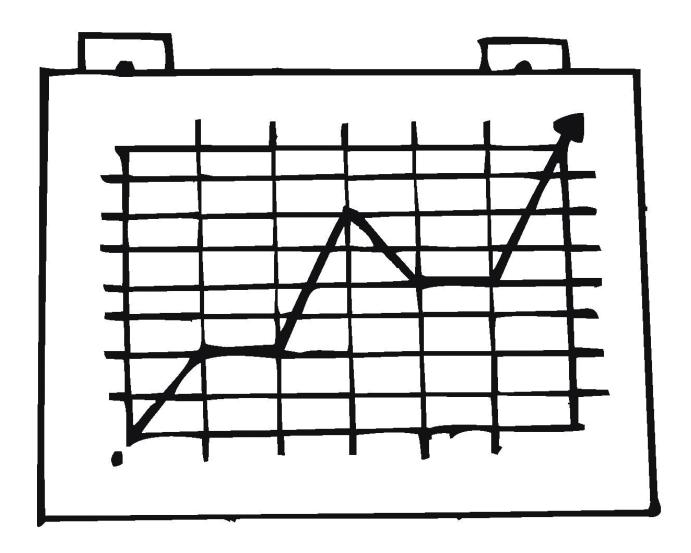
## **Chart or Table**



# Graph



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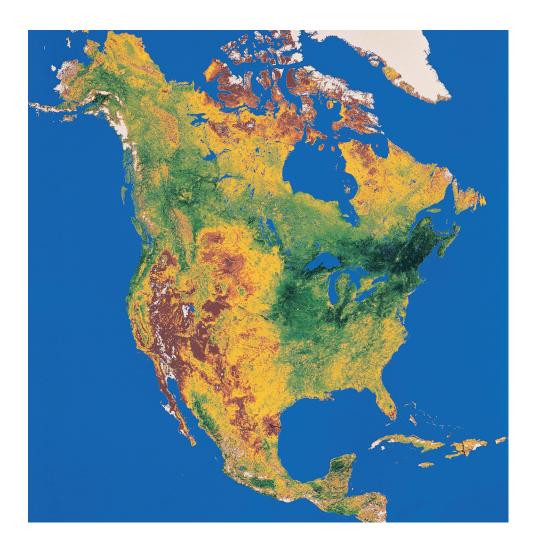
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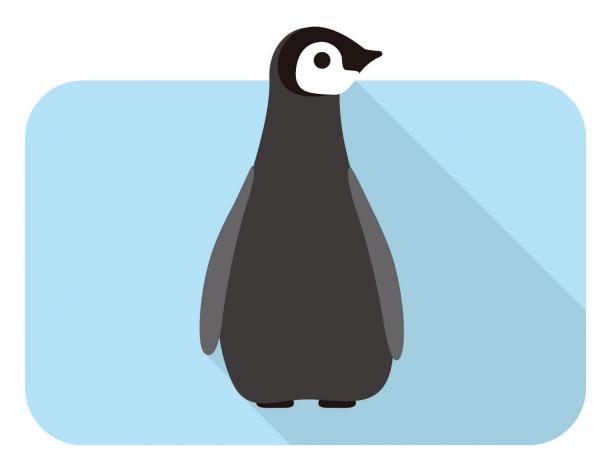
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## Caption



Penguin Baby

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### **Bold Word**



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# Heading

### **STAR POINTS**

After this habit is established for a week or two, I pass out copies of the "Keepers 101" grammar chart. We trim the margins and tape it into the back. From that point on, I start each day with something from the grammar chart: a mini-lesson. I show them how to prove a grammatical choice and invite them to incorporate that day's lesson into the day's journal. If they use it (showing proofs) five or more times in that journal entry, I stick a star on the journal page when I grade it, and that entry counts double. Students call these "star points." They're not coerced, but they are encouraged to incorporate the day's grammar lesson into their journal writing. If we go on and continue to enact the proof dialogue out loud in class, we use a few volunteered journal examples from the students who opted to take the challenge. Students learn best from each other.

