



*Together is Better*

## Teaching the Common Core with Integrated Units

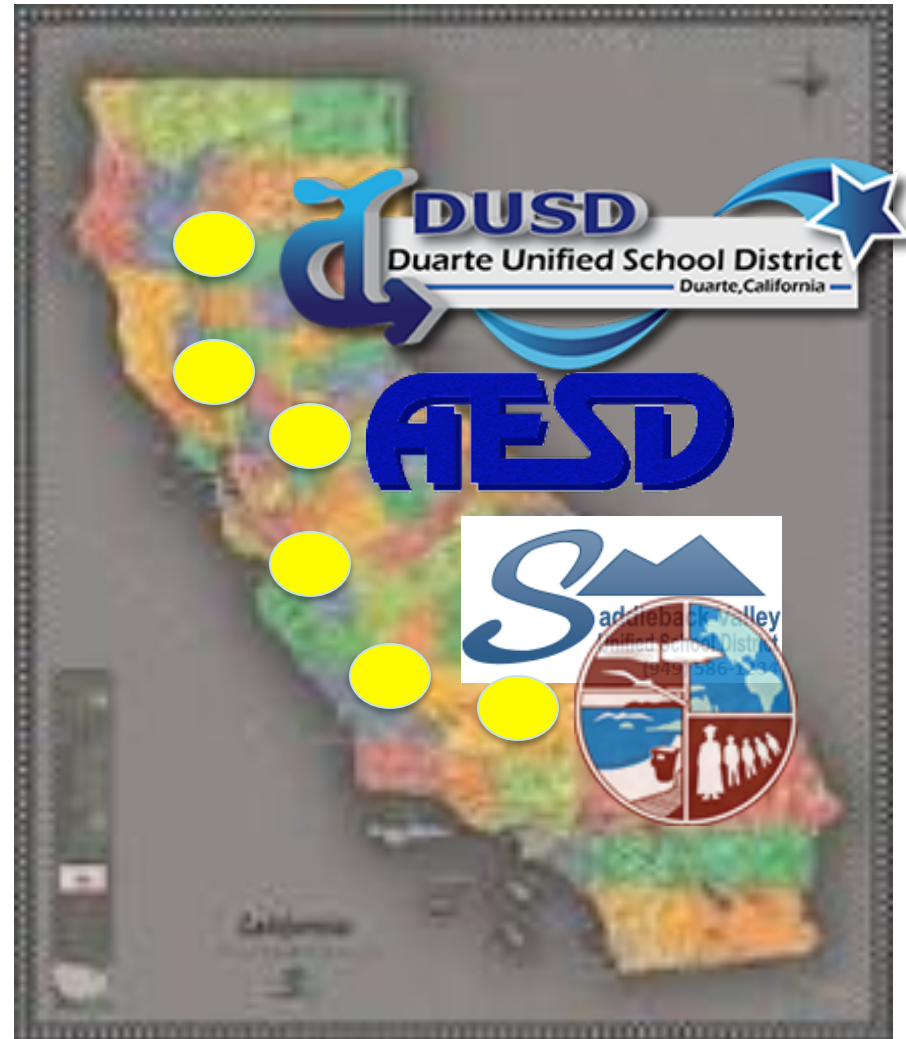
Presented by

**Charlotte Knox**

**Knox**Education

# Context

**Atwater Elementary SD**  
**Duarte USD**  
**Monrovia USD**  
**Saddleback USD**  
**Laguna Beach USD**  
**Ballico-Creessey USD**  
**Walnut Valley USD**  
**Washington USD**



# Tools

**Knox Education website**  
**www.knoxeducation.com**

The screenshot shows the Knox Education website homepage. At the top, the logo "Knox Education" is displayed in purple and blue. To the right of the logo are links for "MEMBER LOGIN", "HOME", and "CONTACT". Below the logo is a navigation bar with links for "Home", "Professional Development", "Results", "Teacher Resources", and "Common Core". A search bar is located to the right of the navigation bar. Below the navigation bar is a large banner image showing a group of children holding up signs that list family members. Overlaid on the bottom of the banner is the text: "Take your classroom to the next level. Knox Education can provide you with the right tools." Below the banner, the page is divided into three columns. The left column is titled "Tools for teachers, tools that work." and contains a paragraph about Knox Education's customized teaching tools. The middle column has three sections: "Back to School Teaching Tools Free Sampler", "The 2012 Results are here!", and "8th Annual Principals Summit". The right column has two sections: "Common Core Tools Free Sampler" and "Transition to the Common Core".

**Knox Education** MEMBER LOGIN HOME CONTACT

Home Professional Development Results Teacher Resources **Common Core**

SEARCH

Take your classroom to the next level.  
Knox Education can provide you with the right tools.

**Tools for teachers, tools that work.**

Knox Education develops customized teaching tools for dozens of schools and school districts. For more than 15 years we've published many of these tools in our books and videos. Now we've made it easier to work with us by creating this interactive website, including access to the entire collection of materials and updated versions of documents.

