

Mastering the Literacy Habits of Mind & Learning in Afterschool & Summer Principles





Opening Activity

1. How would you describe a literate individual?
2. What are some of your favorite books/stories from childhood?
3. What makes writing challenging for some and fun/easy for others?
4. What type of learning should occur in after school programs?



Objectives

- 1) Understand the purpose and the organization of the English Language Arts Common Core State Standards (ELA CCSS) for K-8.
- 2) Examine the Learning in Afterschool and Summer (LIAS) Principles, and connect them to the Common Core Habits of Mind.
- 3) Understand the building blocks of literacy as they relate to the ELA standards.
- 4) Access fun activities and high-quality resources from C.A.S.R.C. to support the ELA CCSS

A Glimpse into the Future

Organic Farms & Products	Energy-Efficient Transportation	Renewable Energy Housing
		

Increasing Demand

CCSS Background Information

Created by a group of stakeholders in education, the CCSS provide a consistent, clear understanding of what students are expected to learn, so that teachers and parents know what they need to help them. The standards connect learning to the real world and prepare students for college and careers.



<http://www.corestandards.org/>

How Will CCSS Be Assessed At Your ASP Site?

Many schools and districts may rely on their own assessments to evaluate CCSS Smarter Balanced Assessments will eventually:

- Offer valid, reliable, and fair assessments aligned to the C.C.S.C. for grades three to eight and 11.
- Use computer adaptive technology, if possible
- Include extended response and performance tasks to evaluate critical-thinking and problem-solving skills
- Allow for the comparison of students across schools, districts, states and nations;
- Create economies of scale;
- Provide information and support for more effective teaching and learning.

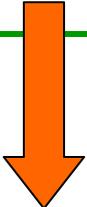
<http://www.smarterbalanced.org>



Foundations for CCSS



COLLEGE AND CAREER READINESS ANCHOR STANDARDS



CAPACITIES OF A LITERATE INDIVIDUAL (HABITS OF MIND)

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

READING

WRITING

SPEAKING & LISTENING

LANGUAGE

Learning in Afterschool & Summer (LIAS Principles)

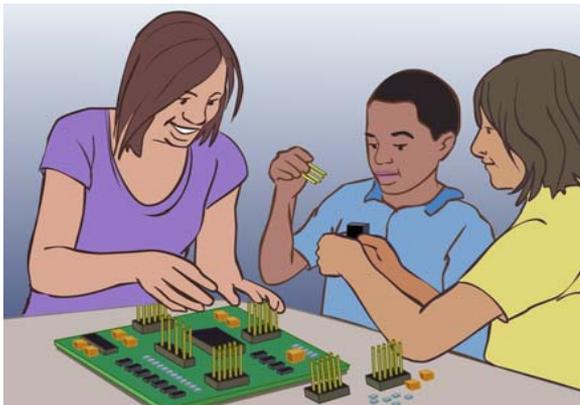
Active



Meaningful



Collaborative



Supports mastery



Complementary of school day

Expands horizons



LIAS Principles

Learning Characteristic	Description	Examples
Active	Multisensory—hands-on and minds-on	
Collaborative	Socially-centered, based on group goals	
Meaningful	Relevant, student-centered	
Conducive to Mastery	Skill-based, sequenced	
Expands Horizons	Connects to real-world, promotes civic values	
Complementary of School Day	Reinforces classroom learning and objectives	

<http://www.learninginafterschool.org/>

Habits of Mind to LIAS Connection

Habit of Mind

LIAS Principle

Demonstrate independence.



Meaningful learning

Build strong content knowledge.



Learning that supports mastery

Come to understand other perspectives and cultures.



Learning that expands horizons

Use technology and digital media strategically and capably.



Active learning

Checking for Understanding



Which of the following literacy activities support the Habits of Mind and LIAS principles most effectively?

- a) Sustained silent reading for 20 mins.
- b) Discussing a picture book as a group
- c) Acting out a story in small groups
- d) B and C



Supporting the ELA Shifts

	SHIFT IN PRACTICE	SAMPLE ACTIVITY	TIPS
	Knowledge through content-rich non-fiction	Book Clubs	Balance fiction and non-fiction.
	Text-based evidence	Clue Finders	Encourage creativity and use of tools (e.g., visual aids).
	Complex text and academic vocabulary	Word Banks	Include terms with various meanings across subjects, sample sentences, and illustrations

ACTIVE

COLLABORATIVE

MEANINGFUL

SUPPORTS MASTERY

EXPANDS HORIZONS

COMPLEMENTARY OF SCHOOL DAY

The Building Blocks of Literacy

1. **Phonemic Awareness** ⇨ Language is made up of sounds.
2. **Phonics** ⇨ Sounds are represented by letters.
3. **Fluency** ⇨ Good pace, accuracy, and expression when reading.
4. **Vocabulary** ⇨ Words have meaning(s).
5. **Comprehension** ⇨ Making sense/understanding reading.



Reinforcing Literacy Skills

SKILL	GOAL	ACTIVITY
Phonemic Awareness	Identify, isolate, and blend sounds. (Strictly auditory)	Puppetry
Phonics	Recognize upper- and lower-case letters, vowel and consonant combinations, and their corresponding spellings.	Word sorts
Fluency	Read frequently used and irregular words, sound out words, self-correct, and observe punctuation.	Partner reading
Vocabulary	Understand and use words in various contexts, homonyms, domain-specific vocabulary, idioms, and figurative language.	Vocabulary Bingo
Comprehension	Ask questions, clarify, summarize, visualize, predict, make connections, draw conclusions, and recognize text structure.	Discussion



Four ELA Strands

1. Reading

⇒ Foundational Skills ⇒ Literature ⇒ Informational Text

2. Writing (Process applies throughout)

⇒ Narratives ⇒ Arguments ⇒ Expository

3. Speaking and Listening

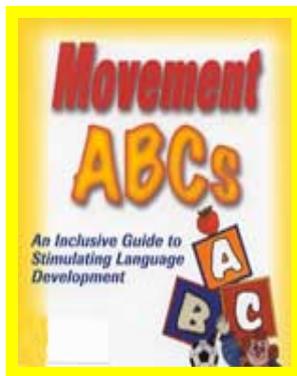
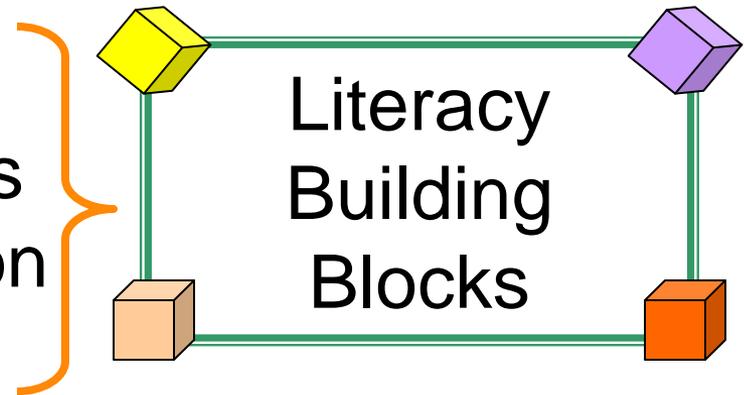
⇒ Discussion ⇒ Listening ⇒ Presentations

