

Fiction and Nonfiction High Interest/Low Vocabulary Stories Curriculum Map **Interest Level Grade 4 to 8, Reading Level 1.2 to 2.9**

Each story is preceded by a Guided Reading Lesson plan. The lessons are formatted using curriculum expectations and allow for before, during and after reading segments. Wherever possible we have included tips for incorporating assistive technology, suggestions for English Language Learners, teaching tips and ways to explore your students multiple intelligence's. Ideas for practice in the different writing styles are included too. Independent practice pages for before, during and after reading help assist you with reading assessments.

Introduction

- At A Glance™
- Teacher Language Assessment Rubric
- Student Self-Assessment Rubric
- Written Response & Oral Response Language Checklist
- Oral Reading Checklist
- Teacher Suggestions
- Individual Response - Before, During & After
- Comprehension Black Line Masters
- Dolch Word Lists

Lesson Titles with Genre and the Reading Level by Grade:

Story One: Brandon's Blog

Genre: Fiction - Recount Writing Grade Level: 1.9

Story Two: What in the World?

Genre: Fiction – Graphic Novel Grade Level: 1.2

Story Three: What We See

Genre: Fiction – Report Grade Level: 1.2

Story Four: New Club

*Genre: Fiction – Narrative & Non-Sequential Text Grade Level: 1.5
(not including poster)*

Story Five: What is Odd?

Genre: Non-Fiction – Report Grade Level: 2.4

(not including “Get The Facts” & Glossary)

Story Six: Missing

Genre: Fiction – Mystery Grade Level: 1.8

Story Seven: Get The Message

Genre: Fiction – Instant Message Style Grade Level: 1.5

Story Eight: Gross or Cool?

Genre: Non-Fiction – Point Form Grade Level: 2.4

Story Nine: Specks

Genre: Fiction – Mystery Grade Level: 2.2

Story Ten: No Way!

Genre: Non-Fiction – Report Grade Level: 2.4

Story Eleven: A Family Drum

Genre: Fiction – Narrative Grade Level: 2.9

Story Twelve: Dirt Cups

Genre: Fiction – Narrative & Procedural Grade Level: 1.6
(not including recipe)

Story Thirteen: Lions Leap to Victory

Genre: Fiction – Newspaper Report Grade Level: 2.7

Story Fourteen: Hockey Pains

Genre: Fiction – Narrative Grade Level: 1.5

Story Fifteen: Music Is Life

Genre: Non-Fiction – Report Grade Level: 2.3

Story Sixteen: Brandon’s Blog II

Genre: Fiction – Recount Grade Level: 1.7

WHAT IN THE WORLD?

Genre: Narrative Writing

Grade Level: 1.2

Materials Needed:

- Story Copy – one for each student
- BLM #1 – copy of first cell

Vocabulary:

Common Sight Words – this, is, the, me, here, what, am, I, do, can, keep, as, a, pet, no, please, of, you, would, walk, and, they, make, we, need, him, oh, how, get, let, go, see, are, too, good, man, where, were, went, for, told

Challenge Words – perfect, place, never, find, cool, wow, full, germs, forget, mess, rid, stinks, hey, loud, pets, everywhere, looking, believe

Contractions – they're, they'll, wouldn't

Slang – c'mon



Vocabulary introduction is critical for all readers. Select words that you think may need to be introduced or clarified and discuss them before you start the reading. This can be done in a variety of ways – whiteboard, vocabulary cards, etc. By helping your students identify key words they will be more fluent and confident in their reading.

Teacher's Note – While the main character in the story is not named – it is intended to be Brandon from Brandon's Blog.

Before Reading:

Activating Prior Knowledge:

- Ask students if they have ever read a graphic novel before. If yes, have them list the ones they have read and explain why they like them.

Getting Started:

- Inference/Predicting – show students BLM#1 a copy of the first cell. Ask students to explain what is going on in the cell. Answer – playing hide and seek – how do you know? Based on what you know, what do you think this story is about?
- Tell students they will be reading a graphic novel about a boy who thinks he has found the perfect place to hide in a game of hide and seek but encounters an unexpected situation.



Usually with Guided Reading, students are assigned a set amount of text to read for each session. Due to the diverse learning styles and needs we have left the amount to teacher discretion. You know your students best and will be the best judge of how much to tackle in one session. This also gives you the flexibility to pursue teachable moments and follow student interests. Take the time you and your students need to master the text. The MI, writing tasks, and additional questions give you activities to extend the text as long as you need to work with it.

During Reading:

- **Day One** – Monitor student fluency and support student fluency.
- **Day Two** – Monitor student fluency and support student fluency. Have students note the punctuation in the story.
- **Day Three** – Ask students to think about the aliens observing the earth and what they might see – focus on the monitors the main character observes.

