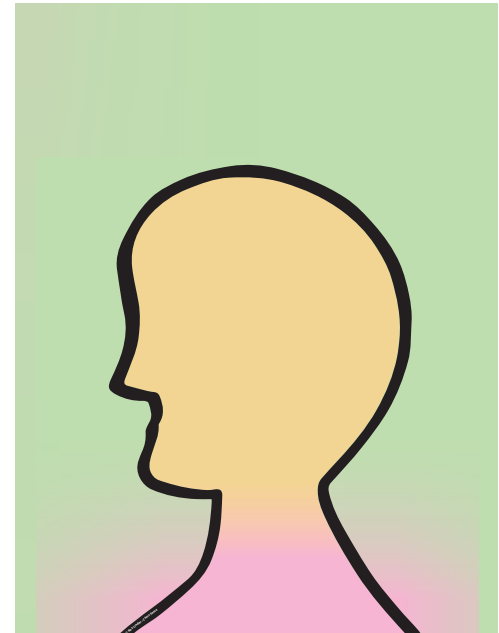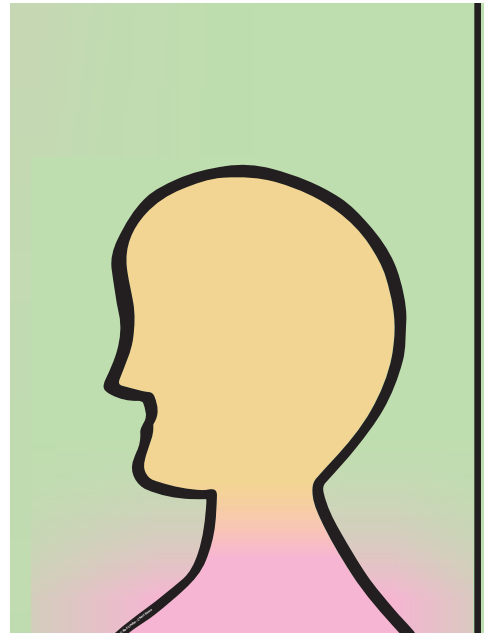
Recognize that all comprehension standards require the reader to infer.

R1 · · · · · · Inferences & Evidence

KEY IDEAS & TEXTUAL DETAILS

R2 · · · · · · · Main Idea & Theme

R3 · · · · · · · Relationships & Development

CRAFT & STRUCTURE

R4 · · · · · · · Words & Phrases

R5 · · · · · · · Text Structure & Organization

R6 · · · · · · · Purpose, Perspective, & Point of View

INTEGRATION OF KNOWLEDGE & IDEAS

R7 · · · · · · · Media Literacy

R8 · · · · · · · Argument & Evaluation

R9 · · · · · · · Text-to-Text Comparisons

R10 · · · · · Text Variety & Range

SPIN-OFF SESSIONS

READER THINKING
Session 4 | Background knowledge

TEXT-BASED RESPONSES
Session 3 | Constructed responses

Require readers to show their work.

SECRET SITE RESOURCES

Tie every comprehension lesson to the *Inference Silhouette.*

TIP FOR DRAWING THE SILHOUETTE HEAD

How do you draw the *Silhouette Head* on chart paper?

CHART SENSE

Print and laminate 8" x 11" *Silhouette Heads* to create individual whiteboards.
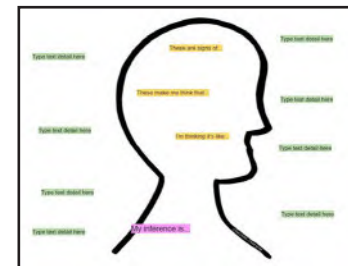
Download interactive *Silhouette Heads* in various formats— PDF, Google Doc, Google Slide, and Jamboard.

Infer despite a lack of background knowledge
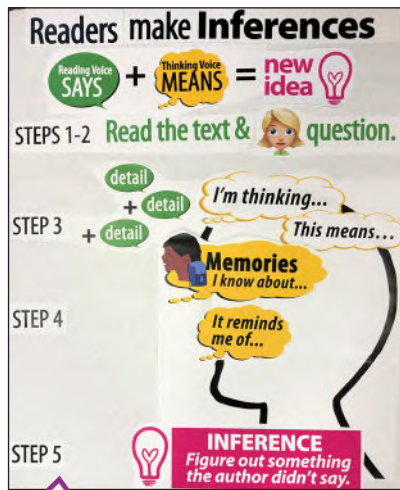
ANCHOR CHART

Recognize the inference process is complex.

Introduce the 5-step inference process.
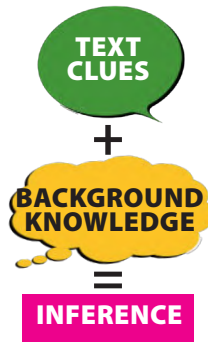
SPIN-OFF SESSION

READER THINKING
Session 3 | Make Inferences

TEXT CLUES
+
BACKGROUND KNOWLEDGE
=
INFERENCE

STEP 1 — Read/View the text.

STEP 2 — Read the question.

STEP 3 — List relevant details.

STEP 4 — Put details together.

STEP 5 — Determine what they mean.

Question OR Prompt → Text

READING VOICE — detail, detail, detail

THINKING VOICE — *I'm thinking... It reminds me of...*
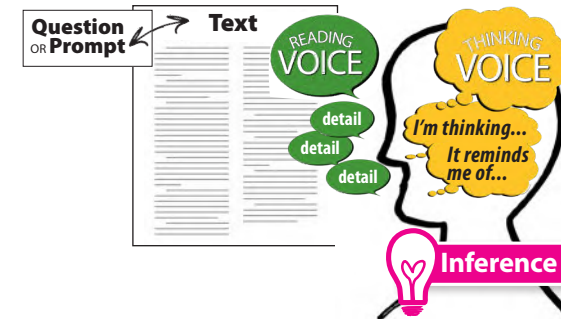
Inference

Diagnose possible reader struggle points.

Provides a wild answer or guess.

Overwhelmed with what to think about and where to start.

Lacks background knowledge.

Build a classroom climate that revolves around evidence.

- Follow every inferential question with *How do you know?*
- Exaggerate returning to the text to look for clues.
- Introduce the Scooby Doo principle.
- Prompt readers when their inferences are off track.
- Remain neutral when students offer text evidence.
- Require multiple details per answer.
- Require multiple details per answer from the same student.

SECRET SITE RESOURCES

Remain neutral when asking *How do you know?*

Prompt readers when their inferences are off track.

READER STRUGGLE POINT
Overwhelmed with where to start & what to think about.

Identify relevant text details.

℞ **Determine relevance based on the question.**

- Clarify the answer isn't in the text— but there are clues.
- Understand that details are relevant when they support the question.
- Determine the *type* of details that will be helpful.

NOW IT'S YOUR TURN

SPIN-OFF SESSION
VOCABULARY & WORD STUDY
Session 4 | Functional Vocabulary

℞ **Recognize the *types* of details to look for.**

- If the question is about…, then look for…

SECRET SITE RESOURCES

Identify "relevant" textual details per reading standard.

Define *evidence* versus just a *detail*.

RI 2. *What is the main idea?*
Broad topic
+
Repeated details

- Repeated words
- Synonyms
- Similar phrases
- Related details
- Pronouns

Topic + What about it

RI 2. *What is the theme?*
Character details

- His response to the problem
- Good and bad decisions
- Relationships with others
- How he changed

Lesson topic + Why it's important

RI 3. *Identify a character trait.*
Character details

- Words
- Thoughts
- Gestures
- Body language
- Reactions
- Actions

Think about consistent behaviors throughout.
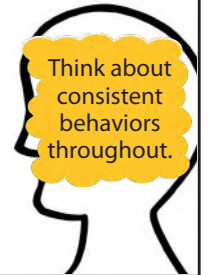
RI 4. *What does __ mean?*
Look INSIDE (roots) & OUTSIDE (content)

- Visuals/Text features
- Examples
- Synonyms
- Antonyms
- Function/Purpose
- Description

Make a prediction. Read on to confirm or adjust.
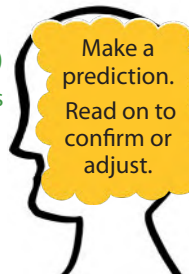
RI 5. *How is the text structured?*
Visible tools

- Text features

Invisible tools

- Transitions
- Relationship of info in paragraph before &/or after

Choose from 1 of the 6 types.

THE COMPREHENSION PLAYBOOK by Kristina Smekens

RELEVANT RESOURCE

SPIN-OFF SESSIONS
COMPREHENSION STANDARDS
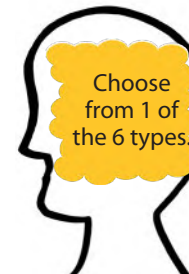
Session 1 | Summarize Literature
Session 2 | Track Ideas
Session 3 | Text Structure
Session 4 | Perspective & Point of View
Session 5 | Compare-Contrast

READER STRUGGLE POINT
Lacks background knowledge on the topic.

Activate more than text-to-self connections.

SECRET SITE RESOURCE
Activate background knowledge when inferring.

℞ Visualize the details.
- Read slowly, adding each detail into an imaginary scene.
- Consider the tone, mood, vibe, or connotation associated with the details.

I'm picturing   *This makes me feel...*

Put the details together.
- *I'm picturing…*
- *I suppose you could say…*
- *I'm predicting that…*
- *This (detail) makes me feel…*
- *I'm thinking it feels like when…*
- *It makes me wonder if…*

℞ Identify relationships between details.
- Consider what the individual details have in common.
- Find a connection among them.
- Look for similarities or patterns among the details.

These are about...   *These go together.*

Put the details together.
- *These go together because…*
- *These are all about…*
- *When this happens, so does…*
- *With this comes…*
- *These are all signs of…*
- *It has something to do with…*

NOW IT'S YOUR TURN

The sun shone all summer and fall. Not a drop of rain fell. When winter came, the storehouse was empty. Thus, they raided the Algonquians' food, causing them to become bitter enemies. People ate their horses, dogs, cats, and even rats. They resorted to boiling their boots, belts, and every scrap of leather to make broth. People wandered about in the woods in search of snakes or edible roots. Most of them never returned to the settlement.

Adapted from *You Wouldn't Want to Be an American Colonist!*

What is the problem?

The Filipinos originally used this object as a hunting weapon. It consisted of a large disk of wood or stone around which twine had been wrapped. The weapon was hurled, and the twine snared an animal by the legs. In the 1920s, American Donald Duncan saw this object when he was visiting the Philippines. Scaling down the size of the device, he transformed it into a toy and was selling them in the United States by the thousands.

Adapted from *The Kid Who Invented the Popsicle*

What is the invention?

What job does he do?
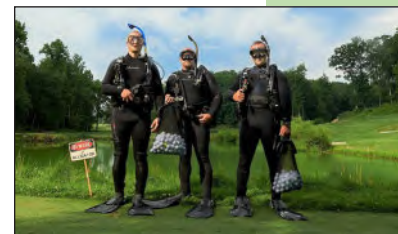
What job do they do?

READER TREATMENT
Provide routine practice and patience.

Focus on the inference process— not right answers.

- ● **Start with visuals and short, simple texts.**

Prop PREDICTIONS

SECRET SITE RESOURCE
Motivate readers to dive into the text.

Readers make Inferences

Reading Voice **SAYS** + Thinking Voice **MEANS** = **new idea**

STEPS 1-2 **Read the text &** 🧑 **question.**

Helpful detail + detail + detail

I'm thinking...
This means...

Memories I know about...

STEP 3

STEP 4

These go together.
It reminds me of...
I'm picturing

This makes me feel...
These are about...

STEP 5 **INFERENCE** *Figure out something the author didn't say.*

ANCHOR CHART

- ● **Don't expect answers before students collect details.**

  STEP 1: Read/View the text.

  STEP 2: Read the question/prompt. *(Ask the question to drive students back into the text.)*

  STEP 3: List relevant details.

  STEP 4: Make mini-inferences. *(Ask the question, causing students to put thoughts together.)*

  STEP 5: Determine what they mean. *(Ask the question, expecting the inference with evidence.)*

- ● **Require readers to show their work.**

Print and laminate 8" x 11" *Silhouette Heads* to create individual whiteboards.

SECRET SITE RESOURCES

CHART SENSE
Common Sense Charts to Teach 3-8 Informational Text and Literature
Over 85 Chart Photographs with Scaffolding Tips and Teaching Strategies
Rozlyn Linder

Download interactive *Silhouette Heads* in various formats— PDF, Google Doc, Google Slide, and Jamboard.

Annotate & note-take to improve comprehension

Readers actively engage with texts.

Readers document the whispers of their *Thinking Voices*.

Read with a purpose.	• Support during-reading comprehension. • Prepare for after-reading tasks.
Read with pen in hand.	• Recognize the limitations of reader tools. • Harness the power of reader tools.

READING VOICE / THINKING VOICE

READING VOICE / THINKING VOICE

Readers put their thinking adjacent to the author's ideas.

NOTE-TAKING — LIFT INFORMATION *OUT* OF THE TEXT

Take notes on a universal graphic organizer.

SAYS | MEANS

QUOTES | NOTES
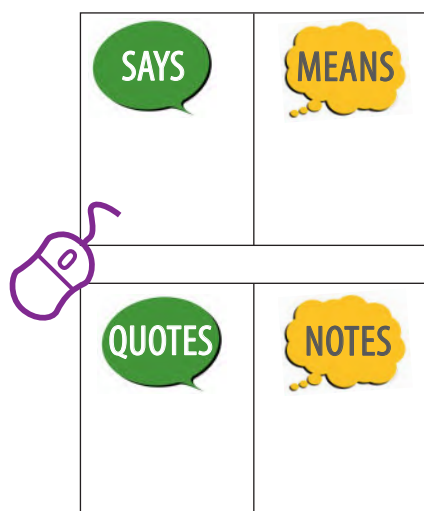
ANNOTATION — MARK INFORMATION *WITHIN* THE TEXT

AnNOTEtate
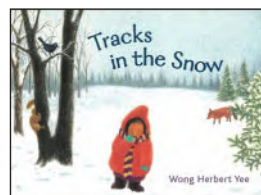
Track thoughts within the margins.

• *Why do you want to remember that?*
• *Why is that part important?*
• *How does that help answer the question?*
• *How does that help you understand the idea?*

Tracks in the Snow — Wong Herbert Yee
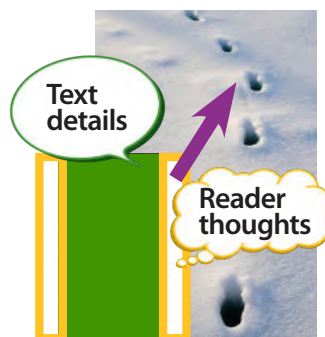
Move from highlighting to *why-lighting*.