4. Language

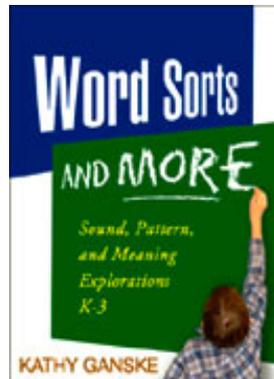
⇒ English conventions ⇒ Contextual language ⇒ Vocabulary

Reading Strand— Foundational Skills (Grades K-5)

- Print concepts
- Phonological awareness
- Phonics/word recognition
- Fluency



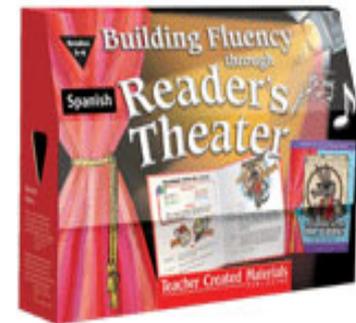
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Phonological Awareness and Phonics Through Puppetry

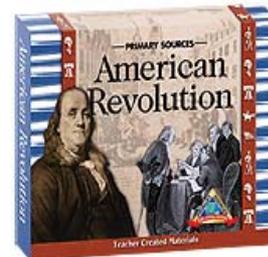
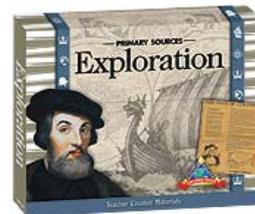
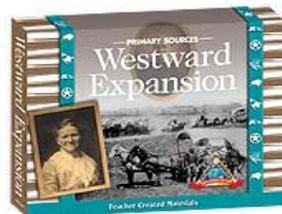


Puppets:

- Help young children build creative and cognitive skills by forcing them to be imaginative.
- Encourage thoughts and speech in a safe manner.
- Support engagement and social skills.

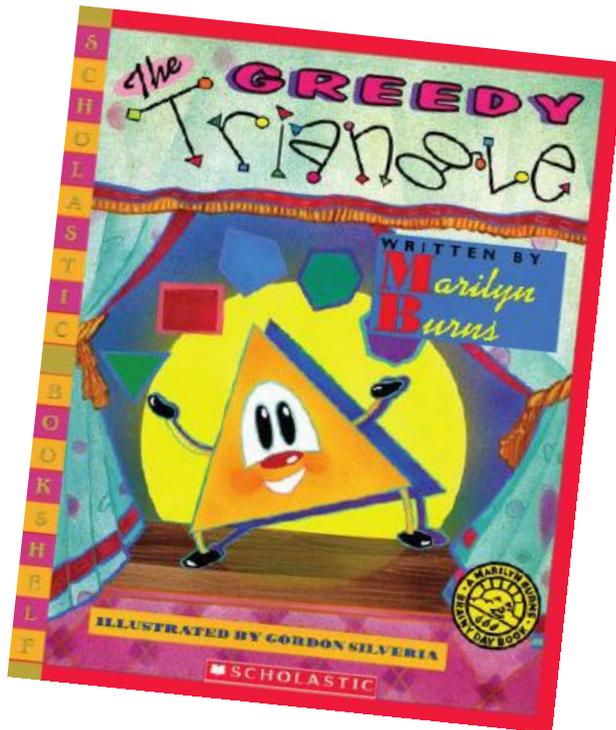
Reading Strand— Literature & Informational Text

- Key Ideas & Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading & Text Complexity



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Comprehension & Vocabulary Through Read Aloud



Read Alouds:

- Help students understand story elements.
- Promote social awareness and values.
- Illustrate acceptable and unacceptable behaviors.
- Build vocabulary, perspectives, and interest in learning.

Writing Strand

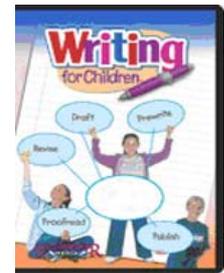
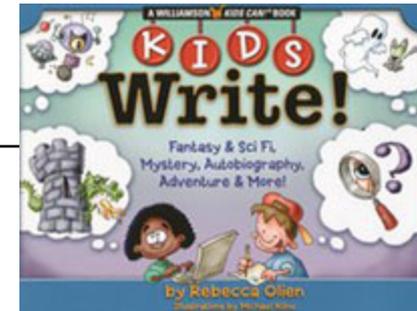
Three Types of Writing:

1. Opinion pieces (argumentation)
2. Informative/explanatory text (expository)
3. Stories (narratives)

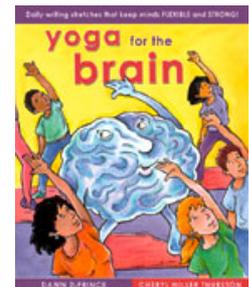
Grouped Under Four Headings:

1. Text types and purposes
2. Production and distribution of writing
3. Research to build and present knowledge
4. Range of writing

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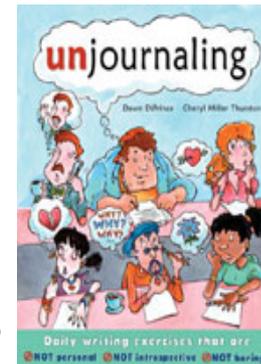


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Writing Through Interactive Storycrafting

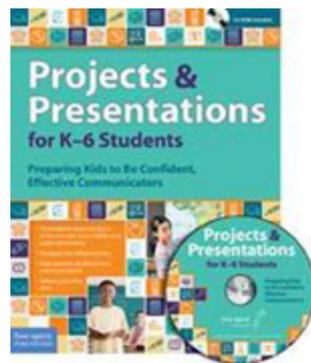
Writing:

- Is putting thoughts on paper.
- Does not have to be painful.
- Requires ample practice and feedback.

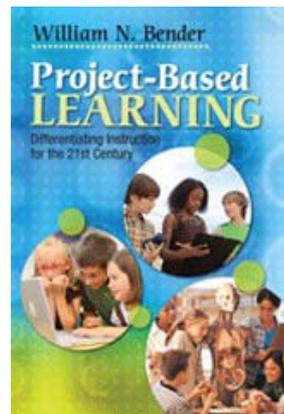


Speaking and Listening Strand

- Comprehension and collaboration-- discussion
- Comprehension and collaboration-- listening
- Presentation of knowledge and ideas



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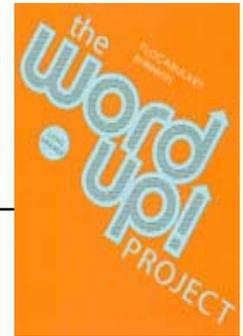
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Language Strand

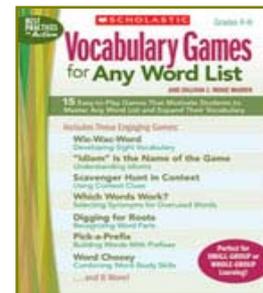
- Conventions of Standard English
 - Grammar usage and mechanics
- Capitalization, punctuation, and spelling
- Knowledge of Language
 - Language functions and styles in various contexts
- Vocabulary Acquisition and Use
 - Unknown and multiple-meaning words
 - Context clues, word parts, and relationships between words
 - Academic and domain-specific words and phrases



