

DEVELOPING AN INTEGRATED READING AND WRITING PROGRAM USING THE CORE KNOWLEDGE LITERATURE

Special Area: Connections/Language Arts

Grade level(s) served: 4th grade

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I. ABSTRACT

Using the Core Knowledge literature selections, we will show how to integrate reading and writing strategies to expose and strengthen comprehension, vocabulary, and writing abilities. To enhance students' writing skills, techniques from Step up to Writing and Six Traits of Excellent Writing were combined. Reading responses were designed to develop factual, inferential, and evaluative levels of comprehension. Various tasks are featured to increase vocabulary and word meaning. Examples of workbooks that have been developed by the presenters will be showcased and made available. These skills and questions also address many of the requirements in state performance assessments.

II. OVERVIEW

- A. Specific content from the Core Knowledge Sequence
 - 1. Stories: *Treasure Island* (Robert Louis Stevenson), *Robinson Crusoe* (Daniel Defoe), *Pollyanna* (Eleanor Porter), *The Fire on the Mountain* (an Ethiopian folktale), and *Robin Hood*.
 - 2. Literary Terms: novel, plot, setting
 - 3. Writing and Research
 - 4. Grammar and Usage
- B. Concept Objectives
 - 1. Students will read and understand a variety of materials. (Colorado State Standard 1-Reading)
 - 2. Students will write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (CSS 3-Language Structure)
 - 3. Students will apply thinking skills to their reading, writing, speaking, listening, and viewing. (CSS 4-Thinking and Viewing)
 - 4. Students will read and recognize literature as a record and expression of cultural heritage. (CSS 6-Literature and Culture)

III. RESOURCES

- A. Auman, M.E. *“Step up to Writing”*. Longmont, CO: Sopris West, 1999. 1-57035-208-9.
- B. Courlander, H., & Leslau, W. *The Fire on the Mountain*. New York: Henry Holt and Company, 1950. 0-8050-3652-0.
- C. Defoe, D. *Robinson Crusoe*. Canada: Core Classics, 1997. 1-890517-02-X
- D. McSpadden, J.W. *Robin Hood*. Canada: Core Classics, 2000. 1-890517-16-X.
- E. Porter, E. *Pollyanna*. Canada: Core Classics, 1998. 1-890517-06-2.
- F. Spandel, V. *“Six Traits of Excellent Writing”*. New York: NWREL, 1997.
- G. *SRA Open Court Reading*. Columbus, OH: SRA/McGraw-Hill, 2000. 0-02-661103-1.
- H. Stevenson, R.L. *Treasure Island*. Canada: Core Classics, 1997. 1-890517-04-6.

IV. PRESENTATION OUTLINE

- A. State Standards, Unit Objectives, & Core Knowledge Sequence
- B. Test Scores
- C. Integrating and developing writing & grammar skills
- D. Vocabulary
- E. Levels of comprehension
- F. Other reading skills
- G. Questions

V. HANDOUTS/WORKSHEET

- A. State Standards
- B. Objectives, Core Knowledge Sequence
- C. Writing and grammar skills/vocabulary
- D. *Robinson Crusoe* Crossword Puzzle
- E. *Treasure Island* character analysis
- F. Comprehension-factual and summarizing
- G. Comprehension-Making Inferences
- H. Comprehension-Support Conclusions and Predictions
- I. Reading Comprehension/Reading Workbooks
- J. Strategies for reading responses
- K. *Fire on the Mountain* vocabulary
- L. *Treasure Island* Book Critics Page
- M. *Treasure Island* Ch. 10 Vocabulary
- N. *Treasure Island* Ch. 16 Vocabulary
- O. *Pollyanna* character profile
- P. *Treasure Island* Vocabulary Map

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- C. Defoe, D. *Robinson Crusoe*. Canada: Core Classics, 1997. 1-890517-02-X
- D. McSpadden, J.W. *Robin Hood*. Canada: Core Classics, 2000. 1-890517-16-X.
- E. Porter, E. *Pollyanna*. Canada: Core Classics, 1998. 1-890517-06-2.
- F. Spandel, V. "*Six Traits of Excellent Writing*". New York: NWREL, 1997.
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I. State Standards:

***Colorado State Standard 1 – Reading**

Students will read and understand a variety of materials.

***Colorado State Standard 3 – Language Structure**

Students will write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

***Colorado State Standard 4 – Thinking and Viewing**

Students will apply thinking skills to their reading, writing, speaking, listening, and viewing.

