

# Your Literacy Standards Companion at a Glance

Indexes Cross-Referencing Your State Standards with the Common Core appear at the front of the book.

Specific strands and standards are listed for each state.

Each state and grade level is listed at the top for easy reference.

The gist of each standard is succinctly summarized.

This column shows where to find instructional guidance for each standard.

## Indexes Cross-Referencing Your State Standards

### Alaska, Grade 3

Alaska Strand/Standard	Focus of Alaska Standard	For More Information
<b>Reading Literature</b>		
RL.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	R1 pp. 6-11
RL.2	Determine the author's central message, lesson, or moral, and explain how it is conveyed through key details; summarize stories	R2 pp. 12-17
RL.3	Describe characters in a story and explain how their actions contribute to the sequence of events	R3 pp. 18-23
RL.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language	R4 pp. 24-29
RL.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapters, scene, and stanza, describe how each successive part builds on earlier sections	R5 pp. 30-35
RL.6	Distinguish their own point of view from that of the narrator or those of the characters	R6 pp. 36-41
RL.7	Explain how specific elements of a text's illustrations contribute to what is conveyed by the words in a story	R7 pp. 42-47
RL.8	NA	
RL.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters	R9 pp. 54-59
RL.10	Read literature of appropriate complexity independently with proficiency	R10 pp. 60-65
<b>Reading Informational Text</b>		
RI.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	RI1 pp. 6-11
RI.2	Determine the main idea of a text; recount the key details and explain how they support the main idea	RI2 pp. 12-17
RI.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text	RI3 pp. 18-23
RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text	RI4 pp. 24-29
RI.5	Use text features and search tools to locate information on a topic efficiently	RI5 pp. 30-35
RI.6	Determine author's purpose; distinguish own point of view from that of the author of a text	RI6 pp. 36-41
RI.7	Use information from illustrations and the words in a text to demonstrate understanding of the text	RI7 pp. 42-47
RI.8	Describe the logical connection between particular sentences and paragraphs in a text	RI8 pp. 48-53
RI.9	Compare and contrast the most important points and key details presented by two texts on the same topic	RI9 pp. 54-59
RI.10	Read and comprehend appropriately complex informational texts independently and proficiently	RI10 pp. 60-65

(Continued)

Alaska Strand/Standard	Focus of Alaska Standard	For More Information
<b>Reading Foundational Skills</b>		
RF.3	Phonics: Know and apply grade-level phonics and word analysis skills in decoding words	RF3 pp. 214-219
RF.4	Fluency: Read grade-level texts with sufficient accuracy and fluency to support comprehension	RF4 pp. 220-225
<b>Writing</b>		
W.1	Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons	W1 pp. 70-75
W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly	W2 pp. 76-81
W.3	Write narrative writing to develop real or imagined experiences or events using effective technique and clear event sequences	W3 pp. 82-87
W.4	Produce writing in which the development and organization are appropriate to the task and purpose	W4 pp. 88-93
W.5	Develop and strengthen writing as needed by planning, revising, and editing	W5 pp. 94-99
W.6	Use technology to produce and publish writing	W6 pp. 100-105
W.7	Conduct short research projects that build knowledge about a topic	W7 pp. 106-111
W.8	Recall information from experiences or gather information from print and digital sources	W8 pp. 112-117
W.9	NA	
W.10	Write routinely over shorter and extended time frames	W10 pp. 124-129
<b>Speaking and Listening</b>		
SL.1	Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly	SL1 pp. 134-139
SL.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats	SL2 pp. 140-145
SL.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail	SL3 pp. 146-151
SL.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant details	SL4 pp. 152-157
SL.5	Create audio recordings of stories or poems, demonstrating fluent reading; add visual displays when appropriate	SL5 pp. 158-163
SL.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification	SL6 pp. 164-169
<b>Language</b>		
L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L1 pp. 174-179
L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	L2 pp. 180-185
L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening	L3 pp. 186-191
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies	L4 pp. 192-197
L.5	Demonstrate understanding of word relationships and nuances in word meanings	L5 pp. 198-203
L.6	Acquire and use accurately conversational, general academic, and domain-specific words and phrases	L6 pp. 204-209

Shaded bands highlight the overarching strands.

Each standard under the strand is specifically called out.

Each section begins with a restatement of the official anchor standards as they appear in the actual Common Core State Standards document.

