**Text Set Facilitator’s Guide**

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Quick Quiz: Which is harder?

**Question 1: Literal Meaning**

Low on Bloom’s Taxonomy

Restate the following sentence in your own words:

“The former render possible *theoretical* cognition according to principles *a priori*; the latter in respect of this theoretical cognition only supplies in itself a negative principle (that of mere contrast), but on the other hand it furnishes fundamental propositions which extend the sphere of the determination of the will and are therefore called practical.”

From pg. 1 *The Critique of Pure Reason* by Immanuel Kant

**Question 2: Synthesis**

High on Bloom’s Taxonomy

Read the following passage, then write a letter to the editor defending the moral values the main character displays with regard to animals.

“Where's Papa going with that ax?" said Fern to her mother as they were setting the table for breakfast.

"Out to the hoghouse," replied Mrs. Arable. "Some pigs were born last night.” “I don’t see why he needs an ax,” continued Fern, who was only eight.

"Well," said her mother, "one of the pigs is a runt. It's very small and weak, and it will never amount to anything. So your father has decided to do away with it.”

"Do away with it?" shrieked Fern. "You mean kill it? Just because it's smaller than the others?”

From Chapter 1 of *Charlotte’s Web,* by E.B. White

**Reflection:**

1. Which was easier?
2. Why?
3. Would a lesson (or whole week of lessons) on “*finding the main idea*” or “*making inferences*” help you answer question 1

Illustration: PARCC Redacted

**Instructions:**

***Imagine what it’s like to be a student with vocabulary and knowledge deficits…***

***…on a test day.***



**Grade 3 Sample Items – Passage #1**

**Today you will research two people who lived long ago. As you read these passages, you will gather information and answer questions. Then you will write an article for your school newspaper to teach your classmates about how these two people made a difference in America.**

Read the excerpt from a book titled *Eliza’s Cherry Trees: Japan’s Gift to America* about a young woman who lived in Washington, D.C., in the 1800. Then answer the questions

Excerpt from *Eliza’s Cherry Trees: Japan’s Gift to America*

By Andrea Zimmerman

**Use your skills!**

***Read the following passage* *and then use evidence from text to answer the questions below:***

1. **Specific details -** What was one problem that Eliza experienced? Find evidence in the text to support your answer.
2. **Inferences -** What can you infer about the relationship between Japan and America from the response of the Japanese government to President Taft’s actions?
3. **Main idea** – How did Eliza eventually achieve her dream?



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Excerpt from *Eliza’s Cherry Trees: Japan’s Gift to America*

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1 When she was twenty-six, Eliza bought tickets to **faraway Alaska**. Few **tourists** had ever been there. Eliza wrote **reports** for the **newspapers** back home. She loved sharing the **fascinating** things she saw, such as **huge glaciers**, **spouting whales**, and the **native people**. Eliza even wrote a book – the first **guidebook** about **Alaska**.

2 When Eliza went back to **Washington**, it wasn’t long before she started thinking about **traveling** again. She decided to visit her older brother, who was working in **Japan**. Eliza **sailed** across the ocean.

3 In **Japan** she rode on trains, **carriages**, and bumpy **rickshaws**. She climbed mountains, ate strange foods, and visited **ancient temples**. Everything was so different! She studied **Japanese art** and learned to **speak Japanese**. She fell in love with **Japan** and **its** people.

4 Eliza **especially** loved **Japanese gardens**. Eliza’s favorite plants, by far were the **Japanese** **cherry trees**. Eliza called them “the most beautiful thing in the world.” Thousands of the trees were planted in parks and along the **riverbanks**. When they **bloomed**, the trees became clouds of pink **blossoms**. As the **petals drifted down**, it was like pink **snowfall**. The **Japanese** people loved the **cherry trees** as their **national symbol**. **Crowds gathered** for picnics under the trees. People wrote poems and painted pictures to **honor** those ***sakura***.

5 When Eliza came back home, she wrote a book about **Japan**. She wanted to share her love of **Japan** with other Americans. She wanted the **nations of Japan** and America to be friends.

6 Even though she was always thinking about her next **journey**, Eliza loved coming home to **Washington, D.C.** She was **proud** of America’s growing **capital** and wanted it to look as beautiful as any city in the world.

7 She thought about the muddy **land** from a **recent construction project** in the **swampy area** around the **riverbank**. Eliza had a wonderful idea. She remembered the beautiful **cherry trees** in **Japan**. She thought, “That’s what **Washington** needs!”

8 Eliza told **the man in charge of the Washington parks** about the wonderful **cherry trees**. She showed him **photographs** that she had taken. She told him about **her plan to plant hundreds** of **cherry trees down by the water**. He said no. He believed they didn’t need **any different kind of tree in Washington**.

9 But Eliza knew that sometimes when you have a good idea, you have to keep trying. So she waited. When a **new parks man was hired**, she told him about her good idea. He, too, said no.

10 Eliza kept **traveling**. She also met with friends who loved **to travel**. Some of these friends had started the **National Geographic Society**. The **society** was for people who wanted to learn more about the world.

11 Eliza was the first woman to have an important job there, and she helped **the society** grow. She wrote many **articles** and books. Eliza **made more trips to Japan, Alaska,** and **Europe** and she explored **India, China, Russia,** and **Java**, an **island of Indonesia**.

12 Eliza also **became a photographer**. Not many women did that, either. She took pictures for the **Smithsonian Institution** and **recorded** people and places that Americans had never seen.

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**List of blacked out words:**

Faraway Alaska

Tourists

Reports

Newspapers

Fascinating

Huge glaciers

Spouting whales

Native people

Guidebook

Alaska

Washington

Traveling

Japan

Sailed

Ocean

Japan

Carriages

Rickshaw

Ancient temples

Japanese art

Speak Japanese

Japan

Its

Especially

Japanese gardens

Japanese cherry trees

Riverbanks

Bloomed

Blossoms

Petals drifted down

Snowfall

Japanese

Cherry trees

National symbol

Crowds gathered

Honor

Sakura

Japan

Japan

Nations of Japan

Journey

Washington, D.C.

Proud

Capital

Land

Recent construction project

Swampy area

Riverbank

Cherry trees

Japan

Washington

The man in charge of the Washington parks

Cherry trees

Photographs

Her plan to plants hundreds

Cherry trees down by the water

Any different kind of tree in Washington

New parks man was hired

Traveling

To travel

National Geographic Society

Society

The society

Articles

Made more trips to Japan, Alaska and Europe

She explored India, China Russia, and Java

Island of Indonesia

Became a photographer

Smithsonian Institution

Recorded

\*Note: A number of these words repeat throughout the text, especially “Japan”. Though repetition can at times increase students’ comprehension of a text if the repeated term is completely unfamiliar to students and the text does not explicitly or implicitly provide support for students to determine its meaning than the repetition makes comprehension even less likely.



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**Expert Pack:** Earth’s Precious Resource

Submitted by: In partnership with CCSSO — ELA SCASS, Kentucky, and Student Achievement Partners Grade: 4 – 5 Date: August 2014

|  |
| --- |
| **Topic/Subject**  What can we learn about the world’s water supply? |
| **Texts/Resources**  Sets may include a number of different types of resources. Include up to 5 – 7 resources total.  Books   1. *A Drop Around the World* 2. *Hydrology: The Study of Water*   Articles   1. “For The World’s Poor, Drinking Water Can Kill” 2. “Researchers Discover Huge Underground Water Reserve in Africa” 3. “Water, Water, Everywhere!” Video 4. “The Water Cycle” Other Media 5. Millions Lack Fresh Water [Infographic] 6. What Is Your Water Footprint? [Interactive calculator]   Each expert pack contains a variety of selections grouped to create as coherent and gradual a learning process for students as possible, generally beginning with lower levels as measured by quantitative and qualitative measures, and moving to more complex levels in the latter selections. This gradated approach helps support students’ ability to read the next selection and to become ‘experts’ on the topic they are reading about.  *Refer to annotated bibliography on the following pages for the suggested sequence of readings.* |
| **Rationale and suggested sequence for reading:**  In the first article, “For the World’s Poor, Drinking Water Can Kill,” students are introduced to the impact that lack of clean drinking water has on people all around the world. The next resource, “Millions Lack Safe Water,” is an interactive infographic that provides recent facts and data about the world’s current water shortage.  Students then watch the animated video, “The Water Cycle,” which simply explains the basic process of the water cycle. At this point students may wonder how, with a never-ending water cycle, we still have a shortage of water for so many people. The next three resources (one article and two books) expose students to the many sources of usable and unusable water all over the world. Students then begin to explore solutions by reading the most complex article in the set, “Researchers Discover Huge Underground Water Reserve in Africa.” The expert pack culminates with an interactive website from National Geographic, which engages students in considering their own impact on solving the worlds’ water shortage. |
| **The Common Core Shifts for ELA/Literacy:**   1. Regular practice with *complex text* and its academic language 2. Reading, writing and speaking grounded in *evidence* from text, both literary and informational 3. Building *knowledge* through content-rich nonfiction   Though use of these expert packs will enhance student proficiency with most or all of the Common Core Standards, they focus primarily on Shift 3, and the highlighted portions of the standards below. |

**College and Career Readiness Anchor Standards for Reading Literary and/or Informational Texts** *(the darkened sections of the standards are the focus of the Expert Pack learning for students)***:**

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.

