

READING INSTRUCTION

Plan time to teach and practice several areas of reading instruction.

Decoding

Fluency

Vocabulary/Word Work

Core Knowledge

Comprehension

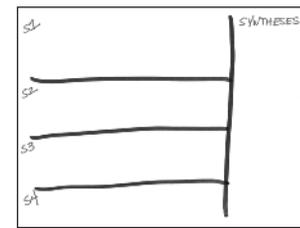
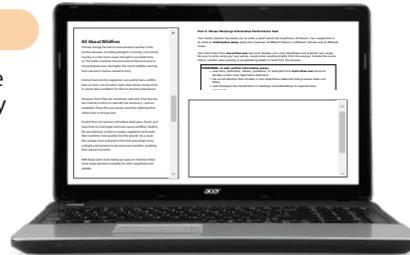
- How to orally retell/summarize literature.
- How to orally retell/summarize information.
- How to explain the development of one idea across a text.
- How to explain the impact/relationship of two ideas across a text.
- How to determine the main idea/central idea.
- How to determine the theme/author's message.
- How to analyze how text features/text structure shape meaning.
- How to analyze the impact of author choices (e.g., word choice, figurative language, and literary devices).
- How to compare texts, ideas, or perspectives.
- How to combine details from the SAME text to infer a new idea not literally stated in the text.
- How to combine details from MULTIPLE texts to synthesize a new idea not literally stated in any of the texts.



RELEVANT RESOURCE

Reading Responses

- Teach 1-2 new reading-response skills within every unit (i.e., every 5-10 days).
- Teach 15-20 total skills.
- Apply each NEW skill to those previously taught.



After reading All About Wetlands, Facts about Wetlands, and viewing the Central Nationality Counting Wetlands are Wetlands, there are several reasons why some states have as many wetlands as others are left to burn.

One reason to allow a forest fire to burn is when it could promote new plant life in a specific area. This is especially important for certain pine trees. According to Source 2, "Wetlands cover about 6% of the land and release their seeds" once the "carbon-rich soil." This causes a new plant cycle to begin. According to Source 1, fire also destroys "smaller or weaker vegetation." In other words, the plants not good are grabbed up by the flames. This allows the nutrients to be left behind and find their way "more quickly into the ground." With the start of new seedlings, the tree population can grow even bigger and stronger than it was before the fire.

A second reason to let a forest burn is when it could improve the lives of animals in that area. Source 1 states that when plants are destroyed by the fire, some "more water for other vegetation and wildlife." Wetlands water to survive animals aren't competing with as many plant roots all sucking up the available water. In addition, Source 2 reveals that the forest plants life started after a fire creates additional "habitat for every wildlife species." With more water and additional habitats, many animals would likely thrive after a forest fire.

A third reason firefighters could consider letting a forest burn today is that they know it may prevent even greater destruction in the future. Source 3 reveals that "Wetlands could one day be able to remove any potential fuel like dry leaves." Think of it this way— if there aren't smaller fires more often, then the "bigger plants and dry vegetation" build up to more fires. Source 3 predicts that these forestland "wetlands" can quickly burn "wetlands" that can burn out of control. So even though it seems backwards, several smaller and controlled fires may keep one large and uncontrolled fire from ever happening.

Even though there are several reasons to let a forest fire burn, there is at least one reason to fight it— when the weather conditions are dangerous. One of the most threatening situations to forests is a dry wind. Source 1 states that when a "tornado unleashed" the more destruction it will cause. And obviously, wind will cause a fire to spread. In addition, wind can impact the speed of a fire's growth. Source 3 explains that "once the wildfire begins and spreads, it can travel at a rate of up to 2.7 miles per hour in forests and up to 14.27 miles per hour in grasslands." When a fire spreads this quickly, human safety becomes of great concern. So, regardless of the size of the forest fire, when high winds are present, fire fighters should work to put it out.

Although most people would assume a firefighter would work to extinguish any forest, there are several scenarios why a smaller, controlled forest fire might be allowed to burn out on its own.

Readers record their thinking about 1 text.

- How to determine information worthy of noting.
- How to list text details quickly and efficiently (e.g., bullets, abbreviations).
- How to note text details and reader thoughts.
- How to annotate thoughts in the margin of text.

Readers restate information from 1 text.

- How to recall information learned from 1 text.
- How to retell a short text.
- How to paraphrase an excerpt/an author's idea.
- How to summarize the most important information from a longer text.

Readers write short constructed responses (2-5 sentences) about 1 text.