College and Career Readiness Anchor Standards for

## Reading K–12

Source:  
Common Core  
State Standards

The 3–5 Reading Standards outlined on the following pages define what students should understand and be able to do by the end of each grade. Here on this page we present the College and Career Readiness (CCR) anchor standards for K–12 so you can see how students in grades 3–5 work toward the same goals as a high school senior; it's a universal, K–12 vision. The CCR anchor standards and the grade-specific standards correspond to one another by numbers 1–10. They are necessary complements: the former providing broad standards, the latter providing additional specificity. Together, they define the skills and understandings that all students must eventually demonstrate.

### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

### Note on Range and Content of Student Reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

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\*Please consult the full Common Core State Standards document (and all updates and appendices) at <http://www.corestandards.org/ELA-Literacy>. See "Research to Build Knowledge" in the Writing section and "Comprehension and Collaboration" in the Speaking and Listening section for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

College and Career Readiness Anchor Standards for

## Reading K–12

The College and Career Readiness (CCR) anchor standards are the same for K–12. The guiding principle here is that the core reading skills should not change as students advance; rather, the level at which they learn and can perform these skills should increase in complexity as students move from one grade to the next. However, for grades 3–5, we have to recognize that the standards were back mapped from the secondary grades—the authors envisioned what college students needed and then wrote standards, working their way down the grades. Thus, as you use this book remember that children in grades 3–5 can't just "jump over" developmental milestones in an ambitious attempt toward an anchor standard. There are certain life and learning experiences they need to have, and certain concepts they need to learn, before they are capable of handling many complex academic skills in a meaningful way. The anchor standards nonetheless are goal posts to work toward. As you read the "gist" of the standards on the following pages, remember they represent what our 3–5 students will *grow into* during each year and deepen later in middle school and high school.

### Key Ideas and Details

This first strand of reading standards emphasizes students' ability to identify key ideas and themes in a text, whether literary, informational, primary, or foundational; whether print, graphic, quantitative, or mixed media. The focus of this first set of standards is on *reading to understand*, during which students focus on *what* the text says. The premise is that students cannot delve into the deeper (implicit) meaning of

any text if they cannot first grasp the surface (explicit) meaning of that text. Beyond merely identifying these ideas, readers must learn to see how these ideas and themes, or the story's characters and events, develop and evolve over the course of a text. Such reading demands that students know how to identify, evaluate, assess, and analyze the elements of a text for their importance, function, and meaning within the text.

### Craft and Structure

The second set of standards builds on the first, focusing not on *what* the text says but *how* it says it, the emphasis here being on *reading how* texts are made to serve a function or achieve a purpose. These standards ask readers to examine the choices the author makes in terms of words, sentence, and

paragraph structure and how these choices contribute to the meaning of the text and the author's larger purpose. Inherent in the study of craft and structure is how these items interact with and influence the ideas and details outlined in the first three standards.

### Integration of Knowledge and Ideas

This third strand might be summed up as: *reading to extend or deepen one's knowledge* of a subject by comparing what a range of sources have said about it over time and across different media. In addition, these standards emphasize the importance of being able to read the arguments; that is, they look at *how* the author identifies the claims the texts make and evaluate the evidence used to support those claims regardless of the

media. Finally, these standards ask students to analyze the choice of means and medium the author chooses and the effect those choices have on ideas and details. Thus, if a writer integrates words, images, and video in a mixed-media text, readers should be able to examine how and why the author did that in terms of stylistic and rhetorical purposes.

### Range of Reading and Level of Text Complexity

The Common Core State Standards document itself offers the most useful explanation of what this last standard means in a footnote titled "Note of range and content of student reading," which accompanies the reading standards:

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students'

own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare.

Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts. (CCSS, 2010, p. 35)

Source: Adapted from Burke, J. (2013). *The Common Core Companion: The Standards Decoded, Grades 6–8: What They Say, What They Mean, How to Teach Them*. Thousand Oaks, CA: Corwin.

On the facing page, a user-friendly "translation" of each standard gives you a fuller sense of the big picture and big objectives as you consider how it relates to your state's standards.

Built-in tabs facilitate navigation.

The actual CCSS anchor standard is included for easy reference.

Bold type spotlighting what's different across grade spans specifically identifies what students must learn within each grade.

The specific strand situates you within the larger context of the standards.

