



Great, Free Stuff From TextProject

Resources for:

- *Knowledge*
- *Vocabulary*
- *Automaticity*



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RESOURCES FOR KNOWLEDGE



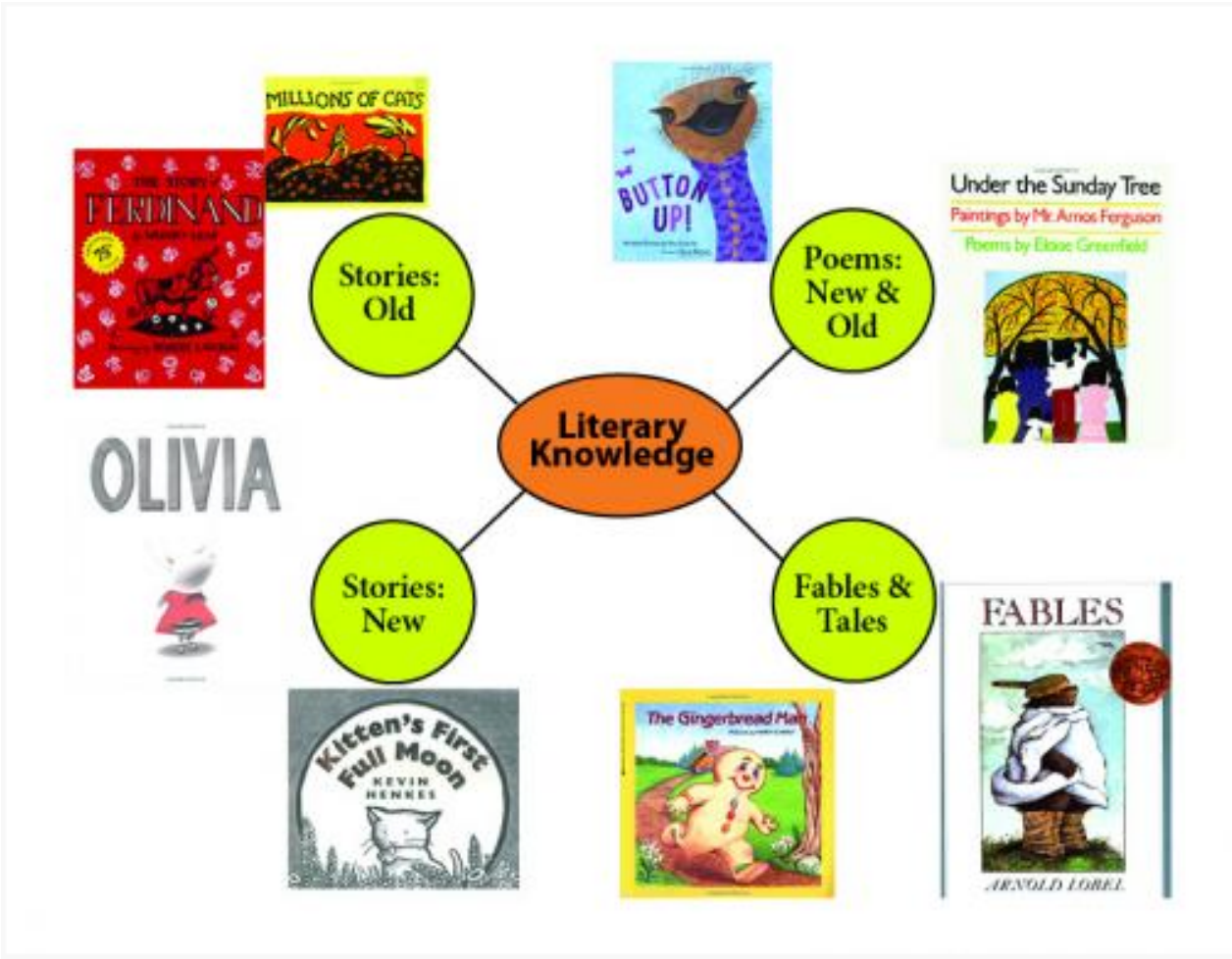
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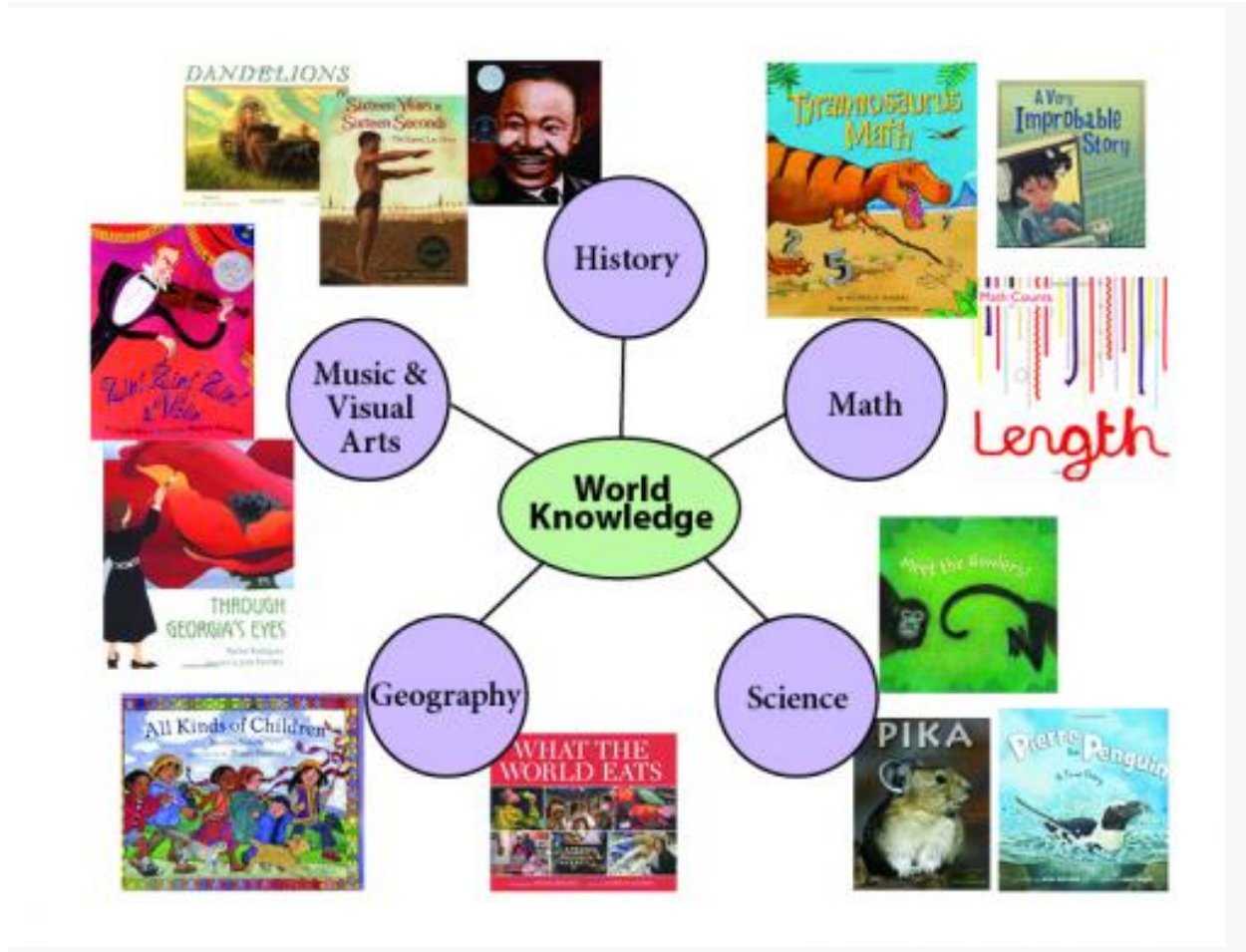
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CATEGORIES FOR SELECTING TEXTS: SHARED LESSONS & READ-ALOUDS

