

Going Places

by Peter & Paul Reynolds

It's time for this year's Going Places contest! Finally, time to build a go-cart, race it, and win. Each kid grabs an identical kit and scrambles to build. That is, everyone but Maya. But who said it had to be a go-cart? And who said there's only one way to cross the finish line?

Create Successful Reading Habits

Current research from the What Works Clearinghouse shows that teachers should ask students to refer to the text to justify their answers.* Depending on the grade level, this may mean recalling events and passages in the text or pointing to illustrations to justify their answers. Follow up questions should both provide students with a model for thinking about the text and its meaning more actively, and help them learn to construct and support opinions with textual evidence. Examples of recommended follow-up questions include the following:

- What makes you say that?
- What happens in the book that makes you think that?
- Can you explain what you meant when you said _____?
- Do you agree with what _____ said? Why or why not?
- How does what you said connect with what _____ already said?
- Let's see if what we read provides us with any information that can resolve _____'s and _____'s disagreement.

* U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse. (n.d.). Practice Guides. <https://ies.ed.gov/ncee/wwc/PracticeGuides>

SCIENCE OF READING – CONNECTING RESEARCH TO PRACTICE

What is the Science of Reading?

The **science of reading** refers to the body of evidence that underlies what we know about how children learn to read. It stems from decades of research in educational and developmental psychology, linguistics, cognitive science, and neuroscience. It outlines:

- how reading develops
- what happens in the brains of students with reading difficulties
- the instructional strategies and content that should be taught to support this development

The **science of reading** is the knowledge that comprises all of these things.

STANDARDS ALIGNMENT FLORIDA'S B.E.S.T. STANDARDS

Within the Florida B.E.S.T. Standards for ELA:

- The Foundations benchmarks do not spiral in the same way as those in the other strands.
- The standards contain a Progression of Foundational Skills for print concepts, phonological awareness, phonics and word analysis, and fluency.

It is important to review the Progression of Foundational Skills to understand how the foundational standards you are teaching build upon previous standards and prepare for future standards.

Look for standards alignment in each section of this guide.

WORD WORK – PHONICS AND WORD-ANALYSIS

Help your students build their decoding abilities. Help students decode words with open and closed syllables.

ELA.2.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.
c. Decode words with open (e.g., *hi, baby, moment*) and closed (e.g., *bag, sunshine, chop*) syllables.

Decode Words with Open and Closed Syllables

Say to students, "Syllables are a word, or part of a word, pronounced as a unit. They contain **one** vowel sound."

A **closed syllable**:

- ends with one or more consonants;
- has a **short-vowel** sound that is spelled with one vowel letter.

An **open syllable**:

- ends with a vowel;
- has a **long-vowel** sound spelled with one vowel letter.

Let's practice decoding some words from the text that contain open, closed, and consonant -le syllables."

Display the word **shot** (p. 3), **go** (p. 11).

Say to students:

- "Look at the word *shot*. What vowel do we see in this word?" o
- "Does the o have one or more consonants after it?" Yes, one.
- "Since the o is followed by the consonant letter t, that means this is a closed syllable and will have a short vowel sound, /ŏ/. Let's sound out the word /sh/, /ŏ/, /t/, *shot*."

Say to students:

- "Let's look at the word *go*. What vowel do we see in this word?" o
- "Does the o have one or more consonants after it?" No.
- "Since the o is NOT followed by a consonant letter, that means this is an open syllable and will have a long vowel sound, /ō/. Let's sound it out /g/, /ō/, *go*."

As we read the book, we'll find more words together with open, closed, and consonant -le syllables."

Lead student in decoding the following words from the text pointing out syllable breaks and syllable types. Implement the gradual release model moving from a high level of teacher support to more student independence.

kit (p. 3), **hand** (p. 3), **shot** (p. 3), **back** (p. 4), **pre - cise** (p. 9), **con - test** (p. 3), **re - spond** (p. 13),
mo - ment (p. 19)

ELL and SWD suggestion:

Multisensory instruction can be utilized to engage various sensory pathways. Put hands together for closed syllables and hands apart for open syllables. This will help reinforce open and closed syllables by incorporating kinesthetic movement.

TALK ABOUT NEW AND INTERESTING WORDS

When students encounter unfamiliar words, take a moment to talk with them about the words using child-friendly explanations or definitions. Here are some interesting words from the book with child-friendly definitions to discuss:

ELA.2.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

ELA.2.V.1.2: Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.

enviously (p. 4): If you are **envious** of someone, you want something they have. Rafael's classmates are **envious** that he got the first go-cart.

precise (p. 9): Something that is **precise** is an exact thing. The instructions for the go-cart are clear and **precise** because they tell Rafael exactly how to build it.

assembled (p. 10): When you **assemble** something, you put it together, piece by piece. It takes a long time to **assemble** a go-cart kit because there are many pieces to put together.

peered (p. 12): If you **peer** at something, you look at it very hard. As Rafael **peers** at Maya, he wonders why she didn't answer when he had called her.

ELL and SWD suggestion:

Illustrations on each page can be used to support vocabulary development. These pictures can help students internalize word meanings during discussions. Encourage ELL students to think of a word or word phrase in their native language that corresponds to the meaning of the word in English.

READ FOR MEANING – INTERACTIVE READ ALOUD RETELL

Help your students understand texts. Reading books provides an opportunity for students to learn new reading strategies and to practice the application of strategies they know with progressively more complex text. Through interactive read alouds, teachers and students can think and respond to text through conversations before, during, and after engaging with a book.

- **ELA.2.R.1.3: Identify different characters' perspectives in a literary text.**
- **ELA.2.R.3.2: Retell a text to enhance comprehension.**
 - a. **Use main story elements in a logical sequence for a literary text.**

Before: Introduction

Say to students, "The word **perspective** means a particular attitude toward or way of regarding something. (Give an example.) In this story, we will identify different characters' perspectives about the Going Places contest. While reading, we will summarize what we read thinking about our characters and their perspectives."

During: Read Aloud

- Who is the main character in the story? What is his attitude or perspective toward the Going Places contest? (p. 4)
- What is Rafael's attitude about the instructions that come with the kit? (p. 9)
- What does Rafael think about the go-cart he built? (p. 11)
- Who is the character we just met in the story? What is her attitude toward the kit and the instructions? (p. 13)
- The characters have different perspectives on how the "go-cart" should be built. What is different about their perspectives? Remember, perspective means a particular attitude toward or way of regarding something. (p. 18)
- What do the other kids think about what Rafael and Maya built? (p. 25)

After: Discussion

- In this text, each character has a different perspective. How does Rafael's perspective on the Going Places contest change?
- Guide students in retelling what happens using the main story elements, in a logical sequence. You can also highlight each character's perspective and how they change throughout the story.

ELL and SWD suggestion:

Preread the book with students to help build familiarity. This will help students to become acquainted with the topic and structure of the text before engaging with specific activities that require increased comprehension.