

RULE OF 3 RAP Interdisciplinary Vocabulary Development books STOPLIGHT Evidence-Based Comprehension Passages

These books teach and reinforce the SIX Major Shifts in the CCSS

Common Core Shifts in ELA / Literacy		RULE of 3 Vocabulary and Stoplight Comprehension
Shift 1: Increase Reading of Informational Text	<p>In elementary, schools at least 50% of what students read are informational.</p> <p>Increasing the amount of informational text students read K-12.</p>	<p>The RULE of 3 RAP (REHEARSE, ANALYZE, PRODUCE) interdisciplinary vocabulary books including CREATE, Grade 1, WONDER Grade 2, DISCOVER, Grade 3, THINK ABOUT, Grade 4 IMAGINE, Grade 5 and EXPLORE, Grade 6 have students RAP and then read the targeted grade-level vocabulary words in informational text.</p> <p>Each RULE of 3 workbook page targets a CCSS vocabulary and informational literacy text standard, such as describing the relationship between a series of steps. Topics for each of the 11 units expose students to informational reading across subject areas.</p>
Shift 2: Text Complexity	<p>Each grade level requires growth in text complexity.</p>	<p>The STOPLIGHT Evidence- Based Comprehension Passages teach students to read informational text. The comprehension passages target small chunks of informational text in the first units to scaffold evidence-based reading.</p> <p>Students learn how to identify questions that ask for direct evidence and those that require inferred evidence that is not specifically stated in the passage. Students identify direct evidence questions as green questions and inferred evidence questions as yellow questions.</p> <p>Passages are scaffold from less-complex to more complex text that requires students to apply evidence-based reading to answer higher level questions that model the CCSS Smarter Balance test questions.</p>
Shift 3: Academic Vocabulary	<p>Students constantly build the vocabulary they need to be able to access grade-level texts.</p> <p>The focus is on comprehension of pivotal and commonly found words.</p>	<p>The RULE of 3 interdisciplinary vocabulary books exposes K-6 students to 2500 grade-level words. The focus is on comprehension of pivotal and commonly found interdisciplinary words, grade-level trade book words, multiple-meaning words and common technological words.</p> <p>The Power Points that accompany each grade-level book give the student visuals for the multiple meanings of each word. The Power Point images define the words that are both nouns and verbs. Students are exposed to ten words each day. Word learning is followed by partner conversations, as well as reading and writing activities targeted to the CCSS literacy standards.</p>

<p>Shift 4: Text-based Answers</p>	<p>Students have rich and rigorous conversations.</p> <p>Teachers ensure classroom experiences stay deeply connected to the text and students make arguments based on evidence both in conversation as well as in writing.</p>	<p>The RULE of 3 RAP (REHEARSE, ANALYZE, PRODUCE) interdisciplinary vocabulary learning strategies engage students in partner conversations. Students answer higher-level thinking questions. That includes targeted vocabulary words.</p> <p>The RULE of 3 vocabulary learning strategies are based on the premise that students need the oral language of creating sentences with words as the base for reading and writing. If students cannot formulate a sentence orally, it is very difficult for them to write a sentence.</p> <p>The RULE of 3 gives students the oral practice of using grade-level targeted words in sentences. This oral practice is followed up every day with reading and writing activities written to the Common Core State Standards.</p>
<p>Shift 5: Increase Writing from Sources</p>	<p>Writing instruction emphasizes use of evidence to inform or to make an argument; it includes short, focused research projects K-12.</p>	<p>The STOPLIGHT Evidence-Based Reading Passages are followed by informational, opinion, argumentative and narrative writing prompts and rubrics that require students to apply the evidence from the reading passages.</p> <p>Students write to a prompt that requires them to go back in the passage to find the direct or inferred evidence that supports their point of view. Students are taught how to use transitional words for expressing their points of view, and for informational writing. Students score themselves on the rubric.</p>
<p>Shift 6: Literacy Instruction in all Content Areas</p>	<p>Students learn through reading text related to content areas and by writing informative/explanatory and argumentative pieces.</p>	<p>The STOPLIGHT Evidence-Based Reading Passages give students practice in reading both informational and narrative text across the curriculum.</p> <p>The evidence-based reading passages are followed by writing prompts that require the application of the details and inferences in passages to support informational, argumentative, opinion and narrative writing. All writing is scored on rubrics.</p>