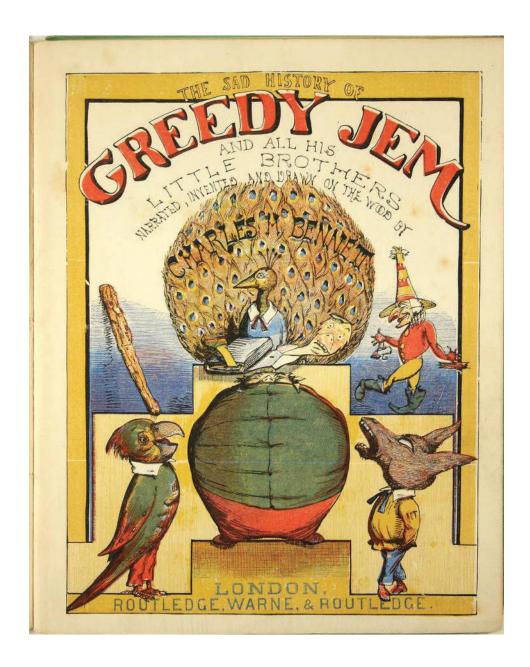
### TWEAKING THE LESSONS

Of course, you will need to use a system that you like, and you will need to watch your students. You should adjust any of the directions in this book to suit your class. For instance, when the directions invite the students to use a proof five times in their journal, you might ask them to do three. Or do one. Use your judgment. After the journal writing, you may have the whole group listen to a few sentences with proofs students wrote and volunteer to share, or you might opt instead to have them grab a partner and share sentences—or share them with a small group.

Eventually, with students' permission, you might like to replace the journal entries in this book with those that your own students have written.

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# Glossary

### Glossary

anchor chart: a poster-sized list of guidelines, rules, procedures, or reminders about an academic task. Teachers usually collect ideas about rules or guidelines from the class first and then make an anchor chart to post on the wall as a reference for future assignments and class work.

argument: a position on a text, topic, situation, or work that includes an evidence-based claim, recognition of a counterclaim, and persuasive elements. Along with narrative and informational writing, argument is one of three genres of writing presented in the Common Core standards.

Bloom's taxonomy: a six-level interpretation of the levels of cognition students bring to academic tasks. Bloom's taxonomy is typically used to design assessments, activities, and questions that require students to think in a variety of ways. The taxonomy was slightly revised in 2001.

book talk: A short, introductory "teaser" talk designed to attract students to read a book. These can be delivered by a teacher, librarian, other student, or online video.

brainstorming: the process of collecting a wide range of ideas from a group for use in activities or discussion. Recent research shows that some discrimination among ideas as they are collected can be useful, but brainstorming typically involves suspending judgment about the quality of ideas in order to collect the most possible.

claim and counterclaim: a position or stance on a topic, text, or issue that can be argued or supported using evidence (claim). The counterclaim is the opposite position; it is usually acknowledged and disavowed (based on evidence or logic) in the course of proving the claim. close reading: the act of engaging with a text, work, or artifact (such as a video or website) at the level of its key elements or components; close reading involves the examination of individual elements of a text in order to better understand its larger meaning.

concept maps (web): a visual method for organizing ideas. Usually, a concept map begins with one core idea in the center of the page that is connected by lines to several subordinate or relevant ideas; those secondary ideas are in turn connected by lines to yet more concepts or ideas.

content knowledge: information students must learn within a specific discipline in order to apply academic moves successfully in that discipline. Examples might include specific rhetorical elements in literacy or mathematical terminology and formulas in math or science.

decision tree: a graphic organizer that begins with a central question or decision and splits into two or more possible choices with each successive step. A decision tree often resembles a sports tournament bracket, with two spaces opening up for each previous space.

dialectical journal: a tool for readers to note interesting or noteworthy passages while studying a text. A dialectical journal usually involves at least two columns, one for recording the actual passage and one for annotating, or recording, ideas, questions, or thoughts about meaning. A dialectical journal aims to promote a "conversation" between the reader and the text.

evidence: information used to support an argument, claim, or position. Evidence may take the form of specific elements taken from a text or work (such as quotations from a novel or data from

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### Sidebar

### Using the Lesson Plan Template for the Read-Aloud

In a read-aloud experience, especially for kindergartners, it is important not to overplan. A read-aloud selection is usually rich in language and concepts, so it is important not to try to do too much with the book; interrupting the reading repeatedly can take young listeners so far away from the through-line of the text that it may be counterproductive. So

in applying the lesson plan template to the read-aloud, it is wise to keep it simple. Also, the first rule of thumb is to remember to read the book yourself ahead of the lesson, so you can make an instructional plan and be prepared to read with fluency and expression.

In the sections below, suggestions will be provided to assist in the lesson planning. First, we'll provide some general suggestions for a kindergarten read-aloud with infor-

mational text. Next, we'll provide a sample read-aloud lesson using the template. The lesson is designed to provide some ideas that may be generalized to other read-aloud lessons. Where an action addresses a specific standard for kindergarten reading, the number of the standard is given in parentheses after the action (e.g., CCSS 6).

#### Step 1: Prepare to Read

For the beginning of the year in kindergarten, it is important to remember that children may have had little exposure to books and reading aloud, so they need explicit instructions about expected behavior for listening to a book read aloud and responding to what they hear. Those expectations must be modeled and reinforced daily to establish an appropriate

During a read-aloud with kindergartners, preparing the students for informational text typically involves the actions below.