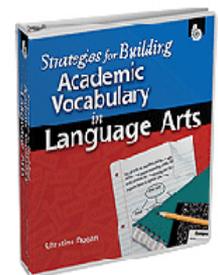
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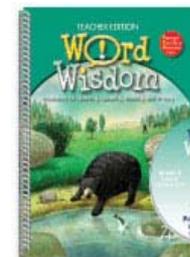
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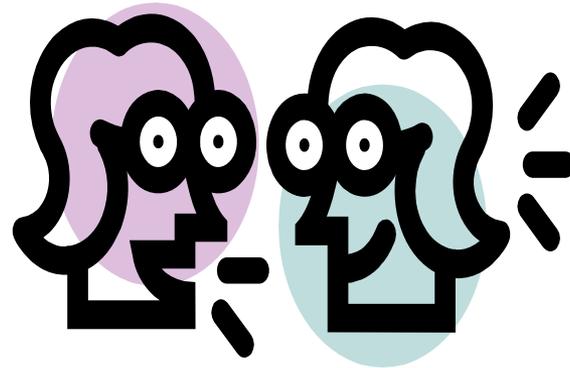


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Vocabulary in the Common Core Era

With a partner, discuss possible meanings for each of these words:

- Period
- Mean
- Element
- Angle
- Grammar

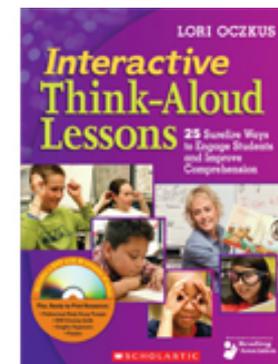


Sample Standards

Grades Kindergarten-2

Reading Informational Text Standards 1-3: Key Ideas and Details

Kinder	Grade 1	Grade 2
K.2 With prompting and support, identify the main topic and retell key details of a text.	1.2 Identify the main topic and retell key details of a text.	2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text.



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Sample Standards Grades 3-5

Language Standards 4-6: Vocabulary Acquisition and Use		
Grade 3	Grade 4	Grade 5
<p>3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	<p>4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>

Common Core Vocabulary

Test your Common Core vocabulary by writing down words related to today's presentation in the right box (by alphabetical order). Then exchange words and meanings with your peers until all of the boxes have at least one word.

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z				

Sample Standards Grades 6-8 (History)

History/Social Studies

Key Ideas & Details RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

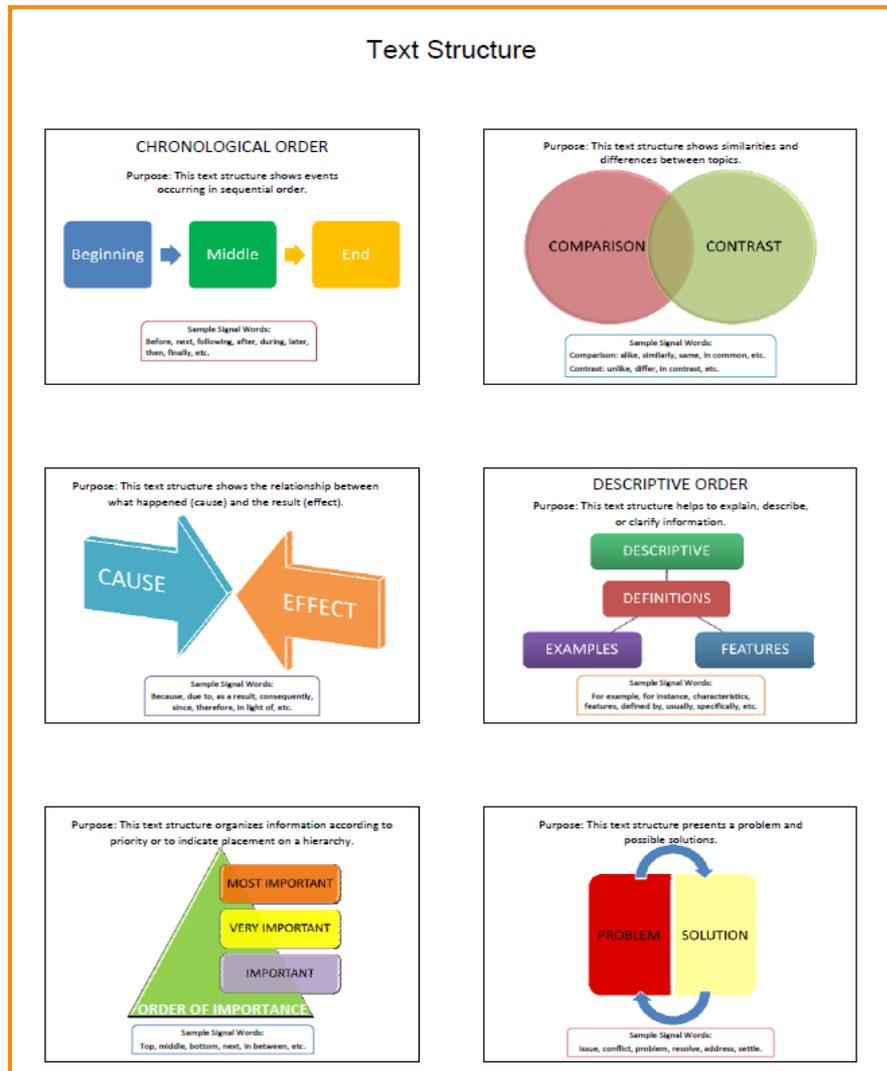
Craft & Structure RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.



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Text Structure Helps Students to...



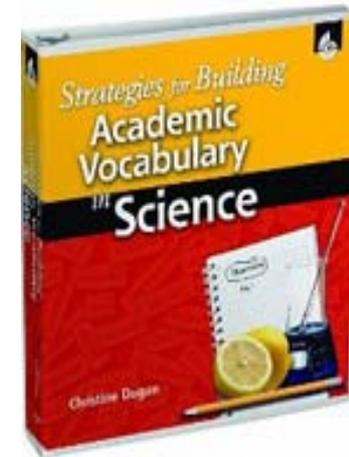
- Understand how and why writing is organized a certain way.
- Organize their own ideas when writing.
- Be more strategic when communicating orally or in writing.

Sample Standards Grades 6-8 (Science)

Science & Technical Subjects

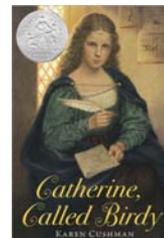
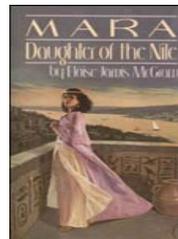
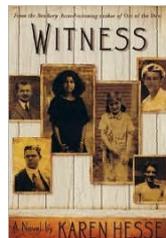
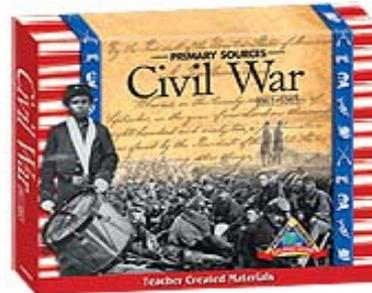
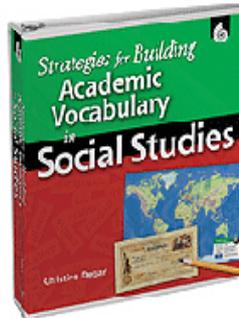
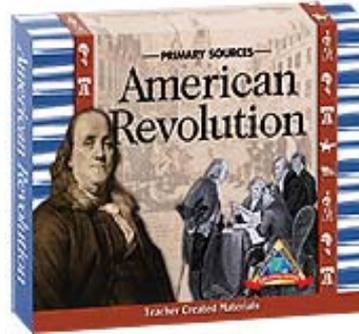
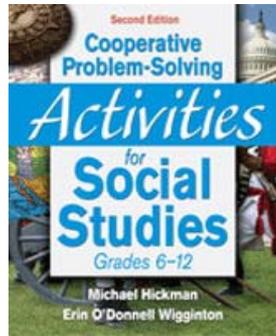
Craft and Structure RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

Craft & Structure RST.6-8.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.



