

Equip readers from the first day to test day



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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.

Source 1: The History of Earth Day Annalisa Davis

1. In 1970, a group of environmentalists organized the first Earth Day. It was a day of environmental protests and rallies across the United States. The day was held on April 22, 1970, and it was a success. It was the first time that a large number of people had gathered for an environmental cause. The day was held on a Saturday, and it was a day of national unity. It was a day when people from all over the country came together to show their support for the environment. The day was held on a Saturday, and it was a day of national unity. It was a day when people from all over the country came together to show their support for the environment.

Source 2: Earth Day by the Numbers © Claudia Hill and Alexandra Manning

KEY FACTS

Earth Day was held on April 22, 1970, and it was a success. It was the first time that a large number of people had gathered for an environmental cause. The day was held on a Saturday, and it was a day of national unity. It was a day when people from all over the country came together to show their support for the environment.

QUESTIONS

1. The following questions have four possible answers. Choose the best answer for each question.

2. What was the purpose of Earth Day?

3. How many people participated in Earth Day?

4. What was the result of Earth Day?

5. Complete the following table by writing the numbers from the tables below that best answer each question. Write the number of the table in the space provided.

Question	Table Number
1. How many people participated in Earth Day?	
2. What was the purpose of Earth Day?	
3. How many people participated in Earth Day?	
4. What was the result of Earth Day?	

6. Write an essay about the purpose of Earth Day. Use the information from the tables above to support your answer. Write at least three paragraphs. Use the information from the tables above to support your answer. Write at least three paragraphs. Use the information from the tables above to support your answer.

7. Write an essay about the purpose of Earth Day. Use the information from the tables above to support your answer. Write at least three paragraphs. Use the information from the tables above to support your answer. Write at least three paragraphs. Use the information from the tables above to support your answer.

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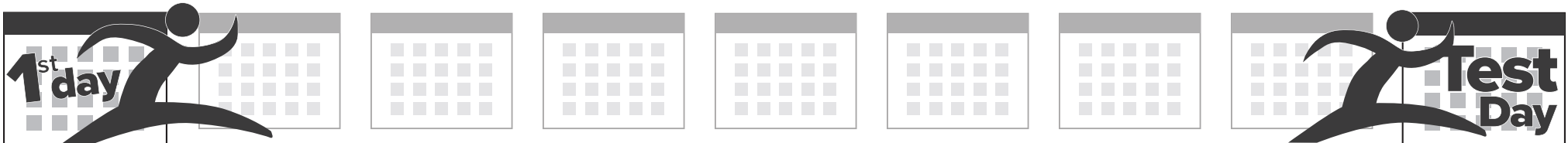
SECRET SITE RESOURCE

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:





SPIN-OFF SESSIONS

COMPREHENSION STANDARDS
Session 1
Summarize Literature

Session 2
Track Ideas

Session 3
Text Structure

Session 4
Perspective & Point of View

TEXT-BASED RESPONSES
Session 3
Constructed Responses

READER THINKING
Session 5
Annotate & Note-Take

COMPREHENSION STANDARDS
Session 5
Compare-Contrast

TEXT-BASED RESPONSES
Session 4
Extended Responses

Scaffold essential literacy skills.



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.

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

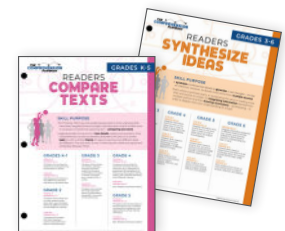
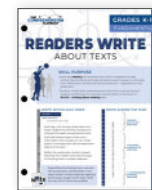
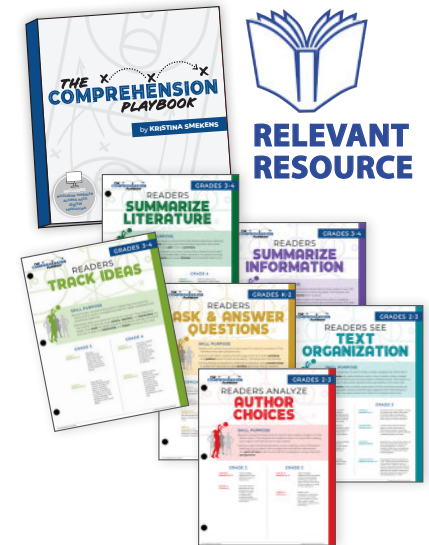
Integrate ideas across multiple texts.

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.





Integrate reading and writing-about-reading instruction.

Teach 1 comprehension and 1 W.A.R. skill per “week.”

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	

MONTH 1

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

READING VOICE
WRITING VOICE
VOICE

THE COMPREHENSION PLAYBOOK

READERS APPLY READER VOICES

READING VOICE
detail
detail
detail

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

Inference

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.

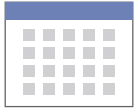


SPIN-OFF SESSION
READER THINKING
Session 3
Make Inferences



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

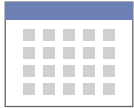
Clarify writing-about-reading and genre-based lessons.



SEMESTER 1 | READER’S WORKSHOP

Instruction targets comprehension skills applied to a single text.

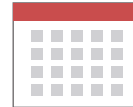
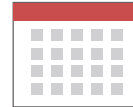
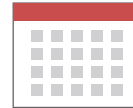
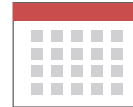
Each “week” ends with another component to writing a constructed response.



SEMESTER 1 | WRITER’S WORKSHOP

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

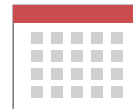
Students produce many first drafts (and some final drafts) on familiar and free-choice topics.



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.

