

FCRR Student Center Activities Crosswalk of Content Topics					
	K-1		2-3		4-5
Comprehension					
Sentence Structure and Meaning					
C.001	Sentence-Picture Match				
C.002	Name That Story				
C.003	Picture Cube				
C.004	Silly Sentence Mix-Up				
C.005	Sentence Panomime				
Story Structure		Narrative Text Structure			
C.006	Single Character Map	C.001	Character Characteristics	C.001	Character Consideration
C.007	Character Map	C.002	Compare-A-Character	C.002	Character Connections
C.008	Story Banner	C.003	Story Line-Up	C.003	Check-A-Trait
C.009	Story Sequence Organizer	C.004	Story Book	C.004	The Main Events
C.010	Narrative Text Wheel	C.005	Story Element Sort	C.005	Plotting the Plot
C.011	Story Rolls	C.006	Story Element Web	C.006	Plot Plan
C.012	Story Chain	C.007	Story Grammar Yammer	C.007	Story Pieces
C.013	Sequence-A-Story	C.008	Retell Ring	C.008	Story Element Ease
C.014	Felt Board Story	C.009	Retell-A-Story	C.009	Story Mapping
C.015	Story Question Cube	C.010	Compare-A-Story	C.010	Side-By-Side Stories
C.016	Story Grammar			C.011	Retell Recap
C.017	Hoop-A-Story Venn Diagram			C.012	Retell Review
				C.013	Summary Step--Up
Monitoring for Meaning		Expository Text Structure			
C.018	Fiction and Nonfiction Sort	C.011	Book Look	C.014	Text Feature Find
C.019	Make-and-Check-A-Prediction	C.012	Just the Facts	C.015	Detail Delight
C.020	Expository Fact Strip	C.013	Keys to the Main Idea	C.016	Distinguishing Details
C.021	Fact versus Opinion	C.014	Expository Exploration	C.017	Main Idea Mania
C.022	Cause and Effect Roll	C.015	Main Idea Highlights	C.018	What's the Big Idea?
C.023	Cause and Effect Organizer	C.016	Classic Classifying	C.019	In My Own Words
C.024	Classifying Information	C.017	Reading the Research	C.020	Super Summary
C.025	K-W-L			C.021	Write Cause or Effect
				C.022	Text Structure Sort

Description	Describes a place, thing, topic, or idea Telling how it is
Sequential	Events, facts, concepts in order <i>First, second, third, then, next, last, before, after, finally</i>
Compare/ Contrast	Identification of similarities and differences <i>Same as, alike, similar to, resembles, compared to, different from, unlike, but, yet</i>
Cause/ Effect	Description of causes and resulting effects <i>If, so, so that, because of, as a result of, since, in order to, cause, effect</i>
Problem/ Solution	Shows a development of a problem and a solution <i>Because, problem, solution, cause, since, as a result, so that</i>

Professional Resources: Comprehension

Blachowicz, Camille and Ogle, Donna. (2001) *Reading Comprehension, Strategies for Independent Learners*. ISBN: 1-57230-595-9

Johns, Jerry, Lenski, Susan, and Berglund, Roberta. (2003). *Comprehension and Vocabulary Strategies for the Primary Grades*. ISBN: 0-7872-9881-6

Herrell, Adrienne and Jordan, Michael. (2012). *50 Strategies for Teaching English Language Learners*. ISBN: 0-13-248750-0

Hoyt, Linda. (2002). *Make It Real, Strategies for Success with Informational Texts*. ISBN: 0-325-00537-0

Kristo, J. and Bamford, R. (2004) *Nonfiction in Focus*. ISBN: 0-439-36598-8

Lemov, Doug, Driggs, Colleen, and Woolway, Erica. (2016). *Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction*. ISBN: 978-1-119-10424-7

Linan-Thompson, Sylvia and Vaughn, Sharon. (2007) *Research-based methods of reading instruction for English Language Learners, K-4*. ISBN: 978-1-4166-0577-5

McEwan, Elaine K. (2002) *Teach Them ALL to Read*. ISBN: 0-7619-4503

McEwan-Adkins, Elaine K. (2010). *40 Reading Intervention Strategies for K-6 Students*. ISBN: 978-1-934009-50-5

Schacter, John. (2006). *Reading Comprehension from The Master Teacher Series.*. ISBN: 0-9770954-2-8

Vaughn, Sharon and Linan-Thompson, Sylvia. (2004). *Research-based methods of reading instruction, grades K-3*. ISBN 0-87120-946

[http://tea.texas.gov/Curriculum and Instructional Programs/Subject Areas/English Language Arts and Reading/English Language Arts and Reading/](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Subject_Areas/English_Language_Arts_and_Reading/English_Language_Arts_and_Reading/) Red Book Series, Book 2: Comprehension Instruction

Signal Words

Chronological Sequence

after	afterward	as soon as	before
during	finally	first	following
immediately	initially	later	meanwhile
next	not long after	now	on (date)
preceding	second	soon	then
third	today	until	when

Comparison/Contrast

although	as well as	as opposed to	both
but	compared with	different from	either...or
even though	however	instead of	in common
on the other hand	otherwise	similar to	similarly
still	yet		

Generalization/Principle

additionally	always	because of	clearly
conclusively	first	for instance	for example
furthermore	generally	however	if...then
in fact	it could be argued that	moreover	most convincing
never	not only...but also	often	second
therefore	third	truly	typically

Process/Cause

accordingly	as a result of	because	begins with
consequently	effects of	finally	first
for this reason	how to	how	if...then
in order to	is caused by	leads/led to	may be due to
next	so that	steps involved	therefore
thus	when...then		

Questions for Narratives

KNOWLEDGE

- Who are the main characters?
- When did the story take place?
- Where did this story take place?