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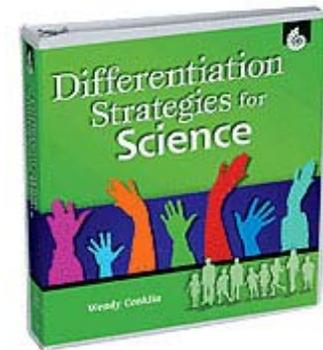
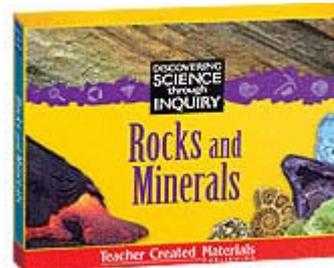
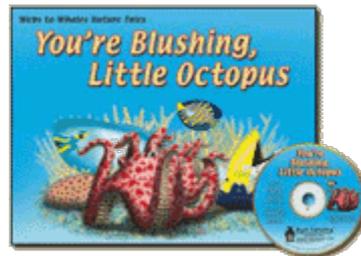
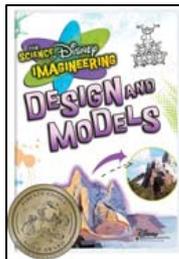
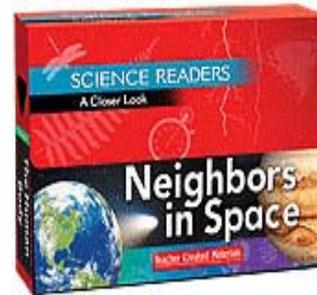
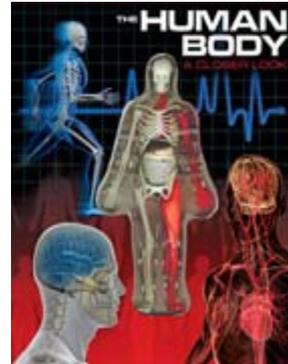
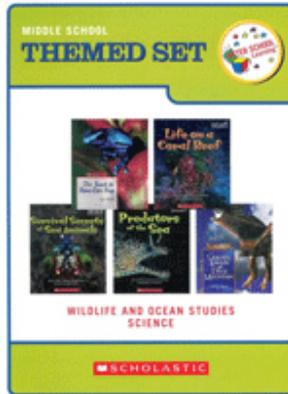
Literacy in History/Social Studies



Rely on:

- Primary sources
- Collaborative problem-solving
- Historical novels
- Academic vocabulary

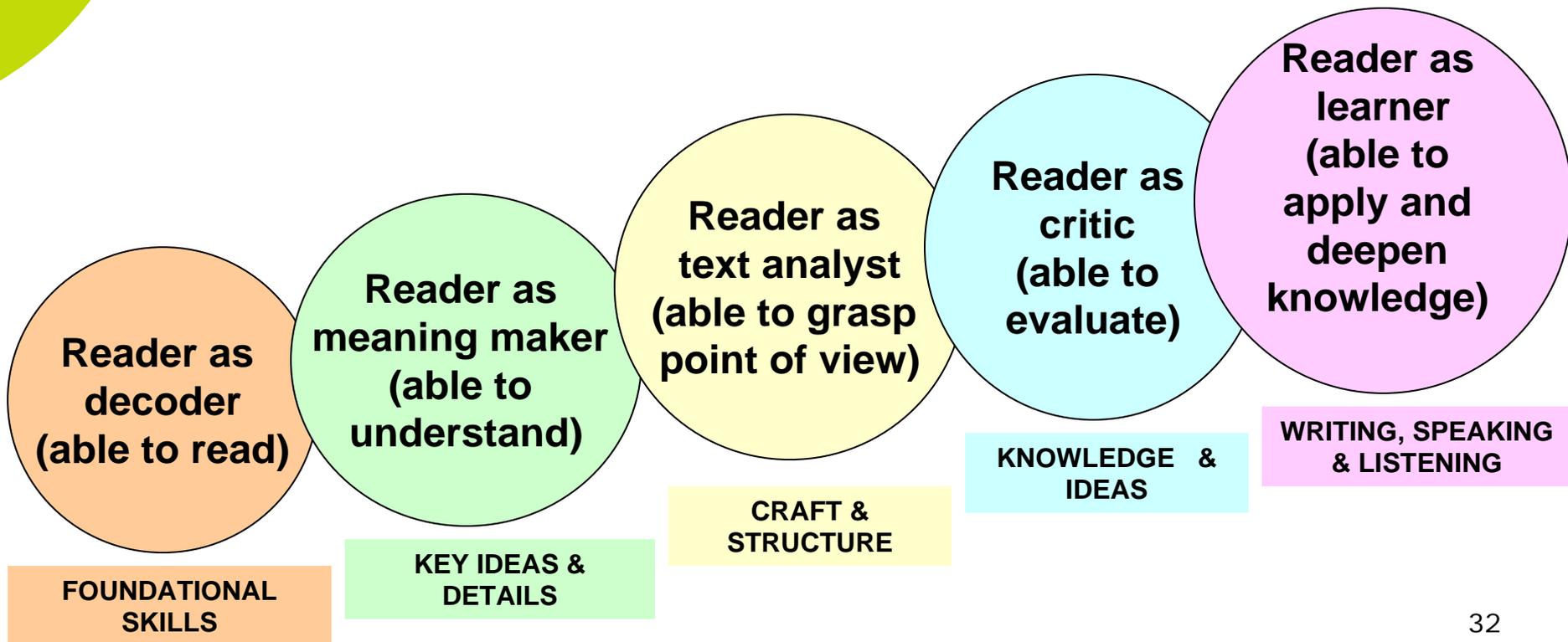
Literacy in Science



Rely on:

- Visual aids
- Literature
- Inquiry-based learning
- Academic vocabulary

ELA Standards Promote Shared Literacy



Wrap-Up

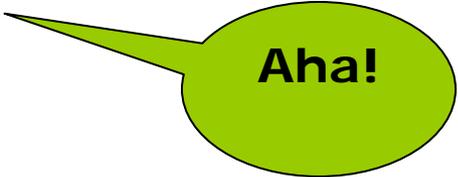


Today you have learned:

- That the purpose of the ELA CCSS is to prepare students to be literate individuals ready for college and careers in the 21st century.
- That the Common Core Habits of Mind and the LIAS principles can connect seamlessly in after school.
- How the building blocks of literacy support students with ELA standards
- How the ELA standards are organized by grade level, strand, and skill to help students build shared literacy across subjects.
- To access resources from the C.A.S.R.C. library to support students with ELA CCSS

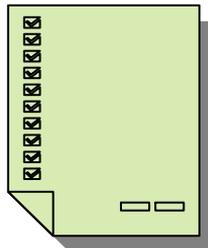
Onward!