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

**Content Standard(s):**  <http://bit.ly/StateSocialStudiesStandardsKe5> <http://bit.ly/StateScienceStandardsKe5>

Link to basal table of contents

### Annotated Bibliography

**760L “For the World’s Poor, Drinking Water Can Kill”**

Author: Addie Moorfoot

Genre: Informational; narrative introduction and conclusion, includes clear section headings Length: 573 words

Synopsis: Students will learn how the lack of clean drinking water for about 800 million people in the world affects lifestyles.

Citation: Moorfoot, A. (2013, May 15). For the World’s Poor, Drinking Water Can Kill. *Newsela.* Retrieved from https://newsela.com/articles/cleanewater/id/57/

Cost/Access: $0.00 <http://newsela.com/articles/cleanewater/id/57/> Recommended Student Activities: Wonderings

### N/A “Millions Lack Safe Water”

Author: Unknown

Genre: Informational (infographic); heavy use of statistics and images Length: N/A

Synopsis: This infographic provides recent facts and data about the world’s current water shortage.

Citation: Millions Lack Safe Water. (n.d.). Retrieved September 8, 2014, from <http://water.org/watere> crisis/water-facts/water/

Cost/Access: $0.00 water.org <http://water.org/waterecrisis/waterefacts/water/>

Recommended Student Activities: Quiz Maker

### N/A “The Water Cycle”

Author: Unknown

Genre: Informational video; includes graphics, animation, narrative setting, and focus on vocabulary Length: 3:27 minutes

Synopsis: This video cartoon teaches about elements of the water cycle including precipitation, evaporation, transpiration and condensation.

Citation: The Water Cycle [Video file]. (n.d.). Retrieved from <http://studyjams.scholastic.com/studyjams/jams/science/ecosystems/waterecycle.htm>

Cost/Access: $0.00 Scholastic.com <http://studyjams.scholastic.com/studyjams/jams/science/ecosystems/waterecycle.htm>

Recommended Student Activities: 7equestion “Test Yourself” link on the video page; Quiz maker

### 1010L “Water, Water, Everywhere!”

Author: Unknown

Genre: Informational; contains clear section heading and questions to check for understanding Length: 583 words

Synopsis: This text provides a basic overview of the water cycle and availability of fresh water on earth. It is a straightforward piece that supports reading comprehension with corresponding questions.

Citation: Water, Water, Everywhere. (n.d.). Retrieved September 8, 2014, from <http://www.readworks.org/passages/waterewatereeverywhere>

Cost/Access: $0.00 Read Works <http://www.readworks.org/passages/waterewatereeverywhere> Recommended Student Activities: Questions included with text to check for understanding; Quiz Maker

#### 790L Hydrology: The Study of Water

Author: Christine Taylor-Butler

Genre: Informational; text characteristics similar to a simple textbook Length: 48 pages

Synopsis: Maps, infographics, and historic photos that illustrate earth's power provide text features that help students meet Informational Reading Anchor Standard 7, locating information relevant to a given topic efficiently. Readers will learn how hydrologists study weather patterns and the shape of the land to predict how water will move around Earth. They will also discover how hydrologists put this knowledge to use by helping to build dams, levees, and irrigation systems. Timelines illustrate the ways scientific knowledge has developed over time.

Citation: Taylor-Butler, Christine (2012). *Hydrology: The study of water*. New York, NY: Children’s Press.

Cost/Access: $6.25 for paperback and $26.20 for library binding Recommended Student Activities: A Picture of Knowledge

#### 820L A Drop Around the World

Author: Barbara Shaw McKinney

Genre: Literary Nonfiction; narrative poem with rhyming couplets Length: 32 pages

Synopsis: Readers travel with a single drop of water to learn how water is transformed many times from liquid to its solid and vapor state while journeying to various parts of the world. Composed in rhyming couplets, each stanza of this text conveys scientific concepts about the water cycle as well as inspires respect for water and its unique role on Earth.

Citation: McKinney, B. (1998). *A Drop Around the World.* New York: Dawn Publishers. Cost/Access: $8.06 for paperback and $24.79 for hardcover

Recommended Student Activities: Pop Quiz (refer to *Learning Worth Remembering* for questions and answers)

### 1070L “Researchers Discover Huge Underground Water Reserve in Africa”

Author: Meera Dolasia

Genre: Informational; includes maps Length: 404 words

Synopsis: This article describes the potentially problem-solving discovery of recently discovered underground water reserves on the continent of Africa. The article also discusses the many challenges researchers face while figuring out how to access the water.

Citation: Dolasia, M. (2012, April 26). Researchers Discover Huge Underground Water Reserves In Africa.

Retrieved from <http://www.dogonews.com/2012/4/26/researchersediscoverehugee> underground-water-reserves-in-africa

Cost/Access: $0.00 Dogo News <http://www.dogonews.com/2012/4/26/researchersediscoverehugee> undergroundewaterereserveseineafrica

Recommended Student Activities: Wonderings

### N/A “What is Your Water Footprint?

Author: Unknown

Genre: Website (interactive calculator); web-based survey format Length: N/A

Synopsis: This interactive calculator helps students to understand their own use of water and what they can do to conserve in their daily lives.

Citation: What Is Your Water Footprint? (n.d.). Retrieved September 8, 2014, from

<http://environment.nationalgeographic.com/environment/freshwater/change-the-> course/water-footprint-calculator/

Cost/Access: $0.00 National Geographic [http://environment](http://environment/)

.nationalgeographic.com/environment/freshwater/change-the-course/water-footprint-calculator/ Recommended Student Activities: N/A (website is interactive)

## Supports for Struggling Students

By design, the **gradation of complexity** within each Expert Pack is a technique that provides struggling readers the opportunity to read more complex texts. Listed below are other measures of support that can be used when necessary.

* Provide a brief **student-friendly glossary** of some of the academic vocabulary (tier 2) and domain vocabulary (tier 3) essential to understanding the text
* Download the Wordsmyth widget to classroom computers/tablets for students to access student-friendly definitions for unknown words. <http://www.wordsmyth.net/?mode=widget>
* Provide brief **student friendly explanations** of necessary background knowledge

## Include **pictures or videos** related to the topic within and in addition to the set of resources in the pack

* Select a small number of texts to **read aloud** with some discussion about vocabulary work and background knowledge
* Provide **audio recordings** of the texts being read by a strong reader (teacher, parent, etc.)
* **Chunk the text** and provide brief questions for each chunk of text to be answered *before*

## students go on to the next chunk of text

* Pre-reading activities that focus on the **structure and graphic elements** of the text
* Provide **volunteer helpers** from the school community during independent reading time.

# Text Complexity Guide

## “Researchers Discover Huge Underground Water Reserve in Africa”, by Meera Dolasia

* 1. **Quantitative Measure**

Go to <http://www.lexile.com/>and enter the title of the text in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database. You can also copy and paste a selection of text using the Lexile analyzer.



1070L



2X3 band

4X5 band 6X8 band 9 X10 band

11 – CCR

420 X820L

740 X1010L

925 X 1185L

1050 – 1335L

1185 X 1385

# Qualitative Features

## Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.



The straightforward purpose of the article is to The structure is supportive in that it is clearly organized

highlight the discovery of a potential new water source for by first, presenting the finding and explaining how it was some of Africa’s driest countries. Questions remain about discovered, and then outlining the potential challenges to the difficulty in accessing new reserves; finding them does accessing and using the water. Maps showing aquifer not provide a simple solution to a complex problem. productivity and freshwater availability enhance the text.

**Meaning/Purpose Structure**

**Language**

Although the text is fairly short, some of the sentences are long and complex, containing dependent clauses and transition words. Vocabulary is somewhat complex (dire, replenished, deplete, drawn up, gleaning) and may be unfamiliar to students. Phrases, “having said that” and

“first and foremost” add complexity.

**Knowledge Demands**

The subject matter should be familiar to students reading the expert pack. Drought conditions in Africa, tapping aquifers through drilling and salinity of water making it unfit to drink are known if the texts have been read in the

suggested order.

* 1. **Reader and Task Considerations**

*What will challenge students most in this text? What supports can be provided?*

* + - Rereading, chunking, and discussion could support students with sentence length and vocabulary demands. Many of the words can be supported with discussion of the context.
    - Finding and unpacking “juicy sentences” could provide grammar lessons for the class.
    - Categorizing information into *Fortunately, Unfortunately* categories could support second language learners in accessing the purpose of this article.
    - Encouraging students to make connections to other texts in the set could support and deepen understanding.

\*For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf>

**Expert Pack:** Earth’s Precious Resource

Submitted by: In partnership with CCSSO — ELA SCASS, Kentucky, and Student Achievement Partners Grade: 4 – 5 Date: August 2014



**Learning Worth Remembering**

**Cumulative Activities** – The following activities should be completed and updated after reading each resource in the set. The purpose of these activities is to capture knowledge building from one resource to the next, and to provide a holistic snapshot of central ideas of the content covered in the expert pack. *It is recommended that students are* ***required*** *to complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for this Expert Pack.*

### Rolling Knowledge Journal

* 1. Read each selection in the set, one at a time.
  2. After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text about (topic).
  3. Then write, draw, or list how this new resource added to what you learned from the last resource(s).