- How to write the reader's idea/answer in a topic sentence.
- How to repeat key words from the question/prompt within the first sentence.
- How to choose the strongest evidence to support the reader's answer/idea.
- How to introduce evidence from print text (e.g., *According to Source 1...*, *The article states...*, etc.).
- How to introduce second and third pieces of evidence.
- How to cite visual, audio, and video-based evidence.
- How to blend the reader's own words with specific words and details pulled from the original text.
- How to connect the evidence to the answer/inference within an overall concluding statement.
- How to elaborate on text evidence (e.g., *This is important because...*, *This means...*, *This suggests...*).

Readers decode prompts to determine the writing mode or purpose.

- How to recognize key words in context that indicate a persuasive response.
- How to recognize key words in context that indicate an argumentative response (grades 7-12).
- How to recognize key words in context that indicate a narrative response.
- How to recognize key words in context that indicate an informative/compare-contrast response.
- How to recognize key words in context that indicate an informative/main-idea, descriptive, or categorical response.
- How to recognize key words in context that indicate an informative/procedural or chronological response.

Readers record their thinking about multiple texts.

- How to organize text details (and reader thoughts) from multiple sources.
- How to note corroborating/repeated information across texts— and the reader's thoughts about it.
- How to note new information unique to each text— and the reader's thoughts about it.
- How to note contradictory information across texts— and the reader's thoughts about it.
- How to collect text details to re-purpose as story elements in a narrative response.

Readers generate multiple paragraphs supported with evidence.

- How to meet the evidence requirement in a narrative by weaving in details from the original text(s).
- How to stretch each new reader idea (inference or synthesis) into a topic sentence.
- How to develop a single paragraph for each new reader idea (inference or synthesis) with text evidence, explanation, and elaboration.
- How to reveal each new reader idea (inference or synthesis) by stacking the individual paragraphs to create the body of an extended response.

WRITING INSTRUCTION

Plan time to teach and practice multiple areas of writing instruction.

Language Foundations

| CONVENTIONS RUBRIC | | |
|--------------------|---------|----|
| SCORE 2 | SCORE 1 | NS |
| | | |

Writers accurately use grade-level conventions.

- How to recognize ____.
- How to edit and fix ____.
- How to apply ____ accurately within a first draft.

Writers are aware of sentence syntax.

- How to communicate complete thoughts.
- How to vary sentence structures.
- How to vary sentence lengths.
- How to vary sentence types.
- How to combine details into a single, efficient sentence.

Writers possess transcription skills.

- How to spell grade-level words.
- How to spell "big" words phonetically.
- How to print legibly.
- How to write cursive legibly.
- How to use keyboarding skills to type handwritten work.
- How to compose onto a screen.

Genre Instruction

- Teach 2-3 new genre-instruction skills every week.
- Teach approximately 50 total skills.
- Apply each NEW skill to those previously taught.

Writers recognize the physical layout and ingredients of different formats.

- How to format and structure correspondence— a letter, email, or memo.
- How to format and structure an article.
- How to format and structure an essay or literary analysis.
- How to format and structure a speech.
- How to format and structure a story.

Writers execute the writing process in various situations.

- How to build stamina to write for longer periods.
- How to develop persistence and resilience as a writer.
- How to brainstorm writing topics.
- How to prewrite to match the structure and purpose.
- How to expand (puff up) the prewrite into a first draft.
- How to give peer-revision feedback.
- How to revise writing.
- How to make room for new ideas during revision.
- How to give peer-editing feedback.
- How to edit writing.
- How to co-write with one or more students.
- How to start and finish the writing process in one sitting.
- How to use AI during prewriting.
- How to use AI during revision.
- How to use AI during editing.

Writers generate persuasive/argumentative pieces about topics and texts.

| PERSUASIVE/ARG RUBRIC | | | | |
|--------------------------|---|---|---|----|
| EVIDENCE & ELABORATION | | | | |
| 4 | 3 | 2 | 1 | NS |
| | | | | |
| ORGANIZATION & STRUCTURE | | | | |
| 4 | 3 | 2 | 1 | NS |
| | | | | |

- How to recognize multiple perspectives on a debatable topic.
- How to identify the strongest side.
- How to introduce a debatable topic.
- How to write an opinion/claim about a topic or text.
- How to acknowledge the opposition in the introduction (grades 7-12).
- How to follow the *What & Why* structure.
- How to group details to form reasons.
- How to support reasons by elaborating with facts and evidence.
- How to identify strengths and limitations per reason (grades 9-12).
- How to link the claim and reasons with transitions.
- How to transition between details within a paragraph.
- How to develop reason(s) for the opposition (grades 7-12).
- How to restate the claim in a conclusion.
- How to integrate the counterclaim within the conclusion (grades 7-12).
- How to maintain a formal style (grades 6-12).