After Reading:

- **Day One** – Discuss use of punctuation: question mark, exclamation mark, ellipses, etc. This will be helpful for ELL students as English does not punctuate the same as other languages. Other cultures use inverted question marks, circles, etc. This could lead to a good teachable moment for all of your students.
- **Day Two** – Vocabulary Challenge – take the words in the story and add stronger vocabulary. Record the words and use the words generated in a follow up activity.



WHAT IN THE WORLD?

- **Day Three** – Why do you think they are observing earth? What kinds of things do you think they are learning?

Suggestions for Follow Up Activities or Activities during Independent Work:



Students should be encouraged to do some word study activities with each story. In this story, you could focus on the use of contractions or slang language. You could also address the times that you would use slang.



Most students do not have the fluency they need and, as they get older, students are even less likely to read aloud. If you have access to speech to text software such as Verbose, TextAloud 3, WYNN or SpeakQ⁶ then have students re-read the story into the program. This encourages students to reread the story and has them work on training at the same time.



The next text is told from the perspective of the space aliens. These two stories would be an opportunity to explore science related curriculum. Students could look at the solar system and space exploration as a side project during this time. For a fun analytical aspect, you could have the students theorize what planet the aliens might originate from. Another way to tie in to your science curriculum is to use this as a good occasion to pre-teach some of the science ideas. This would permit struggling students the possibility of gaining familiarity with the topic in advance or, even giving them the chance to be the “expert” when the class discusses the topic in science. Focusing on key vocabulary words will help to ease some of their anxiety when it is encountered in their science texts.



Laminate the stories for student use. This way you have enough copies for your reading group and will be able to reuse them. Laminate the cards and organizers for future use as well.



Have students bring in or discuss graphic novels from their country of origin. Students could look at different graphic novels from around the world (this could be done through a controlled internet search) and discuss the common features of graphic novels. Students could also create a graphic novel in their first language. Students could also re-write this novel in their first language.



The activities in this book can be used for students who receive accommodations only and students on modified programming. Students on modified programs can do the activities and be assessed according to their IEP expectations.



Reader's Response: What do you think aliens could learn from observing earth?



Focus Question: Do you think that the main character's friends would have believed him if he had explained? Explain using your own ideas and information from the text. Or, Why do you think the aliens thought that people were not good pets?

⁶ Software listed does not reflect the suggestions of the authors. They are merely examples of some of the software available. We do not list all of the software. The best source of suggestions for appropriate software should come from a qualified professional who has performed a student assessment and can then match student need with available software.

WHAT IN THE WORLD?

Verbal/Linguistic	Visual/Spatial	Musical/Rhythmic	Intrapersonal
Write about the alien home planet. <i>Optional - create it in the form of a travel brochure</i>	Create your own comic strip or a Mock Tabloid Cover about space aliens OR create a model of the solar system.	Write a national anthem for the aliens.	Select any of the projects listed.
Logical/Mathematical	Bodily/Kinesthetic	Interpersonal	Naturalist
Examine some the statistical information about the solar system, i.e., temperature, distance, etc and write a brief report with graphs.	Create a model of the alien spaceship.	Work with a peer to create a comic strip or diorama of the solar system.	Study and map the stars to create a diagram or diorama of the solar system.

*Most Multiple Intelligences Choice Boards include a **Free Choice** section for students. We have not included one in any of our boards but have left that for teacher discretion.



The suggestions given for MI and the Writing Forms do not have to be taken to a polished level. The writing can all be done as a form of a Quick Write. Under teacher direction, students can use the Quick Writes to develop elements of their writing that need improvement, i.e. working on use of quotes, vivid vocabulary, etc.

Narrative	Procedural	Recount
Change the story and/or the ending of the story or write a mock interview of the boy about his alien encounter.	Write the procedure for How to Play Hide and Seek.	Pretend you are the main character in the story. Recount your experience.
Report	Persuasive	Explanatory
Write a report on the solar system.	Pretend you are the main character, write to a friend trying to persuade him/her that you saw an alien.	Write how a star works OR the difference between a star and a planet.



In the Appendix located at the back of this resource there is a Venn Diagram, a Triple Venn Diagram and a Compare/Contrast Graphic Organizer allowing you to compare and contrast the selections in this work at any time. There are also Black Line Masters for fostering connections and visualization. Again, these can be used at any time that you may wish to explore fostering connections. These can be copied or scanned into assistive software for student use. Students could make their own diagrams or charts; however, students with fine motor concerns will find it beneficial to be provided with a BLM.