### Sample Student Response

|  |  |  |
| --- | --- | --- |
| **Title** | **Write, Draw, or List** | |
|  | **New and important learning about the topic** | **How does this resource add to what I learned already?** |
| 1. “For the World’s Poor, Drinking Water Can Kill” | lack of clean drinking water affects about 800 million people in the world |  |
| 2. “Millions Lack Safe Water” | Lack of clean drinking water affects people in different places in different ways | The maps show all the different places the 800 million people affected live; and the facts describe the many ways people are affected by the lack of clean water |
| 3. “The Water Cycle” | The water cycle | How the water cycle works on earth everyday |
| 4. “Water, Water, Everywhere!” | The many sources of water on earth | Even though water is everywhere, not all water can be used as clean water |
| *5. Hydrology: The Study of Water* | This story provides basic information about the study of water | This book explains the science behind water and how water affects history and the future. |
| *6. A Drop Around the World* | Water gets used over and over on earth | This story gives a lot of examples and pictures of how the water cycle matters to everyone and everything on earth |
| 7. “Researchers Discover Huge Underground Water Reserve in Africa” | There is water underground and researchers are trying to learn more about it. | Hydrologist can use their expertise to find out more about the underground water in Africa. It could help millions of people |
| 8. “What is Your Water Footprint?” | how much water I use in my life | the website gave me ideas for how I can conserve water |

1. **Rolling Vocabulary: “Sensational Six”**
   * Read each resource then determine the 6 words from each text that most exemplify the central idea of the text.
   * Next use your 6 words to write about the most important idea of the text. You should have as many sentences as you do words.
   * Continue this activity with EACH selection in the Expert Pack.
   * After reading all the selections in the Expert Pack, go back and review your words.
   * Now select the “Sensational Six” words from ALL the word lists.
   * Use the “Sensational Six” words to summarize the most important learning from this Expert Pack.

### Sample Student Response

|  |  |
| --- | --- |
| **Title** | **Six Vocabulary Words & Sentences** |
| “For the World’s Poor, Drinking Water Can Kill” | **waste, microbes, disease, crisis, wells, steady**  **Waste** pollutes water in poor countries making water unsafe to drink.  Water may look clean even when it contains **microbes** which can cause illness. Diarrheal **disease**, caused by drinking dirty water, kills 1.5 million children each year.  Because so many people die because of dirty water each year, the situation is considered a  **crisis**.  Drilling water **wells** can provide clean, safe water supplies for people in poor countries. A **steady** supply of clean water from a well can help control disease. |
| “Millions Lack Safe Water” | **lack, treated, access, sanitation, claims, developing**  Many people around the world **lack** clean water.  When water is properly **treated**, or cleaned, it is safe to drink.  **Access** to clean water is a major problem in poor countries.  Cleaning waste water through **sanitation** makes it safe to use again. Disease due to dirty water **claims** many lives each year.  Most deaths from dirty water occur in the **developing** countries. |
| “The Water Cycle” | **endless, invisible, evaporation, dense, precipitation, cycle**  The water cycle is the **endless** path water takes between earth and the clouds. The **cycle** is endless just like a circle.  Water becomes **invisible** when it turns to vapor and e*vapor*ates into the air. Clouds become **dense** with vapor until they are too full; then precipitation occurs. Snow, sleet, snow, and rain are examples of **precipitation** that can fall from clouds. |
| “Water, Water, Everywhere!” | **crucial, scarce, saline, unfit, potable, factors**  Clean water is **crucial** for people and animals to live healthy lives. As clean water becomes **scarce**, people may fight over it.  Ocean water is **saline**, or salty, and cannot be used for drinking. Although ocean water is all around us, it is **unfit** for drinking.  **Potable** water is safe to drink.  **Factors** affecting how much water is available include inflows and outflows. |
| *Hydrology: The Study of Water* | **conserve, drought, methods, hydrologic cycle, aquifers, molecules**  Scientists study ways to **conserve** water so there is enough for everyone. River dams can store water to be used during long, dry **drought** years.  Hydrologists investigate different **methods** for control flooding.  The **hydrologic cycle** is the same as the water cycle and describes how water changes forms.  **Aquifers** are bodies of underground water.  Water **molecules** spread apart when water evaporates. |
| *A Drop Around the World* | **vaporize, meandering, purified, humid, tragedy, seep**  Evaporation is when water **vaporizes**.  **Meandering** streams carry water from place to place. Water must be **purified** before it can be consumed. Jungle air is **humid** because of all the moisture in it.  Too much water can lead to a **tragedy** such as a massive flood.  Water **seeps** down through the ground, sometimes forming underground lakes. |
| “Researchers Discover Huge Underground Water Reserves in Africa” | **reserves, declining, dire, arable, bulk, hurdles**  **Reserves** of drinkable water may exist under countries in Africa. Supplies of drinkable water are **declining** around the world.  **Dire** conditions exist in countries without a lot of drinkable water.  **Arable** land cannot be farmed without water supplies.  The **bulk** of the underground water supplies recently discovered are under some of Africa’s most arid countries.  Some **hurdles** remain before the water discovered can be used. |
| “What is your Water Footprint?” | **pledge, restore, footprint, replace, serving, sustainable**  If we make a **pledge** to save water, it is likely we will. Water saved through conservation can **restore** ecosystems.  Your **footprint i**s how much water you use in a period of time.  If you **replace** appliances with energy-efficient ones, you can save water. It takes a lot of water to make one **serving** of meat.  A **sustainable** healthy future is possible if we all save water. |
| Sensational Six | **hydrologic cycle, access, conserve, crisis, crucial, sustainable** |
| Summary:  Water moves through the **hydrologic cycle** on Earth continuously and water covers most of the Earth. Surprisingly, **access** to clean drinking water is a problem in many places. The water **crisis** claims over 3.4 million lives each year! It is **crucial** that everyone works to **conserve** water so everyone, especially those in developing countries, can enjoy a **sustainable** future. | |



**Learning Worth Remembering**

**Singular Activities** – the following activities can be assigned for each resource in the set. The purpose of these activities is to check for understanding, capture knowledge gained, and provide variety of ways for students to interact with each individual resource. Students may complete some or none of the suggested singular activities for each text. Singular activities should be assigned at the discretion of the teacher.

1. **A Picture of Knowledge** (Recommended for *Hydrology: The Study of Water)*
   * Take a piece of paper and fold it two times: once across and once top to bottom so that it is divided into 4 quadrants.
   * Draw these shapes in the corner of each quadrant.
2. Square
3. Triangle
4. Circle
5. Question Mark
   * Write!



**?**

Square: What one thing did you read that was interesting to you? Triangle: What one thing did you read that taught you something new? Circle: What did you read that made you want to learn more?

Question Mark: What is still confusing to you? What do you still wonder about?

* Find at least one classmate who has read [selection] and talk to each other about what you put in each quadrant.

1. **Quiz Maker** (Recommended for “Millions Lack Safe Water”, “The Water Cycle”, “Water, Water, Everywhere!”)
   * Make a list of # questions that would make sure another student understood the information.
   * Your classmates should be able to find the answer to the question from the resource.
   * Include answers for each question.
   * Include the where you can find the answer in the resource.

|  |  |
| --- | --- |
| **Question** | **Answer** |
| 1. |  |
| 2. |  |
| 3. |  |

1. **Wonderings** (Recommended for “For the World’s Poor, Drinking Water Can Kill”, “Researchers Discover Huge Underground Water Reserve in Africa”)

On the left, track things you don’t understand from the article as you read.

On the right side, list some things you still wonder (or wonder now) about this *topic.*

|  |  |
| --- | --- |
| I’m a little confused about: | This made me wonder: |
|  |  |

4. **Pop Quiz** (Recommended for *A Drop Around the World)*

Answer the following questions.

|  |  |
| --- | --- |
| **Question** | **Possible Answer** |
| 1. What happens to the raindrop as it travels the world? What kinds of things does the raindrop do? | Changes form (water, vapor, snow, etc.); joins bodies of water (rivers, lakes, oceans, etc.); creates weather; waters seeds, plants, and trees; helps animals and people; makes a rainbow |
| 2. Where is the coldest place the raindrop visits? Use three words or phrases to describe that place. | The Arctic. Freezing, whirling swirling wind, snowflakes, frosty air, etc. |
| 3. Where is the warmest place the raindrop visits? Use three words or phrases to describe that place. | * Rainforest – jungle, humid, warm, foggy, misty * Desert – sunny, sandy, dry, wispy clouds |
| 4. Explain how raindrop helps animals. Use one specific example from the book. | Water for cows to help them make milk; home for ocean animals; snow warms polar bear cubs; |

**Expert Pack:** Earth’s Precious Resource

Submitted by: In partnership with CCSSO — ELA SCASS, Kentucky, and Student Achievement Partners Grade: 4 – 5 Date: August 2014

Expert Pack Glossary

### “For the World’s Poor, Drinking Water Can Kill”

|  |  |
| --- | --- |
| *Word* | *Student-Friendly Definition* |
| Waste | Waste can be garbage like the garbage thrown out from a home. It can also be what comes from toilets in houses, businesses, and farms. |
| Microbes | Microbe means animals so small you can’t see them without a microscope. Some microbes are called bacteria. Some bacteria can help us and some cause us to get sick or ill. This is why drinking water with some of these microbes can cause illness. Micro by itself is a prefix, which means small. |
| HIV/AIDS, Tuberculosis, Malaria | These are different diseases or illnesses. |
| Conflict | Conflict is when two people or two different groups of people argue or fight. If they fight, it is a violent conflict. |