UNDERSTANDING

- What is the main idea of the story?
- What are the major events in the story?
- Sequence the events of the story.
- Retell the story.
- Describe the setting. Describe the main character.
- What is the mood of this story?
- Give examples of when _____ (a character) felt _____.
- What is the problem in this story.

APPLICATION

- Does this story remind you of anything? OR
- What does this story remind you of that we read earlier?
- What do you think will happen next?
- Can you think of other possible solutions (answers) to the problem?

ANALYSIS

- Why do you think _____ (a character) did _____ (a specific action)?
- How did _____ (a character) to change (or grow)?
- What caused _____ (a character) change (or grow)?
- Why do you think _____ (a character) felt _____?
- _____ (a character, setting, problem) is different from _____ (another character, setting, problem) because _____.
- How did _____ (a character) feel when _____ (an event) happened?

SYNTHESIS

- What if you were _____ (a character), what would you do?
- How could you change the story to make it more _____?
- Create a new setting (or a new problem) for this story.
- Imagine you are _____ (a character) and plan a day in his/her life.

EVALUATION

- A place in the story I'd like to be is _____ because _____.
- A place in the story I would not like to be is _____ because _____.
- My favorite part of the story was _____ because _____.
- I did like this story because _____.
- I did not like this story because _____.

Websites with Instructional Resources for Comprehension

http://www.fcrr.org/assessment/ET/routines/routinesComp_K1.html

Comprehension instructional routines for K-1 from Florida Center for Reading Research

http://www.fcrr.org/assessment/ET/routines/routinesComp_23.html

Comprehension instructional routines for 2-3 from Florida Center for Reading Research

http://www.fcrr.org/Curriculum/PDF/GK-1/C_Final.pdf

Student-center activities for K-1 from Florida Center for Reading Research (FCRR)

http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Comp_1.pdf

Student-center activities for 2-3 **Narrative Text Structure** from FCRR

http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Comp_2.pdf

Student-center activities for 2-3 **Expository Text Structure** from FCRR

http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Comp_3.pdf

Student-center activities for 2-3 **Text Analysis** from FCRR

http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Comp_4.pdf

Student-center activities for 2-3 **Monitoring Understanding** from FCRR

<http://www.fcrr.org/Curriculum/studentCenterActivities.shtm>

free downloadable student activities for Grades K-1, 2-3, and 4-5

www.tpri.org and/or <http://www.tpri.org/resources/blackline-masters-CA.html>

TPRI Intervention Activities Guide (2010)

http://www.readwritethink.org/lessons/lesson_view.asp?id=139

from NCTE

<http://wvde.state.wv.us/strategybank/ThinkAloud.html>

<http://wvde.state.wv.us/strategybank/summarization.html>

<http://wvde.state.wv.us/strategybank/Inside-OutsideCircle.html>

from West Virginia Department of Education

http://www.freereading.net/wiki/Comprehension_Activities.html

a wealth of activities

www.readingrockets.org Provides strategies for working with struggling readers, lessons, webcasts, techniques for teaching reading and podcasts to see it all in action

http://reading.uoregon.edu/big_ideas/comp/comp_teach.php

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

<http://www.allamericareads.org/lessonplan/vocab.htm>. introduces vocabulary development strategies, including use of context clues, idiomatic expressions, and word mapping

[http://tea.texas.gov/Curriculum_and_Instructional_Programs/Subject_Areas/English_Language_Arts_and_Reading/English_Language_Arts_and_Reading/
Red Book Series, Book 2: Comprehension Instruction](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Subject_Areas/English_Language_Arts_and_Reading/English_Language_Arts_and_Reading/Red_Book_Series,Book_2:Comprehension_Instruction)

SCAFFOLDING INSTRUCTION

Activate and build students' background knowledge

- Determine prerequisite knowledge/skills
- Build on what students already know
- Consider cultural and linguistic diversity

Review preciously taught knowledge/skills and reteach when necessary

- Keep reviews frequent, brief, and spaced over time
- Try multiple techniques when reteaching: vary presentation/format from initial instruction

Present new material in small steps

- Reduce the amount of new information presented at one time
- Use a logical sequence (e.g. progress from easier to more complex; separate easily confused concepts)
- Include many examples and when appropriate non-examples; conclude with examples

Model procedures and/or "think aloud"

- Demonstrate how something is done
- "Think aloud" and explain the thinking processes used

Provide guided practice

- Give helpful hints or reminders
- Clarify misconceptions
- Incorporate concrete manipulatives, graphic organizers, and/or hands-on activities
- Have students work in small groups or with partners