Writers generate informative pieces about topics and texts.

| INFORMATIVE RUBRIC | | | | |
|--------------------------|---|---|---|----|
| EVIDENCE & ELABORATION | | | | |
| 4 | 3 | 2 | 1 | NS |
| | | | | |
| ORGANIZATION & STRUCTURE | | | | |
| 4 | 3 | 2 | 1 | NS |
| | | | | |

- How to list known information and organize it by genre and structure.
- How to group details by category within compare-contrast writing.
- How to group details by steps in procedural writing.
- How to group details by key point/subtopic in categorical/main-idea writing.
- How to stretch each key point/subtopic into a sentence.
- How to elaborate with facts, definitions, quotes, and examples.
- How to transition between paragraphs.
- How to transition between details within a paragraph.
- How to introduce the topic and purpose.
- How to restate the topic or purpose in the conclusion.
- How to use precise and domain-specific vocabulary (grades 4-12).
- How to maintain a formal style (grades 6-12).

Writers generate narrative pieces about topics and texts.

| NARRATIVE RUBRIC | | | | |
|--------------------------|---|---|---|----|
| EVIDENCE & ELABORATION | | | | |
| 4 | 3 | 2 | 1 | NS |
| | | | | |
| ORGANIZATION & STRUCTURE | | | | |
| 4 | 3 | 2 | 1 | NS |
| | | | | |

- How to plan a story's problem, solution, character, and setting.
- How to establish the situation or conflict in the middle.
- How to solve/resolve the problem/conflict in the end.
- How to introduce the character, setting, and situation at the beginning.
- How to structure a narrative using a problem-solution arc.
- How to elaborate on events with dialogue, actions, thoughts, and feelings.
- How to signal the order of events with temporal or transition words.
- How to describe using precise words and sensory details (grades 5-12).

READING INSTRUCTION

- Teach 1-2 new reading-response skills within every reading unit (i.e., every 5-10 days).
- Teach approximately 15-20 total reading-response skills.
- Apply each new skill to those previously taught.

SEMESTER 1

Decoding

Fluency

Vocabulary/ Word Work

Core Knowledge

Comprehension

Instruction targets grade-level comprehension skills outlined within the standards.

Reading Response

Instruction targets how to communicate reader thinking in writing.

- How to record thinking during reading.
- How to restate information after reading.
- How to write short-constructed responses.

- Responses are based on prompts tied to the reading curriculum.
- Initial reading responses are generated together as a class.
- As reading-response skills are taught, practiced, and become more familiar, expect students to apply them more independently.

SEMESTER 2

Decoding

Fluency

Vocabulary/ Word Work

Core Knowledge

Comprehension

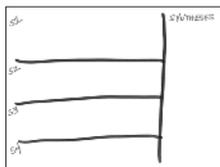
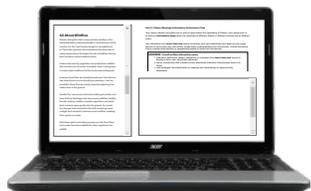
Instruction targets skills relevant to multiple & more complex texts (e.g., compare texts, synthesize ideas).

WRITING-ABOUT-READING INSTRUCTION

Reading Response

Instruction targets how to communicate reader thinking in writing.

- How to decode prompts to determine the mode/purpose of the response.
- How to record thinking about multiple texts.
- How to generate multi-paragraph extended responses.



- Writing topics are mostly extended responses to prompts about 1 or more texts.
- Students apply knowledge of mode-specific skills and structures previously taught.
- Writing tasks spiral through various combinations of modes, genres, and formats.
- Students execute writing tasks independently— many of which are first-and-only drafts.
- Units conclude with new, independent, from-scratch products started and finished in one sitting.
- Most writing is composed directly onto a screen.

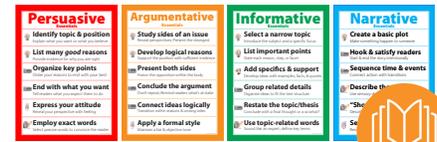
WRITING INSTRUCTION

- Teach 2-3 new genre-instruction skills every week.
- Teach approximately 50 total genre-writing skills.
- Apply each new skill to those previously taught.

SEMESTER 1

Genre Instruction

Instruction targets the essential standards-based skills listed for each mode (e.g., persuasive/argumentative, informative, narrative), including different formats (e.g., essays, literary analysis, letters).



RELEVANT RESOURCES

Language Foundations

Units include direct instruction on grade-level language conventions.

- Students execute writing tasks independently.
- Emphasize the importance of knowing the essential skills per mode.
- Writing topics are usually "general knowledge" to lessen the cognitive load.
- Units conclude with a new, independent, from-scratch product.
- Some writing is composed directly onto a screen.

SEMESTER 2

Genre Instruction

Instruction spirals through the essential persuasive/argumentative, informative, and narrative writing skills taught previously.

Language Foundations

Units include direct instruction on grade-level language conventions.