Grades 3–5 Common Core Reading Standards **Key Ideas and Details**

**Reading 1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Literature	Informational Text
<b>3</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>3</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>4</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>4</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>5</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>5</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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Horizontal and vertical views enable you to consider how the standards change across grade levels.

Standards for each discipline are featured on a single page for easy planning.

On this page you'll find accessible translations of the standards at your left so you can better grasp what they mean.

The emphasis now is on what students should do, utilizing the same grade-level structure at your left.

Comprehension questions are included for helping students master thinking moves and skills behind each standard; all can be adapted to a range of class texts and topics or to needs specific to your particular state standards.

Grades 3–5 Common Core Reading Standard 1

What the Student Does

Literature	Informational Text
<b>3 Gist:</b> Students say what happens in the story or what the poem is about based on evidence from the text. They ask and answer questions of the text to build literal understanding before, during, and after reading. <b>They consider:</b> <ul style="list-style-type: none"><li>• What happens in the story, play, or poem?</li><li>• What is the setting?</li><li>• Which words, pictures, and sentences help me know this?</li><li>• How can I find the answer to words and sentences that confuse me?</li><li>• Which details from the text can I point to in supporting my ideas?</li></ul>	<b>3 Gist:</b> Students say what happens in the text or what it's about based on evidence from the text. Ask and answer questions of the text to build literal understanding before, during, and after. <b>They consider:</b> <ul style="list-style-type: none"><li>• What happens or is said in this text?</li><li>• Which specific details help me understand the main topic?</li><li>• How can I look at words, pictures, and headings to help me understand?</li><li>• Can I read more slowly, reread, or skim the text to find specific details that support my ideas about the text?</li></ul>
<b>4 Gist:</b> Students explain—either verbally or in written form—the events of the story or what the poem says based on details and examples from the text. They provide specific examples from the text when making inferences. <b>They consider:</b> <ul style="list-style-type: none"><li>• What happens in this story, play, or poem?</li><li>• What is the setting? (time and place)</li><li>• What is the author's central message?</li><li>• As I read, which details help me understand what is happening to these characters?</li><li>• What inferences can I make and what specific details from the text led me to make each one?</li></ul>	<b>4 Gist:</b> Students explain—either verbally or in written form—the text is about, providing specific details and examples from the text. Provide specific examples from the text when making inferences. <b>They consider:</b> <ul style="list-style-type: none"><li>• What is the purpose for reading?</li><li>• What is the topic/subject—and what does the text say about that?</li><li>• Which specific details are most important?</li><li>• What is the setting? (time and place)</li><li>• What evidence or examples support what I understand about the text?</li><li>• What inferences can I make and what specific details from the text led me to make each one?</li></ul>
<b>5 Gist:</b> Students explain—either verbally or in written form—the events of the story or what the poem says using specific, accurate quotes directly from the text. Provide quotes from the text to support inferences. <b>They consider:</b> <ul style="list-style-type: none"><li>• What happens in this story, play, or poem?</li><li>• Which specific details are most important?</li><li>• What is the setting? (time and place)</li><li>• What are the main events in the story or poem?</li><li>• What direct, explicit quotes from the text support my understanding of the author's meaning?</li><li>• What direct quotes from the text support my inferences from the text?</li></ul>	<b>5 Gist:</b> Students explain—either verbally or in written form—the text is about, using specific, accurate quotes directly from the text. Provide quotes from the text to support inferences. <b>They consider:</b> <ul style="list-style-type: none"><li>• What is the purpose for reading?</li><li>• What is the topic/subject—and what does the text say about that?</li><li>• Which specific details are most important?</li><li>• What is the setting? (time and place)?</li><li>• What textual evidence supports my account of what the text says?</li><li>• What evidence—a detail, quotations, or example—can I cite to support my inference or explanation of the literal meaning of the text?</li></ul>

The right-hand page utilizes the very same grade-level format to provide two distinct visual paths for understanding the standards.

"Gist" sections provide plain-English synopses of the standards so you can put them to immediate use.

Featured on a separate page are specific teaching techniques for realizing each standard. Applicable to all subjects across grades 3–5, these strategies focus on what works in the classroom.