- Take a moment to discuss an “aha” or a “take away” from this training that may help your program.



Aha!

- Please take a moment to kindly complete the written evaluation. Thank you for your participation!



FREE Library Resources and Online Trainings

www.californiaafterschool.org

The screenshot shows the website's navigation menu with 'Resource Library' circled in red. A red arrow points to the 'Resource Library' section of the page, which displays a grid of 20 training modules. Each module has an icon and a title:

- Alcohol & Other Drugs
- Behavior Management
- Career Education
- Growth and Development
- Personal, School, & Community Health
- History-Social Science
- Injury and Safety
- Mathematics
- Mental, Emotional, & Social Health
- More Enrichment Areas
- Nutrition
- Physical Activity
- Program Administration
- Reading/Language Arts
- Science
- Sexual Health
- Tobacco
- Violence
- Visual & Performing Arts
- Youth Development

The screenshot shows the website's navigation menu with 'Online Trainings' circled in yellow. A yellow arrow points to the 'Online Trainings' section of the page, which displays a grid of 4 training modules:

- Academics
- Health & Safety
- Physical Activity
- Nutrition

Access to reviewed materials with FREE delivery in California.

Access to 40+ FREE online training modules in:

- Academics
- Health & Safety
- Physical Activity
- Nutrition



Thank You!

Direct Line 510-670-4541

Web Site www.californiaafterschool.org

E-mail nzamora@acoe.org

Comprehension Strategies

The following comprehension strategies are used by proficient readers to make sense of what they read. With ample practice and modeling by educators, good readers apply these strategies naturally and independently. There is no correct order or sequence for using these strategies—each reader may draw on their own knowledge or experience to understand what they are reading. However, these strategies can be taught and practiced to help students comprehend what they read literally, draw their own conclusions, and apply what they read to real life.

STRATEGY	TIPS FOR USING IT
<p>Asking Questions</p> 	<p>Ask students a variety of questions about what they are reading. Examples:</p> <p>Simple Questions (tell, describe, or explain based on the reading)</p> <ul style="list-style-type: none"> • Who are the characters in this story? • When and where does the story take place? <p>Mid-Range Questions (sum up, determine, or examine based on different parts of the reading)</p> <ul style="list-style-type: none"> • Can you summarize what has happened so far in this story? • What was the turning point in the story? <p>Complex Questions (formulate, imagine, or evaluate based on the reading and the reader's own knowledge or opinions)</p> <ul style="list-style-type: none"> • Why do you think the author ended the story this way? • What was the central message of the story?
<p>Clarifying</p> 	<p>Explain to students that being confused is normal. Teach them appropriate ways to ask for explanations or to better understand what they read by using these starting phrases:</p> <ul style="list-style-type: none"> • I am confused about ... • Something I just read does not make sense to me ... • Can we back up so that I can understand?
<p>Predicting</p> 	<p>Invite students to make predictions before and as they read a book, such as:</p> <ul style="list-style-type: none"> • Browsing the book for pictures and other visual clues. • Reading the first few lines or introductory paragraph. • Taking a brief True/False test about the topic they will read about (and self-correcting it after reading).
<p>Making Connections</p> 	<p>Show students how to make connections between what they are reading and previously read books or stories, their lives, or the world around them.</p> <ul style="list-style-type: none"> • Is this story like any others you have read before, perhaps by the same author or on a similar topic? • Do the characters in this story remind you of any relatives, friends, or other people in your own lives? • Does this story make you think of something you have seen or heard about in the media?
<p>Visualizing</p> 	<p>Explain to students that good readers make mental pictures about what they read or learn about. Give them opportunities to practice this skill.</p> <ul style="list-style-type: none"> • Read an interesting passage describing a scene or character in detail. Ask the students to draw a picture of what they imagine in their minds as they hear you reading aloud to them. • Show students pictures or illustrations about a topic they will be reading about before they actually begin reading.



Literacy Interest Inventory

Name: _____ Age: _____ Grade Level: _____

Please respond to the questions below promptly and honestly. Your answers will help the after school program staff to know you better and to provide helpful and engaging activities as much as possible.

1. What are your favorite school subjects? _____

2. What is your least favorite school subject? _____

3. What do you enjoy most about the after school program? _____

4. What do you enjoy least about the after school program? _____

5. What do you do during your free time? _____

6. What do you enjoy reading? (Circle answers).

- | | | | |
|--|--|---|---|
| <input type="checkbox"/> Stories about people | <input type="checkbox"/> Science fiction | <input type="checkbox"/> Adventures | <input type="checkbox"/> Cooking books |
| <input type="checkbox"/> Stories about animals | <input type="checkbox"/> Non-fiction | <input type="checkbox"/> Biographies | <input type="checkbox"/> Culture & travel |
| <input type="checkbox"/> Stories about sports | <input type="checkbox"/> Fiction | <input type="checkbox"/> Mythology | <input type="checkbox"/> Religion(s) |
| <input type="checkbox"/> Stories about heroes | <input type="checkbox"/> Mysteries | <input type="checkbox"/> Science and nature | <input type="checkbox"/> How-to books |
| <input type="checkbox"/> Other: _____ | | | |

7. Do you read any print or online magazines? If so, which ones? _____

8. What do you enjoy writing about? _____

9. Do you have any hobbies or play any sports? If so, which ones?

10. If you were to choose your own topic(s) for projects, what would interest you?

11. What would you say is your special talent(s)? _____

12. What motivates you to do your best work? _____

13. TV programs you enjoy: _____

14. Games you play (e.g., apps, computer, board, or otherwise): _____

15. Three-to-five of your best qualities: _____

16. How do you see yourself as a reader and writer?

17. What would motivate you to read during after school time? _____



Our Mission

To provide accessible, expert-reviewed educational materials, responsive technical assistance, and innovative professional development in California, to promote health and academic success nationwide.

Our Vision

Happy, healthy, high-achieving students in thriving communities.

Receive **FREE** access to:

- Reviewed Materials
- Online Trainings
- In-person Trainings
- Exhibits
- Electronic Updates
- Technical Assistance



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Administered in Partnership with the
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C A L I F O R N I A
Healthy Kids
R E S O U R C E C E N T E R



Your Toolbox for
Health Education and
Academic Success

alcohol and other drugs
NUTRITION *youth development*
VISUAL & PERFORMING ARTS
comprehensive health education
GROWTH AND DEVELOPMENT
Personal and Community Health
mathematics **SCIENCE**
HEALTH SERVICES *injury and safety*
Mental, Emotional, and Social Health
physical activity **VIOLENCE**
PROGRAM ADMINISTRATION
History-Social Science *tobacco*
nutrition services SEXUAL HEALTH
BEHAVIOR MANGEMENT

Signature Services

Health Education and Academic Resources

- » Our Library contains high-quality, research-based instructional resources and professional materials that are reviewed by a group of experts in each specified subject area. Instructional resources are standards-aligned.

Professional Development

- » Our Online Trainings provide 24-7, cost-effective professional development on priority needs in school day and after school programs. The trainings are also provided onsite for regional or statewide opportunities.



Technical Assistance

- » Our Web Site provides accessible and immediate information and services to clientele. In addition to an online searchable database and trainings, enhancements to the Web site include: expanded subject areas; resources for new policies and legislation; and reviewed professional development trainings. Technical assistance also includes site-specific visits and support.