Check for understanding

- Ask different levels or questions and encourage students to generate questions
- Use a variety of ways for students to respond incorporate sufficient wait time
- Teach self-monitoring, such as graphing progress

Provide appropriate feedback

- Use prompts to help students notice, find, and/or fix errors, and write responses
- Encourage students with prompts of encouragement
- Various formats differ/individual

Include opportunities for extensive practice

- Monitor initial independent practice
- Integrate practice of new knowledge/skills with those previously taught
- Encourage application and/or generalization in a variety of contexts
- Have students practice until mastery or automaticity is achieved

Preparing to Utilize Habits of Discussion

❖ **Listening:**

- ✚ Eye contact
- ✚ No interruptions
- ✚ Listening gestures (nonverbals)

❖ **Format Matters:**

- ✚ Speak loudly & clearly so everyone can hear what is said.
- ✚ Use technical and specific language
 - **"He's trying to get them upset." Who is he?**
- ✚ Ideas should be precise and clearly defined.

❖ **Peer-to-Peer Speaking:**

- ❖ Students should respond to each other; not use teacher as go-between.
- ❖ Nonverbal prompts

❖ **Turn & Talks**

- Assign pairs
- Make them brief.
- Switch partners.
- Teacher circulates & checks for understanding
- Share out

❖ **Verbal prompts**

- Keep going.
- Tell us more.
- Say more.
- Because?
- Why is that important?
- What's the evidence? Or What shows that?

❖ **Nonverbal prompts**

- Use hand gestures, rotating the hands to show keep going.
- Nodding head or raising eyebrows

Adapted from Lemov, Doug, Driggs, Colleen and Woolway, Erica. (2016) *Reading Reconsidered, A Practical Guide to Rigorous Literacy Instruction*. San Francisco, CA: Jossey-Bass

Habits of Discussion

are:

- ✚ **Pre-taught & practiced.** Students should be explicitly taught when, where, and how to use the Habits of Discussion skills & phrases.
- ✚ **Concrete & visible.** Sentence starters should be posted for students to see and access.
- ✚ **Recorded.** Providing a space & time for discussion & reflected notes will support students in building writing & revision habits.
- ✚ **Gradually released.** Begin with a few concrete skills; then gradually add elements to make discussion more nuanced. Students are ready to “own” discussion when its quality outweighs other literary activities.
- ✚ **Intentional.** The intent of the discussions is for the students to develop a deeper understanding of the text. They will also develop strong discussion habits that can be used across the content areas in their academic years.

are not:

- ✚ **Filibusters.** Be careful not to let discussions ramble and waste time. The goal is focused student-to-student discussion.
- ✚ **Soccer or Ping Pong or Volleyball.** Students shouldn't “possess the ball” or control the discussion for long periods of time as they do in soccer. The teacher should try to avoid the discussion ping-ponging back and forth between the teacher and a student. The teacher be ready to jump in and “serve” when the discussion needs to go to a new topic. The teacher may also need to “pass” the ball to other students to keep everyone engaged.
- ✚ **The end goal.** Remember the end goal of the discussion is to develop deeper comprehension of the text, not the discussion itself. Sometimes, a change of opinion is the result of shared new evidence.

Embedded Text

- ✚ Article on midcentury train travel
- ✚ Description of the rural South (farm life, milking cows)
- ✚ Article about the *Great Migration* (implied in the family's having moved north, away from their relatives)
- ✚ Jacob Lawrence paintings (artist who detailed the *Great Migration*)
- ✚ Article on memory and how it works
- ✚ Descriptions of various family traditions

Suggestions for *Paddington at the Palace*, Michael Bond

- ✚ Article on Buckingham Palace
- ✚ Article describing the changing of the Guard at Buckingham Palace
- ✚ Description of marmalade & how it's made
- ✚ Short biography of Queen Elizabeth
- ✚ Article on child refugees

Questions to help evaluate a piece of nonfiction

- ✚ How will this text increase & deepens students' background knowledge?
 - What content from this nonfiction will be most useful to building student's background knowledge? Why?
- ✚ What specific theme or topic is its focus?
- ✚ Why not choose something else?

Questions to help evaluate the effectiveness of using the embedded text?

- ✚ Did I link the nonfiction to the fictional text by using connected questions?
- ✚ Did the text-dependent questions reflect the following levels?
 - Word or phrase
 - Sentence
 - Paragraph
 - Passage

Adapted from Lemov, Doug, Driggs, Colleen and Woolway, Erica. (2016) *Reading Reconsidered, A Practical Guide to Rigorous Literacy Instruction*. San Francisco, CA: Jossey-Bass

Children's Books

The following books are recommended for use in developing student's comprehension of expository text. Those books identified as "soft-expository" are books that provide information embedded in poetry or fictional stories. These books are not intended to replace the selections included in the core reading programs.

Aliki. (1976). ***Corn Is Maize, The Gift of the Indians***. New York: Harper Trophy.
ISBN: 0-06-445026-0

This book is from the Let's-Read-and-Find Out Science series, Stage 2. Information is provided on how Native Americans found and nourished a wild grass plant and made it an important part of their lives; learned the best ways to grow, store, and use the corn kernels; and then, shared this knowledge with the new settlers of America.