Common Core Reading Standard 1

What the Teacher Does

To teach students how to “read closely”:

- Think aloud your close reading process as you share fiction and informational short texts and picture books. When reading shared novels as a class, plan ahead a chapter opening or passage you want to model with. Track thinking with sticky notes placed directly on the text, big chart paper and/or highlighting, displaying text on a screen.
- Pose questions about the text’s words, actions, and details that require students to look closely. Don’t do the answering for them!
- Display a text via tablet or computer and ask students to select specific words, sentences, or paragraphs they think are essential; ask students to explain how it contributes to the meaning of the larger text.
- Draw students’ attention to text features and structures, and think aloud how you combine information in these elements to understand the page/section/text as a whole.
- Provide short pieces of text for students to practice “reading closely” for specific purposes.
- Have students respond to their reading and their thinking about texts. This could be accomplished in response journals or other reading notebooks.

To teach students how to ask and answer questions to demonstrate understanding:

- Using picture books, ask a question and think aloud how it helped you understand. For example, when a fiction reader muses, “I wonder why she acted that way towards him?” it puts the reader on high alert, looking for the answer in the text. Readers of nonfiction also pose questions when their comprehension falters or as a way to cement understandings, sentence by sentence. For example, “What does hibernation mean? I sort of think it has something to do with winter, but I’ll read on to see if the author explains it.”
- Use chart paper to record students’ questions about a shared text as you read. Then, after reading, go back and answer these questions. Encourage students to pose analytical (how, why) questions along with literal (who, what, where, when) questions. Code if questions were answered literally (L), inferentially (I), or not answered at all (NA).
- Over time, help students grasp that readers pose questions before reading (What’s my purpose for reading this?), during reading (What’s with all the descriptions

of sunlight in each chapter?), and after reading (What did the main character finally learn?).

- Have students practice posing questions on their own (independently). Students can annotate on the text where they have questions. Have students share them with a partner or the class.

To develop students’ ability to determine “what the text says explicitly,” “refer to details and examples in a text,” and “quote accurately from a text”:

- In a series of lessons and using various texts, write text-dependent questions on sticky notes or annotate in the margins. Model how to find the answers to the questions posed. Annotate in the margins the exact words where questions are answered.
- Provide students with a copy of a sample text and circulate, coaching as they highlight specific details and annotate their thinking. Remind them to “say what it says”—not what they think it means.
- Photocopy and distribute short pieces of text and highlighter markers, and instruct students to highlight sections of the text to show where questions you pose are answered explicitly (or literally). Compare findings as a class.
- Using whiteboards, have students highlight quotes from a text to use as evidence when explaining what the text is about.
- Provide graphic organizers for students to write their questions and then record details, examples, and quotes.

To teach students how to “draw inferences from the text”:

- Choose texts to read aloud and plan where you will model inferring. Think aloud how you make inferences, and tie these inferences back to specific words and phrases in the text.
- Have students use two different colored highlighters to code where information in the text is answered literally or explicitly and another color to show where it’s answered inferentially. Annotate how the text led to inferences.

To help your English language learners, try this:

- Confer with students and have them read aloud a portion of the text. Then stop and have them tell you what questions they have about what they’ve read.

For graphic organizer templates, see online resources at [resources.corwin.com/literacycompanion3-5](http://resources.corwin.com/literacycompanion3-5).

Preparing to Teach

Standard: \_\_\_\_\_

Preparing the Classroom

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Preparing the Mindset

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Preparing the Texts to Use

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Preparing to Differentiate

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Connections to Other Standards:

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In this worksheet, you record ideas for turning the standard into instruction. Notice there’s a place for jotting which lessons or texts from other standards you might adapt and re-teach in connection with this standard, because the goal is to integrate several standards.

• A dedicated academic vocabulary section offers a quick-reference glossary of key words and phrases for each standard.

Common Core Reading Standard 1

**Academic Vocabulary:** Key Words and Phrases

**Cite specific textual evidence:** Students should be able to quote a specific passage from the text to support all claims, assertions, or arguments about what a text means or says. Evidence comes from within the text itself, not from the reader's opinion or experience.

**Demonstrate understanding of a text:** Readers take a group of details (different findings, series of events, related examples) and draw from them an insight or understanding about their meaning or importance within the passage of the text as a whole.

**Drawing inferences:** To understand the text by generalizing, deducing, and concluding from reasoning and evidence that is not presented literally or explicitly. These conclusions are based on textual clues.

**Explicitly:** Clearly stated in great or precise detail; may pertain to factual information or literal meaning, though this is not necessarily always the case.

**Informational text:** These include nonfiction texts from a range of sources and written for a variety of purposes; everything from essays to advertisements, historical documents to op-ed pieces. Informational texts include written arguments as well as infographics.