**Back to School Teaching Tools Free Sampler**  
Launch a literate classroom with these strategies for reading and writing during the first few weeks of the school year.  
[READ MORE »](#)

**The 2012 Results are here!**  
Another outstanding year in the schools working with Knox Education Professional Development programs!  
[READ MORE »](#)

**Common Core Tools Free Sampler**  
[READ MORE »](#)

**8th Annual Principals Summit**  
June 14-15, 2013  
[READ MORE »](#)

[Principals Summit Articles](#)

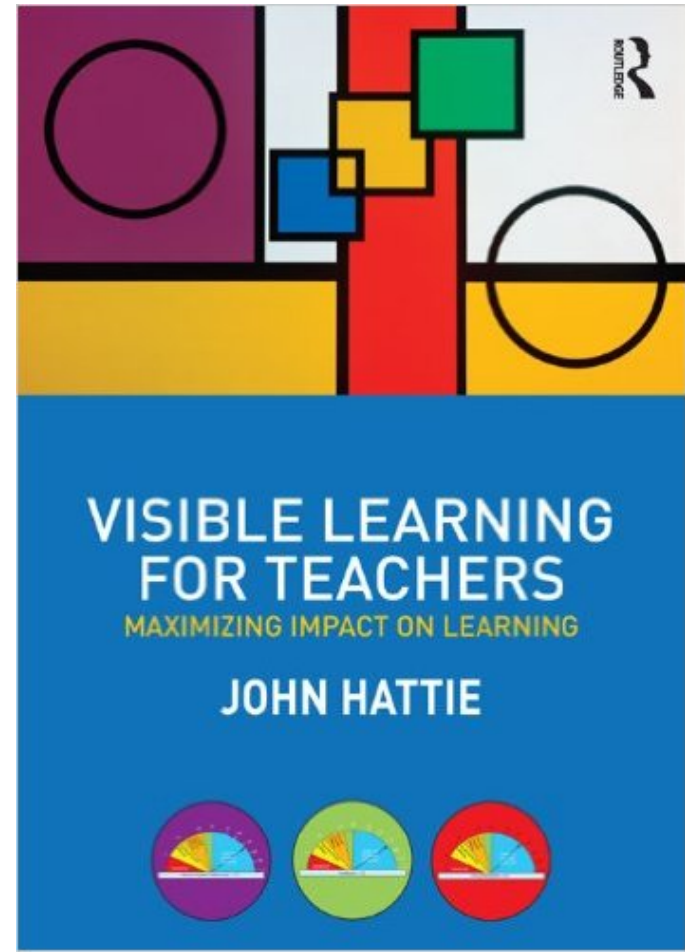
[Speaker Presentation Materials](#)

**Transition to the Common Core**  
[Become a Member Now! »](#)  
[Speaker Materials »](#)

# Clear Targets Backwards Mapping



**Professor John Hattie**  
*"Success Criteria"*  
*Visible Learning for Teachers*





# Backwards Mapping

## From Standards and Anchor Papers

LITERATURE									
GRADE 4 STUDENT CHECKLIST									
California Common Core Standards English Language Arts									
READING STANDARDS: LITERATURE									
Number	Standard								
<b>Key Ideas and Details</b>									
4RL.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.								
4RL.2.	Determine a theme or a story, drama, or poem from details in the text; summarize the text.								
4RL.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).								
<b>Craft and Structure</b>									
4RL.4.	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules). (See grade 4 language standards 4-6 for additional expectations.)								
4RL.5.	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.								
4RL.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.								
<b>Integration of Knowledge and Ideas</b>									
4RL.7.	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.								
4RL.8.	(Not applicable to literature)								
4RL.9.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil; and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.								
<b>Range of Reading and Level of Text Complexity</b>									
4RL.10.	By the end of the year, read and comprehend literature, including stories, drama, and poetry, in the grade 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.								

INFORMATIONAL TEXT									
READING STANDARDS: INFORMATIONAL TEXT									
Number	Standard								
<b>Key Ideas and Details</b>									
4RI.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.								
4RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.								
4RI.3.	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.								
<b>Craft and Structure</b>									
4RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 language standards 4-6 for additional expectations.)								
4RI.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.								
4RI.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the difference in focus and the information provided.								
<b>Integration of Knowledge and Ideas</b>									
4RI.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.								
4RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.								
4RI.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.								
<b>Range of Reading and Level of Text Complexity</b>									
4RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grade 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.								

### Student Sample: Grade 4, Argument (Opinion)

This argument was produced in class, and the writer likely received feedback from her teacher and peers.

#### Zoo Field Trip

Dear Mr. \_\_\_\_\_ and Mrs. \_\_\_\_\_,

We have a problem. The wildlife here in \_\_\_\_\_ is very limited. There is not a lot of opportunity to learn about conservation and wildlife preservation. If we took a field trip to \_\_\_\_\_ our problem would be solved. \_\_\_\_\_, \_\_\_\_\_, and I would like to take our class for a great learning experience. In addition, we will provide a study guide to \_\_\_\_\_ to identify the animals and provide information about conservation of endangered wildlife.