Bing, Christopher. (2001). ***The Midnight Ride of Paul Revere. (Poem written by Henry Wadsworth Longfellow)***. New York: Handprint Books. ISBN: 1-929766-13-0
"Soft-expository" weaves history and imagination in Bing's interpretation of the Longfellow poem. Bing includes maps that follow the British campaign to quell the citizenry, as well as patriot Paul Revere's midnight ride into Massachusetts. Bing re-creates British General Thomas Gage's orders to his troops (attached as "handwritten note from Thomas Gage" on the front flyleaf of the book) and Revere's deposition relating the events of his ride (attached 'deposition of Paul Revere prepared for the Massachusetts Provincial Congress' on the last flyleaf).

Birtha, Becky. (2005). ***Grandma's Pride***. Morton Grove, ILL: Albert Whitman and Company.
ISBN: 0-8075-3028-X
"Soft-expository" provides information about segregation in the South through a story told of a six-year old granddaughter's visit to her grandmother in 1956.

Campbell, Janis and Collinson, Cathy. (2005). ***G is for Galaxy: An Out of This Word Alphabet***. Chelsea, MI: Sleeping Bear Press. ISBN: 1-58536-335-9
Information about our galaxy and space, including planets, craters, comets, and orbit. Formatted as alphabet book; each letter specifies topic of short poem that is accompanied by detailed information in expository text inset; illustrations. Concluded by 1-page expository text (without illustrations) listing factual questions (with answers inverted).

Carle, Eric. (1987). ***The Tiniest Seed***. Saxonville, MA: Picture Book Studio.
ISBN: 0-88708-015-4
Information about the life cycle of a flowering plant through the seasons

Cheney, Lynne. (2002). ***America: A Patriotic Primer***. New York: Simon & Schuster.
ISBN: 0-689-85192-8
Information about important people, ideas, and events in the history of the United States provided in the richly illustrated alphabet book. The format of the book includes information provided in text borders, in captions of specific illustrations, and quotations, plus the more simple and direct text about the noted topics.

Cole, Joanna. (1995). ***The Magic School Bus Inside A Hurricane***. New York: Scholastic.

- “Soft-expository” provides information about hurricanes using multiple modes, including fictional narrative, dialogue, mini-reports, labeled drawings and labeled illustrations.*
- Cole, Joanna. (1994). *The Magic School Bus In The Land Of The Dinosaurs*. New York: Scholastic. ISBN: 0-590-44688-6
“Soft-expository” provides information about the life of dinosaurs using multiple modes, including fictional narrative, dialogue, mini-reports, labeled drawings and labeled illustrations.
- Cole, Joanna. (1992). *The Magic School Bus On The Ocean Floor*. New York: Scholastic. ISBN: 0-590-41431-3
“Soft-expository” provides information about the ocean and oceanic life using multiple modes, including fictional narrative, dialogue, mini-reports, labeled drawings and labeled illustrations.
- Crane, Carol. (2001). *L is for Lone Star: A Texas Alphabet*. Chelsea, MI: Sleeping Bear Press. ISBN: 1-58536-019-8
Information about history, geography and culture of Texas. Formatted as alphabet book; each letter specifies topic of short poem that is accompanied by detailed information in expository text inset; illustrations. Concluded by 1-page expository text (without illustrations) listing factual questions (with answers inverted).
- Demarest, Chris. (2003). *Firefighters A to Z*. New York: Aladdin Paperbacks. ISBN: 0-689-85999-6
Formatted as alphabet book that provides information in chronological order of a typical day in the life of a firefighter. Includes illustrations, labeled diagram of firefighter outfit; 3 page author’s note of expository text (without illustrations) includes some detailed explanations of technical terms used within book.
- Demarest, Chris L (2002). *Smoke Jumpers One to Ten*. New York: Simon & Schuster. ISBN: 0-689-84120-5
Information provided about roles & responsibilities of smokejumpers who are dropped from a plane onto a fire scene; told in counting book format, 1 to 10, and then 9 to 1. Includes labeled diagrams of smokejumper outfit and wildland firefighter outfit; references, suggested reading and suggested web site; plus, three-page author’s note of expository text about smokejumpers.
- Dowswell, Paul. (2001). *First Encyclopedia of Space, Internet-Linked*. Tulsa, OK: EDC Publishing.
No ISBN # available.
Information about the wonders of the universe provided through text, photographs, detailed illustrations, and recommended websites. Book may be used without internet.
- Florian, Douglas. (2007). *Comets, Stars, The Moon, and Mars: Space Poems and Paintings*. Orlando, FLA: Harcourt Books. ISBN: 978-0-15-2025372-7
“Soft Expository” provides information about each of the planets, comets, constellations, black hole, and galaxies in poems. Also includes a galactic glossary, and selected bibliography and recommended further reading.