**“Millions Lack Safe Water”**

|  |  |
| --- | --- |
| *Word* | *Student-Friendly Definition* |
| Lack | Lack means to have less of something, especially something you need. People could have a lack of food or lack of medical supplies; schools could have a lack of desks. |
| Access | Access means the ability to go to or connect to something. Schools and homes have internet access. This article discusses a lack of access to water. |
| Sanitation | Sanitation means cleanliness or keeping a village or city clean. In cities, there is usually a sanitation department that picks up garbage so a city stays clean. |
| Hygiene | Hygiene is very similar to sanitation; it means what people do personally so they can stay healthy such as washing with soap and clean water, or washing dirty clothes, or being careful that food and water are clean. |
| Slum | A slum is an area, usually in a city, where there may be many poor people living and the sanitation is not good. There may be very few houses, and people may live in small shacks or even on the streets. |
| Source | Source is where something comes from. A farm is a source of food that goes to supermarkets or other stores. This article talks about sources for drinking water. |
| Developing country | A developing country is a country where most of the people are very poor. Developing countries usually have more problems with sanitation and sources of clean water, which have dangerous microbes. |

**“Water, Water, Everywhere!”**

|  |  |
| --- | --- |
| *Word* | *Student-Friendly Definition* |
| Atmosphere | The atmosphere is the air around us. It contains the oxygen we breathe. It also has other gases in it such as carbon dioxide and nitrogen. |
| Distribution | Distribution means how something is spread out or given out and where you can find it. Water is distributed in different places. On the surface of the earth, it is in lakes, rivers, and oceans. Below the earth, water is in something called aquifers, which are like underground lakes. It is also in the atmosphere as water vapor and in clouds. |
| Crucial | Something is crucial if you have to have it. The sun is crucial to life because without it plants won’t grow. Water is also crucial to life because we can’t live without it and neither can plants. |
| Traces | Traces are small amounts of something that are left over. A plate you ate lunch on might have traces of the sandwich you ate. The surface of the earth contains many rivers and lakes that have dried up. These dried rivers have traces of the river or lake that used to be there. This is true on other planets, as well. |
| Demarcated | Demarcated means to make a decision about where something begins and where it ends. On the surface of Earth, there are 5 oceans, which all connect to each other. Scientists had to demarcate where one ocean begins and the other one ends. If you look at a map or better yet a globe, you can see where scientists demarcated where one ocean begins and the other ends. |
| Saline | Any liquid, which contains or has salt, is called saline. Water in the ocean is saline; rivers, which have very little or almost no salt, have fresh water and are not saline. |
| Excreted | When our bodies eliminate or get rid of something and we no longer need it, we say it is excreted. When we sweat we excrete salt in our body, meaning we get it out of our body. Many words which begin with “ex” have something to do with going out or on the outside such as EXIT signs which tell you how to go out of a building. |
| Potable | Water, which is drinkable, is called potable. This means it has no dangerous microbes. The sanitation systems in cities and towns make sure that the water is potable by eliminating or getting rid of these microbes. |
| Given | Scientists use the word “given” in a different way than we ordinarily or usually use it. When they say the, “amount of water in a given area” they mean an area they have decided to study or understand, such as part of a country or part of some section of the earth’s surface. |
| Factors | A factor is something that contributes or helps make something happen. A factor in how well a soccer team plays is how much they practice. A factor in how well you understand what you are reading is how carefully you read. The article explains to us the factors that have to do with how much fresh water is in a given area. |
| Various | Various is a word you will see many times. It means “many and different”. There are various ways to make sandwiches. There are various kinds of food |

that people like. There are various ways to study. There are various factors in the atmosphere that determine the weather. It is important to understand that various means many and different. It must have both.

There are many ways to make sandwiches and they are different from each other; that is why there are various ways to make sandwiches.

#### Hydrology: The Study of Water1

|  |  |
| --- | --- |
| *Word* | *Student-Friendly Definition* |
| Surface | Surface is the outside of something. If you put your hands on a basketball, they are on the surface of the basketball. If you put a piece of wood on the ground and walk on it, you are walking on the surface of the wood. Water is on the surface of the earth, and also below the surface. |
| Conserve | To conserve something is to save or not use it. If you are playing a game and you save your strength for the end, you are conserving your strength. By not using water, we are conserving water. |
| Data | Data is information; the word is usually used when there is a lot of information. Information about weather in cities all around the world is data; baseball players’ batting averages is data. Hydrologists collect data about rivers, streams, lakes and oceans, anywhere there is water. |
| Crops | Crops are plants that farmers sell as food or sometimes to make things. Crops can be apples, rice, cotton, wheat. |
| Fertilizers | Fertilizers are usually chemicals made in factories that help the soil grow more crops. |
| Pesticides | Pesticides are also usually chemicals made in factories, but can also be natural. Pesticides are used to kill insects or other animals that can harm crops. They are usually sprayed on the soil or ground where the crops are growing. Sometimes, pesticides can go from the ground into the water. This can pollute the water and make it harmful to drink. |
| Region | A region is a part of the world or part of a country. The southwest region of the United States is a desert because it gets very little precipitation. The arctic regions of the earth are extremely or very cold. |
| Renewable | Renewable is when you don’t have to worry about something running out. You will usually see this word when reading about energy used to heat houses or run machines. If we use oil or coal to heat our houses, they are not renewable because oil or coal may run out. This means we may use it up, even though it may take many years to use it up. If we use energy from the wind or sun or water, this will never be used up. That is why it is renewable. |
| Principle | A principle as it is used in this book means the way something works. A principle of a reservoir is that water can be released when it is needed. A principle of an aqueduct is that it brings water to cities by moving it downhill. Don’t get confused with the person in the principal’s office, which |

1 These words are in addition to the bolded words found in the text, which are defined in the glossary on page 46.

|  |  |
| --- | --- |
|  | ends with “pal” rather than “ple” because after all your princi*pal* is your *pal.* |
| Irrigation | Irrigation is the process of bringing water to land where crops are growing but they do not have enough water. |
| Fertile | Fertile soil is soil that is good for growing crops. Some regions have more fertile soil than other regions. A fertilizer is something that can be put on soil to make it more fertile and grow more crops. |
| Engineers | Engineers are scientists who figure out the best way to build things and build them. Figuring it out is called designing. Engineers design and build bridges and tunnels. They also build levees, which are designed to stop rivers from flooding cities. |
| Climate | Climate is what the weather is over a long period of time. The climate in deserts is hot and dry, the climate in the arctic is cold, and the climate in a rain forest is hot and wet or moist. |
| Contaminated | Water, which is contaminated, has poisonous or toxic materials in it. Pesticides and dangerous microbes are examples of toxic materials. Water, which has these, can be contaminated. |
| Minerals | Minerals are chemicals or materials that are found in the ground. Sometimes minerals get into the water, as well. Most minerals are not toxic. |

#### A Drop Around the World

|  |  |
| --- | --- |
| *Word* | *Student-Friendly Definition* |
| Long | To long for something means to want it very badly. He longed to play football. He longed to see his family when he was in the military. In the poem, the “frozen land longs for spring”. |
| Delicate | Delicate means something which is easily broken or not strong. Some toys can be very delicate or parts of some machine may be very delicate. The poem refers to a snowflake as delicate, and all snowflakes are delicate, because they can break so easily. |
| Filtered | When water is filtered, it means objects in the water are taken out to make the water more sanitary. In some cases, this means dangerous microbes can be taken out or just regular dirt that is also not sanitary. Most of the water we drink is filtered to prevent illness caused by dangerous microbes |
| Mist | Mist is very similar to fog, but less “foggy” than fog. A day can be foggy or misty. |
| Monsoon | Monsoons are huge rainstorms that last for days. They usually take place in India or countries near India. |
| Mumbai | Mumbai is a city in India with many slums. The monsoon in the poem takes place in Mumbai. |
| Stratus | Stratus is a type of cloud, so is Cumulus, both of which are mentioned in the poem because when Drop rises in the atmosphere as part of the water cycle, he often ends up in a cloud. |
| Porous | Something solid is porous when it has tiny holes we can’t see that water can pass through. If a rock is porous it means water passes through it. In the poem, when Drop enters into the earth, he passes through porous rock. |

|  |  |
| --- | --- |
|  | Not all rock is porous, and there are other objects that are also porous such as sponges or soil in a garden. |
| Vapor | Vapor is very similar to gas. When a liquid is heated, it turns to a gas or a vapor. When Drop is warm, he is in gas or vapor form. |
| Jetstream | The Jetstream is a movement of air in the atmosphere. It moves around in the air and is sometimes called a “river of air” because it can move like a river. If Drop is in the Jetstream, he moves wherever the Jetstream takes him, just like if you throw a pebble into a river; it will move wherever the river takes it. |
| Prism | A prism is an object that when you hold up to the light you see a rainbow. |

Using Expert Packs to Grow Vocabulary and Build Knowledge

## Drawn from the key shifts in the ELA CCSS, the staircase of complexity, text-based evidence and coherent content knowledge, text set expert packs are a practical resource for literacy instruction. Expert packs can be leveraged across content areas and literacy instruction, to provide students with rich opportunities to build knowledge and vocabulary, while engaging students in a range of reading. With careful attention to classroom management and developing a culture of learning, text sets can be instrumental in fostering both collaborative and independent exploration of rich content.

There is no single way to use text sets, but rather teachers might collaboratively consider, “How can text sets be integrated into curriculum to support students in building knowledge, vocabulary, and the capacity to read independently?” Try them in small group or with the whole class (or a blend of both), but keep in mind the goal: ensure all students grow the knowledge and vocabulary essential to read complex text independently and proficiently.