***Colorado State Standard 6 – Literature and Culture**

Students will read and recognize literature as a record and expression of cultural heritage.

Skills to be taught:

Various levels of comprehension

Vocabulary and word meaning

Character Analysis

Writing techniques and paragraph development

Develop strong reading responses

Recall facts, details, and make predictions

Analyze and follow multi-step directions

Use of dictionary and thesaurus

9. Sequencing

Core Knowledge Sequence

1. Stories: *Treasure Island* (Robert Louis Stevenson), *Robinson Crusoe* (Daniel Defoe), *Pollyanna* (Eleanor Porter), *The Fire on the Mountain* (an Ethiopian folktale), and *Robin Hood* (J. Walker Spadden).

2. Literary Terms: novel, plot, setting

3. Writing and Research

4. Grammar and Usage

Integrating and developing writing and grammar skills

- * *Six Traits of Excellent Writing***
- * *Treasure Island* grammar skills map (3)**
- * *Fire on the Mountain* vocabulary sentences**
- * *Pollyanna* vocabulary sentences**
- * *Treasure Island* meaningful sentences**
- * *Treasure Island* critics page**
(Using Step up to Writing techniques)

Vocabulary

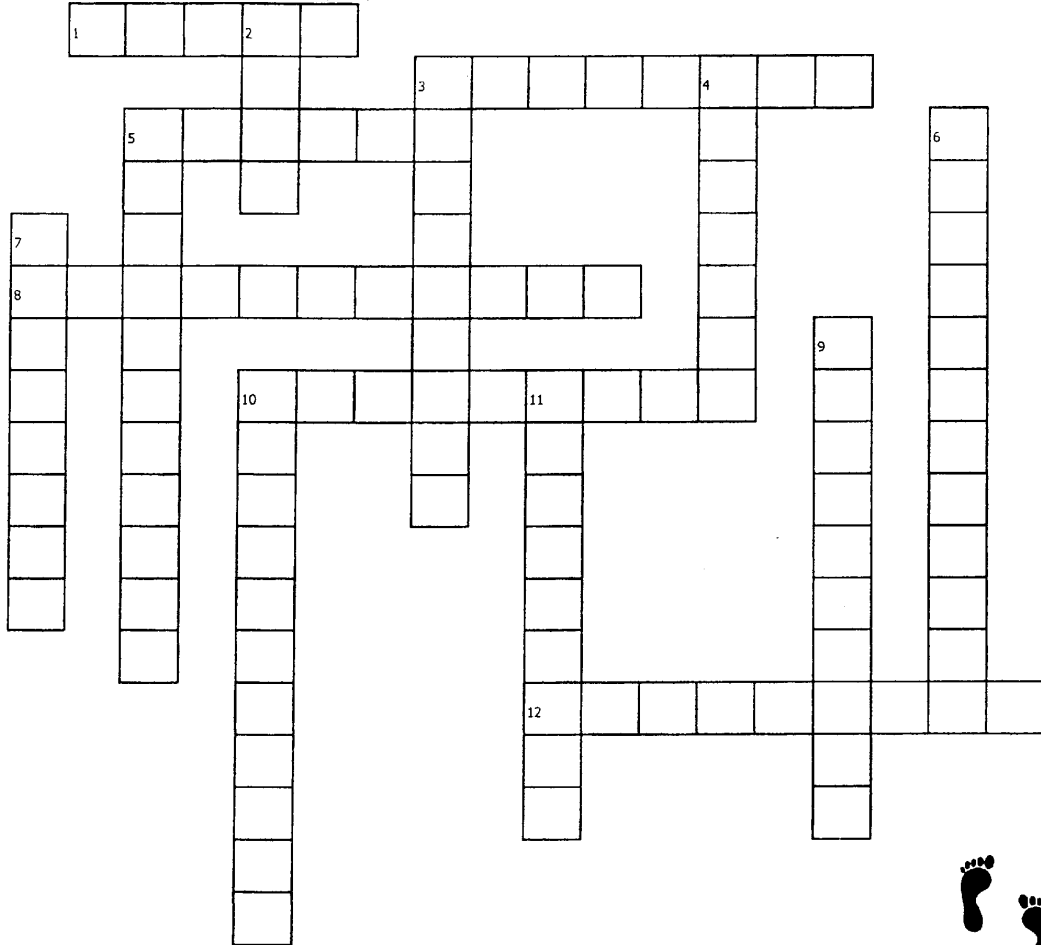
- * *Treasure Island Ch. 16* vocabulary (format similar to state assessments)**
- * *Treasure Island Ch. 10* vocabulary (state assessment format)**
- * *Treasure Island Ch. 5-7* vocabulary - matching**
- * *Robinson Crusoe Ch. 10-12* vocabulary – Fill in the blank**
- * *Robinson Crusoe Ch. 12-13* vocabulary – Multiple Choice**
- * *Treasure Island* Word Power**
- * *Robinson Crusoe Ch. 1-4* vocabulary crossword**