If we went on a field trip, we will learn about the wildlife from around the world and how \_\_\_\_\_ provides a natural habitat for them to live and breed. This information would help us to understand the importance of science in our day to day life. We would use math to make a budget and figure out a way to earn money. These skills will be very useful again and again. We will learn how to make a schedule with target dates. This will provide us with a plan that covers the entire project from start to finish. The preparation of the study guide will require lots of research and organization of information.

The first thing to do is research, research, research! Next, we will choose a fund raiser (with your approval, of course). This will earn money for the field trip. The parents will hopefully chip in their time and money, if we don't get enough. We will prepare a plan schedule. This will provide the dates that team members will need to accomplish the steps toward our goal. My competent adult model is the Unofficial Guide to Walt Disney World. It shows us step by step how to plan a trip and what to see.

Now, you are asking why should I approve a trip to \_\_\_\_\_? How does this help \_\_\_\_\_ and the students? Besides the fact that the project planning, fund raising, budgeting and reporting will provide an excellent learning opportunity, it will provide education. It will also provide awareness of wildlife and the importance of conservation. This project will be evaluated by its successful planning and its ability to involve our class in wildlife conservation. The trip will be evaluated by the student participation on the trip and a plan of conservation that identifies what we can all do to protect and respect wildlife so they will still be around when we have children.

Sincerely,

# Backwards Mapping

## From Standards and Anchor Papers

### Writing Anchor Papers with Students Learning About a Rubric from the Inside Out

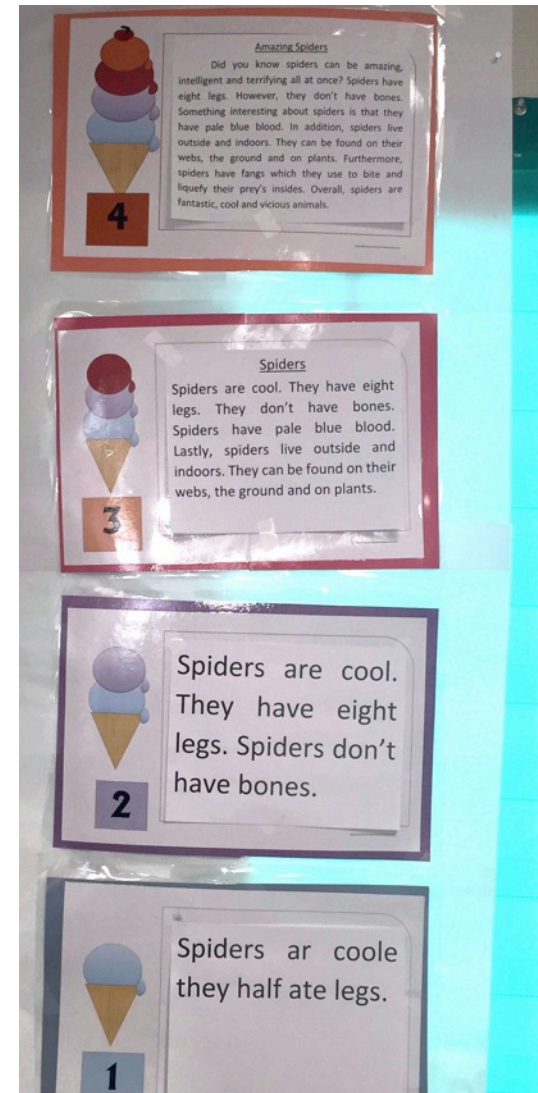
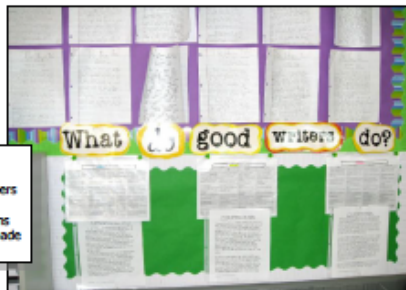
A powerful way to help students understand what the elements of a rubric really mean is to write anchor papers reflecting each level on a rubric WITH the students. Here's how:

1. Either write yourself, or locate a piece of writing that represents a "2" on the rubric you are hoping to help the students understand. (On a four point scale this is a paper that is just below proficient.) Project this piece of writing on the screen or chart paper so that all of the students can see it.
2. Provide each student with a copy of the rubric you will be illustrating with the anchor papers you will be writing together.
3. Read the "2" to the students aloud and ask them to find evidence from the rubric for why it's a "2". For example, students may say, "I think it's a '2' because it uses a lot of everyday words instead of more interesting word choices."
4. Using a piece of chart paper take suggestions from the class and collaboratively rewrite the "2" paper to make it a "3" or proficient paper.  
**PLEASE NOTE:** you will need to have taught the students about each of the elements on the rubric before attempting this lesson.
5. Next, take the "3" paper and re-write it collaboratively with student input to make it a "4". There may be times during this process that you make suggestions yourself if the students are stuck for ideas about how to write an advanced paper. Early in the school year, you may even model and think aloud as you go to compose this yourself in front of the students.
6. Finally, revisit the "2" paper and collaboratively re-write it to make it a "1". Display this paper as well.
7. Use these exemplars as anchor papers for students to refer to as they learn to evaluate their own writing throughout the year.