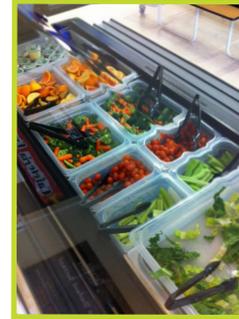


Current Projects

Strengthening collaboration between public health and education with
Network for a Healthy California

Developing cost-effective peer support strategies to support healthy school meals with

FRESHMeals at Schools



Developing culturally relevant activities to support positive health outcomes with

Fruit, Vegetable, and Physical Activity Toolbox for Community Educators

Providing professional guidance to support health and academics in after school programs with

Team California for Healthy After Schools
California After School Resource Center



Enhancing children's health and well-being through accessible ways to school with
Safe Routes to School

Encouraging healthy attitudes in California adolescents with

Growth, Development, and Sexual Health

Reducing youth tobacco use in California with
Tobacco-Use Prevention Education

Improving conditions for learning and school safety in California with
Safe and Supportive Schools

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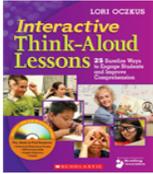
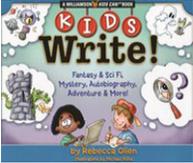
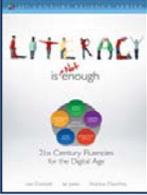
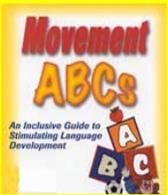


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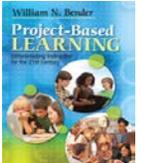
Selected Resources for Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

RESOURCE & AUDIENCE	DESCRIPTION
 <p><i>Building Fluency Through Readers' Theater</i> (#8283-8287) Grades 1-6</p>	<p>The kits in this series provide scripts, guidance, and materials for integrating Reader's Theater, a method for building reading fluency. Students practice reading aloud and acting as they read from plays based on grade-level themes. Each grade-level set contains two scripts in each of these content areas: science, mathematics, language arts, and social studies (a total of eight scripts per kit). Each kit includes sample scripts, a teacher's guide with a CD-ROM, overhead transparencies and a CD with songs and poems, and student reproducibles. Additional components are available from the publisher.</p>
 <p><i>Common Core Standards: A Quick Start Guide Series</i> (#9726-9728) Professional</p>	<p>The resources in this series contain guidance for implementation of the Common Core State Standards in grades kindergarten through twelve. Each of the guides provides information about the structure, terminology, and emphases of the new standards, including the meaning of individual content standards and how they connect across grade levels over time.</p>
 <p><i>Global GraffitiWall</i> (#7636) Grades 4-8</p>	<p>This resource is designed to help students relate to diversity and function in a dynamic global community. It presents skill-building activities for students to do on paper taped to walls in after school settings. A variety of hands-on ideas are provided for reinforcing geographic vocabulary, map reading, multicultural awareness, technological competencies, problem-solving, and communication skills. Part one offers an orientation to using the resource, while the second part provides on-the-wall puzzles, games, and other interactive projects. The last section offers guidance for implementation.</p>
 <p><i>Discovering Science Through Inquiry Series</i> (#8016-8919 & #8470-8476) Grades 4-8</p>	<p>The resources in this series reinforce science concepts related to a variety of topics. The lessons employ the "5E Method" for inquiry-based learning, in which students engage, explore, explain, elaborate, and evaluate as they build knowledge. Each of the 12 kits in the series contains 16 lessons that provide background and vocabulary, hands-on experiments and investigations, and an assessment. Accompanying inquiry cards include full-color visual aids, brief reading passages, investigation activities, writing prompts, and a scientific challenge that encourages students to apply learning to the real world. Each kit also includes a student handbook and a teacher's guide with various support materials, including educational video clips.</p>
 <p><i>Grammar for Children</i> (DVD) (#7716) Grades 2-5</p>	<p>This set of five videos presents a group of student editors working at the Wordswork magazine guided by their publisher, Mrs. Gramercy. Through stories, letters, and other real-life examples from across the country, they explore the question of "What in the world makes the words work?" They explain basic English language rules. These titles are included: Nouns, Verbs, Descriptive Words and Phrases, Sentences, and Punctuation. A teacher's guide includes a glossary of key terms, follow-up discussion questions, extension activities, and additional Internet and print resources.</p>

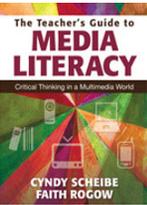
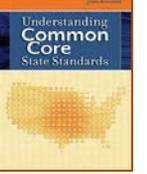
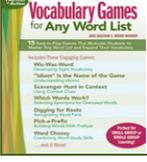
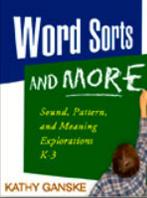
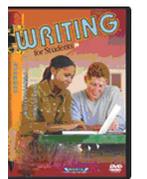
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<p><i>I Can Communicate</i> (#7747)</p>  <p>Grades 4-6</p>	<p>This resource provides tools to help students communicate more effectively. Students learn and practice active listening skills, recognize negative behaviors that interfere with conversations, use positive language to convey and respond to messages, explore the use of body language, and gain experience with using a proper tone of voice, as well as word choice in stating information. A Teacher's Resource Guide includes pre/post tests and interactive activities. Three videos present the concepts through vignettes featuring real-life scenarios. A Teacher's Resource Book is also available in the accompanying DVD-rom. (42 min.)</p>
<p><i>Interactive Think-Aloud Lessons</i> (#8039)</p>  <p>Grades 2-6</p>	<p>This resource provides background information, ideas, and lessons for educators to use think-alouds, a research-based method for helping students develop comprehension. Part one presents information on how to engage students in reading through using exemplary literature, props and music, and scaffolded language. Part two provides 25 interactive lessons to teach students the following strategies: connecting, predicting, inferring, questioning, summarizing, monitoring/clarifying, and evaluating. The accompanying DVD contains videos of the lessons used in authentic classroom settings and supporting resources.</p>
<p><i>Kids Write!</i> (#7958)</p>  <p>Grades 4-8</p>	<p>This resource provides creative writing activities that can be completed in a short period of time. Students can self-select creative writing prompts from the following themes: What an Adventure; It's a Mystery; Amazing But True; Folktales & Legends; Sci Fi, Fantasy & Fairy Tales; Meet Me & My Family; and The Funny Pages. Each theme's introduction includes a "Writer's Jump Start," which engages kids in multisensory prewriting exercises. The ensuing "Ready 2 Write" section allows kids to draft a story from beginning to end. The "Words for Writers" sections include lots of useful tips to make writing come alive.</p>
<p><i>Literacy is not Enough</i> (#9654)</p>  <p>Professional</p>	<p>This resource provides guidance, tips, and activities for building students' 21st century skills. It focuses on solution, information, creativity, media, and collaboration fluencies, as well as global digital citizenship. The last part includes sample lessons in the properties of matter, fuel economy/energy conservation, politics, and digital filmmaking. The lessons are aligned to Common Core State Standards and assume the role of the teacher as facilitator, allowing the students to take ownership of their own learning to solve real-world problems.</p>
<p><i>Movement ABCs</i> (#6628)</p>  <p>Grades K-2</p>	<p>This collection of lessons supports creating an integrated environment that facilitates students' motor and language development. It begins with overviews of characteristics of young learners, planning for program implementation, coordinating lessons, reusing materials, and safety tips. Movement lessons are introduced, each corresponding to a letter of the alphabet. Lessons include vocabulary, music, warm-up, opening activities, activity stations, play-area ideas, closing suggestions, and teaching tips. Movements, games, and activities are described and illustrated. Reproducible parent handouts are provided for each month of the school year with extension activities.</p>