Narrative Texts



Informational Texts



MORE INFORMATION:

<http://textproject.org/frankly-freddy/read-aloud-favorites-a-source-for-enriching-students-knowledge/>

Read-Aloud Favorites: A Source for Enriching Students' Knowledge of the World and of Language



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SOURCES FOR TEXTS FOR LESSONS AND READ-ALOUDS

Read-Aloud Favorites

Read-Aloud Favorites are an essential component of TextProject's mission of providing appropriate texts for struggling and beginning readers. The Common Core State Standards bring increased focus to what it is that students are learning in schools and what they need to know. Through read-alouds, students can be introduced to topics and genres that they might otherwise not be able to read independently.



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ReadWorks.org

The Solution to Reading Comprehension

LESSONS & UNITS

Comprehension Units

4th Grade Units

Fourteen Cows for America

The Great Migration: Journey to the North

Harvesting Hope: The Story of Cesar Chavez

John's Secret Dreams

The Mangrove Tree

Naturally Wild Musicians: The Wondrous World of Animal Song

Olivia's Birds: Saving the Gulf

Sweet Clara and the Freedom Quilt

When Marian Sang: The True Recital of Marian Anderson

A Wonder Book: Heroes and Monsters of Greek Mythology

<http://www.readworks.org/lessons/comprehension>

CREATING CONNECTIONS: KNOWS

K	Did I draw on students' existing knowledge and experience?
N	Did I identify what new knowledge can be gained from this text and guide students in gaining it?
O	Did I support students in organizing their new knowledge with their existing knowledge/experiences?
W	Did I show students ways to widen their knowledge?
S	Did I support in sharing their knowledge?



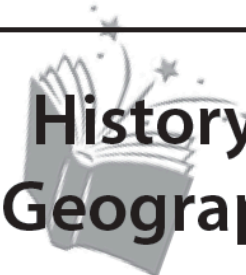


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FUNDS OF INFORMATION INITIATIVE: EXTENSIVE READING ON CRITICAL TOPICS

 Stories about Heroes	Music
 Tales: Old & New	Math
Animals in the Wild	 History & Geography
How People Live	Your Choice!