**Some reflections from the pilot project teachers:**

* *I had originally planned to run book clubs or literature groups in my class and make the Expert Pack one of the book clubs; however, I realized there was an extraordinary amount of teaching time this first experience, so I chose to run the expert pack whole class so I could teach the various activities and the rolling vocabulary/knowledge journals.*
* *Taking three days with the article seemed like a lot, but I am thinking about the adage, “Go slow to go fast.” I’m hopeful that really knowing the activities will help them to be able to have a lot of independence with it later on.f*
* *The students really enjoyed it. They learned a lot about the poor quality of water in developing countries. The I Wonder activities came really easily because they all wanted to know what they could do to make a difference.*
* *The students loved it!*
* *I really like the idea of having a compilation of various resources in a particular subject area; particularly the multiJmedia resources.*
* *We are using the expert pack during guided reading time. Each group gets a different level of support. We like it because the whole class is getting the information.*

These suggestions are intended to serve as a springboard for planning, and do not reflect the full range of possibilities. As you use text sets in your classroom, we hope that you might share your approach and results so that we can collectively move the work forward.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Content Area** | **Potential Purpose** | **Levels of Support** | | **Notes** |
| ELA | * Support anchor text – non-fiction or literature * Volume of reading * Extend context for literature * Opportunity to read and research * Strategic building of academic vocabulary | !  !  !  !  !  ! | Small Group Instruction Shared Reading  Guided Reading with Accountable Independent Reading Literacy Centers Homework  Expert Groups | For more information, see ‘Both and’ Literacy Instruction KE5: A Proposed Paradigm Shift for the Common Core State Standards ELA Classroom at <http://achievethecore.org/page/687/bothEandE> literacy-instruction-detail-pg |
| Science | * Answering a question/inquiry * Support science investigations * Build or shore up background knowledge | !  !  !  ! | Group work Expert Groups Science Centers Shared Reading |  |
| Social Studies | * Answering a question/inquiry * Extend learning around a topic * Investigate different perspectives * Support struggling readers * Build or shore up background knowledge | !  !  !  ! | Debate Fishbowl Interviews Shared Reading |  |
| Other | * Motivation – topics of interest to students * Gradation of text sets to support weaker readers in building knowledge | !  !  ! | Reading with adult volunteers  Library time Additional  instructional time (EL, SpEd, tutoring) |  |

Text Set Project: Checklist for Creating an Expert Pack

|  |  |  |  |
| --- | --- | --- | --- |
| Who will do this? | Check when complete |  |  |
|  |  | 1. **Choose a topic** based on topics of study in content areas (science, social studies, and arts) and/or student interests. Refer to the ***Topics K-2 and 3-5 Science and Social Studies*** documents***.*** | |
|  |  | 2. **Gather resources** from various sources. Refer to ***Finding Resources*** one=pager. Remember to choose more than what you will need. | |
|  |  | 3. **Narrow the list** to no more than 5-7 of the best resources. As you narrow resources keep two things in mind! | |
|  |  | **Coherence**  How will the set build knowledge? How do the resources connect to one another? In what order should resources be read? Refer to the ***Coherence Guide*** for principles on ordering texts in a set. | **Complexity**  Do the resources build in complexity? Refer to the **Qualitative Rubrics** and complete ***Text Complexity Guide*** when necessary |
|  |  | 4. Complete the ***Annotated Bibliography*** for each resource selected, making sure to **sequence resources purposefully**. Refer to the ***APA Citation Guide***. | |
|  |  | 5. Carefully re=read and review the resources, and create ***Learning Worth Remembering*** activities for the set. | |
| 6. As you re=read each resource, **select 4 – 5 words** from each. *Create an* ***Expert Pack Glossary***. Refer to ***Creating and Using the EPG.*** | |
|  |  | 7. **Save all files** with the following naming conventions: | |
|  |  | **Annotated Bibliography**  Grade Band [space] Text Set Title [space] AB [space] version no.  *Examples:*  *203 Wonders of Nature AB v1*  *405 Earth’s Precious Resource AB v1* | **Learning Worth Remembering**  Grade Band [space] Text Set Title [space] LWR [space] version no.  *Examples:*  *203 Wonders of Nature LWR v1*  *405 Earth’s Precious Resource LWR v1* |
|  |  | **Complexity Guide**  Grade Band [space] Text Set Title [space] CG [space] version no.  *Examples:*  *203 Wonders of Nature CG v1*  *405 Earth’s Precious Resource CG v1* | **Expert Pack Glossary**  Grade Band [space] Text Set Title [space] EPG [space] version no.  *Examples:*  *203 Wonders of Nature EPG v1*  *405 Earth’s Precious Resource EPG v1* |
|  |  | 8. **Point person email the files** to Farren Liben: [fliben@studentsachieve.net](mailto:fliben@studentsachieve.net) | |
|  |  | Farren sends file to reviewer for feedback and will return it to the point person with comments and suggestions. As feedback is received and updates are made, rename the file with the updated version number *(Ex: 203 Wonders of Nature AB v2).* The revision loop continues until the reviewer deems the document final. | |
|  |  | 9. **Upload the final Expert Pack** into the Google form available here: <http://bit.ly/ExpertPacks> | |

Social Studies Standards

Topics

K – 2

1. Historical Inquiry
2. National Symbols/Celebrations/Historical Figures/Landmarks/Holidays/Customs/Songs
3. Schedules/Calendars/Timelines/Clocks
4. Seasons/Weather
5. Maps/Globes/Directions/Places/Regions
6. Citizenship/Democracy/Government
7. Economic/Human Resources

|  |  |
| --- | --- |
| *Economic Resources*   1. *Classify items as personal wants and needs* 2. *Differences between purchasing and bartering* 3. *Identify a variety of jobs that earn money to meet individual needs and wants* 4. *Exchange of money for goods and services* | *Human Resources*   1. *Personal Lifestyles* 2. *Food, clothing* 3. *Shelter, transportation* |

1. Cultural Differences

* *Ethnic Groups*
* *Religion*
* *Art*
* *Music*
* *Dance*
* *Literature*
* *Community and family celebrations and customs*

1. Community/Family/Individual

Science Standards

Topics

K – 2

1. Scientific Inquiry
2. Organisms; Human Body/Plants/Animals
3. Matter/Energy

|  |  |
| --- | --- |
| *Matter* | *Energy* |
| 1. *Solids, Liquids, Gasses* 2. *Characteristics and properties of various objects: color, shape, size, weight, volume, texture and temperature* | 1. *Identify the Sun as the source of heat & light* |

1. Force/Motion

|  |  |
| --- | --- |
| *Force* | *Motion* |
| 1. *Gravitational force between magnetic fields and electrical currents* | 1. *Different types of movement with objects* 2. *Push-pull, straight line, zigzag, backwards, forward, side-to-side, in circles, and fast/slow* |

1. Earth/Space
2. Weather/Season
3. Technology/Engineering
4. *“Society benefits when engineers scientific discoveries to design materials and processes that develop into enabling technologies.”*
5. *How do science concepts, engineering skills, and applications of technology improve the quality of life?*
6. *Simple tools/products/materials*

Social Studies Standards

Topics

Grades 3-5

1. European Exploration/Settlement/Colonization/Migration

* *13 Colonies*

1. Native American Culture
2. Founding Documents

* *Declaration of Independence*
* *U.S. Constitution*
* *Bill of Rights*
* *Articles of Confederation*
* *Mayflower*

1. Historical Symbols/Figures
2. American Revolution/Revolutionary War

* *Stamp Act*
* *Sugar Act*
* *Boston Tea Party*
* *Intolerable Act*
* *Boston Massacre*

1. National Events

* *Slavery/Civil War/Reconstruction Era*
* *War of 1812*
* *French and Indian War*
* *World War I & II*
* *Great Depression*
* *Civil Rights Movement/Jim Crow Laws*
* *Korean Conflict*
* *Cold War*
* *Vietnam War*
* *Persian War*
* *Gold Rush of 1849*
* *American Industrial Revolution*
* *Westward Expansion*
* *Women’s Suffrage*

1. Maps/Globes/Regions/Directions/Locations
2. Environment/Agriculture

* *Farming*
* *Building dams*
* *Mining*
* *Irrigation*
* *Aeration*
* *Urbanization*
* *Reforestation*
* *Erosion*
* *Migration*

1. American Democracy/Government

* *Purpose*
* *Structure*
* *Function*
* *Local, State, Federal*
* *3 Branches (legislative, executive, judicial)*

1. Citizenship
2. Market Economy/Trade

* *Goods and services*
* *Needs and wants*
* *Supply and demand*
* *Consumers and producers*
* *Scarcity*
* *Entrepreneurship*

1. Human/Natural/Capital Resources
2. Technology Advances

* *Telephone*
* *Refrigerator*
* *Automobile*
* *Television*
* *Internet*
* *Wireless*
* *Space technologies*

1. Cultural Diversity

* *Ethnic groups*
* *Religion*
* *Community*
* *Family*
* *Celebrations and customs*
* *Music, dance, literature*

*Compare and illustrate the ways various groups meet human needs and concerns*

Science Standards

Topics

3-5

1. Earth Science
   * *Materials of Earth - rocks, fossils, minerals*
   * *Plate tectonics*
   * *Solar system*
   * *Astronomy (4th or 5th grade)*
2. Biology/Ecology
   * *Living things/organisms*
   * *Cells*
   * *Plants*
   * *Animals*
   * *Heredity*
   * *Reproduction*
   * *Adaptation*
   * *Diversity*
   * *Life cycle*
   * *Extinction*
   * *Habitats*
   * *Food chain*
   * *Adaptation*
3. Chemistry
   * *Physical or chemical changes/reactions and states of matter*
   * *Mass, volume, density*
   * *Acid or base*
   * *Electricity*
   * *Magnets*
4. Physics
   * *Matter, energy, force, motion*
   * *Light, heat, sound magnets*

Finding Resources to Build Text Sets

*General Tips on Finding and Selecting Resources*

* Locate more candidate texts than you need for the set you are building.
* Consider materials that are not available in digital format—librarians, colleagues, and library catalogs can help locate these.
* Book excerpts can be superb short texts.
* Primary documents, video, graphics, charts, and photos can enhance your set and engage your students.
* Read each text carefully.
* Narrow your set of texts and resources using the *Coherence Guide*, *Text Complexity Guide*, and *Qualitative Rubrics*. These resources will help you consider the complexity, quality, relevance, and where each text or resource will fit best in your set.
* Provide source citations for anything you use in your Annotated Bibliography, following the *APA Citation Guide* provided.