Gardiner, Lisa. ***What's Up With Altitude: Mr. Moffat's Class Investigates How Altitude Affects Our Bodies.*** Golden, CO: Colorado Mountain Club Press. ISBN: 0-9724413-8-7
“Soft-expository” provides information about the effects of altitude on our bodies; illustrations include labeled drawings; text includes key vocabulary in bold face font that are also defined in glossary. Additional resources are listed in the back of the book. Also, the author provides a correlation of the six parts of the text to the National Science Education Standard. Experiments appropriate for elementary students are also included in the text.

Gibbons, Gail. (2000). ***Apples.*** New York: Holiday House. ISBN: 0-8234-1669-0.
Information on how apples were brought to America, how they grow, their traditional uses and cultural significance; plus, some of the varieties grown. Format includes labeled diagram, detailed timeline and labeled pictures.

Gibbons, Gail. (1992). ***Recycle! A Handbook for Kids.*** New York: Little, Brown and Co. ISBN: 0-316-30943-5
Information provided about the process of recycling from start to finish; discusses what happens to paper, glass, aluminum cans, and plastic when they are recycled into new products.

Golembe, Carla. (2001). ***Washington, DC ABC's: An Alphabet Picture Book about our Nation's Capital.*** Lorton, VA: VSP Books. ISBN: 1-893622-06-01
Formatted as an alphabet book, the detailed expository text provides information about the items illustrated, plus other significant places (beginning with the same letter). All significant topics are written in bold face font within that text.

Grodin, Elissa. (2004). ***D is for Democracy: A Citizen's Alphabet.*** Chelsea, MI: Sleeping Bear Press. ISBN: 1-58536-328-6
Information about concepts of democracy, including the Bill of Rights, the judicial branch, political party, zeitgeist. Formatted as alphabet book; each letter specifies topic of short poem that is accompanied by detailed information in expository text inset; illustrations. Concluded by 2-page expository text (without illustrations) providing more information about active citizenship.

Heller, Ruth. (1992). ***How to Hide an Octopus & Other Sea Creatures.*** New York: Grosset and Dunlap. ISBN: 0-448-40478-8
“Soft-expository” provides information about the camouflage of sea life in the ocean world. Brightly illustrated text is spread among the pages; appropriate for young children.

Hewitt, Sally. (2005). ***Why Can't I Live Underwater With The Fish? And Other Questions About Water.*** North Mankato, MN: Chrysalis Education. ISBN: 1-59389-079-6
Information about science concepts presented with questions and answers, plus illustrations. Includes table of contents, glossary, and index. Illustrations all reflect children ages 3-7(approximately). Also includes notes for parents and teachers about experiments appropriate for young children that mirror the expository text in book.

Holdcroft, Tina. (2003). ***Hidden Treasure: Amazing Stories of Discovery.*** Buffalo, NY: Annick Press Ltd. ISBN: 1-55037-802-3

Information about 10 true tales of treasure hunting around the world. Format includes timeline, codes, illustrations with multiple captions, riddles, recommended reading, table of contents, and index.

James, Helen Foster. ***E is for Enchantment: A New Mexico Alphabet.*** Chelsea, MI: Sleeping Bear Press. ISBN: 1-58536-153-4
Information about history, geography and culture of New Mexico. Formatted as alphabet book; each letter specifies topic of short poem that is accompanied by detailed information in expository text inset; illustrations. Concluded by 1-page expository text (without illustrations) listing factual questions (with answers inverted) and 1-page glossary of Spanish words and their meanings.

Kasson, Joseph E. (2003). ***The Making of The Star of Texas.*** Austin, TX: Kasson Publishing. ISBN: 0-9729435-8-7
Information provided about the process of the construction, transporting and installation of the 35-foot tall bronze star in front of the Bob Bullock Texas State History Museum. Format includes labeled drawings and author's notes to children and parents. Also includes some dialogue/comments from author's dogs.

Keating, Frank. (2002). ***Will Rogers, An American Legend.*** Orlando, FLA: Harcourt Books. ISBN: 0-15-202405-0
Biography of Will Rogers from Oklahoma, a man known for his wise and witty sayings. Formatted with chunks of text, including some dialogue, with full page illustrations that were painted in oil on canvas.

Layne, Steven L. and Layne, Deborah D. (2005). ***T is for Teachers: A School Alphabet.*** Chelsea, MI: Sleeping Bear Press. ISBN: 1-58536-159-3.
Information explaining school, including the alphabet, kindergarten, books, librarian, and principal. Formatted as alphabet book; each letter specifies topic of short poem that is accompanied by detailed information in expository text inset; illustrations.

Locker, Thomas. (2002). ***Walking With Henry, Based on the Life of Henry David Thoreau.*** Golden, CO: Fulcrum Publishing. ISBN: 1-55591-355-5
"Soft-expository" provides information about the philosopher, writer, and environmentalist, Henry David Thoreau. Includes selections from Thoreau's writing, plus imaginary journey into the wilderness.

Lynch, Wayne. (2000). ***Whose BOTTOM Is This?*** Vancouver/Toronto, Canada: Whitecap Books. ISBN: 1-55285-073-0
Information about birds and animals from around the world provided through color photographs and facts; shared in a riddle format enjoyed by young students.