Text details

Reader thoughts

Highlight what the text SAYS. | Add a thought. WHY is it important?

Whylight

SECRET SITE RESOURCES

ANNOTATING TEXTS
Readers track their thinking

Introduce the purpose of annotation.
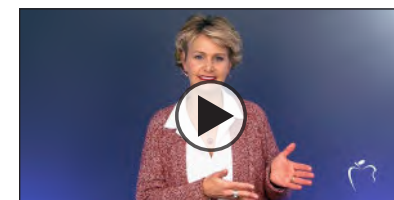
Return to annotations after reading.

WHY-light Information

Go beyond highlighting— expect *why*-lighting.

Scaffold annotation skills all year.

TIER 1 — Summarize one text.

- Note the important vocabulary.

- Identify the main idea(s).

Tools that draw attention

SUPPLIES

wikki stix

sticky flags

sticky notes— real & virtual

highlighters— real & virtual

markers

colored pencils

highlighter tape

MARKS & SYMBOLS

highlight

underline

circle

box

brackets

numbers

arrows

asterisks

TIER 2 — Make connections *within one* text.

- Mark specific details and note how they are related to the main idea(s).

- Identify essential vocabulary. Explain how it relates to the main idea(s).

- Draw arrows to show connections among ideas (e.g., reasons, examples, steps, events, people, etc.). Label each connection.

- Number information to show order or quantity. Note what they represent.

- Mark words/sections that cause questions or confusions. Write out the question.

TIER 3 — Make connections *across multiple* texts.

NOTE: Read the first text, applying Tier 2 strategies.
Read and annotate the remaining texts:

- Recognize— but don't mark— repetitive information (i.e., confirmed, corroborated).

- With an asterisk (*) or exclamation mark (!), mark new big ideas. Write a 2-3 word comment/summary next to each.

- With a plus sign (+), indicate additional details learned about an idea stated in a previous text. Write a 2-3 word comment/summary.

- With a double-sided arrow (⟷), indicate contradictory information. Write a 2-3 word comment/summary.

SECRET SITE RESOURCES

Simplify annotation with marks, codes, & abbreviations.

View a whole-class mini-lesson executed in fourth grade on coding *across* texts.
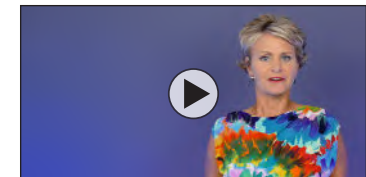
Mark new and contradictory information.

TIER 3

Read across *multiple* sources.

Prepare for research.

Expertise does not come from reading one text.

Every text does not provide the same information.

ANNOTATION — MARK INFORMATION *WITHIN* THE TEXT

Main/Anchor text

- Read the first text, applying Tier 2 strategies.
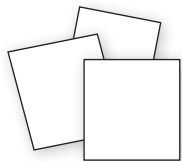
- Note only the new and different information from Sources 2-4.

Code the 2nd, 3rd, 4th texts for *how* the information is *different*.

Read & **recognize repeated** information.

- ✳ Code **NEW** information.
- ➕ Code **MORE** information.
- ↔ Code **CONTRADICTORY** information.

Source 2   Source 3   Source 4

NOTE-TAKING — LIFT INFORMATION *OUT* OF THE TEXT

Main/Anchor text

- Read the first text, taking note of Tier 2 information.
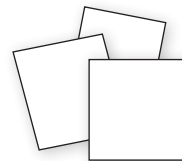
- Apply grocery-list note-taking style.

- Maintain source-specific notes.

- Include thoughts from the *Thinking Voice* within parentheses.

- Note only the new and different information from Sources 2-4.

SAYS   **MEANS**

Make a grocery list of facts, key words, and phrases.

Use TM spelling. Abbrev. No sent!

Quote a "phrase" & add the ¶ number for reference.

SOURCE 1   SAYS (MEANS)

SOURCE 2   SAYS (MEANS)

SOURCE 3   SAYS (MEANS)
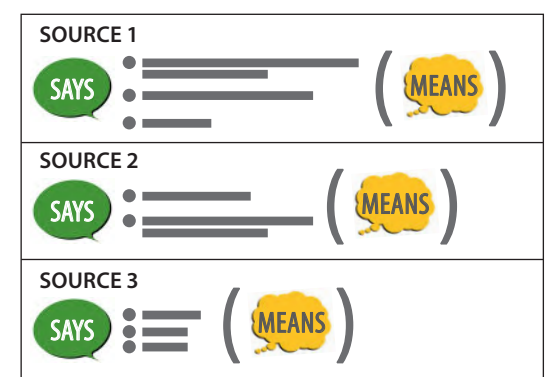
PROMPT *What information are you reading for?*

HOW IT WORKS | **Writing from Sources**

SOURCE 1

THE TEXT SAYS   Make a grocery list of facts, key words, and phrases.

THE TEXT MEANS   Include your thoughts about the facts listed.

Use TM spelling. Abbrev. No sent!

Quote a "phrase" & add the ¶ number for reference.

Note why the author's words are important.

SOURCE 2

SOURCE 3

SOURCE 4

Separate notes by sources.

AFTER READING SOURCE 1, change the note-taking purpose.

Note only:
- ✳ **BIG NEW** IDEAS
- ➕ **ADDITIONAL LITTLE** details
- ↔ **OPPOSITE** opinions

Vary levels of support.

SECRET SITE RESOURCES

What annotation expectations should I have for struggling readers?

Expose K-2 readers to annotation strategies.

TIER 1	TIER 2	TIER 3
Summarize one text.	Make connections *within one* text.	Make connections *across multiple* texts.

SECRET SITE RESOURCES

Organize information collected from sources.

How do you prepare students to synthesize when reading off a screen?

SPIN-OFF SESSION

TEXT-BASED RESPONSES | Session 4
Extended responses

OBSTACLES	SOLUTIONS
Students mark everything!	Emphasize marking words and phrases only.
Students aren't allowed to write in the books.	Use removable tools for annotation and graphic organizers for note-taking.
Students can't write small enough to fit the space.	The teacher will be the scribe.
We have limited paper-based texts; we're reading mostly digital texts.	Introduce digital tools for annotating print texts and video texts.

Equip readers from the first day to test day

SHONA LANSDELL
slansdell@smekenseducation.com

Begin with the end in mind.

You will read three passages about _____.

You will then answer several questions based on the texts.

Use the information to write an essay.

SECRET SITE RESOURCE

To access grade-specific passages, questions, and read-write prompts, click on "Classroom Resources" and then "Assessments."

READING SKILLS:

WRITING SKILLS:

TEST-TAKING/ON-DEMAND SKILLS:
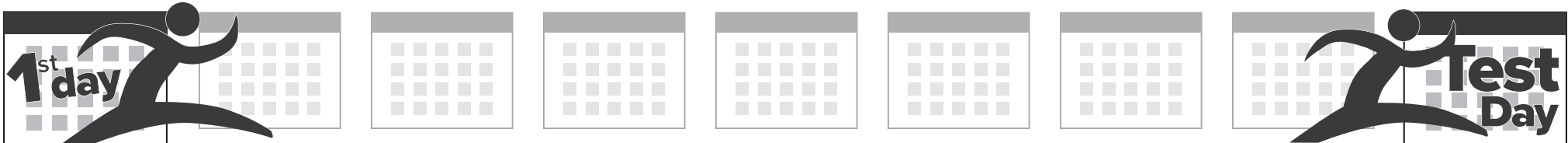
Scaffold essential literacy skills.

1st day

THINK BEYOND THE TEXT

Root single-text inferences in evidence.

READING

- Readers retell/summarize literature.
- Readers retell/summarize information.
- Readers track ideas across a text.
- Readers ask & answer questions about a text.
- Readers see text organization.
- Readers analyze author choices.

RELEVANT RESOURCE

COMMUNICATE IN WRITING

- Readers convert the last thought as a reader into the first sentence as a writer.
- Readers repeat key details from the question/prompt within the response.
- Readers include evidence to support their thinking.
- Readers provide multiple pieces of text evidence.
- Readers explain their thinking in a concluding statement.
- Readers know that all details are not evidence.
- Readers know how to cite visual, audio, and video-based evidence.
- Readers comment on their own evidence/pump up their writing.
- Readers blend evidence and elaboration.
- Readers stack multiple pieces of elaboration after each text detail.

Craft short constructed responses.

WRITING

SYNTHESIZE INFORMATION

Integrate ideas across multiple texts.

READING

- Juggle multiple sources, noting author details and reader thoughts, while maintaining source-specific notes.
- Decode the prompt/task to determine what to synthesize (e.g., steps, main ideas, reasons, etc.).
- Reread the texts' details to analyze, compare, integrate, and/or synthesize them into new reader ideas.

EXTEND THE RESPONSE

- Readers stretch each synthesis into a topic-sentence statement.
- Readers support each synthesis with a body paragraph.
- Readers recognize extended responses as several stacked constructed responses.
- Readers organize body paragraphs to match the genre and text structure.
- Readers generate an academic introduction.
- Readers generate an appropriate conclusion.

Execute a research-writing task.

WRITING

Test Day
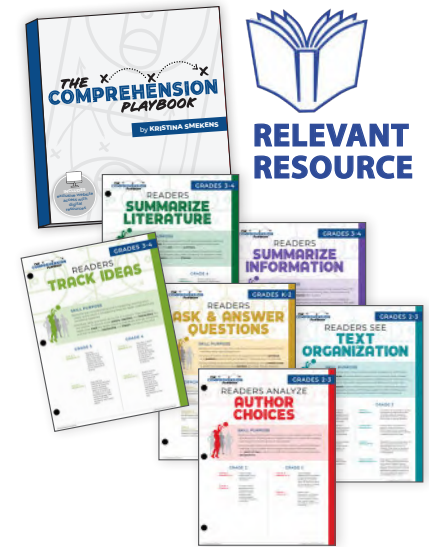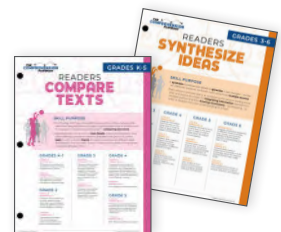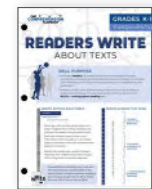
Integrate reading and writing-about-reading instruction.

Teach 1 comprehension and 1 W.A.R. skill per "week."

MONTH 1

- Establish routines.
- Build stamina.
- Introduce voices.
- Make inferences.

SPIN-OFF SESSION

READER THINKING Session 3
Make Inferences

	MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	MONTH 7	MONTH 8	MONTH 9	MONTH 10
	W1	W5	W9	W13	W17	W19	W23	W27		W34
	W2	W6	W10	W14	W18	W20	W24	W28	W31	W35
	W3	W7	W11	W15		W21	W25	W29	W32	W36
	W4	W8	W12	W16		W22	W26	W30	W33	

This week's...
READING SKILL
M |
T |
W |
T |
W.A.R. SKILL
F |

SEMESTER 1

- Each "week," teach a standards-based comprehension skill using a single text.
- End each "week" with a W.A.R. lesson that targets constructed-response writing.

SEMESTER 2

- Each "week," review a standards-based comprehension skill, teaching the subtle nuances with multiple and/or complex texts.
- End each "week" with a W.A.R. lesson that supports extended response writing.

Conduct *both* reader's and writer's workshops.

Clarify writing-about-reading and genre-based lessons.
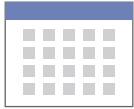
SEMESTER 1 | READER'S WORKSHOP

Instruction targets comprehension skills applied to a single text.

Each "week" ends with another component to writing a constructed response.
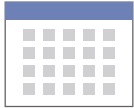
SEMESTER 1 | WRITER'S WORKSHOP

Instruction targets the most essential writing skills tied to each mode/unit (e.g., persuasive, argumentative, informative, narrative).

Students produce many first drafts (and some final drafts) on familiar and free-choice topics.
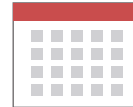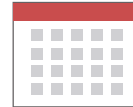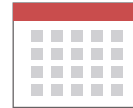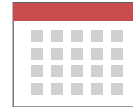
SEMESTER 2 | READER'S WORKSHOP

The same comprehension skills from first semester are spiraled and applied to multiple and more complex texts.

Each "week" ends with another skill from the W.A.R. scaffold moving from short constructed responses to long extended responses. (See also Semester 2 of Writer's Workshop.)
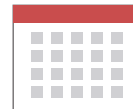
SEMESTER 2 | WRITER'S WORKSHOP

The same essential writing skills per mode are spiraled and applied as dictated by a read-write prompt.

Students produce first-draft extended responses on texts previously read. NOTE: Save the texts and thinking from Semester 2 of Reader's Workshop; they are the subject matter during the Semester 2 of Writer's Workshop.
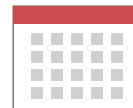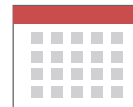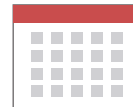
Write about texts in the primary grades

SUPER SATURDAY READING CONFERENCE

COURTNEY GORDON
cgordon@smekenseducation.com

Recognize the developmental stages within the modes of writing.
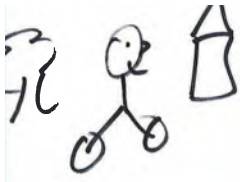
PICTORIAL WRITING	LABEL WRITING	LIST WRITING	SENTENCE WRITING
Narrative	**Narrative**	**Narrative**	**Narrative**
Informative	**Informative**	**Informative**	**Informative**
Persuasive (Opinion)	**Persuasive** (Opinion)	**Persuasive** (Opinion)	**Persuasive** (Opinion)
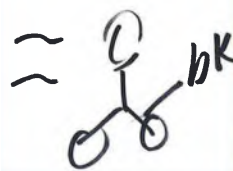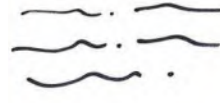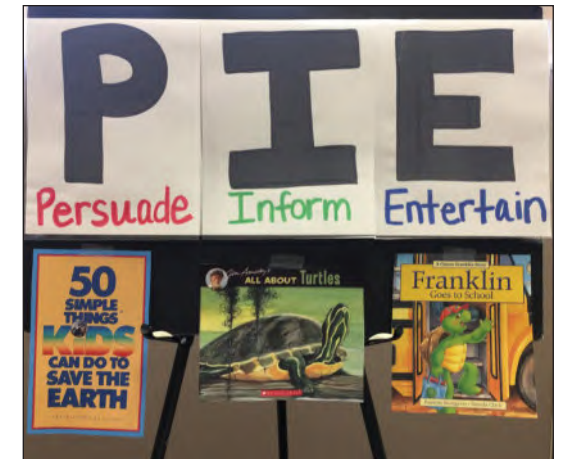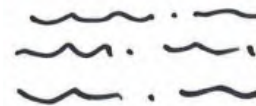
SECRET SITE RESOURCE

Incorporate persuasive, informative, & narrative writing in PK-1.