*Tips on Searching and Using Databases, Search Engines, Library Catalogs and Reference Works*

* When searching reference works (general and subject encyclopedias, subject dictionaries, handbooks) no need to use advanced search—a simple keyword search should work (it is just like looking the entry up alphabetically in a codex or book version)
* When using highly structured databases (library catalogs, periodical databases) consider both reading the help guide and using advanced search
* When doing internet searches start with just a keyword search or two and then quickly scan the top 50 results—if that doesn’t work consider limiting by top level domain (.gov, .edu, .org)

*Resource Examples*

* **Encyclopedias and Reference Sources**
  + World Book (World Book Online—Scott Fetzer)
  + Encylopedia Britannica Online and Britannica Kids & New Book of Knowledge (Scholastic Grolier Online)
  + Grolier Multimedia Encyclopedia & Encyclopedia Americana (Scholastic Grolier Online)
  + New Book of Popular Science (Scholastic Grolier Online)
  + Gale Junior Reference Collection, Gale Virtual Reference Library (Gale Cengage)

Oxford Reference Online (Oxford University Press)

* **Library Catalogs, Vetted Lists, Reviews & Bibliographic Information**
  + OCLC WorldCat
  + Library of Congress
  + Your local public library
  + American Library Association, Association for Library Service to Children, Young Adult Services Association, American Association of School Librarians, American Association for the Advancement of Science,
  + School Library Journal, The Horn Book, Voice of Youth Advocates
  + Amazon, Powell’s Books, Google Books and other booksellers
* **Periodical Databases**
  + ProQuest (ProQuest)
  + SIRS Discoverer (ProQuest/Scholastic)
  + Ebscohost (Ebsco)
  + Kids Infobits, InfoTrac, Academic OneFile (Gale Cengage)
  + NewsBank (NewsBank)
* **Web Based Resources**
  + U.S. Government sites
  + Museum and Library sites
  + Academic and Research Institute sites
  + Other Not for Profit sites (beware many of these have a strong and sometime hidden ideological agenda)
  + Project Gutenberg
  + Google Books

How to find text-based resources along a range of difficulty

Step One:



Step Two:









Coherence Guide: Some hints for how to organize a text set

Other qualities of a text are more important than complexity when it comes to building a text set. Some of these considerations are what each reading contributes to the whole text set (and to the ‘learning worth remembering’ for the reader), and how the whole thing builds knowledge for the reader. These are even more important than how hard or easy a given piece is.

Though it takes some time and experience to develop this sense, below are some guiding principles you can hold onto:

The Beginning:

1. *The hook!* Start with a piece that grabs students. In some cases, this may be a piece that will be a challenge for your students. In that case, provide some supports. Refer to the Supports for Struggling Students detailed at the end of the 4-5 Earth’s Precious Resource Annotated Bibliography.
2. Videos could be used for the text set hook, but it’s even better to combine a video with an especially engaging text.

The Middle – Ideas for organizing your text sets:

1. Some topics (e.g., an historical event or a ‘how-to’ topic) probably should have the articles in *chronological order*. But this does not have to be a straightjacket! Beginning a set with a story about a family or child deeply affected by these events could be a great good way to start or to conclude a text set.
2. Similarly, some topics *demand* *a clear sequence* since understanding of the topic is based on knowing about other concepts. Some science topics are like that. For example, air pressure and states of matter can help understand how weather works. Some geography explanation and maps would be needed early in a set on the European Explorers.
3. Some topics that “contain a lot of ingredients” will lend themselves to a compare and contrast type style. For example, text sets on the American Colonies, sea mammals, or habitats could work well with the compare and contrast model.
4. Some topics will lend themselves to a combination of providing context (background or historical perspective) with problem/solution sequencing. Some examples here might be climate change, human rights, mass extinctions, or child labor.
5. The *greatest creativity* might come with less conventional, high interest topics (monsters, disasters natural and otherwise, unexplained mysteries, reviews of the best kids’ movies of all time). These could fall into any one of the approaches.

The End — How to promote great remembering:

1. *The last text* should bring the topic to *closure* of some sort. It could raise even more questions students might pursue; it could summarize and explain why the topic is so important, interesting, or unusual. The perfect article may be difficult to find, so this work can be done by what you ask readers to do with the knowledge they have gained. The samples in the *Learning Worth Remembering* template offer some models for how to encourage this kind of closure.

Some Tips:

1. Consider: does the reader have the knowledge foundation she needs to read this article? If not, is there another text you should put before it that would provide this foundation?
2. The information from article-to-article might overlap. This is a plus, not a problem!
   * What is known helps connect to what is new.
   * Children enjoy encountering something they already understand *especially* when it helps them understand the world.
   * This repetition is key to learning new academic vocabulary, especially those words learned indirectly from reading and not from direct instruction.
3. Consider the length of each piece of the text set. If an article or book is especially important or engaging but long, break it up into two or possibly three texts.
4. Consider how many great pieces you found. It may be possible to make *two or three* text sets on the same topic, so students could encounter the topic in different years. If you’re sitting on a treasure trove and can’t stand to get rid of any pieces, build two text sets!
5. Reading a number of grouped texts like this is going to be new for students as well as teachers. It makes sense to build in some type of “pausing point” for students in the middle of their reading so they can take stock of what they are learning. Think about whether you should fold something like that in.
6. Trust your own judgment about what you have created for students and how much it will increase their knowledge of words and the world and their love of learning!

**Text Complexity Guide**

Title, by Author

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of the text in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database. You can also copy and paste a selection of text using the Lexile analyzer.

2-3 band 420 -820L

4-5 band 740 -1010L

6-8 band 925 - 1185L

9 -10 band 1050 – 1335L

11 – CCR 1185 - 1385

\_\_\_\_\_\_

1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.















**Meaning/Purpose**

**Language**

**Structure**

**Knowledge Demands**

1. **Reader and Task Considerations**

*What will challenge students most in this text? What supports can be provided?*

**Text Complexity: Qualitative Measures Rubric**

**INFORMATIONAL TEXTS**

Text Title\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Text Author\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exceedingly Complex** | **Very Complex** | **Moderately Complex** | **Slightly Complex** |
| **PURPOSE** | * **Purpose:** Subtle, implied, difficult to determine; intricate, theoretical elements | * **Purpose:** Implied, but fairly easy to infer; more theoretical than concrete | * **Purpose:** Implied, but easy to identify based upon context or source | * **Purpose:** Explicitly stated; clear, concrete with a narrow focus |
| **TEXT STRUCTURE** | * **Organization of Main Ideas:** Connections between an extensive range of ideas or events are deep, intricate and often implicit or subtle; organization of the text is intricate or specialized for a particular discipline * **Text Features**: If used, are essential in understanding content * **Use of Graphics:** If used, extensive, intricate, essential integrated graphics, tables, charts, etc., necessary to make meaning of text; also may provide information not otherwise conveyed in the text | * **Organization of Main Ideas:** Connections between an expanded range ideas, processes or events are deeper and often implicit or subtle; organization may contain multiple pathways and may exhibit traits common to a specific discipline * **Text Features**: If used, greatly enhance the reader’s understanding of content * **Use of Graphics:** If used, essential integrated graphics, tables, charts, etc.; may occasionally be essential to understanding the text | * **Organization of Main Ideas:** Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential * **Text Features**: If used, enhance the reader’s understanding of content * **Use of Graphics:** If used, graphics mostly supplementary to understanding of the text, such as indexes, glossaries; graphs, pictures, tables, and charts directly support the text | * **Organization of Main Ideas:** Connections between ideas, processes or events are explicit and clear; organization of text is clear or chronological or easy to predict * **Text Features**: If used, help the reader navigate and understand content but are not essential * **Use of Graphics:** If used, simple graphics, unnecessary to understanding the text but directly support and assist in interpreting the written text |
| **LANGUAGE FEATURES** | * **Conventionality**: Dense and complex; contains abstract, ironic, and/or figurative language * **Vocabulary:** Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading * **Sentence Structure:** Mainly complex sentences often containing multiple concepts | * **Conventionality**: Complex; contains some abstract, ironic, and/or figurative language * **Vocabulary:** Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic * **Sentence Structure:** Many complex sentences with several subordinate phrases or clauses and transition words | * **Conventionality**: Largely explicit and easy to understand with some occasions for more complex meaning * **Vocabulary:** Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic * **Sentence Structure:** Simple and compound sentences, with some more complex constructions | * **Conventionality**: Explicit, literal, straightforward, easy to understand * **Vocabulary:** Contemporary, familiar, conversational language * **Sentence Structure:** Mainly simple sentences |
| **KNOWLEDGE DEMANDS** | * **Subject Matter Knowledge:** Extensive, perhaps specialized or even theoretical discipline-specific content knowledge; range of challenging abstract and theoretical concepts * **Intertextuality:** Many references or allusions to other texts or outside ideas, theories, etc. | * **Subject Matter Knowledge:** Moderate levels of discipline-specific content knowledge; some theoretical knowledge may enhance understanding; range of recognizable ideas and challenging abstract concepts * **Intertextuality:** Some references or allusions to other texts or outside ideas, theories, etc. | * **Subject Matter Knowledge:** Everyday practical knowledge and some discipline-specific content knowledge; both simple and more complicated, abstract ideas * **Intertextuality:** A few references or allusions to other texts or outside ideas, theories, etc. | * **Subject Matter Knowledge:** Everyday, practical knowledge; simple, concrete ideas * **Intertextuality:** No references or allusions to other texts, or outside ideas, theories, etc. |

