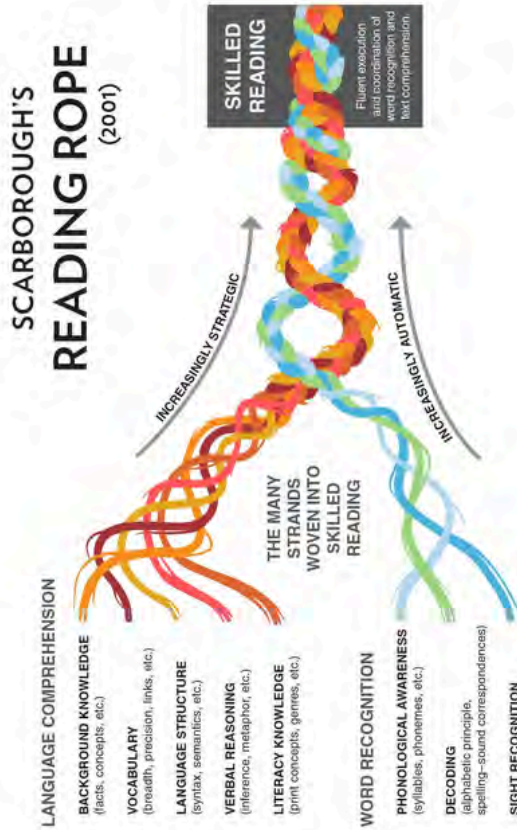


Building a Bridge to Skilled Literacy Through Reading and Writing Connections



Reading Rope



Writing Rope



Reading Rope

Writing Rope



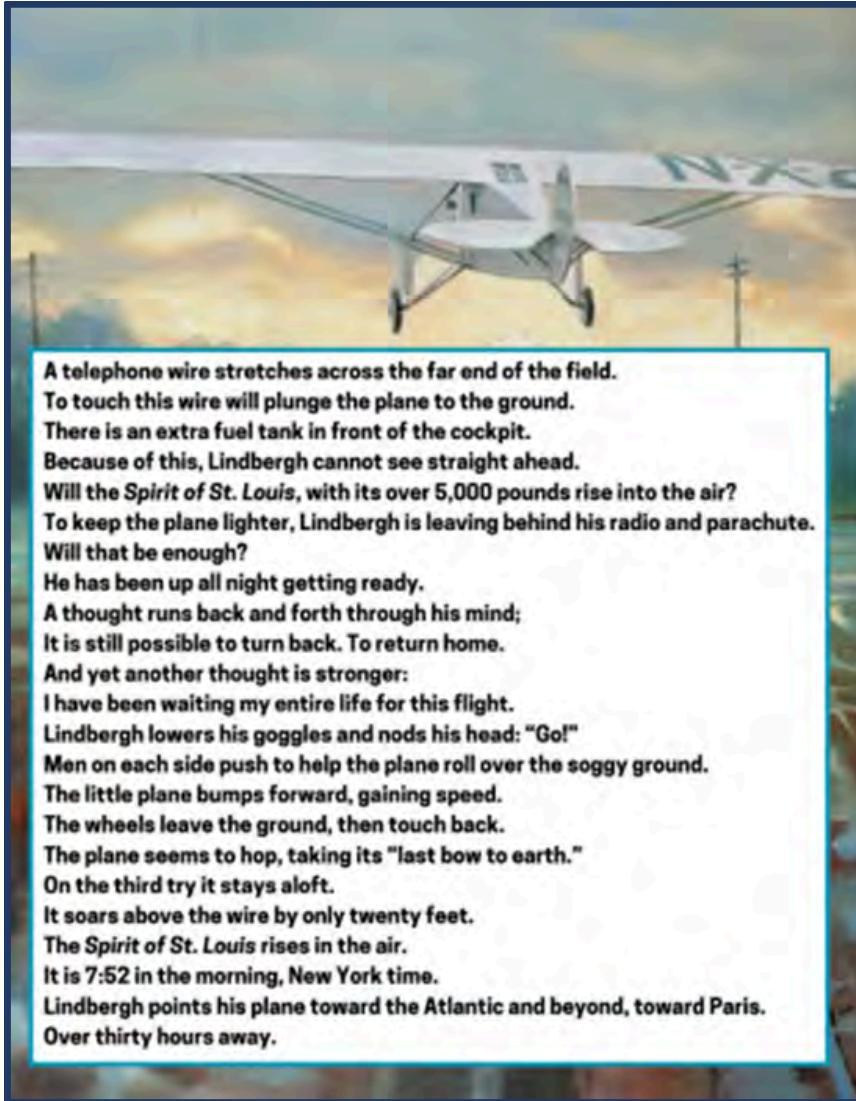
Communication Benchmarks	Reading Benchmarks
C.1.3 Argumentative	Which reading benchmarks connect to this type of writing?
Kindergarten Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.	
1st Grade Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.	
2nd Grade Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion.	

Communication Benchmarks	Reading Benchmarks
C.1.4 Expository	Which reading benchmarks connect to this type of writing?
3rd Grade Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion.	
4th Grade Write expository texts about a topic, using multiple sources, elaboration, and an organizational structure with transitions.	
5th Grade Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions.	

Benchmarks

ELA.3.R.2.1 Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.

ELA.3.C.1.4 Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion.



What are some things I could teach about reading from this text?

What are some things I could teach about writing from this text?