CCSS | KINDERGARTEN W1 Use a combination of drawing, dictating, and writing to compose opinion pieces…

CCSS | GRADES 1-2 W1 Write opinion pieces…

CCSS | KINDERGARTEN W2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts…

CCSS | GRADES 1-2 W2 Write informative/explanatory texts…

CCSS | KINDERGARTEN W3 Use a combination of drawing, dictating, and writing to narrate an event…

CCSS | GRADES 1-2 W3 Write narratives…

Ask students to think beyond a retell.

Prioritize opinion writing— versus informative writing.

LILLY'S PURPLE PLASTIC PURSE
BY KEVIN HENKES

Tricking Tracy
Help! Help!

At the Fireworks
By Kelly Roper

Whoosh.. Boom!
Crackle, crackle, crackle.
Ooo! Ah!

Whoosh... Boom!
Sqeal, squeal, squeal.
Ha, ha, ha, ha, ha!

Whoosh... Boom!
Sizzle, sizzle, sizzle.
Oh! Ah! Ooo!

Boom, boom, boom-a-da-boom!
Boom-a-da-boom, boom, boom!
Ooo, ah, oh, ooo, aaaaah!

CLICK, CLACK, MOO Cows That Type
by Doreen Cronin pictures by Betsy Lewin

INFORMATIVE PROMPT

CCSS R2 | *Retell the story/poem using specific details from the text.*

PERSUASIVE PROMPTS

SECRET SITE RESOURCE

2 TYPES OF AFTER-READING QUESTIONS

Ask two types of after-reading questions.

CCSS R2 | MAIN IDEA & LESSON

What lesson did Lilly learn?

CCSS R3 | CHARACTER DEVELOPMENT

How does Grandma feel/respond to Tracy's situation?

CCSS R4 | WORDS & VOCABULARY

How do the words in this poem add to its meaning?

CCSS R6 | PURPOSE & PERSPECTIVE

Who do you think was right— the farmer or the animals?

Collect word and picture details from the text.

detail EVIDENCE

detail EVIDENCE

detail EVIDENCE

I'm thinking..

It reminds me of...

Put the details together to figure something out.

INFERENCE

This is the answer.

⟳ **SPIN-OFF SESSION**
READER THINKING
Session 3 | Make Inferences

Expect the *what* and *why* in text-based responses.

Recognize the essential ingredients— regardless of the developmental stage.

Readers make inferences & **explain** them in **writing**.

WHY I think it.   HOW I know.   WHAT I think.
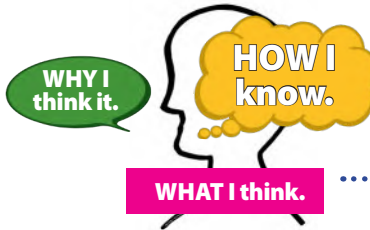
CCSS | W1

KINDERGARTEN
…Compose opinion pieces in which they … state an opinion or preference about the… book…

GRADES 1-2
Write opinion pieces in which they introduce the… book they are writing about, state an opinion, supply reasons that support the opinion…

PICTORIAL WRITING

WHAT I think.
Draw the answer.
WHY I think it.   WHY I think it.
Add evidence in picture details.

Answer drawn with text evidence in the form of picture details.

LABEL WRITING

WHAT I think.
Draw the answer.
WHY I think it.   WHY I think it.   WHY I think it.
Label the picture with text details.

Answer drawn with text evidence in the form of picture and letter/word labels.

LIST WRITING

WHAT I think.
WHY I think it.
WHY I think it.

Answer written in a word or phrase with text details listed. (May include a drawing.)

SENTENCE WRITING

WHAT I think.
WHY I think it.
WHY I think it.

Answer written in one or more sentences with text evidence. (May include a drawing.)

CONSTRUCTED RESPONSE

WHAT I think.
WHY I think it.
WHY I think it.
HOW I KNOW.

Answer is stated within a topic sentence, followed by evidence and explanation.

Tricking Tracy
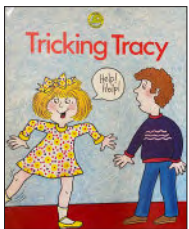
PERSUASIVE PROMPT

How does Grandma feel/respond to Tracy's situation?
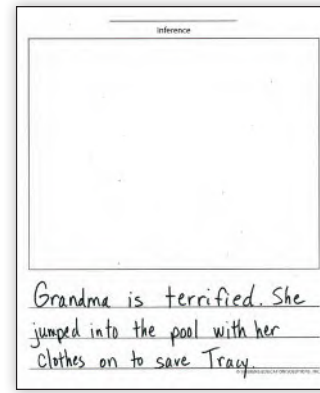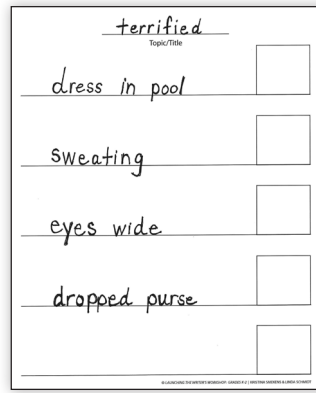
SPIN-OFF SESSION

TEXT-BASED RESPONSES
Session 3 | Constructed Responses

WHY I think it.

HOW I know.

WHAT I think.

Provide explicit skill instruction.
Teach skills that fit the developmental stages of the writers.

		Answer stated while pointing at words and visuals within the original text (evidence).	Answer drawn with text evidence in the form of picture details.	Answer drawn with text evidence in the form of picture and letter/word labels.	Answer written in a word or phrase with text details listed. (May include a drawing.)	Answer written in one or more sentences with text evidence. (May include a drawing.)
		ORAL RESPONSES	**PICTORIAL RESPONSES**	**LABELED RESPONSES**	**LISTED RESPONSES**	**SENTENCE RESPONSES**
WHAT I think.	**SKILL #1** Readers convert the last thought as a reader into the first thought as a writer.	Orally restate the answer in a word, phrase, or fragment. Orally restate the answer in a simple and complete sentence.	Find the illustration that best depicts the answer. Orally restate the answer in a simple and complete sentence. Think about how to draw the answer with accurate: • Shape & color details. • Size & proportion details. • Facial expressions. • Setting details.	Restate the answer and find the illustration that best depicts it. Label the picture with the answer. Restate the answer and think about how to draw it using shapes. Label the picture with the answer. (Apply phonics knowledge.)	Restate the answer. Use sound-stretch spelling to write the answer on the top line. (Apply phonics knowledge.)	Restate the answer and stretch it into a complete thought. Use sound-stretch spelling to write the answer in a complete sentence. Write the answer on the first line using sentence conventions (e.g., spacing, capitalization, punctuation).
	SKILL #2 Readers repeat key words from the question or prompt.	Speak in a complete sentence (e.g., *I know… I think… I figured out…*) Identify 1-2 "key" or important words from the original question. Create an oral sentence merging key words and the answer. Punctuate the end the sentence with a breath, avoiding *because*.			Identify 1-2 "key" words from the original question. Write key words and the answer as the list title, avoiding *because*. (This may be a phrase.)	Identify 1-2 "key" words from the original question. Write a single sentence merging key words and the answer, avoiding *because*.
WHY I think.	**SKILL #3** Readers include textual evidence to support their thinking.	Touch text evidence (i.e., an actual word/picture detail observable *in* the text). Orally introduce the text detail with a sentence starter, avoiding *because*.	Touch text evidence (i.e., an actual word/picture detail observable *in* the text). Draw close-up details to represent the evidence: • Adjectives, sensory details • Action, movement • Number, name details • Speech bubbles, dialogue Orally introduce the text detail with a sentence starter, avoiding *because*.	Touch text evidence (i.e., an actual word/picture detail observable *in* the text). Label a detail in the pictorial writing. (Apply phonics knowledge— initial/end sounds, whole words, 2-word labels, simple phrases, etc.). Orally introduce the text detail with a sentence starter, avoiding *because*.	Touch text evidence (i.e., an actual word/picture detail observable *in* the text). Use sound-stretch spelling to list the text detail on an additional line. (Apply phonics knowledge.) Orally introduce the text detail with a sentence starter, avoiding *because*.	Touch text evidence (i.e., an actual word/picture detail observable *in* the text). Identify which words in a sentence to use as evidence. Use a sentence starter to introduce the detail, avoiding *because*. Merge the sentence starter with the evidence creating a single sentence.
	SKILL #4 Readers provide multiple pieces of text evidence.	Find/Point at the "best" evidence for the answer. Find/Point at the second best detail. Orally differentiate the first detail from the second with varying sentence starters.	Point at the 2 "best" text evidences that are depicted within the pictorial writing. Orally differentiate the first detail from the second with varying sentence starters.	Label/Number the 2 "best" evidences depicted within the pictorial writing. Orally differentiate the first detail from the second with varying sentence starters. Strengthen the answer with more evidences labeled.	List the 2 "best" text details/evidences for the answer, written on lines using words, phrases, or simple sentences. Orally differentiate the first detail from the second with varying sentence starters. Strengthen the answer with more evidences listed.	Write the 2 "best" text details/ evidences for the answer. Differentiate the first detail from the second with varying sentence starters. Strengthen the answer with more sentences of evidence.

Conduct *both* reader's and writer's workshops.

Teach W.A.R. as part of whole-class instruction within the reading block.

RELEVANT RESOURCE
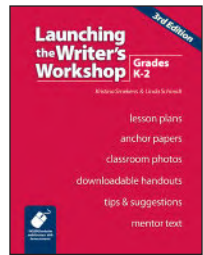
Today's Schedule

Time	Activity
8:40	Morning Work & Calendar
9:20	Reading & Stations
11:00	Art
11:45	Lunch
12:50	Computer Lab
1:35	Math
2:15	Writer's Workshop
2:45	Science Social Studies

Includes a daily, whole-class comprehension lesson.

MONDAY-THURSDAY | Deliver *I do, You watch & listen* instruction on a single comprehension thinking skill.

FRIDAY | Deliver *I do, You watch & listen* instruction on the next W.A.R. skill. (Model the new skill using the thinking saved from Monday-Thursday.)

Includes a whole-class writing lesson, followed by independent writing time.

DAILY | Deliver *I do, You watch & listen* instruction on a specific skill to improve their pictorial writing, labeling, list writing, or sentence-writing skills applied in narrative, informative, or persuasive writing.

PICTORIAL WRITING

LABEL WRITING

LIST WRITING

SENTENCE WRITING

Launching the Writer's Workshop | Grades K-2

3rd Edition

lesson plans
anchor papers
classroom photos
downloadable handouts
tips & suggestions
mentor text

TEXT-BASED RESPONSES

Improve constructed-response writing

SHONA LANSDELL
slansdell@smekenseducation.com

Make inferences and explain them in writing.

Target thinking first.

SPIN-OFF SESSION

READER THINKING
Session 3 | Make Inferences

READERS
1. Collect relevant details.
2. Put thoughts together.
3. Infer the answer.

WRITERS
1. Reveal the answer.
2. Identify the evidence.
3. Explain their thinking.

People crowd to enter the open door. They rush to find a seat. Many are left to stand when all the seats are taken. The vehicle jerks forward at a high velocity, causing the standers to lurch. They tighten their grips on the straps hanging from the ceiling. Although it's daytime, the view out the windows is pitch black. Only lights inside the vehicle keep it from being totally dark.

Where does this scene take place?

Identify the 3 facets of a constructed response.

1. Provide an inference/answer to the question or prompt.

2. Support the inference with examples/details from the text.

3. Explain how the evidence supports the inference.

Answer • Inference

Repeat key words from the question/command and provide a general answer.

Details • Evidence

Support your answer with textual evidence.

Support your answer with *more* evidence from the text.

Explanation

Explain how the evidence fits the answer/inference.

What is the answer?

Why do you think that?

LESSON IDEA: Stretch the answer into a topic sentence.

🚫 *because*
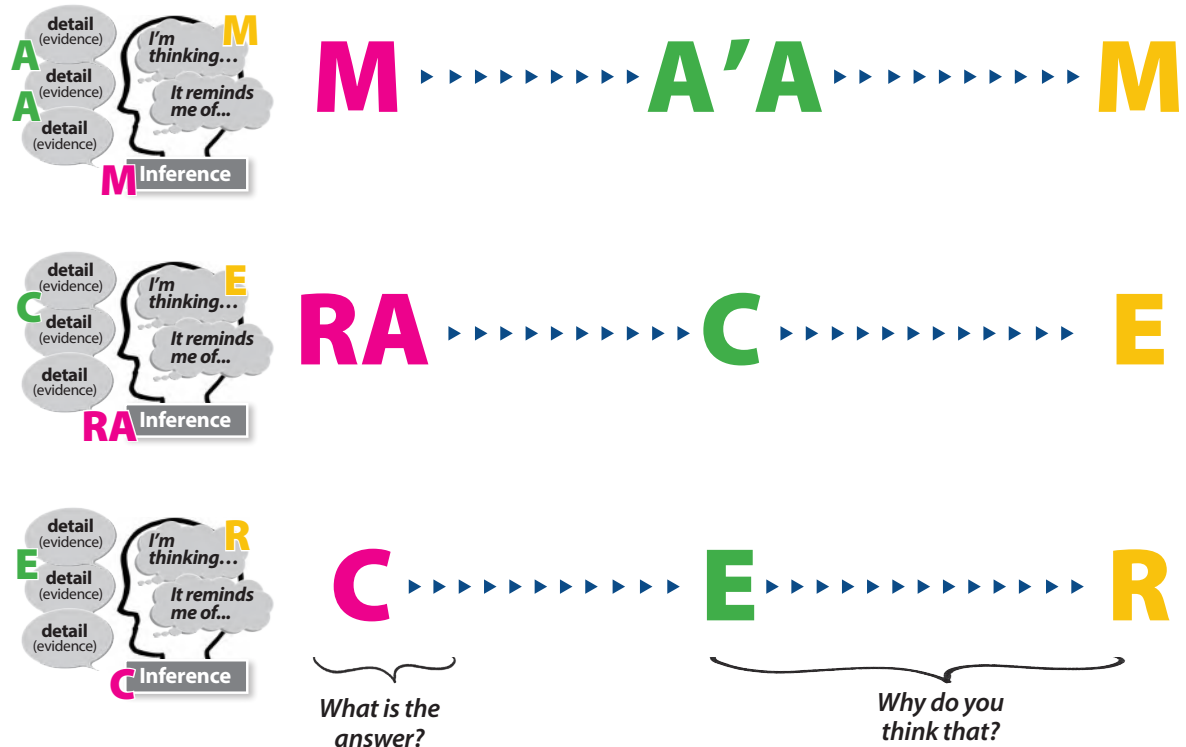
Write the 1st sentence.