**Text Complexity: Qualitative Measures Rubric**

**LITERARY TEXTS**

Text Title\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Text Author\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exceedingly Complex** | **Very Complex** | **Moderately Complex** | **Slightly Complex** |
| **MEANING** | * **Meaning:** Several levels and competing elements of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text | * **Meaning:** Several levels of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text | * **Meaning:** More than one level of meaning with levels clearly distinguished from each other; theme is clear but may be conveyed with some subtlety | * **Meaning:** One level of meaning; theme is obvious and revealed early in the text. |
| **TEXT STRUCTURE** | * **Organization:** Organization is intricate with regard to elements such as narrative viewpoint, time shifts, multiple characters, storylines and detail * **Use of Graphics:** If used, minimal illustrations that support the text | * **Organization:** Organization may include subplots, time shifts and more complex characters * **Use of Graphics:** If used, a few illustrations that support the text | * **Organization:** Organization may have two or more storylines and occasionally difficult to predict * **Use of Graphics:** If used, a range of illustrations that support selected parts of the text | * **Organization:** Organization of text is clear, chronological or easy to predict * **Use of Graphics:** If used, extensive illustrations that directly support and assist in interpreting the written text |
| **LANGUAGE FEATURES** | * **Conventionality**: Dense and complex; contains abstract, ironic, and/or figurative language * **Vocabulary:** Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading * **Sentence Structure:** Mainly complex sentences often containing multiple concepts | * **Conventionality**: Complex; contains some abstract, ironic, and/or figurative language * **Vocabulary:** Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic * **Sentence Structure:** Many complex sentences with several subordinate phrases or clauses and transition words | * **Conventionality**: Largely explicit and easy to understand with some occasions for more complex meaning * **Vocabulary:** Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic * **Sentence Structure:** Simple and compound sentences, with some more complex constructions | * **Conventionality**: Explicit, literal, straightforward, easy to understand * **Vocabulary:** Contemporary, familiar, conversational language * **Sentence Structure:** Mainly simple sentences |
| **KNOWLEDGE DEMANDS** | * **Life Experiences:** Explores complex, sophisticated themes; experiences are distinctly different from the common reader * **Intertextuality and Cultural Knowledge:** Many references or allusions to other texts or cultural elements | * **Life Experiences:** Explores themes of varying levels of complexity; experiences portrayed are uncommon to most readers * **Intertextuality and Cultural Knowledge:** Some references or allusions to other texts or cultural elements | * **Life Experiences:** Explores a single theme; experiences portrayed are common to many readers * **Intertextuality and Cultural Knowledge:** A few references or allusions to other texts or cultural elements | * **Life Experiences:** Explores a single theme; experiences portrayed are everyday and common to most readers * **Intertextuality and Cultural Knowledge:** No references or allusions to other texts or cultural elements |

**Expert Pack:** [Text Set Title]

Submitted by: [School/District/State/Publishing Name]

Grade: [Recommended grade or band] Date: [Completion month and year]

|  |
| --- |
| **Topic/Subject**  [Insert topic] |
| **Texts/Resources**  Sets may include a number of different types of resources. Include up to 5-7 resources total.  Book(s)   1. [Insert title] 2. [Insert title]   Article(s)   1. [Insert title] 2. [Insert title]   Infographic(s)   1. [Insert title] 2. [Insert title]   Other Media   1. [Insert title] 2. [Insert title]   Each expert pack contains a variety of selections grouped to create as coherent and gradual a learning process for students as possible, generally beginning with lower levels as measured by quantitative and qualitative measures, and moving to more complex levels in the latter selections. This gradated approach helps support students’ ability to read the next selection and to become ‘experts’ on the topic they are reading about.  *Refer to annotated bibliography on the following pages for the suggested sequence of readings.* |
| **The Common Core Shifts for ELA/Literacy:**   1. Regular practice with complex text and its academic language 2. Reading, writing and speaking grounded in evidence from text, both literary and informational 3. *Building knowledge through content-rich nonfiction*   Though use of these expert packs will enhance student proficiency with most or all of the Common Core Standards, they focus primarily on Shift 3, and the highlighted portions of the standards below. |
| **College and Career Readiness Anchor Standards for Reading Literary and/or Informational Texts** *(the darkened sections of the standards are the focus of the Expert Pack learning for students)***:**   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. **Read** **and comprehend complex literary and informational texts independently and proficiently** |
| **Content Standard(s):**  <http://bit.ly/StateSocialStudiesStandardsK-5>  <http://bit.ly/StateScienceStandardsK-5>  Link to basal table of contents |

**Annotated Bibliography**

and suggested sequence for reading

**[Lexile] [Text/Resource Title]**

Author:

Genre:

Length:

Synopsis:

Citation:

Cost/Access: $0.00

Recommended Student Activities:

**[Lexile] [Text/Resource Title]**

Author:

Genre:

Length:

Synopsis:

Citation:

Cost/Access: $0.00

Recommended Student Activities:

**[Lexile] [Text/Resource Title]**

Author:

Genre:

Length:

Synopsis:

Citation:

Cost/Access: $0.00

Recommended Student Activities:

**[Lexile] [Text/Resource Title]**

Author:

Genre:

Length:

Synopsis:

Citation:

Cost/Access: $0.00

Recommended Student Activities:

**[Lexile] [Text/Resource Title]**

Author:

Genre:

Length:

Synopsis:

Citation:

Cost/Access: $0.00

Recommended Student Activities:

**[Lexile] [Text/Resource Title]**

Author:

Genre:

Length:

Synopsis:

Citation:

Cost/Access: $0.00

Recommended Student Activities:

Supports for Struggling Students

By design, the **gradation of complexity** within each Expert Pack is a technique that provides struggling readers the opportunity to read more complex texts. Listed below are other measures of support that can be used when necessary.

* Provide a brief **student-friendly glossary** of some of the academic vocabulary (tier 2) and domain vocabulary (tier 3) essential to understanding the text
* Download the Wordsmyth widget to classroom computers/tablets for students to access student-friendly definitions for unknown words. <http://www.wordsmyth.net/?mode=widget>
* Provide brief **student friendly explanations** of necessary background knowledge
* Include **pictures or videos** related to the topic within and in addition to the set of resources in the pack
* Select a small number of texts to **read aloud** with some discussion about vocabulary work and background knowledge
* Provide **audio recordings** of the texts being read by a strong reader (teacher, parent, etc.)
* **Chunk the text** and provide brief questions for each chunk of text to be answered *before* students go on to the next chunk of text
* Pre-reading activities that focus on the **structure and graphic elements** of the text
* Provide **volunteer helpers** from the school community during independent reading time.

APA Citation Guide

**Books**

Author (last name, initials only for first & middle names), publication date, title (italics; capitalize only the first word of title, subtitle and proper nouns), place of publication and publisher.

|  |  |
| --- | --- |
| **Source** | **Example Citation** |
| Single author | Rollin, B. E. (2006). *Science and ethics*. New York, NY:  Cambridge University Press |
| Two authors | Sherman, C., & Price, G. (2001). *The invisible web*  Medford, NJ: CyberAge Books. |
| Institutional author | American Medical Association. (2004). *American Medical*  *Association family medical guide* (4th ed.).Hoboken, NJ: Wiley. |

**Articles from Print (magazines, journals and newspapers)**

Author (last name, initials for first & middle names), date of publication (year and month for monthly publications; year, month and day for daily or weekly publications), title of article (capitalize only the first word of title and proper nouns), title of publication in italics (i.e. New York Times), volume and issue number and page numbers of article.

|  |  |
| --- | --- |
| **Source** | **Example Citation** |
| Article in a magazine | Swedin, E. G. (2006, May/June). Designing the future: A race with  China? *The Futurist*, 40, 18-21. |
| Article in a newspaper | Dougherty, R. (2006, January 11). Jury convicts man in Bank robbery.  *Centre Daily Times*, p. 1A. |
| Article in a scholarly journal | Stock, C. D., & Fisher, P. A. (2006). Language delays among foster  children: Implications for policy and practice. *Child Welfare*, 85(3), 445-462. |
| Book review | Rifkind, D. (2005, April 10). Breaking their vows. [Review of the book *The Mermaid Chair*]. Washington Post, p. T6. |

**Websites**

Author (if known), date of publication, copyright date, title of Web site, date you accessed the information and URL (Web address) of the site.