Portfolio Wall with Anchor Papers

When teachers display anchor papers and rubrics alongside the portfolio wall of student writing, expectations for writing at grade level can be made very explicit for everyone.



# Why Integrate?

## Literacy and the Common Core Standards



# Integration

[illegible]



# Planning a year of *Integration*



## First Grade Integrated Units at Gates Elementary

Writing Units are created using the School-Wide Writing Goal and the Gradual Release Model.

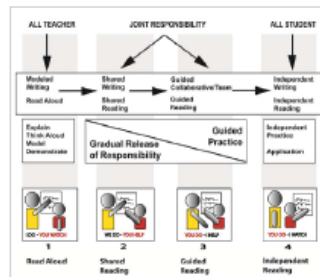
First Trimester Text Type		Second Trimester Text Type		Third Trimester Text Type	
Informative/Explanatory (6-9 week plan)		Opinion Pieces (6-9 week plan)		Narratives (6-9 week plan)	
Project	Common Core Writing	Common Core RL	Common Core RI	Common Core Conventions L	Science/Health/ Social Science
Students will be able to write an informative paragraph or create an informative poster.  Audience: Other first Grade students Librarian	1. Write informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.	1. Ask and answer questions about key details in a text	2. Identify the main topic and retell key details of a text. 5. Know and use various text structures and text features to locate key facts or information in a text. 6. Distinguish between information provided by pictures or other illustration and information provided by the words in a text.	1. C Use singular and plural nouns with matching verbs.  1. h Use determiners.  1. j Produce and expand complete simple and compound declarative sentences.	2.a Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.  3. Weather can be observed, measured, and described.  1.1 Students describe the rights and individual responsibilities of citizenship.  Health: 1.12.5 Define simple conflict resolution techniques.



# Planning a Unit with the Gradual Release Model

## Informative Reading/Writing Units

The Gradual Release of Responsibility Model of Instruction



### Modeling:

- Choose a sub-topic of the content you and the students will be exploring over the course of the unit.
- Use this topic to model each step of the process in the unit.

### Shared:

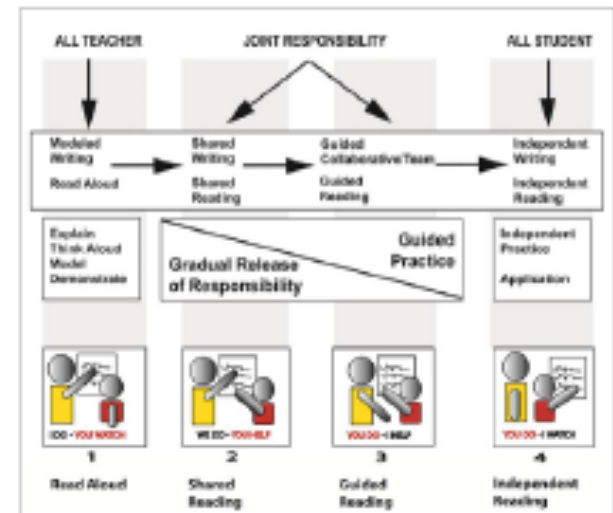
- Research this sub-topic as a whole class.
- Use Shared Reading techniques to model and teach the reading processes.
- Use Shared Writing with student input via white boards to model and teach the steps of the writing process.
- Label the parts of the writing piece and list the steps on a "how to" chart or student checklist.

### Independent:


- Offer voice and choice! Let the students choose another subtopic within the content as individuals or teams.
- Provide clear procedures and timelines.
- Use buddy projects to support struggling students with more complex assignments.

(See also Scaffolding page 68-69)