The Funds of Information Initiative

Identifying Appropriate Books for Selected Genres

Stories about Heroes		<ul style="list-style-type: none"> • <i>Joan of Arc</i> (Diane Stanley) • <i>Martin Luther King, Jr.</i> (Rosemary L. Bray) • <i>Seven Brave Women</i> (Betsy Hearne) • <i>She's Wearing a Dead Bird on Her Head!</i> (Kathryn Lasky)
Music		<ul style="list-style-type: none"> • <i>I Like Music</i> (Leah Komaiko) • <i>The Philharmonic Gets Dressed</i> (Karla Kuskin) • <i>Moses Goes to a Concert</i> (Isaac Millman)
Tales: New & Old		<ul style="list-style-type: none"> • <i>The Huckabuck Family and How They Raised Popcorn in Nebraska and Quit and Came Back</i> (Carl Sandburg) • <i>The People Could Fly: American Black Folktales</i> (Virginia Hamilton) • <i>Rapunzel</i> (Paul O. Zelinsky)
Math		<ul style="list-style-type: none"> • <i>Math Curse</i> (Jon Scieszka) • <i>Grandfather Tang's Story</i> (Ann Tompert) • <i>A Very Improbable Story: A Math Adventure</i> (Edward Einhorn)
Animals in the Wild		<ul style="list-style-type: none"> • <i>Manatee Blues</i> (Vet Volunteers series) (Laurie Halse Anderson) • <i>Animals and the Seasons</i> (Susanne Riha) • <i>Amazing X-Rays: Wild Animals</i> (Jacquelin A. Ball)
History & Geography		<ul style="list-style-type: none"> • <i>Sadako and the Thousand Paper Cranes</i> (Eleanor Coerr) • <i>The Scrambled States of America</i> (Laurie Keller) • <i>Shaka: King of the Zulus</i> (Diane Stanley)
How People Live	Fashion	<ul style="list-style-type: none"> • <i>I Want to Be a Fashion Designer</i> (Stephan Maze) • <i>My Wonderful World of Fashion: A Book for Drawing, Creating, and Dreaming</i> (Nina Chakarabarti) • <i>Frankly, Frannie: Fashion Frenzy</i> (AJ Stine)
	Sports	<ul style="list-style-type: none"> • <i>The World's Greatest Soccer Players</i> (Matt Doeden) • <i>The Wild Soccer Bunch: Kevin the Star Striker</i> (Joachim Masannek) • <i>A Beautiful Game: The World's Greatest Players and How Soccer Changed Their Lives</i> (Tom Watt)



(UN)HOMEWORK: READING TEXTS RELATED TO INSTRUCTIONAL CONTENT

	Genre/Theme	Shared Text	
Third Grade	American Tall Tales	<i>American Tall Tales</i> (Mary Pope Osborne)	<ul style="list-style-type: none"> • <i>Casey Jones: The story of a brave engineer</i> (G. Rounds) • <i>The morning the sun refused to rise: An original Paul Bunyan tale</i> (G. Rounds) • <i>Baloney</i> (J. Scieszka) • <i>I was born about 10,000 years ago: A tall tale</i> (S. Kellogg) • <i>John Henry: An American legend</i> (E.J. Keats) • <i>Sally Ann Thunder Ann Whirlwind Crockett</i> (Stephen Kellogg) • <i>Swamp Angel</i> (Anne Isaacs) • <i>Pecos Bill</i> (S. Kellogg) • <i>Dona Flor: A tall tale about a giant woman with a great big heart</i> (P. Mora) • <i>Thunder Rose</i> (J. Nolan)
Second Grade	Discovering Nature	<i>The Raft</i> (Jim LaMarche)	<ul style="list-style-type: none"> • <i>Fireflies</i> (J. Brinckloe) • <i>Owl Moon</i> (J. Yolen) • <i>Come on, Rain!</i> (K. Hesse) • <i>When I was young in the mountains</i> (C. Rylant) • <i>Night in the country</i> (C. Rylant) • <i>Crab Moon</i> (R. Horowitz) • <i>The seashore Book</i> (C. Zolotow) • <i>Whose tracks are these?</i> (J. Nail) • <i>Over in the forest</i> (M. Berkes) • <i>A drop of water</i> (W. Wick) • <i>Water dance</i> (T. Locker)



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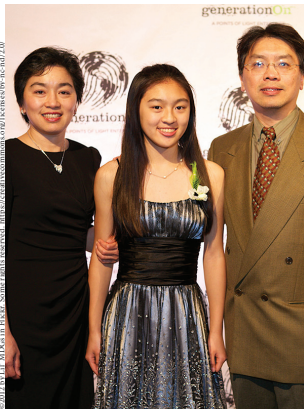
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SUPPORTING BREADTH OF KNOWLEDGE: *FYI FOR KIDS* (MAGAZINE ARTICLES)

volume 3
issue 17



From Grease to Gold



Cassandra Lin saw a problem. Some people who lived in her state, Rhode Island, couldn't afford to buy fuel to heat their home. To find a solution, Cassandra went to the Rhode Island Green Expo. That's where she found a way to solve two problems.

Rhode Island winters can be very cold, and not everyone can buy enough fuel to stay warm. Shelters for people

without homes also struggle to heat their buildings. Then Cassandra and her friends learned that restaurants poured used cooking oil down their sinks. This oil clogs city sewer pipes.

These two problems seemed separate until Cassandra learned that used cooking oil could be recycled and turned into a clean burning energy that can heat homes. Once they saw what could be done, Cassandra and her friends formed the T.G.I.F project. Now, T.G.I.F doesn't just mean "thank goodness it's Friday" in Rhode Island. It also means "Turn Grease into Fuel."

So far, the program has helped hundreds of people stay warm in winter. In fact, since 2009, T.G.I.F. has given 21,000 gallons of fuel to organizations and people in need in Rhode Island. The estimated cost of this fuel is \$81,000.


Where does T.G.I.F get its oil? Many restaurants in the area help by giving their used oil to the project. Restaurants can produce between 100 and 300 gallons of used oil a month, and they usually pay companies to take it away. Families and households are also encouraged to take their used oil to the town's transfer station. The oil is collected there and taken to a place that recycles it into fuel.

Although Cassandra and her friends are young heroes, she credits her brother for his help. Both have a strong interest in helping their community, and the energy to get things done.

She says that families should encourage their children so every child can "be as much as they can be."



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 For more information about TextProject and *FYI for Kids*, visit textproject.org v.1.0 © 2014 TextProject, Inc. Some rights reserved (<http://creativecommons.org/licenses/by-nc-nd/3.0/us/>).