|  |  |
| --- | --- |
| **Source** | **Example Citation** |
| Website with author | Kraizer, S. (2005). *Safe child*. Retrieved February 29, 2008, from  http://www.safechild.org |
| Website with unknown author | *Penn State Myths*. (2006). Retrieved December 6, 2011, from  http://www.psu.edu/ur/about/myths.html |

**Film, Video and DVD**

Director, date of release, title (in italics), country where motion picture was made and studio.

|  |  |
| --- | --- |
| **Source** | **Example Citation** |
| Film | Johnston, J. (Director). (2004). *Hidalgo*. [Motion Picture]. United  States, Touchstone/Disney |

**Articles in Online Journals, Magazines and Newspapers**

Author (last name, initials for first & middle names), date of publication of article, title of article, title of publication (in italics), volume & issue number (for scholarly journals, if given), page numbers (if given), DOI number (if given) or give the URL (Web address) of the article.

|  |  |
| --- | --- |
| **Source** | **Example Citation** |
| Article in an online scholarly journal | Overbay, A. (2009). *Contemporary Issues*, 9(3). Retrieved from  http://www.citejournal.org/vol9/iss3/currentpractice/article1 |
| Online magazine or newspaper article | Romm, J. (2008, February 27). The cold truth about climate change.  *Salon.com*. Retrieved from http://www.salon.com |
| Print article with URL | Poe, M. (2006, September). The hive. *Atlantic Monthly*, 298, 86-95.  Retrieved from http://www.theatlantic.com |

**Blogs, Podcasts, and Web Videos**

Author or speaker, date of publication, title of article, type of publication (audio or written) and URL where retrieved from.

|  |  |
| --- | --- |
| **Source** | **Example Citation** |
| Blog | Jeremiah, D. (2007, September 29). The right mindset [Web log  message]. Retrieved from http://www.myrockcrawler.com |
| Podcast | Rissian, L. C. (Producer). (2012, May 4). *Twelve parsecs* [Audio  podcast]. Retrieved from http://itunes.apple.com |
| Online web video | Zakaria, F. (Host), & McCall, C. (Writer). (2007, March 6). Americans  [Video file] Retrieved from http://youtube.com/watch?v=rela |

**Electronic Images and Infographics**

Author (in parentheses the role of author), year image was created in parentheses, title of work (type of work in parentheses), date retrieved and URL where retrieved from.

|  |  |
| --- | --- |
| **Source** | **Example Citation** |
| Known author | Kulbis, M. (Photographer). (2006). Men pray [Photograph], Retrieved  April 12, 2006, from: http://accuweather.ap.org/cgi-bin/aplaunch.pl |
| Unknown author | [Untitled photograph of a baby chimpanzee]. Retrieved April 12, 2006,  from: http://perso.wanadoo.fr/jdtr/struc/chimp3.htm |

**Expert Pack:** [Text Set Title]

Submitted by: [School/District/State/Publishing Name]

Grade: [Recommended grade or band] Date: [Completion month and year]

**Learning Worth Remembering**

**Cumulative Activities** – The following activities should be completed and updated after reading each resource in the set. The purpose of these activities is to capture knowledge building from one resource to the next, and to provide a holistic snapshot of central ideas of the content covered in the expert pack. *It is recommended that students are* ***required*** *to complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for this Expert Pack.*

1. **Rolling Knowledge Journal**
2. Read each selection in the set, one at a time.
3. After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text about (topic).
4. Then write, draw, or list how this new resource added to what you learned from the last resource(s).

**Sample Student Response**

|  |  |  |
| --- | --- | --- |
| **Title** | **Write, Draw, or List** | |
|  | **New and important learning about the topic** | **How does this resource add to what I learned already?** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
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|  |  |  |
|  |  |  |
|  |  |  |

1. **Rolling Vocabulary: “Sensational Six”**

* Read each resource then determine the 6 words from each text that most exemplify the central idea of the text.
* Next use your 6 words to write about the most important idea of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the Expert Pack.
* After reading all the selections in the Expert Pack, go back and review your words.
* Now select the “Sensational Six” words from ALL the word lists.
* Use the “Sensational Six” words to summarize the most important learning from this Expert Pack.

|  |  |
| --- | --- |
| **Title** | **Six Vocabulary Words & Sentences** |
|  | **Words:**  **Sentences:** |
|  | **Words:**  **Sentences:** |
|  | **Words:**  **Sentences:** |
|  | **Words:**  **Sentences:** |
|  | **Words:**  **Sentences:** |
|  | **Words:**  **Sentences:** |
|  | **Words:**  **Sentences:** |
|  | **Words:**  **Sentences:** |
| **Sensational Six** |  |
| **Summary:** | |

**Learning Worth Remembering**

**Singular Activities** – the following activities can be assigned for each resource in the set. The purpose of these activities is to check for understanding, capture knowledge gained, and provide variety of ways for students to interact with each individual resource. Students may complete some or none of the suggested singular activities for each text. Singular activities should be assigned at the discretion of the teacher.

1. **A Picture of Knowledge** (Recommended for [Insert Text/Resource Titles])

* Take a piece of paper and fold it two times: once across and once top to bottom so that it is divided into 4 quadrants.
* Draw these shapes in the corner of each quadrant.

1. Square
2. Triangle
3. Circle
4. Question Mark

**?**

* Write!

Square: What one thing did you read that was interesting to you?

Triangle: What one thing did you read that taught you something new?

Circle: What did you read that made you want to learn more?

Question Mark: What is still confusing to you? What do you still wonder about?

* Find at least one classmate who has read [selection] and talk to each other about what you put in each quadrant.

1. **Quiz Maker** (Recommended for [Insert Text/Resource Titles])

* Make a list of # questions that would make sure another student understood the information.
* Your classmates should be able to find the answer to the question from the resource.
* Include answers for each question.
* Include the where you can find the answer in the resource.

|  |  |
| --- | --- |
| **Question** | **Answer** |
| 1. |  |
| 2. |  |
| 3. |  |

1. **Wonderings** (Recommended for [Insert Text/Resource Titles])

|  |  |
| --- | --- |
| On the left, track things you don’t understand from the article as you read. | On the right side, list some things you still wonder (or wonder now) about this topic |

|  |  |
| --- | --- |
| I’m a little confused about: | This made me wonder: |
|  |  |

1. **Pop Quiz** (Recommended for [Insert Text/Resource Titles])

Answer the following questions.

|  |  |
| --- | --- |
| **Question** | **Possible Answer** |
|  |  |
|  |  |
|  |  |
|  |  |

Creating the Expert Pack Glossary

There is a reason so many informational texts contain a glossary. Providing support for words students don’t know is the strongest form of support we can give our struggling readers. This applies to academic/tier two words as well as tier three or domain words.

There are a number of steps to follow, but, first, make sure you are reading the texts in the order students will be reading them. By doing this, you can use words from earlier texts to help develop students’ understanding of words in the later texts, thus reviewing previous words and strengthening learning of new ones. (See the use of “microbes” throughout definitions in *4-5 Earth’s Precious Resource EPG*.) Also, although seemingly obvious, check to see if the text already has a glossary, as some will.

Steps

* Read the text carefully.
* During your careful reading of the text, determine which words are essential to understanding and that many students will likely not know the meaning of. Among these words, decide which ones you think students reading independently or in groups might be able to figure out from context. The words they cannot determine from context should go in your glossary.
* For each word in your glossary, provide a student-friendly definition. Sometimes this can be difficult. Consider referring to dictionaries such as [www.wordsmyth.net](http://www.wordsmyth.net) that provide differing levels of student-friendly definitions. Not that most of the learning will come from the student-friendly examples.
* Provide two student-friendly examples, one using a context that is *not* the same as the text you are working with but is likely more familiar to students. R
  + Refer to “factor” in *4-5 Earth’s Precious Resource EPG*: “A factor in how well a soccer team plays is how much they practice. A factor in how well you understand what you are reading is how carefully you read. The article explains to us the factors that have to do with how much fresh water is in a given area.”

At times, this can be difficult, as with the entry for “filtered” in the *4-5 Earth’s Precious Resource EPG*. In either case, whenever possible, use two examples.

* There are some academic words, which appear frequently in these types of texts: varies, variability, produce, given (as in “given area or region”), principle, concept. It is easy to skip over these, but often students do not have a good sense of what they mean.

Using the Expert Pack Glossary

The following are possible suggestions for how to use your glossary. This will be dependent both on the expert pack itself, how you plan to use it, and other ideas you may come up with.

Suggestions:

* Assign students to read the glossary for each text before they read the text and refer to it during reading. Differentiate by meeting with weaker readers and going over the words before they read independently or in groups. This will provide the most support to weaker readers.
* Instruct students to refer to the glossary only while reading. This will be most helpful when students read in pairs.
* Assign students to read the glossary for homework and complete a task such as using each word in a new sentence. (This can also be done in class.) Differentiate by meeting with weaker readers and going over the words the day the homework is assigned.
* Have students take a vocabulary quiz after completing any of the above suggestions.

**Expert Pack:** [Text Set Title]

Submitted by: [School/District/State/Publishing Name]

Grade: [Recommended grade or band] Date: [Completion month and year]

Expert Pack Glossary

**[Insert Text/Resource Title]**

|  |  |
| --- | --- |
| *Word* | *Student-Friendly Definition* |
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| *Word* | *Student-Friendly Definition* |
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| *Word* | *Student-Friendly Definition* |
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| *Word* | *Student-Friendly Definition* |
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