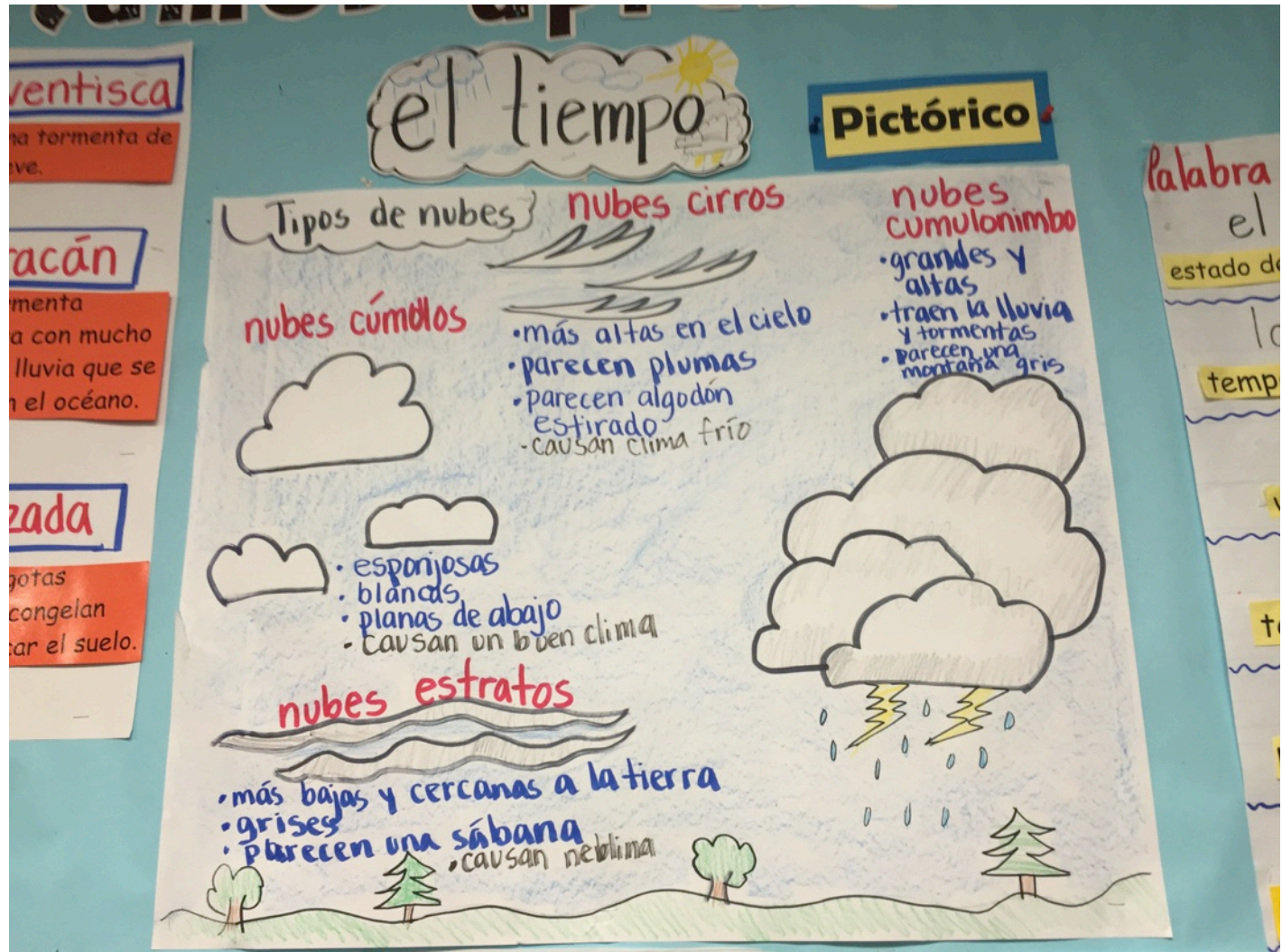
## The Gradual Release of Responsibility Model of Instruction



# Create Context and Connect to Background Knowledge Textbook Walk with T.H.I.E.V.E.S.

T.H.I.E.V.E.S.	
	<p><b>T:</b></p> <p>From the title, predict what the text is about:</p>
	<p><b>H:</b></p> <p>Look at all headings (&amp; Table of Contents) and then turn two of them into important questions that you think the text will answer. (Why, How...)</p>
	<p><b>I:</b></p> <p>Use the introduction and first paragraph to predict the main idea (or to create a big question you think the text will answer):</p>
	<p><b>E:</b></p> <p>Write down everything you know about the topic. Use back of this paper, if necessary. Circle any of your notes you would like to know more about or write a question about it.</p>
	<p><b>V:</b></p> <p>List three important visuals and predict how they will help you understand the text</p>
	<p><b>E:</b></p> <p>Guess the answers for the end-of-chapter questions, read any summaries—and write down every bold or italicized word.</p>
	<p><b>S:</b></p> <p>So What? Why do you think the author wrote this? Its text structure tells me that:</p>

# Pictorial Narrative Input





# Pictorial Narrative Input

A hand-drawn pictorial narrative of Martin Luther King Jr. is displayed on a whiteboard. The central figure is a sketch of King's face and upper torso, wearing a suit and tie. Surrounding the sketch are descriptive phrases in Spanish, organized into three columns. The left column describes him as a 'Buen Orador' (Good Speaker) who could speak well to thousands, and who wanted more integration and to change unjust laws through peaceful marches. The middle column describes him as an 'excelente líder' (excellent leader) who guided people to do the right thing. The right column describes him as 'justo' (just) who wanted everyone to have the same treatment and laws, and who wanted equality. A box labeled 'Héroe' (Hero) is placed to the right of the sketch. The name 'Martin Luther King' is written at the bottom.