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SUPPORTING DEPTH OF KNOWLEDGE: BEGINNING READERS



**BeginningReads
Level 6**

- *Where Is a Snail's Nose?*
 - *Beaks*
 - *Elephant's Trunk*
 - *Which Is It?*
- *Stomp! Stomp! Stomp!*
 - *Snail's Foot*
 - *Bird's Feet*
 - *Which Is It?*
- *High in the Sky*
 - *Eyes on Top*
 - *Elephant Eyes*
 - *Which Is It?*



A snail can smell leaves to eat. Here is one eating the leaves on a plant.



A snail can smell a safe place to hide. Here it is hiding.



SUPPORTING DEPTH OF KNOWLEDGE: MIDDLE GRADERS

Talking Points for Kids™
Living In Zoos



Written by
Alice Lee Folkins &
Andrew Funk



The Story of Knut

In 2006, twin polar cubs were born at a zoo in Germany. For unknown reasons, the cubs' mother couldn't take care of them. The zookeepers stepped in and took care of the cubs. But one cub died. The other cub they named him Knut. Zookeepers fed, bathed, played, and even slept next to him.

Visitors to the zoo fell in love with Knut. Because of Knut, people became interested in polar bears. They learned that ice and snow are slowly melting in the northern homes of the polar bears. This change makes it difficult for polar bears to survive. The interest in Knut led people to ask for laws to save wild polar bears.

When he was only four years old, Knut suddenly died. His unexpected death stunned people around the world. Doctors found that Knut had been sick for weeks. Many questions were asked about whether Knut would have lived longer in the wild, even if his mother had not cared for him. These are hard questions without easy answers. But many believe that Knut's story has helped many people care about wild polar bears and the places they live.



Photo: Polar Bear Knut at age 2, Zoo of Berlin, Germany, December, 2008. ©2008 by Aconagua. Some rights reserved: GNU Free Documentation License and Creative Commons Attribution-Share Alike 3.0 Unported

For more information about Talking Points for Kids visit www.textproject.org
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RESOURCES FOR VOCABULARY



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TEXTPROJECT'S EXCEPTIONAL EXPRESSIONS FOR EVERYDAY EVENTS



E4 Complete Edition

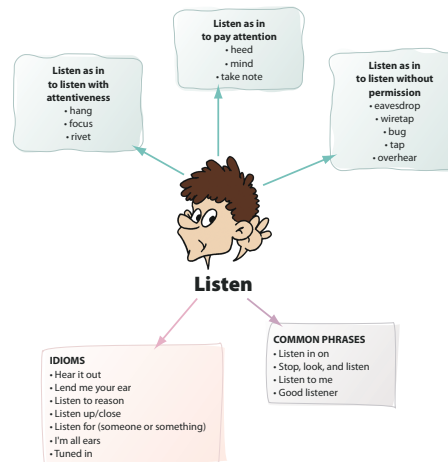
All 32 E4 vocabulary lessons plus a comprehensive introduction in one convenient PDF eBook

All New! Free Download! With over two years of development and prototyping behind it, the *E4 Complete Edition* compiles the revised, updated and polished versions of all 32 E4 vocabulary lessons, plus an all-new introduction, into one convenient PDF eBook. (173 pages, 23.4MB)

- 01 Listen
- 02 Talk
- 03 Look
- 04 Walk
- 05 Write
- 06 Check
- 07 Ask
- 08 Learn
- 09 Attentive
- 10 Quiet



E4-01 Listen



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www.textproject.org/e4



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**TEXTPROJECT's
Super Sets of Synonyms (S4)
in Narrative/Literary Texts**

At TextProject, we are working on a follow-up to our popular, *Exceptional Expressions for Everyday Events* (E-4). In this extension of E-4, we are focusing on concepts that students typically know—concepts that can be represented by words that are often described as “Tier 1.” These are numerous words that can be used to express each of these concepts, which is what characterizes high-quality literature.

A writer of a good story will not use the word “happy” repeatedly to convey the feeling of a character. In one sentence, the author might describe the character at being euphoric, while, in another, the word jubilant or overjoyed might be used. These words are not “exact” synonyms but take on a range of connotative meanings.

Our new product is not yet available but we have identified the words that are the focus of the project. Each word on this list represents a network of a number of words with similar meaning. These are great words to use in selecting critical words from texts students are reading and/or in guiding students’ writing.

Communication/ Internal Processes (verbs)	Emotions (adjectives)¹	Movement (verbs)	Traits (adjectives)¹
think	glad/happy	go	funny
argue	sad	send	smart
look	mad	start	brave
guess	hope	stop	selfish
say/said	fear	stay	shy