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<p>Playbooks Reader's Theater: STEM (#9719)</p>  <p>Grades 4-8</p>	<p>The resources in this kit provide scripts for students to act out stories in entertaining formats. Students practice reading aloud and acting skills as they perform plays based on a variety of age-appropriate themes. Titles include: <i>Planet Parade</i>, <i>Please Excuse my Dear Aunt Sally</i>, and <i>Engineer it Out!</i> The scripts are designed for groups of students whose reading levels vary, but who can all benefit from interactive role-play experiences. Character summaries help students understand their roles, and color-coded scripts allow them to follow the characters' lines closely. Full-color illustrations are featured in each story booklet, which also offers tips for implementation.</p>
<p>Primary Sources Series (#8664-8673 & Various)</p>  <p>Grades K-12</p>	<p>The resources in this series use short lessons and replicas of key historical documents, known as "primary sources," as well as letters, maps, cartoons, and other visual aids to help students learn about key historical periods and concepts. A teacher's guide provides guidance for using the primary sources, lessons and activities, and assessments. Each kit contains 16 photographs with background information, discussion prompts, and student activities. A CD with photographs, additional primary sources, and extension activities is included.</p>
<p>Project-Based Learning (#9655)</p>  <p>Professional</p>	<p>This resource provides guidance, ideas, and tools for educators to implement project-based learning (PBL), a practice whereby students collaborate to create solutions to real-world issues of interest to them. Readers learn how to design projects for a variety of topic areas and grade levels, use technology, social networks, and tailor lessons for a variety of learning styles. The suggested activities connect to the Common Core State Standards and inquiry-based learning. The last chapter contains assessment options for PBL.</p>
<p>Projects & Presentations for K-6 Students (#8258)</p>  <p>Grades K-6</p>	<p>This material contains 30 standards-based projects for elementary students to develop effective communication skills, including how to interact with an audience. Students research topics in language arts, math, science, and social studies, and then organize and present findings to their peers. Each project offers step-by-step guidance for planning and delivering presentations, extension ideas, and assessments. Organized by grade-level ranges, the projects delve into age-appropriate topics and offer ideas for meeting the instructional needs of different students. Topics include home and family; food chains; and heroes. Reproducible student handouts and a CD-ROM with additional tools are included.</p>
<p>Science Readers: A Closer Look (#9131-9137)</p>  <p>Grade K-6</p>	<p>The resources in this series contain sets of illustrated children's books and instructional support for small-group reading and inquiry-based activities. Students learn about the basics of matter, biomes and ecosystems, forces and motion, forces in nature, health and fitness, the human body, and the Solar System by reading and engaging in follow-up activities. Each book features full-color photographs, a glossary, and a concluding lab activity. The Teacher's Guide provides background information and step-by-step guidance for lessons and lab activities based on the 5Es inquiry model. Also included are an audio CD, interactive eBooks, and a Teacher Resource CD, which features short video clips for each book.</p>

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	<p><i>Teacher's Guide to Media Literacy, The</i> (#9557)</p> <p>Professional</p>	<p>This resource explores what it means to be literate in today's world, and how media literacy skills can be developed across the curriculum to help students become critical media consumers. Each of the nine chapters provides background information and skill-building activities tied to specific examples of media use in the classroom. Activities include decoding media messages, designing counter-ads, and building word clouds. Chapter seven offers seven detailed and engaging lesson plans that expose students to analyzing a variety of topics, including urban legends, news spins, and middle east debates. The appendices include principles of media literacy and a checklist for designing additional lessons.</p>
	<p><i>Understanding the Common Core State Standards</i> (#9724)</p> <p>Professional</p>	<p>This booklet for educators explains the goals, criteria, organization, and benefits of the Common Core State Standards (CCSS). The introductory chapter presents the context for the CCSS. The next two chapters explore the benefits and concerns, as well as how to prepare for implementation. The conclusion provides an overview of what to expect in the near future with regard to student assessments and standards-based instruction.</p>
	<p><i>Vocabulary Games for Any Word List</i> (#8953)</p> <p>Grades 4-6</p>	<p>This resource provides 15 hands-on games and activities to help students expand their vocabulary. The lessons offer step-by-step directions, reproducible work sheets, and game variations. Games include Wic-Wac-Word, Word Choosy, and Pick-a-Prefix. The appendix includes lists of common synonyms, antonyms, and words with prefixes and suffixes.</p>
	<p><i>Word Up Project, The</i> (#9157-9165)</p> <p>Grades 2-7</p>	<p>The resources in this series build vocabulary and reading skills through sequential lessons for students in grades two through seven. Each grade-level curriculum consists of 14 units, each of which teach 10-15 new words introduced through a rap song on a CD. The follow-up exercises provide additional exposure to the words used in various contexts. Each grade-level curriculum includes a Teacher's Resource Book and Student Workbook. Assessments are built-in.</p>
	<p><i>Word Sorts and More</i> (#8500)</p> <p>Grades K-3</p>	<p>This resource contains over 200 activities and reproducible handouts for students to engage in language exploration by sorting words, pictures, and letters. Students classify and categorize items based on their reading needs, such as learning letter names and sounds, spelling patterns, or word types. Also included are basic reading activities, assessments, recommended reading lists, and strategies for meeting diverse student needs, including English learners.</p>
	<p><i>Writing for Students (DVD)</i> (#7718)</p> <p>Grades 5-9</p>	<p>This set of seven videos presents two young hosts discussing how to use writing as a communication tool. Through practical examples, they explore the writing process and different writing forms and styles. They offer practical tips and ideas to make writing effective depending on the purpose, audience, and genre. These titles are included: Using the Writing Process, Writing for Formal and Informal Purposes, Writing Effective Paragraphs, Creative & Narrative Writing, Writing Expository Essays, Writing Persuasive Essays, and Editing & Proofreading. A teacher's guide includes a glossary of key terms, follow-up discussion questions, extension activities, and additional Internet and print resources.</p>

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Capacities of a Literate Individual (Habits of Mind) and LIAS Principles

1. Demonstrate independence.

2. Build strong content knowledge.

3. Respond to the varying demands of audience, task, purpose and discipline.

4. Comprehend as well as critique.

5. Value evidence.

6. Use technology and digital media strategically and capably.

7. Come to understand other perspectives and cultures.

LIAS Principles

- Learning that is active
- Learning that is collaborative
- Learning that is meaningful
- Learning that supports mastery
- Learning that expands horizons

Common Core Vocabulary

Test your Common Core vocabulary by writing down words related to today's presentation in the right box (by alphabetical order). Then exchange words and meanings with your peers until all of the boxes have at least one word.

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z				



COMMONLY USED WORDS

Commonly used words, sometimes referred to as high-frequency or sight words, appear frequently in the English language. While some of these words can be sounded out, others have irregular spelling patterns. All students must learn to instantly read these words to increase their reading ability. It is especially helpful for English learners to be able to read and understand these words quickly.