**Buen Orador**  
↓  
Podía hablar muy bien ante miles de personas.  
• El no quería más Segregación.  
• El quería la integración.  
• El logró cambiar las leyes injustas con marchas Pacíficas

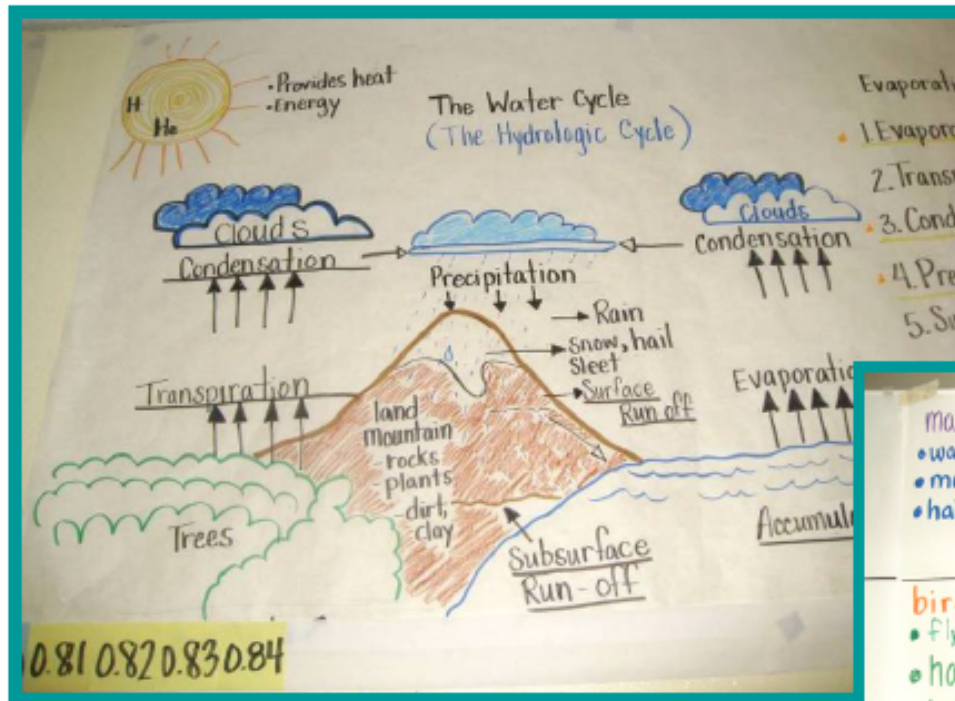
**excelente líder**  
↓  
Guiaba a las personas a hacer lo correcto.














**justo**  
↓  
Quería que todas las personas tuvieran el mismo trato y las mismas leyes para todos.  
• Quería igualdad

**Héroe**

Martin Luther King

# Pictorial Narrative Input



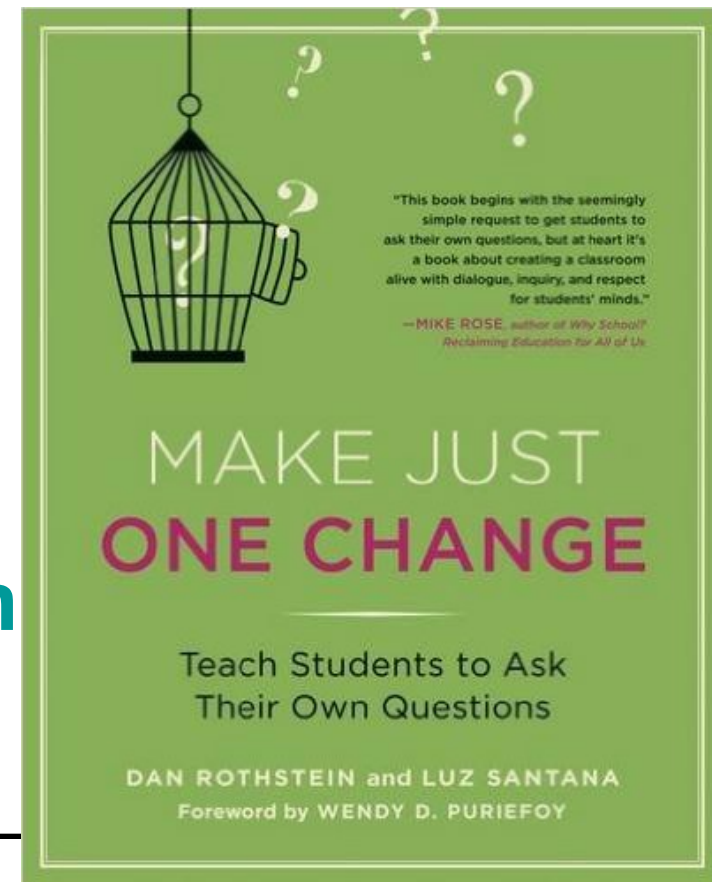
<p><b>mammals</b></p> <ul style="list-style-type: none"> <li>• walk, run, swim</li> <li>• most are born live</li> <li>• hair or fur</li> </ul>	 giraffe  goat  sheep  gorilla  rhino
<p><b>birds</b></p> <ul style="list-style-type: none"> <li>• fly, swim, walk</li> <li>• have feathers</li> <li>• hatch from eggs</li> </ul>	 flamingo  eagle  duck  hawk  owl
<p><b>insects</b></p> <ul style="list-style-type: none"> <li>• wings, six legs</li> <li>• come from eggs</li> <li>• fly or crawl</li> </ul>	 beetle  fly  moth