Maass, Robert. (1989). ***FIRE Fighters.*** New York: Scholastic. ISBN: 0-439-41781-3
Information about the roles and responsibilities of fire fighters. Formatted with text illustrated by photographs; includes some key words written in italics and some in bold font.

Mazer, Anne. (1991). ***The Salamander Room.*** New York: Alfred A. Knopf, Inc. ISBN: 0-679-86187-4

- “Very-soft-expository” provides information about the environmental needs of a salamander.*
- McGovern, Ann. (1992). *...If You Grew Up With Abraham Lincoln*. New York: Scholastic. ISBN: 0-590-45154-5
Information about what it was like to grow up on the frontiers of Kentucky and Indiana, in the prairie town of New Salem, ILL and in the city of Springfield, ILL during the early 1800s.
- Munoz Ryan, Pam. (1996). *The Flag We Love*. Watertown, MA: Charlesbridge Publishing. ISBN: 0-88106-844-6
Information about the history behind our country’s flag and introduction to ideals including, pride, individual rights, respect, honor and patriotism. Format reflects brief summary statement in large font; then, boxed text in smaller font provides more details about the summary statement; each statement accompanied by single item illustration and full page illustration.
- O’Connor, Jane. (2004). *If The Walls Could Talk: Family Life at the White House*. New York: Simon & Schuster Children’s Publishing. No ISBN #
In chronological order of the 43 presidents of the USA, information about family life at the White House is provided in specified “chunks” of time. At the back of the book, specific facts about this topic is noted per each of the 43 presidents. The informative text is accompanied by related quotations and captioned drawings.
- Pallotta, Jerry. (1991). *The Dinosaur Alphabet Book*. Watertown, MA: Charlesbridge Publishing. ISBN: 0-88106-466-1
Informative alphabet book about dinosaurs; illustrated.
- Prieto, Anita C. (2004). *P is for Pelican: A Louisiana Alphabet*. Chelsea, MI: Sleeping Bear Press. ISBN: 1-58536-137-2
Information about history, geography and culture of Louisiana. Formatted as alphabet book; each letter specifies topic of short poem that is accompanied by detailed information in expository text inset; illustrations. Concluded by 1-page expository text (without illustrations) listing factual questions (with answers inverted).
- Rankin, Laura. (2003). *Swan Harbor: A Nature Counting Book*. New York: Penguin Putnam. ISBN: 0-8037-2561-2
Counting book format shows nature found through the seasons in Swan Harbor, Maine. Labeled illustration at the back of the book shows the location in and around the harbor of each of the identified items for the numbers 1 to 20; also, detailed expository text with accompanying illustrations provided on last 2 pages of text.
- Raczka, Bob. (2007). *No One Saw: Ordinary Things Through The Eyes of An Artist*. Minneapolis, MIN: Millbrook Press. ISBN: 0761316485
“Soft-expository” text and illustrations provide information about 16 famous paintings; including impressionists through modern art; emphasizes that no two people see the world in exactly the same way.
- Riehle, M.A.M. (2002). *B is for Bluegrass: A Kentucky Alphabet*. Chelsea, MI: Sleeping Bear Press. ISBN: 1-58536-056-2

- Information about items characteristic of Kentucky. Formatted as alphabet book; each letter specifies topic of short poem that is accompanied by detailed information in expository text inset; illustrations. Concluded by 1-page expository text (without illustrations) listing factual questions (with answers inverted); reference list includes multiple websites related to text of book.*
- Riehle, M.A.M. (2004). ***M is for Mountain State: A West Virginia Alphabet***. Chelsea, MI: Sleeping Bear Press. ISBN: 1-58536-151-8
Information about history, geography and culture of West Virginia. Formatted as alphabet book; each letter specifies topic of short poem that is accompanied by detailed information in expository text inset; illustrations. Concluded by 1-page expository text (without illustrations) listing factual questions (with answers inverted).
- Robinson, Sharon. (2004). ***Promises to Keep: How Jackie Robinson Changed America***. New York: Scholastic Press. ISBN: 0-439-42592-1
Information about the life of baseball legend, Jackie Robinson, the first African American to play in the major leagues; author is daughter of Jackie Robinson. Black and white photographs emphasize the time period; photograph and others insets captions with explicit information.
- Ryder, Joanne. (1991). ***When The Woods Hum***. New York: William Morrow and Company. ISBN: 0-688-07057-4
“Soft-expository” provides information about periodical cicadas, among the longest living insects in the world. Format includes Author’s Note at the beginning of a story of a little girl who learns about the hummers from her papa.
- Schonberg, Marcia. (2005). ***I is for Idea: An Inventions Alphabet***. Chelsea, MI: Sleeping Bear Press. ISBN: 1-58536-257-3
Information about modern inventions, including computers, microwaves, and toilets. Formatted as alphabet book; each letter specifies topic of short poem that is accompanied by detailed information in expository text inset; illustrations. Concluded by 1-page expository text (without illustrations) listing factual questions (with answers inverted) and 1-page expository text providing additional information about patents.
- Scillian, Devin. (2003). ***S is for Sooner: An Oklahoma Alphabet***. Chelsea, MI: Sleeping Bear Press. ISBN: 1-58536-062-7
Information about history, geography and culture of Oklahoma. Formatted as alphabet book; each letter specifies topic of short poem that is accompanied by detailed information in expository text inset; illustrations. Concluded by 1-page expository text (without illustrations) listing factual questions (with answers inverted).
- Shehata, Kat. (2002). ***San Francisco’s Famous Sea Lions***. Cincinnati, OH: Angela Bea Publishing. ISBN: 0-9717843-0-2
Information about the history of California sea lions at San Francisco’s Pier 39; incorporates sea lion facts into the description of how the Marine Mammal Center rescues sick and injured sea lions. Format includes illustrations on each page, key vocabulary noted in bold face font (those words defined in 2-page glossary) and one page expository text (without illustrations) about the Marine Mammal Center, with recommended web site for additional information.