Repeat key words from the question…

… and state the inference.

M **C** **RA**

Readers make inferences & **explain** them in **writing**
Repeat words from question + 💡 **INFERENCE**

I'm thinking... It reminds me of... INFERENCE

LESSON IDEA: Identify key words.

After	reading	the	descriptive
paragraph,	identify	where	this
scene	takes	place.

| scene | takes | place. |

LESSON IDEA: Introduce the *Goldilocks Principle*.

In the descriptive paragraph about the people standing in the vehicle and holding on, it's clear that it takes place within an underground subway train.

too much

In an underground train.

too little

This scene takes place in an underground subway train.

just right

LESSON IDEA: Implement *Invisible Questions*.

Assignment
_____?
_____.
_____?
_____.
_____?
_____.

Teacher **Questions**
_____?
_____?
_____?

Student **Responses**
_____.
_____.
_____.

Write the 2ⁿᵈ and 3ʳᵈ sentences.

LESSON IDEA: Introduce evidence.

- Revisit 2-part *what-and-why* answers.

WHY   WHAT

- Provide sentence starters for efficiency.

> The text also states
> The author states
> One example from the text
> The text states
> In the text
> A second example from the text
> The author also states
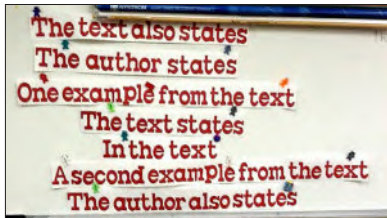
- Provide alternative verbs for *said*.

The text:	*The author:*
states…	wrote…
includes	implies…
presents…	describes…
	proposes…

LESSON IDEA: Determine the strongest evidence.

- Revisit *details* versus *evidence*.
- Identify the most helpful text details.

The author states…

The text also…

M C R A A E C

Readers make inferences & **explain** them in **writing**
Repeat words from question + INFERENCE
The author states…
The text also…
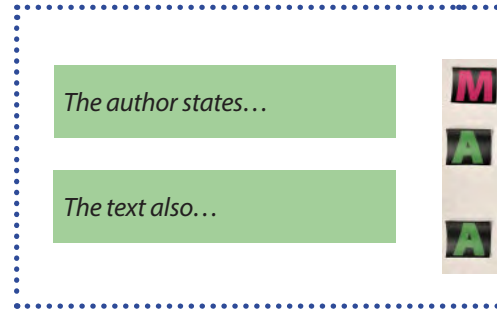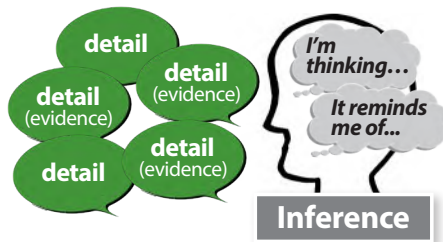
LESSON IDEA: Include evidence in blended sentences.

- Define *kerplunked* evidence versus *blended* evidence.

The text states that "the vehicle jerks forward at a high velocity, causing the standers to lurch. They tighten their grips on the straps hanging from the ceiling."

The text also states that "although it's daytime, the view out the windows is pitch black."

> Sentences should flow with all of the thoughts connected. It should sound like one person wrote it.

The text states that the standers "lurch" and "tighten their grips" on the ceiling straps.

The text also states that, despite it being "daytime," the people inside the vehicle see only "pitch black" out the windows.

- Introduce a 5-step strategy.

  1. **READ** and determine the most important author words/phrases.
  2. **REMOVE** the original text.
  3. **SAY** or compose an oral sentence blending your words with the author's.
  4. **WRITE** what you just said out loud.
  5. **RETURN** to the text to verify that the author's words have quotation marks.

Write the 4ᵗʰ sentence.

These details demonstrate…

…because…

Readers make inferences & **explain** them in **writing**

Repeat words from question + 💡 INFERENCE

The author states…

The text also…

These details prove… | because…
This demonstrates… | since…

M C RA
A E C
A
M R E

LESSON IDEA: Assume the reader "doesn't get it."

• Describe the purpose of the concluding sentence.

LESSON IDEA: Connect the dots.

• Distinguish **what the text says (i.e., evidence)** from **what it means (i.e., explanation).**
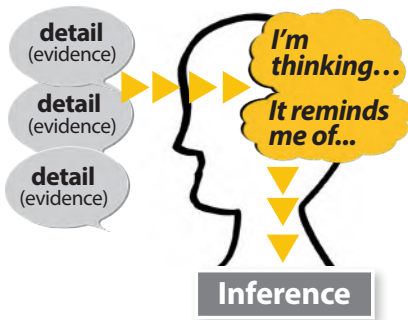
detail (evidence)
detail (evidence)
detail (evidence)

I'm thinking…
It reminds me of…

Inference

This scene takes place in an underground subway train. The text states that the standers "lurch" and "tighten their grips" on the ceiling straps. The text also states that, despite it being "daytime," the people inside the vehicle see only "pitch black" out the windows. These details prove this is an underground subway train because it's a fast moving vehicle that travels in a dark tunnel.

LESSON IDEA: Explain the connection in 3 parts.

1. Restate the answer.	▶▶▶▶	2. Add a connecting word.	▶▶▶▶	3. Describe the connection.
This shows…		because consequently		Use thoughts noted within
This demonstrates…		since as a result		the *Silhouette Head*.
These details prove…		so therefore		

SECRET SITE RESOURCE

▶

End a constructed response with an explanation.

Insert elaboration.

LESSON IDEA: Double the elaboration-to-evidence ratio.

Inference	Inference
Evidence	Evidence
	Elaboration
Evidence	Evidence
	Elaboration
Conclusion	Conclusion

Evidence comes from the *Reading Voice.*

Elaboration comes from the *Thinking Voice.*
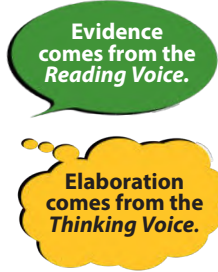
This is important because…
This matters because…
This means…
…in other words…
This conveys…
…gives the impression…
This is important because…

This signifies…
This causes…
The impact of this is …
It follows that…
Consequently…
This suggests…
If this continues…

Readers make inferences & explain them in writing
Repeat words from question + INFERENCE
The author states… ELABORATION
The text also… ELABORATION
These details prove… because…
This demonstrates… since…

This means…
This causes…
This implies…
This suggests…
This represents…
The impression…
If this continues…
The author intended…
This matters because…

This scene takes place in an underground subway train.

The text states that the standers "lurch" and "tighten their grips" on the ceiling straps.

This suggests a vehicle moving so fast that people have to hold on for balance.

The text also states that, despite it being "daytime," the people inside the vehicle see only "pitch black" out the windows.

This matters because daytime implies sunlight.

These details prove this is an underground subway train because it's a fast moving vehicle that travels in a dark tunnel.

WRITTEN RESPONSE with Elaboration

LESSON IDEA: Generate compound sentences using *but, so, because, then, since, consequently, therefore, thus,* etc.

This scene takes place in an underground subway train.

The text states that the standers "lurch" and "tighten their grips" on the ceiling straps because the vehicle is moving so fast that people have to hold on for balance.

The text also states that, despite it being "daytime," the people inside the vehicle see only "pitch black" out the windows, but daytime implies sunlight.

These details prove this is an underground subway train because it's a fast moving vehicle that travels in a dark tunnel.

LESSON IDEA: Stack explanation and elaboration.

This scene takes place in an underground subway train.

The text states that the standers "lurch" and "tighten their grips" on the ceiling straps because the vehicle is moving so fast that people have to hold on for balance.

Consequently, this eliminates any slow moving vehicles where passengers are required to remain seated.

The text also states that, despite it being "daytime," the people inside the vehicle see only "pitch black" out the windows, but daytime implies sunlight.

Therefore, the description of darkness puts this scene in a cave or tunnel.

These details prove this is an underground subway train because it's a fast moving vehicle that travels in a dark tunnel.

SPIN-OFF SESSIONS

TEXT-BASED RESPONSES
Session 1 | First Day to Test Day
Session 4 | Extended Responses

TEXT-BASED RESPONSES

Synthesize to produce extended responses

COURTNEY GORDON
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Recognize the depths of thinking.

More than summarize, more than infer— students must synthesize.

Summarize the author's ideas.
Restate the most important information the author presented.

THINK **ABOUT** THE TEXT

Infer your thoughts.
Integrate multiple details from the text to generate a new idea that the author did not state literally.

THINK **BEYOND** THE TEXT

> **"The product should be more than a summary… We need to add intellectual work to their writing about reading."**
> LUCY CALKINS

Synthesize your thoughts.
Integrate multiple details from different texts to generate a new idea that none of the authors stated literally.

SUMMARIZE	SYNTHESIZE
Repeat a detail	A new thought
Author's words	Your words
A little detail	A big idea
Found in one source	Implied in multiple texts

SECRET SITE RESOURCES

THE SYNTHESIS TEST

Is it a new thought? Yes, it is NOT stated in any of the texts.

Is it your own words? Yes, it is NOT stated by any of the authors.

Is it a big idea? Yes, it is NOT supported by just one detail.

Is it implied in multiple sources? Yes, it is supported with details pulled from a single text.
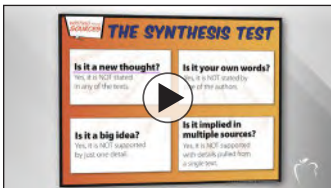
Clarify *summary* v *synthesis.*

View a mini-lesson.

Synthesize in two steps.

STEP 1 Collect

Read each text & collect its details.

- Take notes on Source 1.

- Note the new and different information while reading Sources 2-3.

- Maintain source-specific notes.

SPIN-OFF SESSION
READER THINKING SESSION 5
Annotate & Note-Take

SECRET SITE RESOURCES

Organize information collected from sources.

Sourcing Information
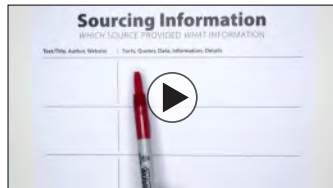
Mark new & contradictory information.

STEP 2 Combine

Reread across the texts' details.

Read one detail. Consider what it means.

- *This means…*
- *This is saying…*
- *This is like…*
- *This is important because…*

Skim the other details, looking for a second one that has a similar meaning, sentiment, or reaction.

Consider how the two details are similar.
- How are they connected?
- How are they related?
- Does one detail build on the other?

- *This is another…*
- *This is like (the first detail) in that…*
- *This also…*
- *This is kind of…*
- *If you think about it as…, then it's similar to the first detail because…*

Repeat the process, combining several details from at least two sources.

Note the relationship of the details within the synthesis bubble.

PROMPT   **SYNTHESES**

Writing from Sources

SOURCE 1

SOURCE 2

SOURCE 3

PROMPT Generate 3 reasons in support of schools requiring uniforms.

Writing from Sources

SOURCE 1

- Easy to spot a building intruder because he is not wearing the same outfit.

- Reduces the economic barrier between the "haves" and the "have nots."

- Prevents gangs from using colors/clothing to identify themselves.

- Diminishes the social stigma of "cool" versus "uncool" kids because of clothing.

SOURCE 2

- Fast morning routine; one outfit makes it easy to decide what to wear.

- Eliminates peer pressure among students to have trendy clothes.

SOURCE 3

- Easy to locate students on a field trip because they all are wearing the same thing.

- Provides a sense of belonging since everyone is similarly dressed.

- Decreases in-school fighting/stealing over brand-name clothing.

- Eliminates arguments between parents and children about what is "appropriate" to wear to school.

NOW IT'S YOUR TURN

RELEVANT RESOURCE

SECRET SITE RESOURCES

STEP 1— COLLECT

STEP 2— COMBINE

SYNTHESIZE USING MULTIPLE TEXTS
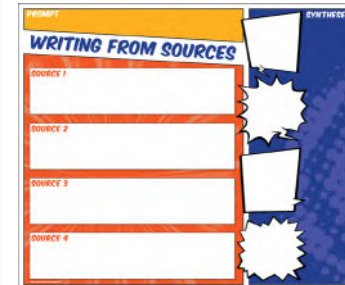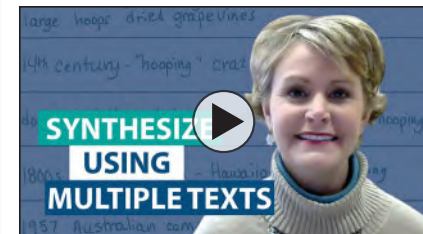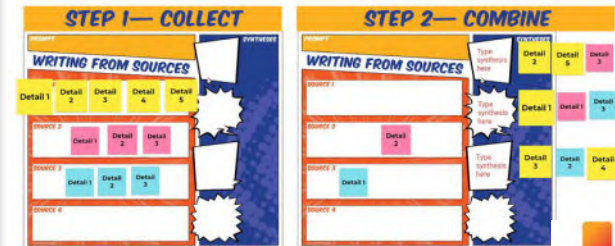
How do you prepare students to synthesize when reading off a screen?
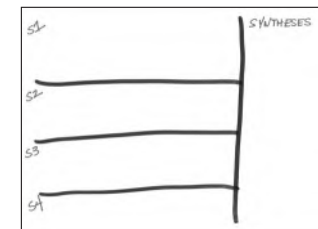
Decode the prompt to identify the writing task.

Organize the syntheses to fit the text structure.