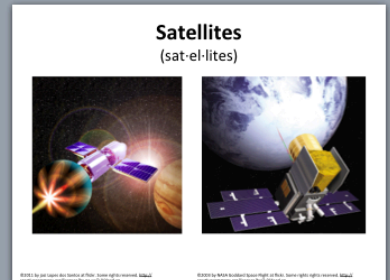
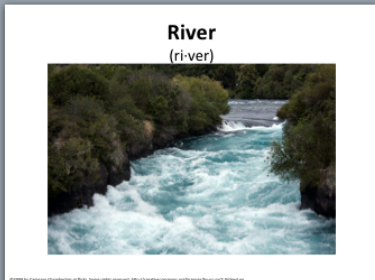
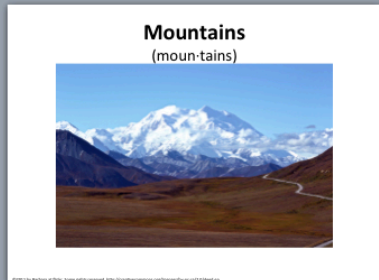
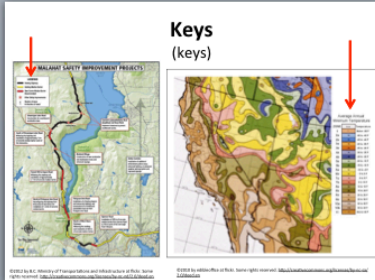
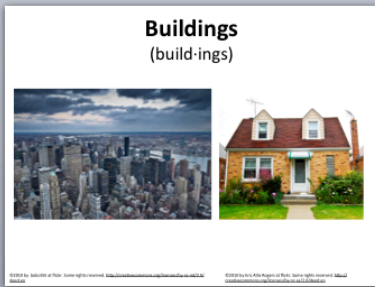
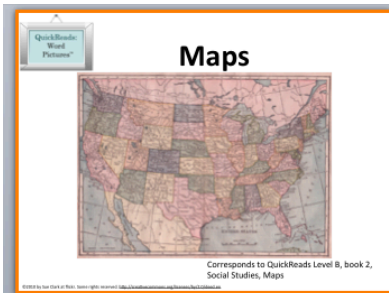
¹ Often, these words are expressed as adverbs as well (e.g., She acted bravely.).





Children, like adults, learn concrete words more readily than abstract words. A way to close the vocabulary gap for students (especially English Learners and students of poverty) is to support them in connecting written words and the concrete objects these words

represent. TextProject Word Pictures provides a vault of carefully chosen pictures to assist educators in making such connections.



Word Reminders™

1
Words
You Already
Know

Sometimes, a new word has a meaning close to that of a word you already know.

2
Words
You Can Picture

Sometimes, a picture can help you remember a word's meaning.

3
Word
Meaning Family

Often, the meaning of words are connected to the meanings of other words.

4
Word Part
Family

Many words belong to families of words that have the same root words and meanings. Some root words are the same in English and Spanish.

5
Word
Changes

Sometimes, the same word has several different meanings. Often, the meaning of a word changes when it is in a phrase or compound word.

6
Word
Summary

Words are part of families or networks. When you learn the members of a word's family, your vocabulary grows



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**25 Common Spanish Words & Their Relationship to
English Literary Words**

Latin root	Spanish common word	English literary/academic words	English common word	German word
arbor (tree)	árbol	arbor, arborous, arboreal, Arbor Day, arboretum	tree	Baum
avis (bird)	ave	avian, aviary, aviation aviator/aviatrix	bird	Vogel
bonus (good)	bonitas	bonus, bonanza, bonny <i>Phrases:</i> bon voyage, bonafide: in good faith; bon vivant: person who enjoys good food/luxuries, bon mot: clever comment	beautiful	schön
cavus (hollow)	cavar	cavern(ous), cave, cavity	dig	graben
detinere (to keep back)	detenerse	detain, detention, detente	stop	halten
scribere (to write)	escribir	scribe, script, Scripture, scribbler, scribble	write	schreiben
frigus (coldness, frost)	frío (el)	frigid, Frigid Zones: South & North, Frigidaire (fridge), Freon: trademark for low-boiling refrigerants and solvents	cold	kalt
grandis (great)	grande	grand, grandiose, grandeur, grandiloquent, grandiflora, grandstand, grand tour <i>Phrases:</i> grande dame, grand monde (great world--fashionable society)	big	gross
insectum	insecto	insect, insecticide, insectivore, insectile	bug	Wanze
lavare (to wash)	lavar	lather, lathery, lavender (originally used as a bath perfume), lavatory, lavation, laver (large basin, also water plant), lavish	wash	waschen
liber (book)	libro	library, librarian, libretto	book	Buch
luna (the moon)	luna	lunar, Luna, lunacy, lunatic, lunation, lunarian <i>phrases:</i> lunar month, lunar year, lunatic fring,	moon	Mond
necessitas	necesitar	necessity, necessary, necessitate, necessarily	need	brauchen
noctis (night)	noche	nocturnal, nocturne	night	Nacht
observatio (attention)	observar	observe, observation, observance, obsequious	watch	wachen
primus (first)	primero	prime, primate, primal, primacy, primary, primarily, primer, primitive, primeval, primogeniture, primordial <i>French/Latin phrases used in literary/scholarly text:</i> prima facie (at first view)	first	erster

Developed by E.H. Hiebert (hiebert@umich.edu)
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		prima donna		
rapidus (rush)	rápido	rapid <i>phrases:</i> rapid-fire, rapid transit	quick	schnell
re (back) spondere (pledge)	responder	response, respond; respondent; responder, responsibility, responsible	answer	Antwort
regis (king)	rey/reina	regent regal, regalia, reign related words: regime, regimen, regiment, region, Rex: official title of a reigning king	king/ queen	König/ Königin
significans (meaning)	significar	significance, significant	mean	meinen
sol (the sun)	sol	solar, solstice, solarium	sun	Sonne
sufficiere (to provide)	suficiente	sufficient, suffice, sufficiency	enough	genug
terra (earth)	tierra	terrain, subterranean, terrace, terrestrial, terrene, terrarium <i>phrases:</i> terra firma (solid ground), terra incognita (unexplored territory), terra cotta	ground	Boden
vacare (to be empty)	vacía	vacant, vacate, vacancy, vacation	empty	leer
valere (to be strong)	valiente	valiant, valid , value, valorous, valor	brave	tapfer
venus (sale)	vender	vender, vender, vend, venal (can be bribed, corrupted), vending machine	sell	verkaufen