Robinson Crusoe

VOCABULARY CHAPTERS 1-4

Crossword Wordbank

circumstance	ebbed	humanity	integrity	prominent
deliverance	envy	inclination	moderation	rummaging
devour	hastily	inhabited	perished	uninhabited



Across:

- 1~ flowed back from shore of water brought in by the tide
- 3~ destroyed, ruined, or died
- 5~ eat up greedily or ravenously
- 8~ without habitants or dwellers
- 10~ knowing the difference between right and wrong and choosing to do what's right
- 12~ lived or dwelled in

Down:

- 2~ to feel resentful toward or on account of
- 3~ distinguished, remarkable, outstanding
- 4~ done or made too quickly
- 5~ to be set free from
- 6~ facts or conditions connected to an event
- 7~ kindness
- 9~ the lessening of intensity
- 10~ liking
- 11~ to search thoroughly



Treasure Island Character Analysis

Name of Character	Draw the Character	Position/ Responsibilities	Character Traits	Example of One Character Trait
Jim		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Ben Gunn		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

COMPREHENSION

Various Comprehension Levels Of Reading Responses from the Workbooks

- **Finding Details:** facts, numbers, specific reasons

Example From the Pollyanna Workbook:

What are the diseases that Pollyanna is glad she doesn't have?

Example From the Treasure Island Workbook:

Who are the only characters in chapter 11?

Example From the Robinson Crusoe Workbook:

By chapter 6 how long has Robinson been on the island?

- **Summarize:** brief statements of essential ideas

Example From the Fire on the Mountain Workbook:

List five of the most important actions of this story in the order they occurred.

Example From the Treasure Island Workbook:

Who do you think uses his share of the treasure wisely?

Example From the Robinson Crusoe Workbook:

Robinson began to think it was possible to be happier alone than he would have been in the world. What reason would bring him to this conclusion?

- **Making Inferences**: reasons or judgments from the given premises.

Example From the Pollyanna Workbook:

When Aunt Polly learns of the “glad game”, she says, “Well I know somebody who’ll play it now”. What does she mean by this statement?

Example From the Treasure Island Workbook:

Speculate on what Israel hands and the other pirate are fighting about.

Example From the Robinson Crusoe Workbook:

When Robinson visits his island, which is now a colony, he urges the colonists not to leave. Become Robinson and write what he might say to make them stay.

- **Support Conclusion**: a judgment deduced from evidence.

Example From the Pollyanna Workbook:

Explain why Aunt Polly and John Pendleton have acted so strange toward each other.

Example From the Treasure Island Workbook:

Write what you think Jim's purpose was in telling Silver's crew all he had done to them.

Example From the Robinson Crusoe Workbook:

Why do you think Robinson would want to help the Spaniards that are trapped on the savages' island, come over to Robinson's island.

Example From the Fire on the Mountain Workbook:

Explain why you think Hamtom would make such a bet with Arha.

- **Predictions**: What is or might be expected to occur.

Example From the Pollyanna Workbook:

What does Jimmy Bean convince Aunt Polly to let happen?

Example From the Treasure Island Workbook:

If you were the captain, what might you discuss with Ben Gunn?

Example From the Robinson Crusoe Workbook:

When Robinson hears guns firing during the night, he tries to signal them with a fire but with no response. What conclusion can you make as to what happened to the ship?

Reading Comprehension

What do we want the student to do?

- Understand the meaning of the text.
- Know what the author wanted to say.
- Enjoy what they have read.
- Have their lives enriched by what they have read.
- Have them become a life long reader.

Reading Workbooks

What is the purpose of the workbooks?