HOW-TO	EXPLANATORY	COMPARE-CONTRAST	PERSUASIVE	ARGUMENTATIVE
HOW-TO responses— Body paragraphs are organized into steps.	**EXPLANATORY** or **DESCRIPTIVE** responses— Body paragraphs are organized around big ideas.	**COMPARE-CONTRAST** responses— Body paragraphs are organized into broad categories.	**PERSUASIVE** responses— Introduce the issue and position. Body paragraphs are organized into reasons with evidence.	**ARGUMENTATIVE** responses— Same as persuasive, plus an additional body paragraph for the counterclaim.
Detail how racism evolved from the beginning to the end of Jackie Robinson's baseball career.	*Explain the different kinds of success Jackie Robinson achieved in his lifetime.*	*Compare Jackie Robinson's baseball career to that of Babe Ruth. Explain their similarities and differences.*	*Write an opinion essay identifying the reason(s) Jackie Robinson experienced success.*	*Argue if Jackie Robinson's baseball success was/was not greater than that of Babe Ruth's. Be sure to acknowledge opposing viewpoints within your essay.*
• explain the process • sequence the events • order the events • describe the steps • over time • evolution/evolve • show the time line • from beginning to end • initial to now • conception to current	• identify the main points • explain the main ideas • provide multiple reasons • describe the topic • identify the types • explain different kinds • explain different aspects • explain the parts • describe different components • name different facets	• write a comparison • compare ___ to ____ • show how alike and different • explain similarities and differences • details presented about both • identify similarities • main differences • evaluate the main differences	• determine a position • write an opinion • make a claim • draw conclusions • convince the audience • write a persuasive • provide multiple reasons • support reasons with evidence	• argue if ___ or ___ • provide multiple reasons • support reasons with evidence • include opposition • provide counterclaims • consider multiple perspectives • address both viewpoints • determine strengths and weaknesses

● Reveal the unique structure per genre and the ingredients in its body paragraphs.

Introduction	Introduction	Introduction	Introduction	Introduction
The first step…	**One way…**	**Both address…**	**One reason…**	**One reason…**
Next…	**Another facet…**	**A second category…**	**A second reason…**	**A second reason…**
Then…	**A third big part…**	**They also include…**	**A third reason…**	**Despite…**
Finally…	Conclusion	Conclusion	Conclusion	**A third reason…**
Conclusion				Conclusion

Write from multiple sources.

Return to the reader's notes with a writer's purpose.

PROMPT — SYNTHESES — Writing from Sources — SOURCE 1 — SOURCE 2 — SOURCE 3 — Synthesis

INTRODUCTION

BODY ¶1

Repeat key words from the prompt...
...and state the synthesis.
Source 1 states...
This is important
because...
Similarly, Source 2...
In other words...
This matters because...
These details demonstrate...
because...

BODY ¶2

Repeat key words from the prompt...
...and state the synthesis.
Source 1 states...
This is important
because...
The author of
Source 3 implies...
In other words...
This matters because...
These details demonstrate...
because...

BODY ¶3

Repeat key words from the prompt...
...and state the synthesis.
Source 2 includes...
This is important
because...
This same idea is
revealed in Source 3...
In other words...
This matters because...
These details demonstrate...
because...

CONCLUSION

Stretch each synthesis into a topic-sentence statement.

- Provide textual evidence, citing its source (e.g., *Source 1, Source 2, the video, the article,* etc.).

- Elaborate on each piece of evidence.

- Conclude the body paragraph with an explanation.

SPIN-OFF SESSIONS

**READER THINKING
Session 3**
Make Inferences

**TEXT-BASED RESPONSES
Session 3**
Constructed Responses

**TEXT-BASED RESPONSES
Session 1**
First Day to Test Day

Target 4 types of narrative reading responses

SUPER SATURDAY READING CONFERENCE

BRIDGET LONGMEIER
bridget@smekenseducation.com

Move beyond personal narratives.

THEN

Traditional Prompt
Narrative Writing

- Based on background knowledge.
- Generates a narrative response.
- Typically requires students to recall a personal experience.
- Allows for more than one possible response.

NOW

Read-Write Prompt
Narrative-Writing Task

- Typically based on a literary text.
- Generates a narrative response.
- Requires students to write an original story based on information learned in the original text(s).
- Requires multiple details from the original text(s).
- Allows for more than one possible response.

Database of Picture Books and Fairytales

SOMEBODY, WANTED, BUT, SO, T...

CCSS W9 | Draw evidence from literary or informational texts to support analysis, reflection, and research.

INDIANA W1 | …Apply reading standards to write in response to literature and nonfiction texts.

SECRET SITE RESOURCES

Generate narratives in response to reading.

EVIDENCE NARRATIVE RESPONSES

How should students incorporate evidence in a narrative response?

SPIN-OFF SESSION | **TEXT-BASED RESPONSES** Session 4 | Extended Responses

Define what counts as evidence.

Review what students know as "evidence" when writing informative and persuasive responses.	Clarify that "evidence" in narratives means weaving in details from the original text.	Identify the details to include.
		• Repeat setting details.
		• Repeat character feelings, traits, thoughts, actions, words.
		• Repeat plot (problem, solution, action, event, theme) details.

Analyze sample narrative-writing tasks.

Draft parallel prompt experiences to include essential academic vocabulary.

1 Continue the story.

Write a continuation of the story of Bahauddin Shah using details from the passage. Describe what you think **might happen after** Bahauddin Shah climbs out of the Salt Caverns. What obstacles might he face and what actions might he take to overcome them?

At the end of the passage, Howie tells Kevin that he is not making a good case. Write an original story that describes what Kevin **does next** to try to change Howie's mind about paying for Cromwell's training.

In the passage from "Magic Elizabeth," the author creates a vivid setting and two distinct characters, Mrs. Chipley and Sally. Think about the details the author uses to establish the setting and the characters. Write an original story about **what happens when** Sally arrives at Aunt Sarah's house. In your story, be sure to use what you have learned about the setting and the characters as you tell what happens next.

2 Rewrite the perspective.

You have read a passage from "The Growin' of Paul Bunyan." Think about how **the story would be different** if it were told from Johnny's **point of view**. Write the story from the point of view of Johnny.

This passage is written as a first-person narrative told from Miss Summerson's point of view. Write a narrative story that describes the major events in the passage **from the point of view** of the stranger, emphasizing his thoughts and feelings about Mr. Skimpole, Miss Summerson, and Richard.

You have read Anthony Browne's *Voices in the Park*. Think about how the story would be different if it were **told from** the dog's **viewpoint.** Write a fifth story from the point of view of the dog.

3 Insert the missing piece.

In the middle of *The Big Orange Splot*, a man goes to see Mr. Plumbean, but the author never tells the reader what they talked about. **Add this missing page** to the book. What did they talk about? Write what they said and draw a matching illustration. Be sure to use information that you know happens later in the story.

This story tells about Derrick's first camping trip. Write Derrick's **journal entry** about this camping trip. Include information about how the characters responded to the events in the story as you write the journal entry.

After discovering that his wife has gone missing from the bicycle they were sharing, Mr. Harris returns "to where the road broke into four" and seems unable to remember where he has come from. Using what you know about Mr. Harris, write a narrative story that **describes how he chooses** which road to take and **the experiences he has** on his return journey. Be sure to use details from the passage in developing your narrative.

4 Write fiction based on fact.

"Colonial Life" describes families and lifestyles of that era. **Using the facts and information provided** by the author of this text, write an **original narrative** describing a typical day in a colonial child's life. In your story, be sure to use what you have learned about the setting and the characters as you describe a common problem and solution for that time period.

RELEVANT RESOURCE
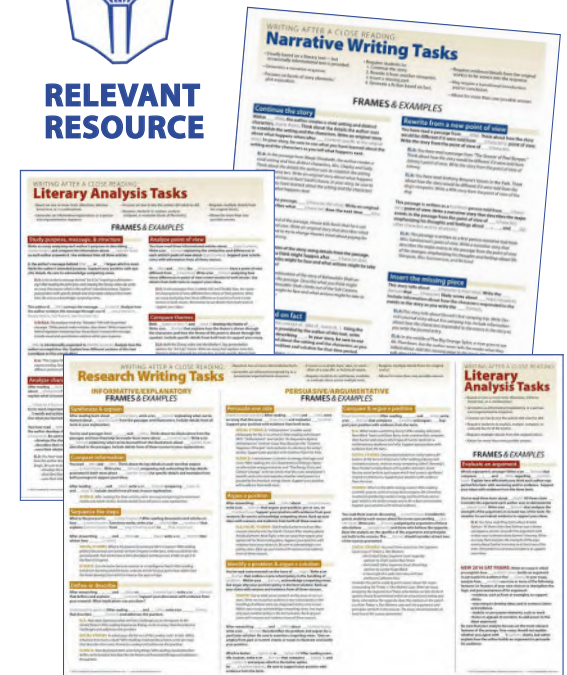
TASK TYPE	KEY INGREDIENTS	MENTOR TEXTS	ANCHOR PAPER

1

"Continue" the story following a *similar* plot.

- Incorporate the same characters.
- Describe a similar problem & solution.
- Depict the same lesson learned— just sooner.
- Include a transitional introduction.

Continue the story…
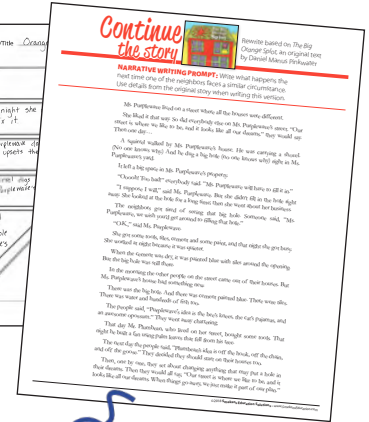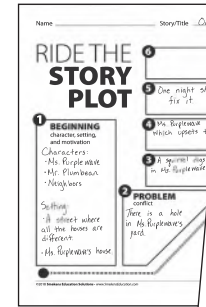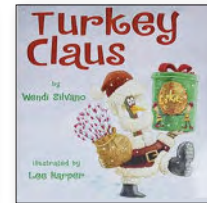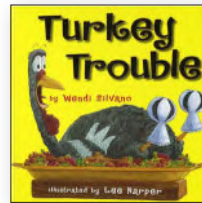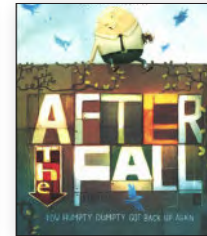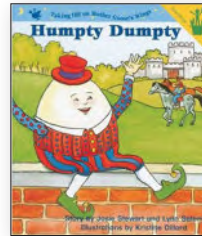
2

Rewrite the *same* plot from a *different* character's viewpoint.

- Incorporate the same characters.
- Describe the same problem & solution.
- Reveal a different character's perspective.

SECRET SITE RESOURCES

Rewrite narratives from a different character's perspective.

| TASK TYPE | KEY INGREDIENTS | MENTOR TEXTS | ANCHOR PAPER |

3 **Insert the missing piece or page.**

- Demonstrate mastery of the story arc.

- Expand on ideas merely mentioned.

- Note the details that happen before and after the inserted information.

- Include a transitional introduction and/or conclusion.

Insert the missing piece or page...

- Dissect deleted scenes from movies.

This is the missing page from _____ Title

Before & After THE INSERT

| ALREADY-KNOWN INFORMATION | ADDED PORTION | NOT-YET-KNOWN INFORMATION |

Insert the missing

---

4 **Write fiction based on fact.**

Gather details from the informational text, including:
- People/Subjects.
- Setting.
- Events/Activities.

Generate an original plot revealing:
- Accurate character and setting details.
- A realistic problem.
- A plausible solution.

BAT LOVES THE NIGHT

Walk with a WOLF

Original Text
THE GREAT PACIFIC GARBAGE PATCH
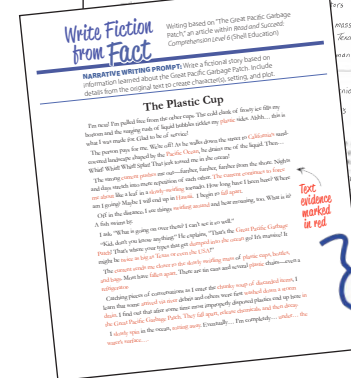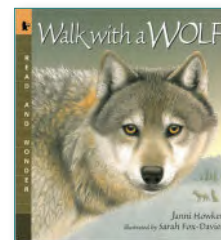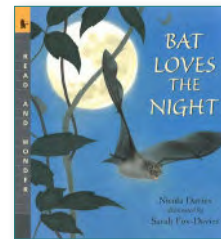
Fiction BASED ON **Facts**

INFO TEXT	FEATURES	LITERATURE
	SUBJECT CHARACTERS	
	TIME & PLACE SETTING	
	EVENTS PROBLEM & SOLUTION	

Write Fiction from Fact

The Plastic Cup

Redefine research experiences

KRISTINA SMEKENS
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Redefine research.

Review the traditional research-writing unit.

- The unit spans multiple days/weeks.
- The reader gathers his own sources.
- The product is typically long (e.g., 5-10 pages).
- The final product includes the full writing process.

Explore topics.	Find credible sources.	Read & collect info.	Synthesize & organize.	Write the first draft.	Revise & edit.

Clarify the simulated research-writing task. ●

- The task starts and ends in one sitting.
- The reader utilizes provided sources.
- The product is shorter (e.g., 1-2 pages).
- The final product includes only a strong first draft.

(Topic provided.)	(Sources provided.)	Read & collect info.	Synthesize & organize.	Write the first draft.	(No opportunity for major revision.)

SPIN-OFF SESSIONS

TEXT-BASED RESPONSES
Session 1 | First Day to Test Day

TEXT-BASED RESPONSES
Session 4 | Extended Responses

Meet the expectations outlined within the standards.

CCSS | R1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS. W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS. W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS. W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

SECRET SITE RESOURCES
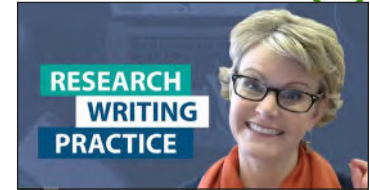
How do I balance long, traditional versus short research-writing tasks?

Simulate research-writing tasks during eLearning.

Integrate frequent research experiences.

Recognize authentic reasons to research.

To seek an answer to a question.

Acquire a specific fact or detail.

Address curiosities and wonderings.

Learn of others' questions.

To build knowledge about a topic.

Establish a general understanding.

Deepen understanding further.

Disprove lies, revise outdated information, and support truths.

Gain new perspectives and insights.

10 in 10

WIKIPEDIA
The Free Encyclopedia
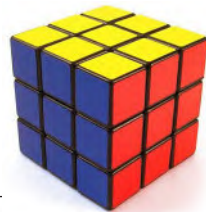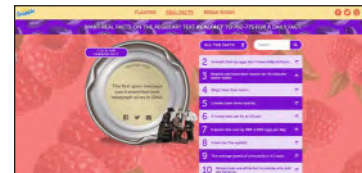
Carousel through teacher-selected sources.

MYTHBUSTERS

Track Different Perspectives

To solve a problem related to a topic.

Find out how to do something.

You Tube

Explore past, present, and potential solutions on bigger issues.

Honor the *process* over the *product*.

Redefine what counts as a research product.

When do they execute research? Identify time for research experiences.