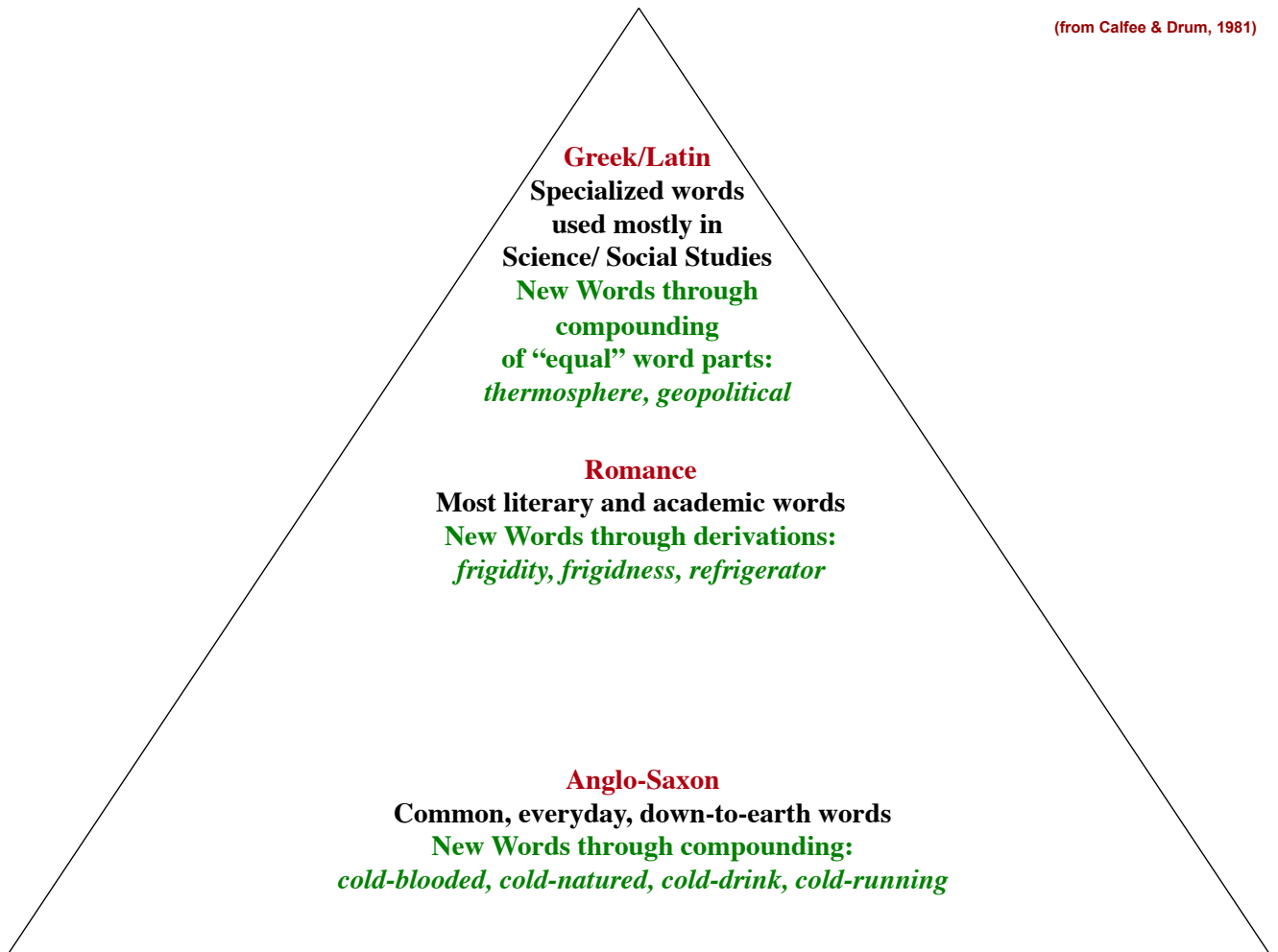
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THE PYRAMID OF ENGLISH VOCABULARY

(from Calfee & Drum, 1981)