List 1		List 2		List 3		List 4		List 5	
a	make	all	out	after	let	always	or	about	laugh
and	me	am	please	again	live	around	pull	better	light
away	my	are	pretty	an	may	because	read	bring	long
big	not	at	ran	any	of	been	right	carry	much
blue	one	ate	ride	as	old	before	sing	clean	myself
can	play	be	saw	ask	once	best	sit	cut	never
come	red	black	say	by	open	both	sleep	done	only
down	run	brown	she	could	over	buy	tell	draw	own
find	said	but	so	every	put	call	their	drink	pick
for	see	came	soon	fly	round	cold	these	eight	seven
funny	the	did	that	from	some	does	those	fall	shall
go	three	do	there	give	stop	don't	upon	far	show
help	to	eat	they	giving	take	fast	us	full	six
here	two	four	this	had	thank	first	use	got	small
in	up	get	too	has	them	five	very	grow	start
is	we	good	under	her	then	found	wash	hold	ten
it	where	have	want	him	think	gave	which	hot	today
jump	yellow	he	was	his	walk	goes	why	hurt	together
little	you	into	well	how	were	green	wish	if	try
look		like	went	just	when	its	work	keep	warm
		must	what	know		made	would	kind	
		new	white			many	write		
		no	who			off	your		
		now	will						
		on	with						
		our	yes						



LITERACY SKILL	SUGGESTED ACTIVITY
<p>Phonemic Awareness: Knowing that words are made up of individual sounds (strictly an auditory ability). Activities focus on the identification, isolation, and blending of sounds to create words.</p>	<p>Puppetry may be used to help young children practice sounds in a fun and nurturing way. A puppet may demonstrate how to make individual sounds and use movement to show related actions. Example: Puppet says, “I can dance. Dance is an action that begins with the sound <i>d-d-d</i>. Students let’s all dance as we make the sound <i>d-d-d</i>. Now who wants to show us a different action that begins with another sound?”</p> <p>Note: Be careful not to lead students into adding vowels to individual sounds, a common mistake.</p>
<p>Phonics: Understanding that sounds are represented by letters. Activities focus on the recognition of upper- and lower-case letters, vowel and consonant combinations, and spelling.</p>	<p>Students can match upper-case letters with their lower-case counterparts, sort words according to their spelling or category (e.g., compound words, science words, etc.), or create word lists based on a common feature, such as words that contain certain vowel or consonant combinations, such as <i>ee</i> or <i>th</i>. Patterned, repetitive books that focus on individual sounds and spellings are very effective in reinforcing phonics skills.</p>
<p>Fluency: Reading with good pace, accuracy, and expression. Activities focus on helping students read frequently used and irregular words, being able to sound out words, self-correct, and observe punctuation.</p>	<p>Students may read in partners to build up fluency. Repeated readings of short passages are recommended to help them build speed, accuracy, and expression. The use of timers and monitoring is recommended to help students track their reading speed as they read to one another. Partners should be trained to offer support to one another and use the timer. Note: Reading with fluency is not a race or a pop quiz in comprehension—it’s about reading like a pro!</p>
<p>Vocabulary: Knowing word meanings in various contexts. Activities focus on helping students understand how language is used for different purposes, such as in figurative language, idioms, or academic settings.</p>	<p>Play a game of Vocabulary Bingo in which the students have a chart of vocabulary words as a leader reads the corresponding definitions. The students mark the words with an X as they hear the definitions. The first student to complete a row, column, or diagonal line yells, “Bingo.” The leader checks the chart and the game may continue. Note: Students should study the terms before the game. They can also create their own charts on paper and write in the vocabulary words to prepare.</p>
<p>Comprehension: Understanding or making sense from reading. Activities focus on asking questions, clarifying, summarizing, visualizing, predicting, making connections, drawing conclusions, and recognizing how text is organized for the reader.</p>	<p>Follow book readings with an interactive discussion to help student process reading. When reading non-fiction/expository text, ask students about how the author organized the writing for the reader (e.g., using chronological order, cause-and-effect, or another organizational structure). Always discuss the purpose or various purposes an author may have had to create a piece, such as to inform, to entertain, to explain, or to persuade the reader. Invite students to discuss their reactions to what they read.</p>

Text Structure

CHRONOLOGICAL ORDER

Purpose: This text structure shows events occurring in sequential order.

Sample Signal Words:
Before, next, following, after, during, later, then, finally, etc.

Purpose: This text structure shows similarities and differences between topics.

Sample Signal Words:
Comparison: alike, similarly, same, in common, etc.
Contrast: unlike, differ, in contrast, etc.

Purpose: This text structure shows the relationship between what happened (cause) and the result (effect).

Sample Signal Words:
Because, due to, as a result, consequently, since, therefore, in light of, etc.

DESCRIPTIVE ORDER

Purpose: This text structure helps to explain, describe, or clarify information.

Sample Signal Words:
For example, for instance, characteristics, features, defined by, usually, specifically, etc.

Purpose: This text structure organizes information according to priority or to indicate placement on a hierarchy.

Sample Signal Words:
Top, middle, bottom, next, in between, etc.

Purpose: This text structure presents a problem and possible solutions.

Sample Signal Words:
Issue, conflict, problem, resolve, address, settle.



Vocabulary Strategies

Many young students get stuck when they encounter unfamiliar words. This interferes with their comprehension. At school, it is important to resist the temptation to always tell them exactly what new words mean. Instead, it is helpful to teach them simple ways to define words on their own. Following is a list of ways, examples, and helpful tips to help students figure out the meaning of unfamiliar words. Ample practice with these strategies will eventually help them become lifelong, independent readers:

Strategy	Helpful Tips and Hints
<p>By Definition:</p> <p>Look up the actual meaning or related meanings in a dictionary or Thesaurus.</p>	<p>Help students understand that dictionaries provide straight definitions, but words may have other meanings, depending on how they are used. Examples:</p> <p>Homeless—vagabond, destitute, down-and-out</p> <p>To school—cultivate, civilize, indoctrinate</p>
<p>By Example:</p> <p>A fable is a story in which animals act as humans to tell a truth or lesson about life, as in <i>The Tortoise and the Hare</i>.</p>	<p>Invite students to state their understanding following your examples, and to offer their own examples.</p>
<p>By Synonym:</p> <p>We want your approval that you give us permission for everything.</p>	<p>Realize that many words have related shades of meaning, but may not be true synonyms. Ask students to select the best choice among synonyms depending on the term they want to use. Example:</p> <p>A sanitized restroom (clean) versus an expurgated (censored) restroom.</p>
<p>By Antonym:</p> <p>She was not dumb at all, she was very bright!</p>	<p>The key to understanding definitions by antonyms is to have students use good listening skills.</p>
<p>By Apposition:</p> <p>The papaya, an oval-shaped and yellow fruit with black seeds, is delicious when eaten with lime juice.</p>	<p>Apposition is when the definition of a term is given within the sentence, usually separated by commas.</p>
<p>By Origin:</p> <p>Democracy—from <i>demos</i> (people) and <i>cracy</i> (rule), meaning government or rule by the people.</p>	<p>Obtain a list of Common Greek and Latin roots to help students become familiar with their meanings.</p>
<p>By Context:</p> <p>Precipitation falls from the sky in the form of rain or snow.</p>	<p>In this sentence, the meaning of precipitation can be inferred from the rest of the sentence (falls from the sky as rain or snow).</p>