**Key details:** Parts of a text that support the main idea, and enable the reader to draw conclusions and infer what the text or a portion of text is about.

**Literature:** Fiction, poetry, drama, graphic stories, but also artworks by distinguished painters, sculptors, or photographers.

**Logical inferences (drawn from the text):** To infer, readers add what they *learned* from the text to what they already *know* about the subject; however, for an inference to be "logical," it must be based on evidence *from the text*.

**Quote accurately:** "Lifting lines" directly from the text or copying specific sections of the text to demonstrate understanding. All claims, assertions, or arguments about what a text means or says require specific examples from the text.

**Read closely (aka close reading):** Reading that emphasizes not only surface details but the deeper meanings and larger connotations between words, sentences, and the full text; also demands scrutiny of craft, including arguments and style used by the author.

**Text:** In its broadest meaning, a text is whatever one is trying to read: a poem, essay, drama, story, or article; in its most modern sense, a text can also be an image, an artwork, speech, or multimedia format such as a website, film, or social media message such as a tweet.

**Textual evidence:** Not all evidence is created equal; students need to choose those pieces of evidence (words, phrases, passages illustrations) that provide the best proof of what they are asserting about the text.

Notes

• Clearly worded entries decode each word or phrase according to the particular way it is used in a given standard.

• In this worksheet, you think about how to address the standard in a variety of instructional formats. Record initial plans for whole class lessons, think-alouds, read-alouds, small-group practice, and projects that get students doing the work of learning, and independent practice/conferring.

**Planning to Teach**

Standard: \_\_\_\_\_

Whole Class

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Small Group

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Individual Practice/Conferring

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# Example of a Filled-in Worksheet: Fifth Grade

This is a place to think about books (or book bundles), other texts, and a range of levels.

Think through room arrangement ideas (e.g., Will the students be working in groups?) and the tools and materials you will need.

Here, note ways to intellectually and emotionally engage your students for the standard.

## Preparing to Teach

**Standard:** Reading Standard 6

### Preparing the Classroom

- Space for a meeting area
- Reading response journals
- Clipboards or lapboards if necessary
- Easel and chart paper
- Markers, colored highlighters, sticky notes
- Graphic organizers
- Interactive whiteboard
- Document camera

### Preparing the Mindset

Get students' candid response to the books we've read aloud thus far—did they like them or not? Have them share reasons why, using this activity to demonstrate how their point of view influences how they describe them. Bring in published book reviews. Be sure to engage boys and girls who love sports with POV on the latest sports game (college, professional or school).

### Preparing the Texts to Use

**Books:** Read either R. J. Palacio's *Wonder* or *Because of Mr. Terpit* by Rob Buyea as a read-aloud or anchor text; use several Capstone-Picture Window Books, including *Believe Me, Goldilocks Rocks!*, *The Story of the Three Bears as Told by Baby Bear and No Lie, I Acted Like a Beast!*, *The Story of Beauty and the Beast as Told by the Beast* by Nancy Loewen, *Trisha Speed Shaskan's Honesty, Red Riding Hood Was Rotten!*, *The Story of Little Red Riding Hood as Told by the Wolf*, the *Three Little Pigs* books that offer different POV; Michael Teague's *Dear Mr. Larue* books—also great for POV

**Magazines/short passages:** Sports commentaries in local paper—make copies for independent work

**Online resources:** Editorials from papers around the country; book reviews (*New York Times*, Amazon)

### Preparing to Differentiate

- Multiple copies of books for small group—the fairy tale books; also have the original fairy tales
- Graphic organizer—two column for the different points of view
- Books written from first- and third-person viewpoints to reinforce
- Books with easily recognized points of view

### Connections to Other Standards:

- Reading Standards 1 and 3: Key Ideas and Details
- Reading Standard 9: Analyze how two texts address the same topic or theme
- Reading Standard 10: Read, read, read!
- Writing Standard 1: Write opinion pieces supporting a point of view
- Speaking and Listening 1: Conversations and collaborations

List skills, texts, and ideas for foregrounding or reinforcing other ELA standards.

Here, consider texts that are accessible, different supplies, differentiation.