If students have access to software such as Inspiration and Kidspiration they could create their own comparative diagrams. There are also internet sites such as ReadWriteThink (<http://www.readwritethink.org/>) that allow you to access organizers and diagrams.⁷

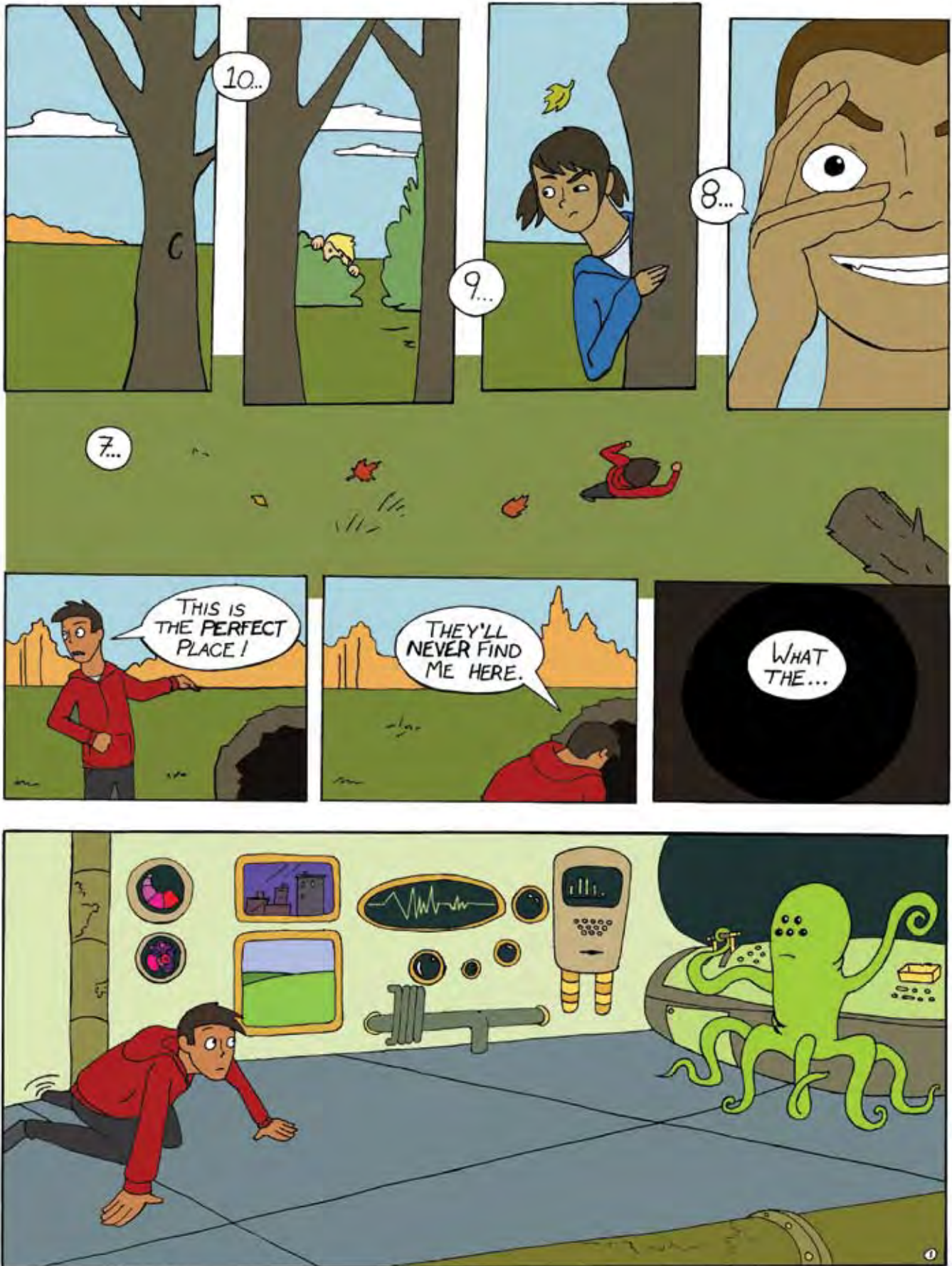
About the Artist:

James Carrall was born and raised in Chatham, Ontario. James attended St. Clair College in Windsor to study Tradigital Animation. At one time, he worked for an animation company in Toronto. He has been a fan of graphic novels for many years.

⁷ As with software, we are offering some examples of websites that can be of assistance. We do not have the space to list all of the websites that contain the same types of services. As well, your School Board may already promote certain websites as appropriate for their security features so you may want to contact your system administrator for your school.



What in the World?