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RESOURCES FOR AUTOMATICITY



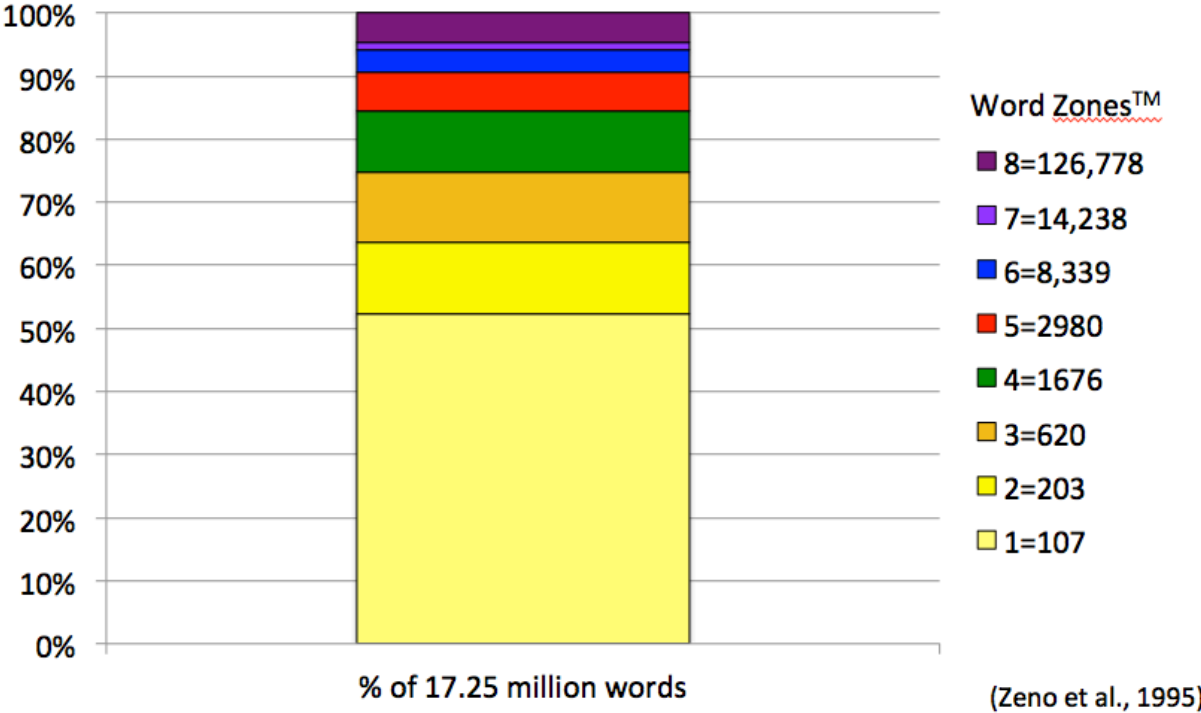
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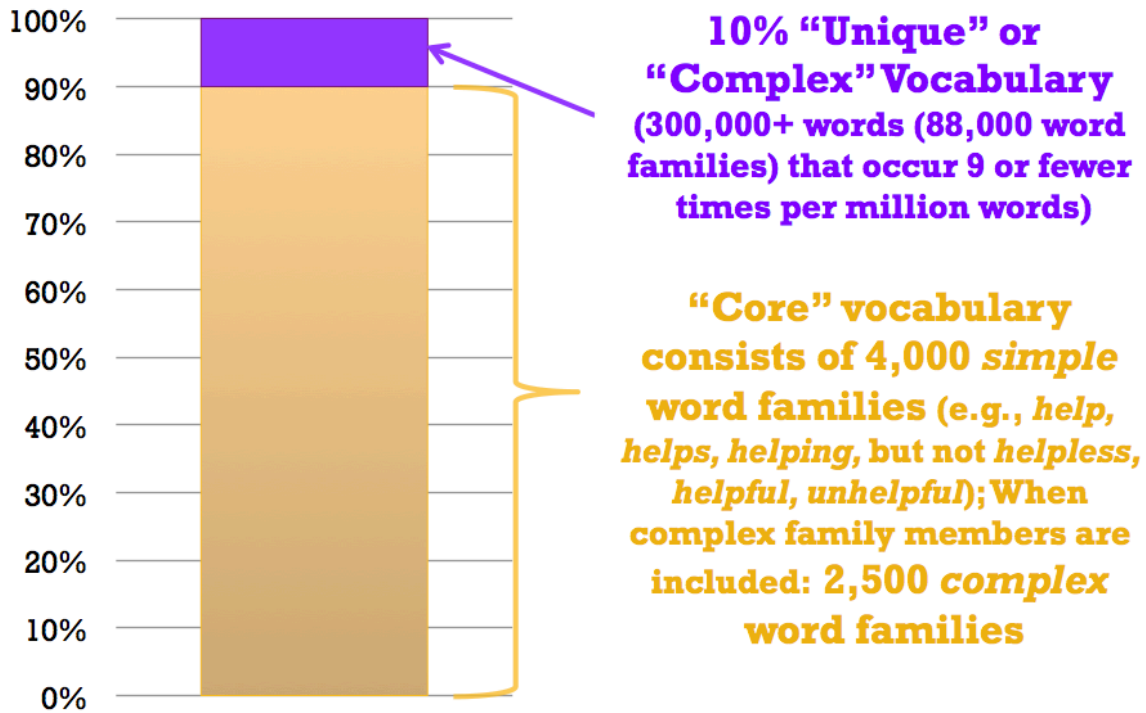
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The Word Zones that Form the Word Zone Profiler



The Core and the Rare Vocabularies



http://textproject.org/assets/library/resources/WordZones_4000-simple-word-families.pdf



FREE TEXTS FROM TEXTPROJECT BASED ON THE TEXT MODEL

Talking Points for Kids have 2% of total words beyond the core vocabulary, rather than the usual 6-8% of challenging words, as in most trade books at this level. Almost all middle-grade students can read these texts independently and engage in a spirited discussion about critical content.



FYI for Kids is a collection of engaging and high-quality magazine articles designed to provide an essential and often overlooked form of reading. Texts are written at five levels of difficulty, starting with 1% words not in the core vocabulary to 5%.



SummerReads are designed to keep students reading over the summer. The 3 levels, each with 7 titles, give students the chance to become automatic with the core vocabulary, while acquiring new vocabulary on engaging topics.



BeginningReads bring young children to reading by connecting oral language knowledge with written language. The texts do this by placing a premium on words that are both highly concrete and phonetically regular—words such *dog*, *cat*, *pet*, and *big*.



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Free - Wikijunior - The aim of this project is to produce age-appropriate non-fiction books for children from birth to age 12. These books are richly illustrated with photographs, diagrams, sketches, and original drawings. Wikijunior books are produced by a worldwide community of writers, teachers, students, and young people all working together.

1

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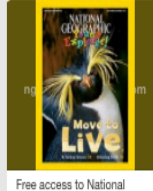


Talking Points For Kids

Texts to encourage discussion for gr4-6 students.