# Example of a Filled-in Worksheet: Third Grade

## Preparing to Teach

**Standard:** Reading Standard 3

### Preparing the Classroom

Whole-class meeting area  
Writers notebooks or journals; writing folders  
Clipboards or lapboards if necessary  
Easel, chart paper  
Sticky notes, colored highlighters  
Drawing paper so that students can sketch setting  
Writing paper, staplers, paperclips, etc.  
Graphic organizers  
Interactive whiteboard and document camera  
Rubrics or checklists  
Expectations  
Computers, printer

### Preparing the Mindset

Prior to starting this unit, read numerous narratives. As a class, chart the main problems, characters and events.  
Discuss how personal narratives are different from fictional stories.  
Tell stories of your own life and why they're important to you.  
Have students begin a list of true stories about their lives.  
Provide numerous opportunities for students to share their stories with others before they begin to write them.

### Preparing the Texts to Use

Photocopy the short student/mentor texts in Bernabei and Reimer's *Fun-Size Academic Writing for Serious Learning*. Invite students to bring in mentor texts to share, too.  
Narrative picture books: Patricia Polacco, Cynthia Rylant  
*Night Driving* or *Today I'm Going Fishing with My Dad* or *Fireflies* by Julie Brinkloe  
Online Resources: Online books—both animated and texts; graphic organizers, story organizers

### Preparing to Differentiate

Short pieces of narrative text at appropriate reading level  
Apps to use on the iPad or computers  
Short movies or animated books that can be stopped and discussed  
Graphic organizers, especially story boards  
Opportunities to "talk out" their stories first

### Connections to Other Standards:

Writing Standard 4: Production and Distribution of Writing  
Writing Standard 5: Writing Process  
Writing Standard 1: Write Routinely  
Reading Standards 1-3: Key Ideas and Details  
Speaking and Listening Standard 1  
Language Standards 1-3

# Example of a Filled-in Worksheet: Fifth Grade

What lessons will you do as a whole class?

## Planning to Teach

**Standard:** Reading Standard 6

### Whole Class

*Wonder* or *Because of Mr. Terupt*. Read aloud a chapter, record what students notice on chart paper—character's traits and how POV influences the narration. Discuss author's POV and narrator's or character's POV.

Read aloud two versions of same fairy tale. Students do two-column chart on how the different narrators explained events.

Possible focus questions:

Who is telling the story? Why do you think this character was chosen by the author?

How does this narrator explain events? Why? What's his/her angle?

If another character told the story how would she describe the events?

### Small Group

Groups fill-out two-column charts as they read fairy tale books—plan on about 5 groups.

Advanced students read a short story at an upper level instead for additional challenge (any of the *Guys Read* books by John Scieszka, as well as short stories by Avi).

### Individual Practice/Conferring

Using copied sports columns from different papers (the *Denver Post* for the Broncos and the *Kansas City* paper for the Chiefs) have students choose an important event from each and write these on different colored sticky notes. Then place these on a class Venn diagram to see how the articles and the columnists see things the same and some differently. Confer with students as they work.

Hold individual conferences with Stephen, Miranda, and Xavier during independent reading time and have students explain the POV and what they notice about it.

Have students respond to reading. Question: *What do all effective points of view have in common? Name three attributes and explain why you think so.* Write back to them or meet with them one-on-one to discuss their thinking.

How will you deliver individual instruction? How will you record conferences? Check in with students?

This section is for you to plan what types of grouping you will use. Needs-based groups? Remediation? Extensions? Guided reading groups? Book clubs or literature circles?



# Example of a Filled-in Worksheet: Third Grade

## Planning to Teach

**Standard:** Reading Standard 6

### Whole Class

Read and discuss numerous narratives

Chart characters, plot events, setting

Share personal stories

Model how to create a story map—using a shared text

With each stage of the writing process work as a whole class (mini-lessons)

- Topic
- Characters
- Setting
- Sequencing events
- The "problem"
- Dialogue
- Adding description—especially to the character
- Using words to signify order of events (temporal words)
- Endings

### Small Group

Have students create a story map of a shared text.

Have students share their own story maps with groups.

Pull together "needs" groups for each stage of the writing process—rehearsing, drafting, revising, editing. These groups could be for students who need more explicit instruction or for a group of students working at the advanced level who would benefit from sharing with others.

Have peer conferences.

### Individual Practice/Conferring

Confer with students throughout the writing process. Use conferences to identify students with similar needs to pull together as a group. In each conference, be sure to teach the writer one thing he needs. Remember to keep track of conferences—both student strengths and what was taught.

As a unit of study, students write a personal narrative with the focus being *Why is it important? Why do I want to tell it?*