- Bell-ringer, morning work
- Research moment
- Exit ticket

- Literacy station
- Anticipatory activity
- New-unit introduction

- Whole-class activity
- Simulated research tasks (during class or remote/eLearning)

SECRET SITE RESOURCES

Who executes the research?

Collect and report information.
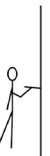
What do they produce? Identify a product that fits the depth of knowledge.

RESEARCH REFLECTION | *I learned...   I found out...   I didn't know...   I'm wondering...*

STICKY FACTS | I know something you don't know.
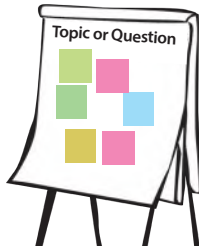
RELEVANT RESOURCE

MULTIPLE SOURCES | Keep track of *which* sources provided *what* information.
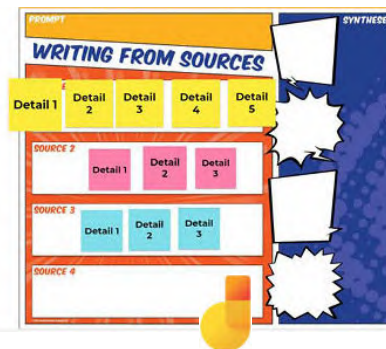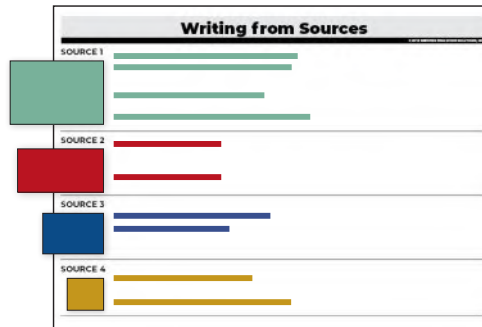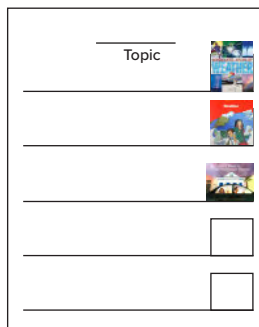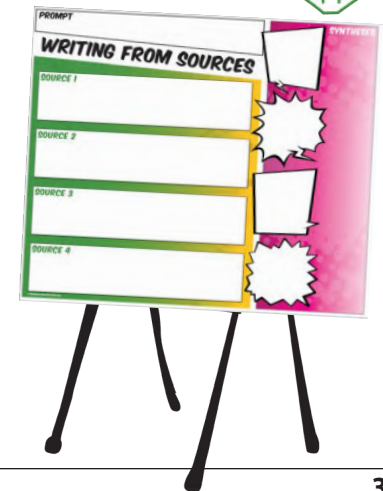
Understand the unique skills of subject-area reading

KRISTI McCULLOUGH
kmccullough@smekenseducation.com

Apply *Reading* and *Thinking Voices* in all subjects.

Acknowledge that every teacher is a reading teacher.

ENGLISH/LANGUAGE ARTS

Cinderella lived under the tyranny of her unjust stepfamily. Her stepmother locked her in a room to keep her from going to the Ball. However, Cinderella's Fairy Godmother came to her rescue, providing all she needed. Once there, Cinderella and the Prince danced until the magic wore off and turned her beautiful gown back to rags. As she ran away, she tripped and lost one of her glass slippers. The Prince searched the Kingdom to find the one who was its true match.

READER THINKING & EXPECTATIONS:

- Reading is meant to **convey an experience** to the reader.
- Understanding of the individual **story elements** that compose the whole work.
- **Rich language** includes multiple meaning words, figurative language, etc.
- Heavy emphasis on **inferring** author ideas and intentions.

SPIN-OFF SESSION
COMPREHENSION STANDARDS
Session 1 | Summarize Literature

Time	Activity
8:40	Morning Work & Calendar
9:20	Reading & Stations
11:00	Art
11:45	Lunch
12:50	Computer Lab
1:35	Math
2:15	Read Aloud
2:45	Science Social Studies

1 English/ Lang. Arts
2 Social Studies
3 Math
4 FACS
5 Business
6 Physical Education
7 Science

Identify textual differences.

HISTORY/SOCIAL STUDIES

By 1929, American factories were turning out nearly half of the world's industrial goods. The rising productivity led to enormous profits. However, this new wealth was not evenly distributed.

SCIENCE

The cells that line the nasal cavities have cilia, tiny hairlike extensions that can move together like whips. The whiplike motion of these cilia sweeps the mucus into the throat, where you swallow it.

MATH

At time t=0, a tank contains 4 lb. of salt dissolved in 100 gal. of water. Suppose that brine containing 2 lb. of salt per gallon of water is allowed to enter the tank at a rate of 5 gal./min. and that the mixed solution is drained from the tank at the same rate. Find the amount of salt in the tank after 10 min.

SOCIAL STUDIES | Government, Geography, History, Cultures

COMMON TEXT TYPES:

• History textbook(s)

• Primary source documents— essays, speeches, legal contracts/agreements

• Biographies, autobiographies

• Maps, time lines, photographs

• News articles

• Opinion/Persuasive texts— essays, speeches, editorials, campaign advertising, propaganda

• Firsthand accounts (journal/diary entries, personal letters)

• Secondhand accounts (minutes/ published proceedings)

• Artistic representations of the culture/event (artifacts, paintings, drawings, film, editorial/political cartoons)
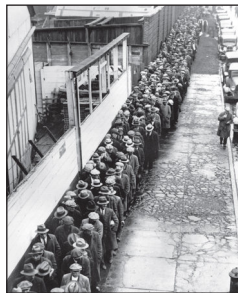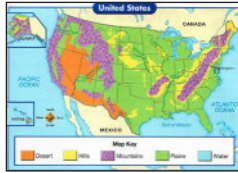
TEXT CHALLENGES:

1. Students assume all historical information is accurate. Although it's published in a textbook and read in class, it's not necessarily true.

2. The vocabulary includes more abstract concepts (e.g., economic depression, democracy, etc.) than concrete nouns or processes stated in math and science texts (e.g., diameter, angle, water cycle).

3. Students consider the information only in the context of itself— not seeing the bigger picture or its possible impact.

READER THINKING & EXPECTATIONS:

• Reading **narrative accounts**/theories of historical events.

• Understanding of **cause-effect relationships** (those who acted and those who were affected).

• Balancing **fact v. opinion**, interpretation, and author **perspective**.

• Understanding of author bias/ **interpretation** is necessary.

• Heavy emphasis on reading **multiple accounts**.

SPIN-OFF SESSION — CONTENT-AREA READING Session 1 | Research Experiences

TECHNICAL TEXTS | Math, Music, Physical Education, Art, Industrial Tech, FACS

COMMON TEXT TYPES:

TRADITIONAL TEXTS
- Course textbook(s)
- Instruction manuals, labs, directions, recipes
- Methods books
- Techniques books (history of design, graphic design)
- Artist statement (purpose and intent)
- Fairy tales, novels, fiction, riddles, and songs from world cultures
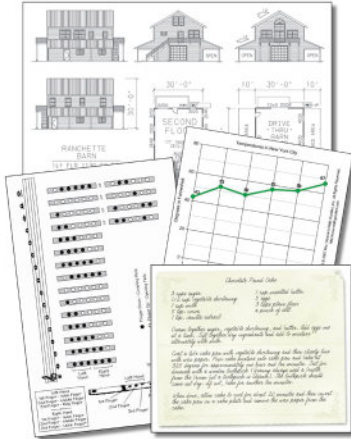
VISUAL TEXTS
- Images, photographs
- Visuals (illustrations, maps, charts, diagrams, figures, graphs, flowcharts, playbook page)
- Artifacts, models, instruments, mediums, equipment
- Works of art (e.g., painting, graphic design, pottery)

- Fingering charts
- Blueprints
- Step-by-step posters
- Codes, formulas, pronunciation guides
- Digital symbols
- Sheet music/Music scores

NONTRADITIONAL PRINT TEXTS
- Math problems
- Word problems
- Math proofs

- Forms, contracts, documents, data, spreadsheets
- Scripts, transcripts, court cases

MULTIMODAL TEXTS
- Video, how-to tutorials
- Documentaries, news broadcasts, interviews
- Techniques, processes
- Body movements and gestures, hand signals (e.g., coaching, conducting)
- Posture, position, stance, physical form
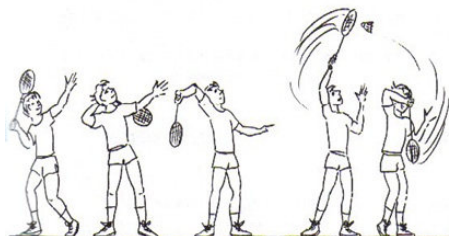
TEXT CHALLENGES:

1. Technical reading is its own language. It comes with its own symbols, vocabulary, syntax, and grammar. Students who do not know the "language" struggle to comprehend.

2. Students routinely look only at the visuals (rather than reading the explanatory text) to figure out the information they need to "do."

3. They often don't know *why* they are doing *what* they are doing.

READER THINKING & EXPECTATIONS:
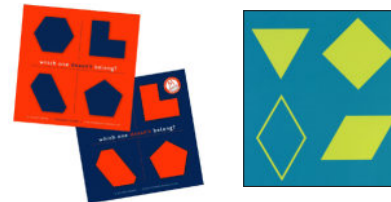
- Requires an **understanding of processes.**

- **Precision** is essential.

- Heavy emphasis on **accuracy** and error detection.

- Reading to reach an **end result**.

> **66% of the reading done at school is technical. 78% of the reading done in a real-world job is technical."**
> *THE READING TEACHER JOURNAL*
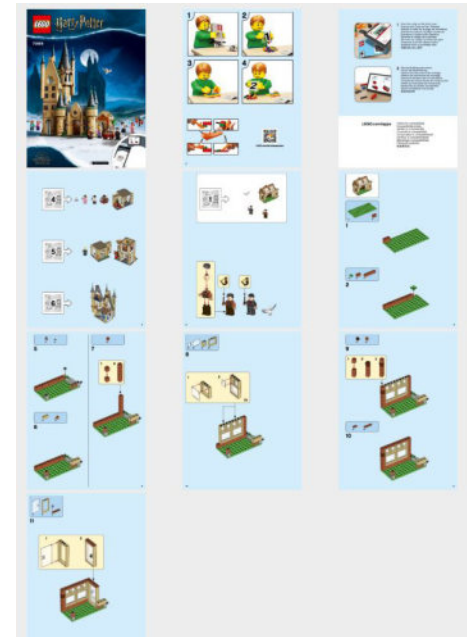
SPIN-OFF SESSION   CONTENT-AREA READING
Session 4 | Word Problems

SCIENCE TEXTS | Life Science, Earth Science, Biology, Physics, Chemistry

COMMON TEXT TYPES:

• Science textbook(s)
• Raw data, field notes, journals
• Recounts, explanations, reports
• News articles
• Websites, blogs
• Podcasts, speeches, essays
• Procedural steps for an experiment
• Visuals (e.g., flowcharts, graphs, figures, models, equations)
• Videos, simulations, animations
• Physical models, artifacts

TEXT CHALLENGES:

1. Vocabulary is specialized, using a large amount of jargon.

2. Concepts can be presented in multiple forms— written, formulaic, and graphic.

3. Everyday words that appear simple and decodable have multiple meanings (e.g., fault, frequency, force, matter, medium, charge, etc.).

READER THINKING & EXPECTATIONS:

• Requires an **understanding** of experiments or **process**.

• Heavy emphasis on **visual literacy** (e.g., graphs, charts, formulas, photos, diagrams, drawings, etc.).

• Includes the presence of **math**.

• Heavy emphasis on **specialized vocabulary**.

• Reading to **understand how** facts, assumptions, principles, and proofs are **interrelated**.

Integrate reading comprehension strategies in all subjects.

Communicate when to change their reading "hats."
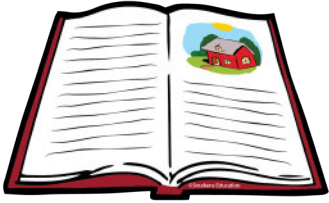
EVERYONE reads.

- Reading is meant to convey an experience to the reader.
- Understanding of the individual story elements that compose the whole work.
- Rich language includes multiple meaning words, figurative language, etc.
- Heavy emphasis on inferring author ideas and intentions.

HISTORIANS read.

- Reading narrative accounts/theories of historical events.
- Understanding of cause-effect relationships (those who acted and those who were affected).
- Balancing fact v. opinion, interpretation, and author perspective.
- Understanding of author bias/interpretation is necessary.
- Heavy emphasis on reading multiple accounts.

"DOERS" read.

- Requires an understanding of processes.
- Precision is essential.
- Heavy emphasis on accuracy and error detection.
- Reading to reach an end result.

SCIENTISTS read.

- Requires an understanding of experiments or process.
- Heavy emphasis on visual literacy (e.g., graphs, charts, formulas, photos, diagrams, drawings, etc.).
- Includes the presence of math.
- Heavy emphasis on specialized vocabulary.
- Reading to understand how facts, assumptions, principles, and proofs are interrelated.
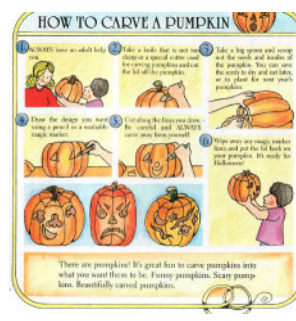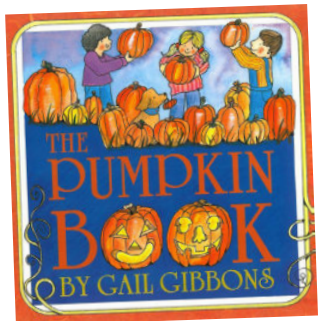
Move beyond identifying text features

KRISTI McCULLOUGH
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SUPER SATURDAY READING CONFERENCE

Know and use text features.

Recognize the 4 categories of text features.

1 BASIC PARTS

Base components of a physical book and/or digital text.

- Title
- Author
- Spine
- Front cover

Print and digital text features are utilized within the reading process when comprehending both **literature and informational texts**.

2 ORGANIZATIONAL AIDS

Tools that guide the reader to find information or lead them to answer a question about the text or topic.

- Table of contents
- Heading
- Menu
- Navigation bar

3 VISUAL/GRAPHIC AIDS

Tools that communicate information through images, shapes, and color.

- Illustrations
- Time line
- Chart
- Graph

4 INFORMATIONAL AIDS

Tools that supplement the main text. They clarify, give background knowledge, or extend the reader's understanding.