- To present various types of question formats to the students.
- Have students construct reading responses.
- Use questions as a focus for reading discussions.
- Have questions as source to teach writing skills.
- Students develop better understanding of the book.

“Is this right”?

Strategies For Student’s Reading Responses

- Reading and analyzing the question
 - a. Finding the number of responses needed
 - b. Answer space is keyed for the number of responses

Example: From Pollyanna Workbook

What mistake does Pollyanna make when she is greeted at the train by Nancy? Once Pollyanna learns of her mistake, what is she glad for?

*

*

- Writing a response with complete answers
 - a. Using a part of the question in the response
 - b. Use models of incomplete responses
 - c. Use models of complete responses

Example From Pollyanna workbook

What kind of “pride” keeps Dr. Chilton from making an examination of Pollyanna?

Incomplete:	<u>professional</u>
Incomplete (but improving)	Professional pride keeps him away.
Complete	The pride that keep Dr. Chilton from examining Pollyanna is the professional pride he has between Dr. Warren and himself.

The Fire on the Mountain

Vocabulary



Directions: Match the words from the word bank to their correct statements.
Use the vocabulary word to write a sentence in your own words.

Word Bank

bored	numbed	ordeal	entire	conditions
tend	courageous	bet	fulfill	accentuated

- _____ 1. Lacking or having lost feeling or movement.

- _____ 2. An agreement to pay another person if they are right about something and you are wrong.

- _____ 3. Something needed or required for another event or thing to happen.

- _____ 4. To take care of or look after something.

- _____ 5. Having all the parts with nothing left out; whole.

- _____ 6. Having the strength to overcome fear and face what is dangerous or hard.

- _____ 7. A very hard, painful experience or test.

- _____ 8. To meet or satisfy certain requirements or conditions.

- _____ 9. To make very tired or restless by being uninteresting or dull.

- _____ 10. To emphasize or make stronger, to raise expectations.

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Chapter 10

Choose the correct meaning for the underlined vocabulary word.

1. I was dog-tired when, before dawn, the boatswain sounded his pipe. This means:
 - a megaphone used to carry sound
 - a tree used for shade
 - a whistle used to signal various commands aboard a ship
 - none of the above
2. The crew began to man the capstan bars means:
 - wooden bars used to wind up the ship's anchor chain
 - steering wheel of a ship
 - oars
 - none of the above
3. Last night we stowed things in their place. This means:
 - hid, stored, or packed away
 - captured
 - sold
 - none of the above
4. The coxwain, Israel Hands, was a wily, experienced seaman. This means:
 - the ship's cook
 - the Captain of the ship
 - the steersman of a ship's boat
 - none of the above
5. Double grog was given on the least excuse. This means:
 - tea
 - alcohol, especially rum
 - Koolaid
 - none of the above
6. There was duff if the squire heard it was anyone's birthday. This means:
 - pudding made with flour
 - cake with frosting
 - a barrel of apples
 - none of the above

Chapter 16

Choose the word that best fits the meaning of the underlined word or words in each sentence.

1. The _____ of the place turned me sick.

Which of these words mean that the Doctor felt sick due to the stink or bad smell?

- shape color stench

2. We pulled straight in the direction of the _____ upon the chart.

Which of these words mean that the men headed straight in the direction of an enclosure used for defense or confinement?

- hut stockade jail cell auditorium

3. They had clapped a stout log house, fit to hold forty people in a pinch, and _____ for musketry on every side.

Which of these words mean fitted with small openings through which guns can be fired?

- loopholed doubleooned marooned none of the above

4. For, though on the *Hispaniola* we had plenty of arms and _____.

Which word means projectiles fired from guns?

- amnesia breach data ammunition

5. There was a _____, and out burst Abraham Gray with a knife cut on his cheek.

Which word means to struggle confusedly at close quarters?

- scuffle sculpture scurvy none of the above

CHARACTER PROFILE

Character Pollyanna

Age _____

Male or Female (circle one)



Describe the character in the book. Tell what outstanding physical features you think the character may have had.

What kind of personality did this character have?

What did the character do that you admire?

Vocabulary Map

Circle the correct part of speech.

Noun Verb
Adjective Adverb

Synonym

Antonym

Dictionary Skills: Write 4 possible words that would fall between these two guide words in the dictionary.

pork ----- posture

Phonics: Write 4 rhyming words.

- 1) _____
- 2) _____
- 3) _____
- 4) _____

possession (page 164)

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