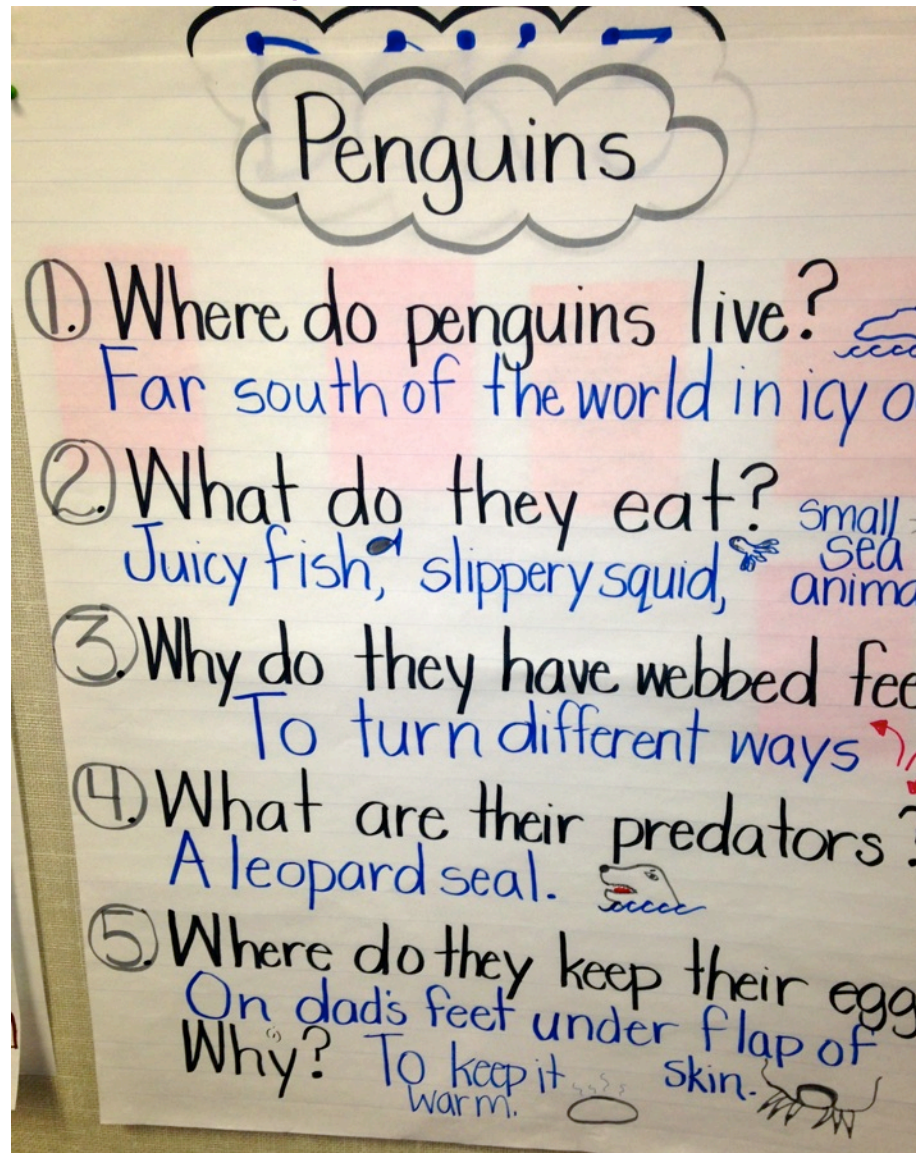
# Encourage Curiosity With QFT Question Formulation Technique

## The Six Steps of QFT

1. Teachers design a question focus.
2. Students produce questions
3. Students improve their questions
4. Students prioritize their questions
5. Students and teachers decide on next steps
6. Students reflect on what they have learned