3

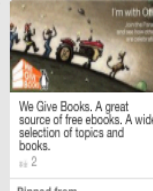
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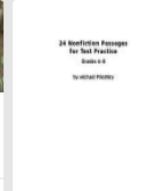
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Short nonfiction texts for gr4-6 students

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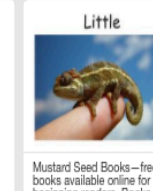


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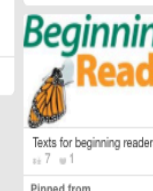
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Little Mustard Seed Books—free books available online for beginning readers. Books are available in English and Spanish!

3

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Beginning Reads

Texts for beginning readers

7 1

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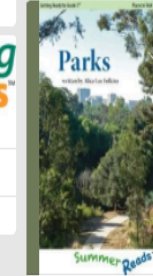


I Read Everywhere!

Unite for Literacy—texts for beginning readers

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Parks Summer Reads

Texts for primary students

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EYES ON TEXT READING LOG (Teacher)

For target days (e.g., Monday on week, Tuesday the next, and so on), keep a record of how much students are reading:

1. For short periods of time (e.g., 5 minutes), pick three students, one who reads below grade level, one who reads at grade level, and one who reads above grade level. Every minute, indicate whether the student appears to have his/her "eyes on text."
2. At the end of reading instruction for every day of the target period, record the number of pages each child has read.

STUDENT	BELOW		GRADE LEVEL		ABOVE	
Date	Minutes of eyes on page	Number of pages read	Minutes of eyes on page	Number of pages read	Minutes of eyes on page	Number of pages read



Student Record Keeping

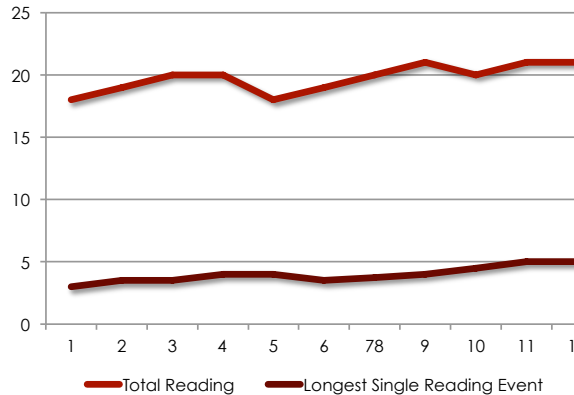
Goal: Increase the amount of reading 10% per trimester

Step 1: Get baseline data
—Time spent reading & longest single silent reading event

Step 2: Students set goal

- Trimester goal: 22 minutes/day, with one+ 5-minute event

Step 3: Always keep record of knowledge gained



Record of what I learned from reading

- Fibonacci patterns (I read *Blockhead Patterns of Nature*)
- Musicians (*John's Secret Dreams; Liv of the Musicians*)



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? POST A QUESTION **⚡ POST A BREAKTHROUGH**



HAVE CONVERSATIONS WITH STUDENTS ABOUT THE CORE & RARE VOCABULARIES

Example: Before reading Chapter 3 of the Secret Garden, talk with students about the known words (i.e., the words in gold in the diagram) and the words that they might not have encountered in text previously (i.e., the words in purple in the diagram).

The first thing to remind students is that they know *almost all* of the words in the text.

Second, knowledge of existing words can help in figuring out new words:

Many new words can be figured out, based on knowledge of morphemes.
In this example: waterproof, footman

Many new words can be figured out with use of phonics patterns (*e.g., dripping*).

In some texts, like this one, the author represents the dialect of people (e.g., e.g., *enow* (enough), *thee* (you), and dropping final sound in *Th'* and *waitin'*).

Students should expect that, in any text on a new topic or by a new author, they will encounter new words. You can't know all of the words but you can have strategies for figuring out words you haven't encountered before.

“Well enow, Th' carriage is waitin' outside for thee.” A brougham stood on the road before the little outside platform. Mary saw that it was a smart carriage and that it was a smart footman who helped her in. His long waterproof coat and the waterproof covering of his hat were shining and dripping with rain

For information on which words are within the core vocabulary, visit:

<http://textproject.org/teachers/lists-and-forms/word-zones-for-5-586-most-frequent-words/>



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EMPLOY A CHUNKING STRATEGY TO SUPPORT STUDENT RESPONSIBILITY FOR READING

Steps in Chunking Texts

BEFORE:

- Set purpose for reading (a question that pertains to evidence in the text)
- Have students do a *quick scan* for essential, unknown vocabulary

DURING:

- Have a set strategy for students who read faster than other students, such as “If you finish your chunk, locate the evidence and rehearse your answer. Writing your answer is a good way to rehearse.”

AFTER:

- After the chunk has been read, there needs to be consistent (and immediate) follow-up as the teacher asks students to use the text to identify the evidence that students found to answer the purpose-setting question.
- Following the responses to the purpose-setting question(s), address key vocabulary/ideas that might have created confusion.

Examples of Teacher Talk Before Students Read a Chunk of Text

- With third graders reading *Schools of Long Ago*: “You’re going to read the three pages by yourself. Your purpose in reading is to find out the kinds of schools of long ago. Remember: keep track of words about which you weren’t sure and would like to have more information.”
- With middle graders about to read a portion of the chapter “The Wooden Horse” from *Black Ships before Troy*, the teacher might say: “Greeks turn to *cunning* to win the war. Read to identify evidence in the text that demonstrates what the Greeks meant by *cunning*.”