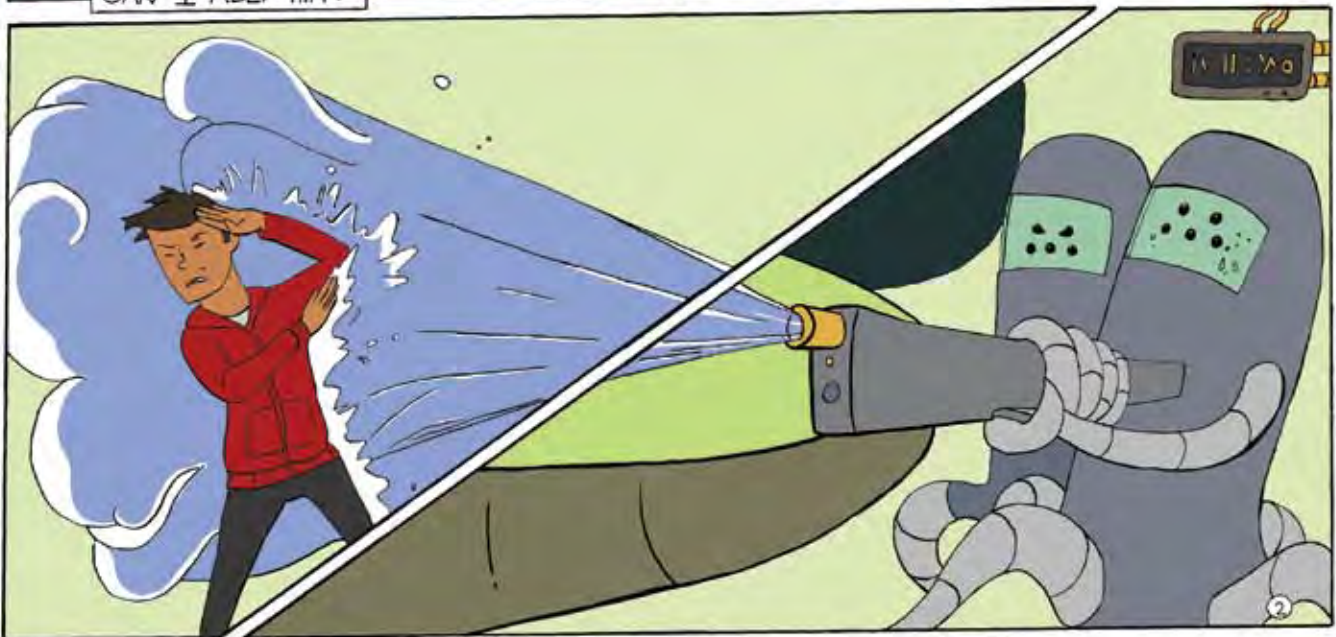
What in the World?



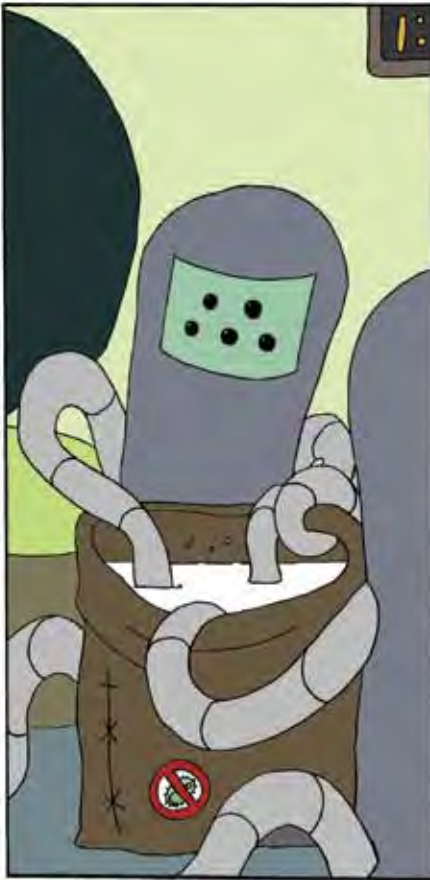
CAN I KEEP HIM?



No, you would forget to walk it and they're full of germs!



What in the World?



What in the World?



WHAT IN THE WORLD?

Running Record Recording Sheet

Name: _____ Date: _____

	Errors	Self Correct	Omissions/ Insertions	Other
“This is the perfect place. They’ll never find me here.” “What the...?” “Where am I?” “How do I get out of here?” “Cool” and “Wow” “Can I keep him? As a pet? Please?” “No, they’re full of germs. You would forget to walk it and they make a mess. We need to get rid of him.” “Hose him down. Get rid of the germs.” “Hey! What are you doing?” “Oh, c’mon! This stinks.” “Hey, how do I get out of here? Let me go!” “See they are loud too. Not good pets.” “Hey man, where were you? We went everywhere looking for you.” “You wouldn’t believe me if I told you.”				



..... **WHAT IN THE WORLD?**

In The Text

Describe what the main character saw on the monitors in the alien ship.

Evaluation

What do you think aliens could learn from observing earth?

Your Thoughts

Do you think that the main character's friends would have believed him if he had explained? Explain using your own ideas and information from the text. Or, why do you think the aliens thought that people were not good pets?

Word Study Choices

Germ

Pet

Believe

Hose



What in the World?