Excerpt from *Flight* by Robert Burleigh (3rd Grade B.E.S.T. ELA Booklist)


Reflection


Writing Prompt

Write an expository essay about how the Framers of the United States Constitution designed the government to prevent one person from becoming too powerful.

Instruction

Based on this prompt, what would I need to teach in reading? How would I connect that to what I am teaching in writing?

Writing	Reading
Cite evidence to support the central idea.	Teach students to use specific evidence from the text to support the central idea.
Use academic vocabulary to express ideas.	Identify authors' use of academic vocabulary in texts through explicit instruction and allow opportunities for use in discussion.
Use varied transitional strategies to connect ideas within and among paragraphs.	Build students' understanding of how authors use transitions to support the central idea.

Texts:***The U.S. Constitution and You*** by Syl Sobel***Shh! We're Writing the Constitution*** by Jean Fritz**Purpose:** The purpose is to develop students' knowledge of the U.S. Constitution and the functions of the U.S. Federal Government.


Culminating Writing Task | Write an expository essay about how the Framers of the United States Constitution designed the government to prevent one person from becoming too powerful.

Short Response Question#6 | What responsibility do the people have in the United States' system of government?

Short Response Question #5 | What might be some examples of governments giving into the temptations of power?

Short Response Question#4 | How do the people have controlling power in the United States?

Short Response Question #3 | Complete the sentence frames to write a summary of the text: Somebody wanted _____, but_____. So _____. Then_____.

Short Response Question#2 | Based on how it is used in the passage, summarize how checks and balances work in the U.S. Federal Government.

Short Response Question#1 | Summarize the roles of the three branches of the U.S. Federal Government.



Reflection

Student Writing Analysis Protocol

Step 1

Carefully read through the student writing to gain the gist of the writing.

Step 2

Analyze the student writing against the B.E.S.T. ELA benchmark stack.

- Where do you see evidence of the benchmarks that were explicitly taught within the student writing?

Step 3

Determine mastery and growth opportunities within the identified benchmarks.

Step 4

Prioritize benchmark(s) based on growth opportunities.

- Go granular with the next steps!

Step 5

Provide actionable feedback based on urgency.

- Script the verbiage that you would use to communicate the feedback with the student.

Step 6

Apply the feedback by preparing for instruction.

- Do most students share the same instructional needs? If so, target the benchmark(s) during whole group instruction.
- Do some students have the same instructional need? If so, target the benchmark(s) during small group instruction.

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3

Which description gives you a better understanding of a character: the first-person description of the store manager in "Here, Boy," or the third-person description of Vern in "Ready to Race"? Why? Cite specific text evidence to support your answer.

I get a better description of the character Vern from the third person narrator. To begin with Vern works in a stable with horses. Vern is nice, he's quit, he's old, and tall and thin. Vern in the stables he's quit and when Charlotte comes to the stables she wants to see her horses. ^{in here boy this is what we learned} And the manager crys and was in berising when the dog mas up the store.

I get a better description of the character Vern from the third person narrator. To begin with Vern works in a stable with horses, Vern is nice, he's quit, he's old, and tall and thin. Vern in the stables he's quit and when Charlotte comes to the stables she wants to see her horses. ^in here boy this is what we learned And the manager crys and was in berising when the dog mas up the store.

Student task: Reading Response Which description gives you a better understanding of a character: the first-person description of the store manager in "Here, Boy," or the third-person description of Vern in "Ready to Race"? Why? Cite specific text evidence to support your answer.		Date 12/11/23	Notes: Student Writing Self-Check			
	ELA.4.R.1.3: Identify the narrator's point of view and explain the difference between a narrator's point of view and character perspective in a literary text.	ELA.4.C.1.3: Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration and an organizational structure with varied transitions.	ELA.4.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.	ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning.	ELA.K12.EE.3.1: Make inferences to support comprehension.	ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.
S1	explain difference		spelling	direct quote		handwriting
S2	explain difference	more evidence		direct quote		paragraph structure
S3			spelling, punctuation	end quote		
S4	identify and explain difference	logical reasons and evidence	capitalization, spelling	cite evidence	inferences	paragraph structure
S5	identify and explain difference	logical reasons and evidence	capitalization, spelling, punctuation	direct quote, cite evidence	inferences	paragraph structure
S6	explain difference	more evidence	capitalization	direct quote		
S7	identify and explain difference		capitalization, spelling, punctuation			handwriting
S8			capitalization, punctuation, sentence structure			handwriting

- I remembered to:
- State an answer to the question.
 - Cite specific evidence from the text(s) to support the answer.
 - Check spelling, grammar, and punctuation.

S9	identify difference		capitalization, punctuation, sentence structure	direct quote		
S10	explain difference		punctuation, sentence structure			paragraph structure
S11	identify difference	logical reasons	capitalization, spelling, punctuation	cite evidence	inferences	paragraph structure, handwriting
S12	making deeper comparisons					
S13	identify difference		capitalization, punctuation		inferences	paragraph structure
S14	making deeper comparisons		capitalization, spelling, punctuation	direct quote		spacing, paragraph structure, handwriting
S15	identify and explain difference	logical reasons	subject-verb agreement		inferences	spacing, handwriting
S16	identify first person					
S17	explain difference		punctuation	direct quote	inferences	
S18	explain difference	more evidence			inferences	paragraph structure