- Shoulders, Debbie and Shoulders, Michael. (2006). ***D is for Drum: A Native American Alphabet***. Chelsea, MI: Sleeping Bear Press. ISBN: 1-58536-274-3
Information about customs and cultures of Native Americans. Formatted as alphabet book; each letter specifies topic of short poem that is accompanied by detailed information in expository text inset; illustrations.
- Shoulders, Michael. (2003). ***M is for Magnolia: A Mississippi Alphabet***. Chelsea, MI: Sleeping Bear Press. ISBN: 1-58536-129-1
Information about history, geography and culture of Mississippi. Formatted as alphabet book; each letter specifies topic of short poem that is accompanied by detailed information in expository text inset; illustrations. Concluded by 1-page expository text (without illustrations) listing factual questions (with answers inverted).
- Shoulders, Michael. (2003). ***N is for Natural State: An Arkansas Alphabet***. Chelsea, MI: Sleeping Bear Press. ISBN: 1-58536-033-3
Information about history, geography and culture of Arkansas. Formatted as alphabet book; each letter specifies topic of short poem that is accompanied by detailed information in expository text inset; illustrations. Concluded by 1-page expository text (without illustrations) listing factual questions (with answers inverted).
- Shoulders, Michael. (2001). ***V is for Volunteer: A Tennessee Alphabet***. Chelsea, MI: Sleeping Bear Press. ISBN: 1-58536-033-3
Information about history, geography and culture of New Mexico. Formatted as alphabet book; each letter specifies topic of short poem that is accompanied by detailed information in expository text inset; illustrations. Concluded by 1-page expository text (without illustrations) listing factual questions (with answers inverted).
- Simon, Seymour. (1999). ***Tornadoes***. New York: Harpercollins Publishers. ISBN: 0-06-443791-4
*Information about the location, nature, development, measurement, and destructive efforts of tornadoes, plus how to stay how of danger from them.
Format includes labeled maps with symbols, captioned Doppler radar photograph, drawings, and photographs.*
- Tanaka, Shelley. (1996). ***On Board The Titanic***. Toronto, Canada: Madison Press Books. ISBN: 0-7868-1318-0.
“Soft-Expository” An “I was there book” that tells the story of how 17 year old Jack Thayer explored the Titanic and formed a brief friendship with another passenger before experiencing the wreck of the giant ocean liner. Includes labeled diagrams, detailed & illustrated timelines; illustrations captioned with complete sentences; graph; glossary; and recommended reading.
- Thimmesh, Catherine. (2006). ***Team Moon: How 400,000 People Landed Apollo 11 on the Moon***. New York: Houghton Mifflin. ISBN: 0-618-50757-4
*Information from behind-the-scenes about the first Apollo moon landing.
Formatted with both black & white and colored photographs, pithy quotations, boxed details document specific details on some pages; recommended readings and index.*
- Young, Caroline. (2005). ***The Big Bug Search***. London, England: Usborne Publishing.

ISBN: 0-7945-1045-0

Information about bugs is provided in puzzle book format. Each 2-page illustration includes about 100 bugs. Around the outside of the “big picture” there are multiple pictures of individual bugs with text that tell how many of that bug to look for in the big picture; plus detail(s) about each bug. Table of contents, index, and photo/symbol answer key to the puzzles are also included.

Whitney, Louise D. and Whitney, Gleaves. (2003). ***B is for Buckaroo: A Cowboy Alphabet***. Chelsea, MI: Sleeping Bear Press. ISBN: 1-58536-336-7

Information about life of a cowboy on a ranch. Formatted as alphabet book; each letter specifies topic of short poem that is accompanied by detailed information in expository text inset; illustrations. Concluded by 1-page glossary of Spanish words and their meanings.

Winnick, Karen. (1996). ***Mr. Lincoln’s Whiskers***. Homestead, PA: Boyds Mills Press. ISBN: 1-56397-805-9

“Soft-expository” provides information about how Grace Bedell suggested that Abraham Lincoln grow a beard.

Yazzie, Evangeline Parsons. (2005) ***Dzani Yazhi Naazbaa’: Little Woman Warrior Who Came Home, A Story of the Navajo Long Walk***. Flagstaff, AZ: Salina Bookshelf. ISBN: 1893353555

“Soft-expository” provides information about the rich heritage of the Navajo people who suffered, persevered, and survived four years of persecution, torture, hunger and loneliness. Within the story, Dzanibaa’ realizes the significance of the clan system, of the prayers and songs of her people of exerting herself to help her family. NOTE: Each page of the text is shared in both Navajo and English.