- Glossary
- Footnote
- Sidebar
- Hyperlink

Teach text features based on standards.

		KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3
PARTS of a Printed Book	Front cover	K. RI.5			
	Back cover	K. RI.5			
	Spine	*Recommended*			
	Title page	K. RI.5			
	Page numbers	*Recommended*			
	Dedication page		*Recommended*		
	Acknowledgments		*Recommended*		
	Preface/Introduction		*Recommended*		
	Author or illustrator's note		*Recommended*		
	Copyright page				*Recommended*
	Dust cover flaps		*Recommended*		
	End pages		*Recommended*		
BASIC Text Features	Title	*Recommended*			
	Author	K. RL.6, K. RI. 6			
	Main text	K. RL.7			
	Illustrator	K. RL.6, K. RI.6			
	Illustrations	K. RL.7			
TYPE Styles & Treatments	Headings		1. RI.5		
	Subheadings			2. RI.5	
	Boldface of key words			2. RI.5	
	Font choice & size		*Recommended*		
	Indent			*Recommended*	
	Italics		*Recommended*		
	Underline		*Recommended*		
	Arrows	*Recommended*			
	Bullets & numbered lists	*Recommended*			
VISUAL Features & Treatments	Photos, drawings, & sketches	K. RI.7			
	Captions			2. RI.5	
	Labels	*Recommended*			
	Speech & thought bubbles			*Recommended*	
	Maps, diagrams, & figures			2. RI.7	
	Time lines, charts, & graphs			*Recommended*	

Numbers referenced correlate with the Common Core State Standards.

Recommended labels are next to text features that are relevant when executing specific grade-level reading and writing standards.

Teach text features based on standards.

	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3
LONG & Complex Texts				
Table of contents		1. RI.5		
Index			2. RI.5	
Glossary, vocabulary box		1. RI.5		
Pronunciation guide			*Recommended*	
Fact boxes		*Recommended*		
Sidebar				3. RI.5
Footnote			*Recommended*	
Endnote				*Recommended*
Bibliography/Works cited				3. W.8
DIGITAL Text Features				
Menu		1. RI.5		
Hyperlink rollover				3. RI.5
Icons & buttons		1. RI.5		
Hyperlinked text				3. RI.5
Rollover pop-up				3. RI.5
Search box for key words				3. RI.5, 3. W.5
Tabs/Navigation bar				3. W.5

Numbers referenced correlate with the Common Core State Standards.

Recommended labels are next to text features that are relevant when executing specific grade-level reading and writing standards.

SPIN-OFF SESSION

CONTENT-AREA READING | Session 5
Digital Texts

Let's Examine Our Text!
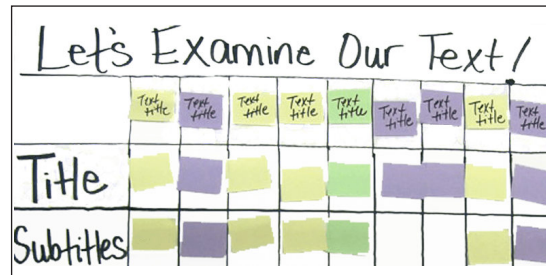
Introducing text features & conducting a scavenger hunt.

SECRET SITE RESOURCES
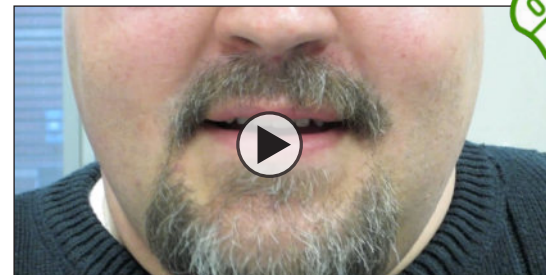
Walk through the features of informational text.

Introduce each grade-appropriate text feature.

WHAT THE TEXT FEATURE IS

- Show several examples.
- Study the graphic representation for meaning, function, and purpose.
- Reveal how the text feature works.
- Describe the type of information.

WHERE THE TEXT FEATURE IS FOUND

- Reveal where this text feature is found.
- Note if it is usually placed inside or outside the main text.
- Note if this text feature typically comes before or after the main text or is placed at the top, bottom, or around perimeter of the main text.
- Show examples of its various locations.
- Connect where the text feature is located to when a reader would view it.

MAIN TEXT

WHY IT IS IMPORTANT

- Identify the reasons/ purposes an author would incorporate it.
- Identify reasons/ purposes that a reader would seek such a text feature.
- Name the purpose this text feature serves.

TEXT FEATURES
THE PURPOSEFUL PARTS OF TEXTS
© SMEKENS EDUCATION SOLUTIONS, INC.

Text features are visible elements inside and outside a text that enhance the reader's experience. These are not required components of texts—they are perks that authors and publishers choose to include to help the reader find information quickly, navigate within the text easily, and comprehend the information completely.

In general, text features fall into the following four categories.

RELEVANT RESOURCE

TIME LINE • DIAGRAM • GLOSSARY • ROLLOVER • POP-UP • PHOTOGRAPH • SIDEBAR • WORD VOCABULARY BOX • TITLE • FRONT COVER • BACK COVER
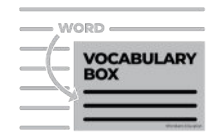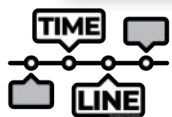
HELPS THE READER *FIND* SOMETHING.

Some text features function as organizational tools to quickly locate specific information or answer a specific question. These tools are valuable when a reader is attempting to skim a long text or scan for something in particular.

HELPS THE READER BETTER *UNDERSTAND*.

Some text features reveal the same information as the main text, just more simply—and/or visually. These tools fill in knowledge gaps and/or clarify ideas for the reader.

ADDS *NEW* INFORMATION.

Some text features extend the reader's knowledge beyond what was stated in the main text. Authors may put information into a text feature that is not included anywhere in the main text. This is why it's imperative to read all text features provided.

Apply text features *BEFORE* reading.

Preview the text.

Locate and answer.

Utilize the tools authors/publishers provide to guide the reader to find information or lead them to answer a question about the text or topic.

- Table of contents
- Index
- Navigation bar
- Menu
- Search box
- Heading
- Icon
- Button

Since I'm looking for___ I should…

I know texts/websites put that information (here).
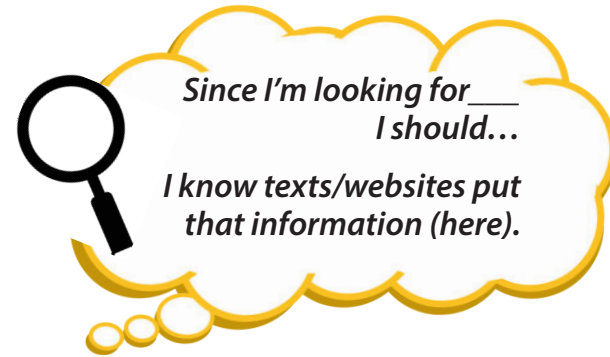
Scope out & steal.

"Steal" as much information about the topic— before reading the main text.

T. Title
H. Headings
I. Introduction
E. Every first sentence
V. Visuals & vocabulary
E. End of chapter questions
S. Summary

I expect to learn about…

This makes me think…

I already know ___ (about this topic)…

Literacy eLessons
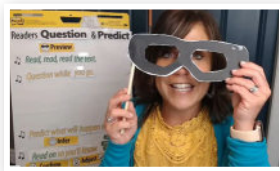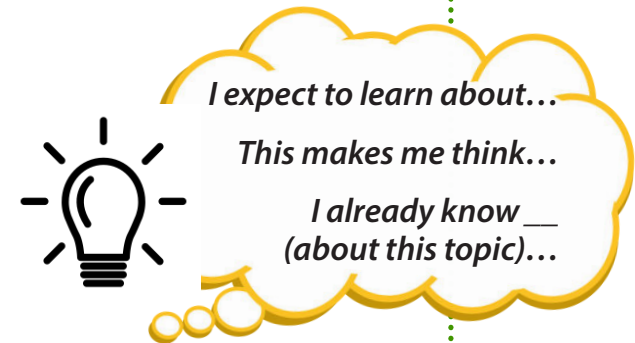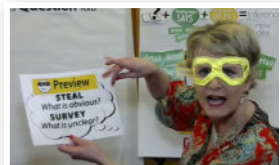
GRADES K-1
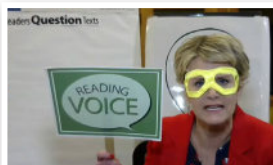
GRADES 2-3

GRADES 4-6

GRADES 7-12

NOW IT'S YOUR TURN
What did you learn?

The Problem With PLASTIC

SECRET SITE RESOURCE

Apply text features *DURING* reading.

Focus on comprehension.

Solve a word.

Look for text features that may reveal the meaning of an unfamiliar word.

> Educational research reveals that students need to know 95-98% of the words within any given text/passage to comprehend its message.

SPIN-OFF SESSION
READER THINKING
Session 2 | Context Clues

> *This makes me think…*
> *I'm predicting it means…*

Value visuals.

Look for visual text features that communicate the same information through images, shapes, and color. These may clarify the idea or concept.

> *So this is saying that…*
>
> *I'm picturing…*

> *Oh, wait, that's new.*
> *I didn't read that in the main text.*

SPIN-OFF SESSIONS
CONTENT-AREA READING
Session 2 | Subject-Area Reading

CONTENT-AREA READING
Session 5 | Digital Texts

Apply text features *AFTER* reading.

Analyze for what information was new.

Evaluate text features for their added value.

Read more.

Seek more information about the topic utilizing provided text features.

- Sidebar
- Hyperlinks
- Fact boxes

Evaluate brand new.

While text features aid comprehension *during* reading, it's *after* reading when the reader recognizes what was and wasn't also stated in the main text.

Example from *The Problem with Plastic*
Explain how the photo contributes to the understanding of the article. Support your answer with details from the article.

DID YOU KNOW?

3 THINGS YOU CAN DO
1. Carry reusable silverware.
2. Carry a refillable water bottle.
3. Bring your own shopping bag.

After reading the text, I learned something additional from (text feature).

I need to reread (text feature) more closely.

The (text feature) shows… I'll reread to confirm that is not stated anywhere in the print article.

The article explains…

The photo reveals…

Apply comprehension strategies when solving word problems

SUPER SATURDAY READING CONFERENCE

BRIDGET LONGMEIER
bridget@smekenseducation.com

Understand the mathematician's *Reading & Thinking Voices.*

READING **VOICE**

THINKING **VOICE**

words

sentences

letters

Solve for X.
$4x + 12 = 24$
$a + b = c$
$<ABC = 25°$

numbers

symbols

3' x 5'   12:40 p.m.
32°   64%
$24   58¢

punctuation

cm   mph
mm   @

abbreviations

visuals

I'm solving for…

Key information includes…

This letter/number/symbol means…

I'm estimating…

I need to apply (formula)…

Irrelevant information includes…

I need to find ___ before I can…

> **"** Students do anywhere from **10-30 percent worse on word problems** than when the same problem is presented in mathematical form."
>
> J. KINTSCH,
> UNDERSTANDING WORD PROBLEMS

Read every story problem three times.

1. Read for overall understanding of what solving for.

2. Zoom in to notice the little words, symbols, and details.

3. Zoom out to integrate comprehension with computation.

RELEVANT RESOURCE
Close-Reading Triggers

❶ Read
❷ Reread
❸ REREAD

SECRET SITE RESOURCE
Attack story problems with the 3 phases of close reading.

FIRST READ | Read for surface understanding.

Comprehend the main idea.

Decipher the message.

Every subtle mark affects comprehension.

- words
- abbreviations
- acronyms
- symbols
- numbers
- letters
- icons
- images

Acknowledge symbols have different meanings in different subject areas.

SIGN OR SYMBOL	TRANSLATION IN DIFFERENT COURSES			
	English/Language Arts	Computer Apps	Math	FACS
/	Implies that either or both of the items are applicable.	Used to insert explanatory info about an operating system without impacting the coding.	Used to separate the part from the whole within a fraction.	Used to indicate ingredient measurements in fractions.

SECRET SITE RESOURCE

Fluently translate numbers and symbols to words.

- Decode without any phonics clues.
- Model the oral fluency.
- Require students to read aloud.

SPIN-OFF SESSION
READER THINKING
Session 1 | Science of Reading

Adjust to a slower reading rate.

- Word problems are dense and compact.

SPEED LIMIT 5 MPH
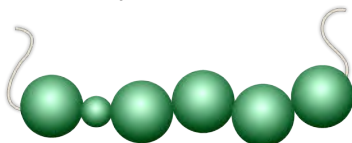
Grasp the **context** or the **situation**.

Identify the topic sentence versus the supporting details.

Remove the numbers.

> A tank and a pail contain a total of _____ milliliters of water. Jacob pours _____ milliliters of water from the pail into the tank. The amount of water in the tank is now ___ times what is left in the pail. How much water was in the pail at first?

Overcome unfamiliar content.

- Add realia or other visuals to support understanding and troubleshoot a lack of background knowledge.
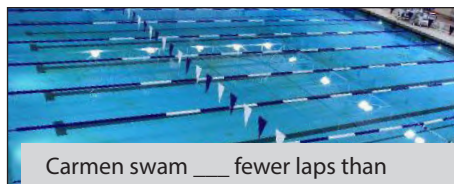
> Carmen swam ___ fewer laps than the number of laps Mario swam. They swam ___ laps altogether. How many laps did Mario swim?

Find the story in the problem.

👤 (Somebody) ❤ wanted… 🚩 but…

> Xander is unpacking books. He unpacked 4 boxes that each had 24 books. Then he unpacked 8 more books. How many books did Xander unpack?

👤 Xander

❤ Wanted to unpack all his books.

🚩 But he didn't know how many books he had.

SECRET SITE RESOURCES

✛ NOW IT'S YOUR TURN

> Benjamin has 15 feet of ribbon to cut into ½ foot sections for a scrapbooking project. If he needs 48 pieces of ribbon to complete the project, does he have enough ribbon?

👤 Somebody

❤ wanted

🚩 BUT

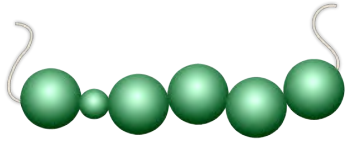**Identify the label** when determining what solving for.

SECOND READ | Zoom in on the significant information.

Annotate the relevant information.

Read with a purpose.

- Strikethrough any irrelevant information.

- Mark the key terms and note their meanings.

- Link numbers to nouns.

- Note the tasks within a multi-step word problem.

- Transform the abstract problem to a visual one.