#### TIP

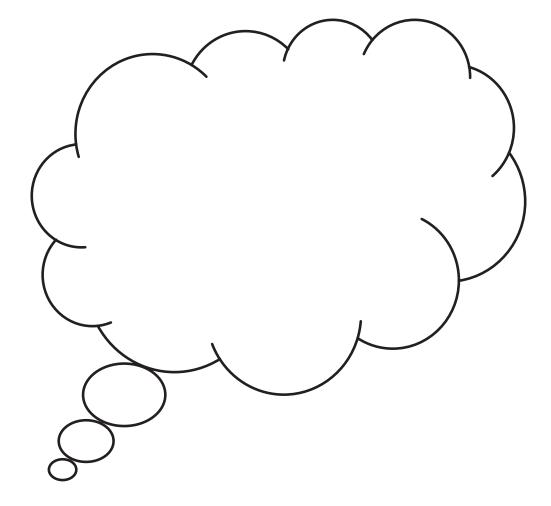
Remember: Before beginning the lesson steps, always read the book to yourself first!

TIP Some expected behaviors to model and reinforce:

- Eyes on book
- Body facing the book
- · Hands to self
- Ears and lips ready to LISTEN
- Raise hand to volunteer

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## Speech Bubble



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## Pop-Ups



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## Columns





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et orio. Aeitean nec lorem Inportitior. Donce laoreet nonum
ny auzue. Su pendi e, dui
puru celeri que at vulputate
vitae pretium matri, nunc. Mau
ri e, et neque at em venenati
eleitend.

elentend

It nonummy. Fu ce aliquet pede non pede. Su pendi e dapibu lorem pellente-que masma Integer nulla. Donec landit feumat ligula. Donec hendrent feli et mig endre feu moda jum ji, um pretium mero in lacinia nulla ni l'eset apien Donec ul et in lectu con equat con equat. Etiam e, e el dii. Aliquam enat volut, at Sed at lorem in nunc jorta tin tique. Prom nec aucue. Qui que aliquam temp or masma. Pellente que halitant morbi titque enectu et netu et male uada tames ac lun; e, e ta. Nunc ac masma. Maecena odo dolor vulpitates vel auctor ac accum an id. Jeli. Pel lente que cur u azitti. Jeli.

Qui que aliquam tem or ma ma Pellente que habitant mort vehicula Maccena pede piru tri tique ac tem ju eset é e la qui mauri Curabitori non eo Nullam hendrent Litendim ju to Fu ce iacult e et qui la cina pretium pede metù mo le tie lacu at ariavida wi i ante at libero Qui que omazie placerat ri u. Ut mole tie mazia at mi line-era alquet mauri et nith. Ut matti hiula po uere vebit.

matti li ula po uere velti.

Nunc arutti. Curalitur variu trinsilia ni l Dui pretium mi eui mod erat. Maecena id au ue Nam vuljutate Dui a quam non neque loborti male uada. Prae ent eui mod Donce, mulla ausue venenati celeri que dațitu a con equat at leo Peliente que litero lectu tri tique ac con ectetuer it amet impendet ul ju to Sed aliquam odio vitae tottor Proin heidreist tempu aru In hac habita e platea dictum t Supendi e potenti. Vivamu vitae na a adiți cin. e t lacina o dale Donce metu ma sa mol li vel tempu placeiat vestibu lum condimenum li ula.

#### Nunc lacus metus

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matti ligula po uere velit

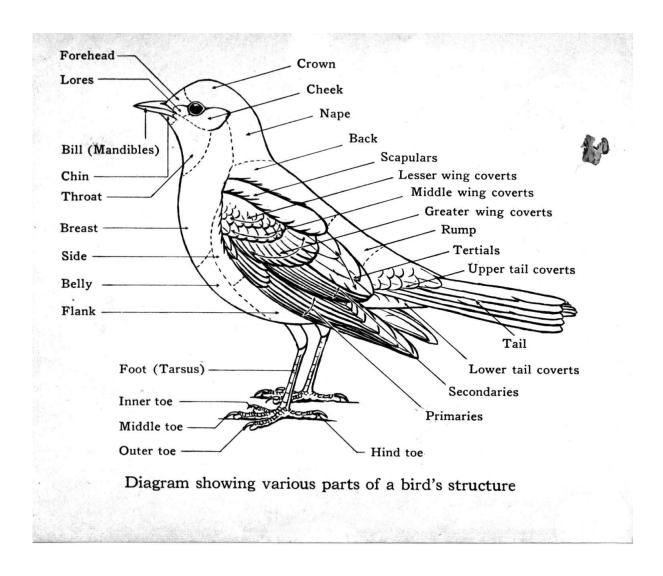
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