Zschock, Martha Day. (2007). ***Journey Around Maine from A to Z***. Beverly, MA: Commonwealth Editions. ISBN: 1-933212-31-4

Information provided about Maine’s history and geography. Alphabet book format includes multiple insets on each page that are identified by captions, plus expository discourse that connects all three of the insets per page.

Unique Challenges of Complex Text

Archaic Text

People spoke differently 150-200 years ago; authors used different words, in different sequences, within different syntactical structures.

Examples of pre-complex text that include some archaic text: *The Tale of Peter Rabbit*, Potter; *The Velveteen Rabbit*, Williams; and *Mary Poppins*, Travers.

Nonlinear Time Sequence

When an author manipulates time in **subtle**, unorthodox ways, students, even "good" readers can struggle to answer basic comprehension questions.

Example: From *Bigmama's*, Donald Crews:

"Did you see her? Did you see Bigmama?"

We called our Grandma Bigmama. Not that she was big, but she was Mama's Mama.

Every summer we went to see her - Mama, my sisters, my brother, and me. Daddy had to work. He'd come later. It took three days and two nights on the train. Now we were nearly there.

"Cottondale, Cottondale. Next station stop, Cottondale," yelled the conductor to the nearly empty train. "Don't leave no babies on this train." He made the same joke year after year.

- + *The first two sentences were spoken as they arrived.*
- + *The next line is spoken from the present, reflecting back on the past.*
- + *He doesn't mean Daddy had to work that summer, but during all of the summers in his memory, so it's a recollection of many years.*
- + Three times to keep straight: now (from which he is remembering), then (that one trip he remembers well) and then (many trips)
 1. How often did he go to his grandmother's?
 2. When did the conductor make his joke?
 3. What was the narrator recollecting? (a series of summers melded together in his mind)

Complexity of Narrator

When the author uses multiple narrators to tell a story, the reader "sees" events from different points-of-view. Sometimes a narrator can be deceitful or unreliable.

Examples: *The True Story of the Three Little Pigs*, Scieszka, *The Dish Ran Away with the Spoon*, Stevens, & *The Three Little Wolves and the Big Bad Pig*, Trivizas.

Complexity of Story (Plot & Symbolism)

Characters tell other characters' stories, weaves fairy tales into a text.

Examples of symbolism in an "easy-to-read" text: *Animal Farm*, Orwell.

Resistant Text:

Author may combine 4 of the other challenges described in preceding sections of handout. Also, poets often exercise "poetic license" and use purposely create new words, etc.

Example: Silverstein, Prelutsky, Dr. Seuss

Adapted from Lemov, Doug, Driggs, Colleen and Woolway, Erica. (2016)
Reading Reconsidered, A Practical Guide to Rigorous Literacy Instruction. San Francisco, CA: Jossey-Bass

Description	Describes a place, thing, topic, or idea Telling how it is
Sequential	Events, facts, concepts in order <i>First, second, third, then, next, last, before, after, finally</i>
Compare/ Contrast	Identification of similarities and differences <i>Same as, alike, similar to, resembles, compared to, different from, unlike, but, yet</i>
Cause/ Effect	Description of causes and resulting effects <i>If, so, so that, because of, as a result of, since, in order to, cause, effect</i>
Problem/ Solution	Shows a development of a problem and a solution <i>Because, problem, solution, cause, since, as a result, so that</i>

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				C.023	Text Structure Reflection
				C.024	Research Round-Up
	Main Idea/Summarizing		Text Analysis		
C.026	Get the Gist	C.018	Fiction and Nonfiction Review	C.025	Fiction and Nonfiction Find
C.027	Projected Paragraphs	C.019	Fact or Opinion Football	C.026	Fact or Opinion Game
C.028	Story Hand	C.020	Cause and Effect Match	C.027	Matter of Fact or Opinion
C.029	Story Train	C.021	Compare and Contrast	C.028	More Incredible Inferences
C.030	Expository Text Wheel	C.022	Incredible Inferences	C.029	Inference Innovations
C.031	Summarizing	C.023	Persuade, Inform, and Entertain Sort	C.030	What's the Purpose?
				C.031	Inquisitive Inquiries
			Monitoring for Understanding		
		C.024	Background Knowledge Warm-Up	C.032	What Do You Know?
		C.025	Anticipation Sort	C.033	Background Check
		C.026	Precise Predictions	C.034	Agree to Disagree
		C.027	Read and Ask	C.035	Plenty of Predictions
		C.028	Question Quest	C.036	Answer Know-How
		C.029	Ask and Answer	C.037	Question Cards
		C.030	Simple Summary	C.038	Stop and Ask
		C.031	Sum Summary	C.039	Question Creation
		C.032	Strategic Strategies	C.040	Sum-thing Special
		C.033	Reading Repair	C.041	Strategies Game
		C.034	Show-U-Know	C.042	Read and Respond
				C.043	Monitor and Mend
				C.044	Strategy Success

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