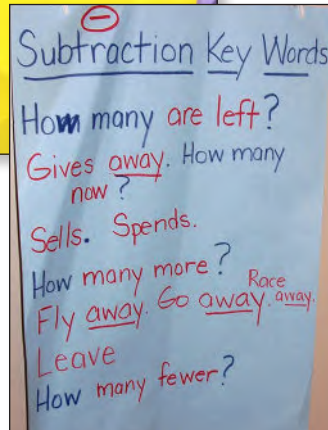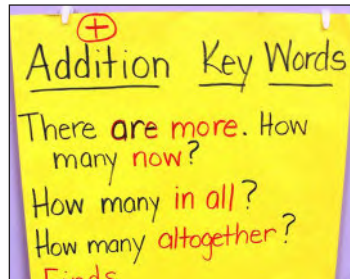## Focus on precision and accuracy in reading.

Emphasize little words with big meaning.

the, is, a, are	how many, how, many
on, off, of, who	what, which, why
and, or	one, ones, ten, tens
do (does, did)	number, numeral
be (was, were)	can, would, should, could
it, each, all, same, some	find, solve, suppose
here, there, has, have	write, exercises
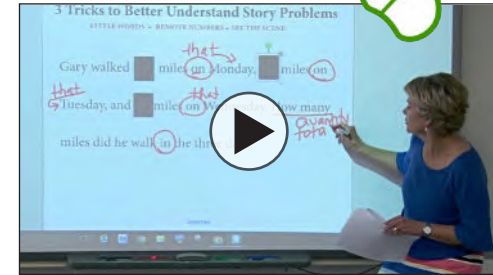
SECRET SITE RESOURCE

Refine the explanation of "key words."

- Teach the word's meaning applied in different contexts.

Carlos and Elizabeth go apple picking. Carlos puts 10 apples in their basket and then Elizabeth puts 5 **more** apples in their basket. How many apples do Carlos and Elizabeth have now?

Carlos and Elizabeth go apple picking. Carlos puts 10 apples in their basket and then Elizabeth puts some **more** apples in the basket. At the end of the day, Carlos and Elizabeth have 15 apples. How many apples did Elizabeth pick?

Carlos and Elizabeth go apple picking. Carlos picks 10 apples and Elizabeth picks 5 apples. How many **more** apples did Carlos pick than Elizabeth?

- Maintain a list of aliases.

If there are five horses and 3 jockeys, how many more horses are there than jockeys?

If there are five horses and 3 jockeys, how many fewer jockeys are there than horses?

If there are five horses and 3 jockeys, how many horses won't have a jockey?

If there are five horses and 3 jockeys, what is the difference between the number of horses and jockeys?
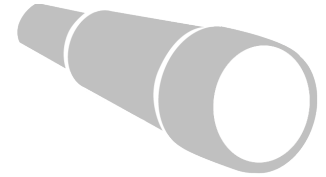
THIRD READ | Zoom out to integrate knowledge.

Reread excerpts while solving the problem.

Introduce the **mathematician's mantra**.

> *Read a little; do a little.*

Compare to real world.

> **❝ 66% of the reading done at school is technical. 78% of the reading done in a real-world job is technical.❞**
>
> *THE READING TEACHER JOURNAL*

Revise the **reading habits** of your mathematicians.

Teach students the individual reading strategies within math class.

Re-establish expectations.

Execute close reading in one sitting.

Find the PROBLEM in the STORY

READING VOICE → THINKING VOICE

1. **READ** the last sentence first.

2. **THINK.** What do you have to figure out?

3. **READ** the whole story with NO pencil and NO numbers.

4. **THINK.** What is going on? Picture it.

5. **REREAD** the whole problem WITH a pencil, but NO numbers.

6. **THINK.** What do the "little" math words mean?

ANCHOR CHART

Explain, prove, or argue what you're doing in a written response.

- *Why do/doing it?*
- *How do/doing it?*
- *When do/doing it?*
- *Where do/doing it?*

SPIN-OFF SESSION CONTENT-AREA READING | Session 2
Subject-Area Reading

Dive deep into digital texts

SUPER SATURDAY READING CONFERENCE

KRISTINA SMEKENS
kristina@smekenseducation.com

Place equal value on all texts— regardless of medium or format.

Broaden the application of the *Reading Voice.*

READING **VOICE**

word details

THINKING **VOICE**

Thinks about what the words, visuals, and sounds mean.

SPIN-OFF SESSION
READER THINKING
Session 3 | Make Inferences

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visual details

people, clothing, expressions

text features

subject, event, activity

setting, mood, background

font, color, size, space, layout

audio details

music, vocals, instruments

volume, silence, inflection, pacing

sound effects

STANDARDS EXPECTATIONS

CCSS R7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

K | …Describe the relationship between illustrations & text…
1 | Use the illustrations and details… to describe…

2 | Explain how specific images… contribute…
3 | Use information gained from illustrations…
4 | Interpret information presented visually, orally, or quantitatively…

5 | Draw on information from multiple print or digital sources…
6 | Integrate information presented in different media or formats…
7 | Analyzing each medium's portrayal…
8 | Evaluate the advantages and disadvantages of… different mediums…
9-12 | Analyze… Integrate and evaluate various accounts… told in different mediums…

Alter students' mindsets & mental efforts.

Overcome the various struggle points of readers.

BRING A CASUAL ATTITUDE.
- Equate to social media.
- Expect to be entertained.

SEE BUT DON'T READ.
- Lack genre vocabulary.
- Lack skills to analyze.

ANCHOR CHARTS

GRADES K-2

GRADES 3-12

DIGITAL PRINT TEXT

Target text-specific reading skills.

REVEAL COMMON TEXTS

- Facebook posts
- Popular websites
- School LMS (e.g., Seesaw, Canvas)
- Epic
- Storyline Online
- CommonLit
- Newsela
- ReadWorks

IDENTIFY THE PURPOSE | The reading purpose impacts how a reader attacks a digital text. Provide explicit purposes for reading and teach students the habits that accompany them.

Personal entertainment is driven by choice. The reader jumps, clicks, scrolls, and lingers on features of interest. No specific information is being searched.

Technical reading requires precision and constant rereading in order to execute a specific task.

Research starts with a narrow search followed by an efficient skimming of information. Sift out the unimportant and closely read for the relevant.

Close reading utilizes multiple reads to gain a deep understanding of what the digital text says, what it means, and why it matters.

TRANSLATE THE TEXT FEATURES
Relate a reader's actions in print text to the moves in digital texts.

PRINTED TEXT	DIGITAL TEXT
Front Cover	Homepage
Back Cover	Search engine description
Title Page	"Contact Us" link/page
Table of Contents	Menu bar
Index	Search field/site map
Glossary	Click on word/hover over word
Heading/Subheading	Navigation bar/Drop-down menu
Cross-references	Hyperlinks

SPIN-OFF SESSION

CONTENT-AREA READING
Session 3 | Text Features

RETRAIN SCROLLERS | Frequently moving the text in small increments impacts comprehension negatively. Scrolling disrupts a reader's:

Mental Attention.
Cognitive energy is spent on determining *Where was I?* rather than comprehension.

Visual Attention.
Searching for the new starting point requires re-focusing and causes *additional ey*e fatigue.

Solution. Make one long scroll when the screen view ends to refill the screen.

LIMIT PERIPHERAL VISION
Although there are many "interesting" places to go, on-screen readers must stay focused on the the main text.
- Self-monitor the *Distracting Voice.*
- Avoid temptations by removing the clutter.
- Eliminate multi-tasking.

CAUTION AGAINST CLICKBAIT
The internet makes it easy to access information immediately. However, information overload can cause inefficient reading and poor comprehension.
- Read the main text before opting to click on any hyperlinks.
- These "sidebars" may add knowledge, but they can create a maze of information that impacts comprehension. It's easy to get lost in *hyperspace*!

TRACK THE READING JOURNEY | Digital text allows users to build their own text, creating their own route of information. Build a physical map to track information learned and thoughts expressed.

VISUAL TEXT

Target text-specific reading skills.

REVEAL COMMON TEXTS

- Picture book illustrations
- Snapchat posts
- Instagram posts
- Facebook posts
- Maps, charts, tables
- Photographs
- Infographics
- Newsela
- ReadWorks

DEFINE RELEVANT DETAILS | Reveal the elements to notice.

visual details

People: expression, clothing, age, posture, position

Subject: physical characteristics

Activity: event, action, movement, process, system, steps

Setting: background, habitat, environment, objects, props, season, time, era, context, mood

Text: words, size, font, icons, labels, text overlay, scrolling text, superimposed text

Organization: flow of information, connection between ideas, relationship of information, layout of information

Design elements: color, font, type, style, lines, shape, size, proportion, placement

CLARIFY WHAT COUNTS AS EVIDENCE | Text details are concrete and can be physically touched. (Impressions, assumptions, or interpretations are inferences.)

POINT OUT DIFFERENCES AMONG GENRE TYPES
Provide instruction and experience reading various visual genres.

- Identify where the eye looks and how it moves through the visual text.
- Follow lines, arrows, and numbers to understand relationships and connections.
- Read labels of smaller parts, including words, numbers, and measurements.

SPIN-OFF SESSION
CONTENT-AREA READING
Session 2 | Subject-Area Reading

SECRET SITE RESOURCES

Collect research from images.

Add editorial cartoons to science & social studies.

AUDIO TEXT — Target text-specific reading skills.

REVEAL COMMON TEXTS

• Podcasts
• Radio
• Online radio
• American Rhetoric
• Audio books
• Interview (no video)
• Live speeches (with no video)
• Music/CD
• Reader's Theatre (no acting)

### DEFINE RELEVANT DETAILS | Reveal the elements to notice.

audio details

• Accents
• Spoken words
• Inflection
• Pauses
• Stutter, stammer
• Pace
• Sound effects
• Silence
• Music
• Instruments
• Sung words/lyrics
• Volume
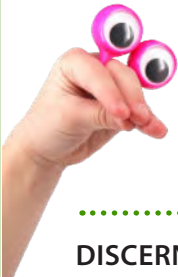
CLARIFY WHAT COUNTS AS EVIDENCE | Text details are concrete and can be quantified. (Impressions, assumptions, or interpretations are inferences.)

DISCERN AUDIO AS A SUPPORT V. HOW TO READ AN AUDIO TEXT | Audio text *can* increase comprehension in disfluent readers. However, fluent readers need strategies to move beyond the entertainment mindset.

FLUENT READER

DISFLUENT READER

INCREASED COMPREHENSION

DECREASED COMPREHESION
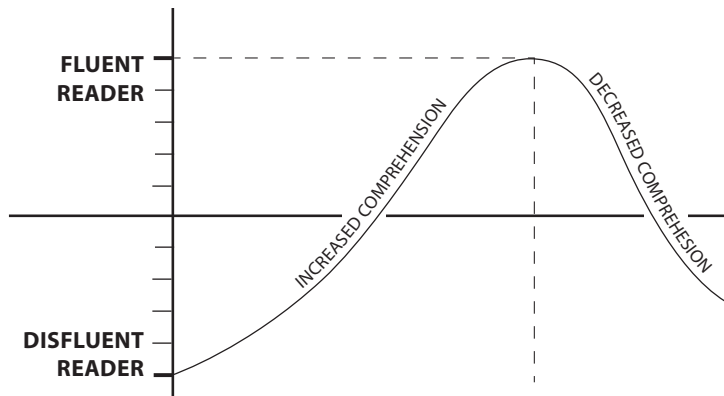
TAKE PURPOSEFUL NOTES

Increase concentration with a method of tracking details.

• Identify a listening purpose (e.g., reveal the after-reading comprehension questions *before* reading).
• Record details heard (i.e., *Reading Voice*) with impressions and inferences adjacent (i.e. *Thinking Voice*).
• Include timestamps.

Understand *the message*
What's it all abo
What do you se
What do you he

Interpret *the message*
What is the message
How does the visua support the message
What is the tone/mood?

Evaluate *the message*
Do the words & images go together?
Which version is better?
Is the message persuasive/effective?

"Reading" Visuals & Video Signs

RELEVANT RESOURCE

SECRET SITE RESOURCE

Weave the *what*, *which*, & *where* into textual citations.

PLAN FOR MULTIPLE "READINGS" | Audio text continually moves forward, requiring the reader to assimilate more information while processing previous details.

FIRST PLAY | Listen for main ideas and details.

SECOND PLAY | Listen for specific details, key vocabulary, examples, anecdotes, and direct quotations.

THIRD PLAY | Listen for voice, delivery, and background noise.

MULTIMODAL TEXT

Target text-specific reading skills.

REVEAL COMMON TEXTS

• Commercials
• Public Service Announcements
• Ted Talks
• Documentaries
• Interview (with video)
• Movies, TV shows
• YouTube videos
• TikToks
• Music videos
• Animated video shorts
• Animations
• Interactive visuals
• Virtual tours

DEFINE RELEVANT DETAILS | Expect an abundance of details coming simultaneously and via multiple modes.

visual details

audio details

word details

UTILIZE CLIPS & SHORTS Provide instruction and experience reading video clips— rather than long movies. This will establish repeated "reading" habits and allow for more experiences.
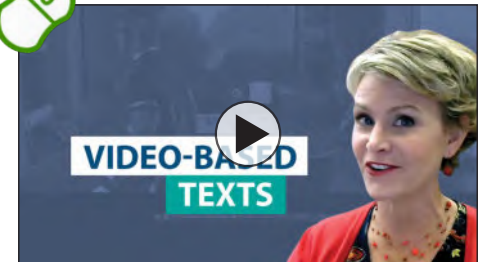
iSpot.tv

TEDxTeen

PIXAR SHORT FILMS

You DIDNT SEE NUTHIN.

SECRET SITE RESOURCES

VIDEO-BASED TEXTS

Where can I find sources for short videos for note-taking purposes?

CONTROL THE DETAIL INTAKE | Play a video 2-4 times, adjusting the viewing purpose with each "read."

TITLE OF THE VIDEO CLIP
▶ **VIDEO NOTES**

WHAT DO YOU SEE?
• Details observed in settings/environments, individuals/characters, subjects, movements, images
• Words/Text in the scene, scrolling text, overlay text, superimposed text

• Sounds heard through music, instruments, noises, volume, silence
• Words spoken, shouted, whispered, sung
WHAT DO YOU HEAR?

VIEW #1 | Note observations on the big ideas and overall message.
VIEW #2 | Note little details seen and heard.
VIEW #3 | Listen only and add to the collected audio details.

CLARIFY EVIDENCE V. INTERPRETATION | Text details are concrete and can be physically touched or quantified. (Impressions, assumptions, or interpretations are inferences.)