# Questions from Kids

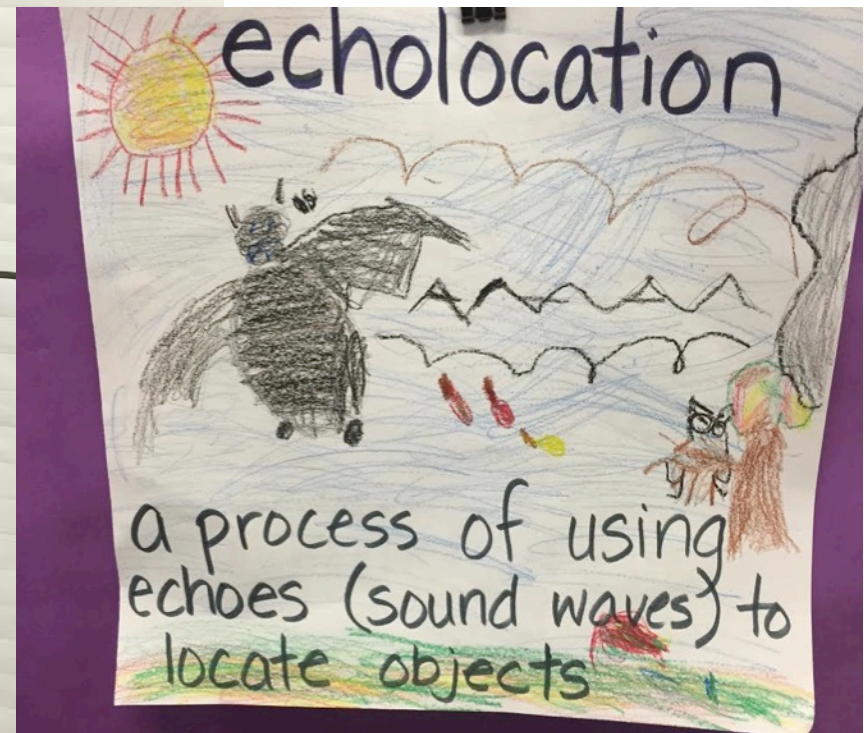


# Questions from Kids

## Bats and Nocturnal Animal

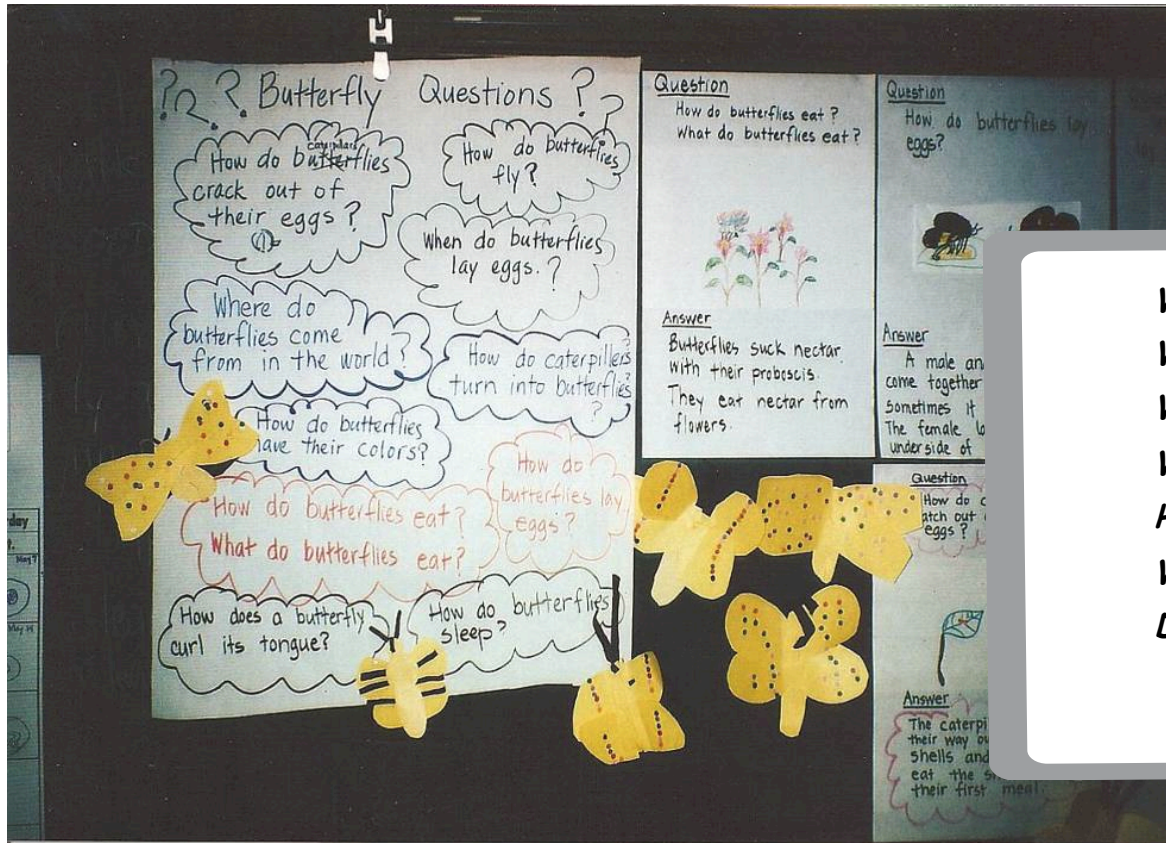
- What do bats sound like? ?
- ✓ • What do real bats look like? ○○
- How do <sup>flying fox or a rat</sup> bats use echoes to know where they are?
- How do bats eat?

mammal	pups
nocturnal	upside down
echolocation	fur
bats	night
fruit	cave
insects	day
nectar	sleep





# Questions from Kids



**Who?**  
**What?**  
**Where?**  
**When?**  
**How?**  
**Why?**  
**Do....?**

# Questions from Kids

Questions about tornadoes

- Q How do tornadoes form?
- Q Why do tornadoes spin?
- Q How do we stay safe from tornadoes when we go into a basement?
- Q Did a baby get lifted up by a tornado and land on the ground safely? If it didn't why?
- Q Where do you see the most tornadoes? Why?
- Q Are there any tornadoes in Antarctica? Why?
- Q Are there any tornadoes in Africa? Why?
- Q Why do we have tornadoes in the world?
- Q Are there any tornadoes that are other colors than gray and black if there are why?
- Q Can there be five tornadoes happen at once if there can't be why?

**Key**

O = Open  
C = Closed

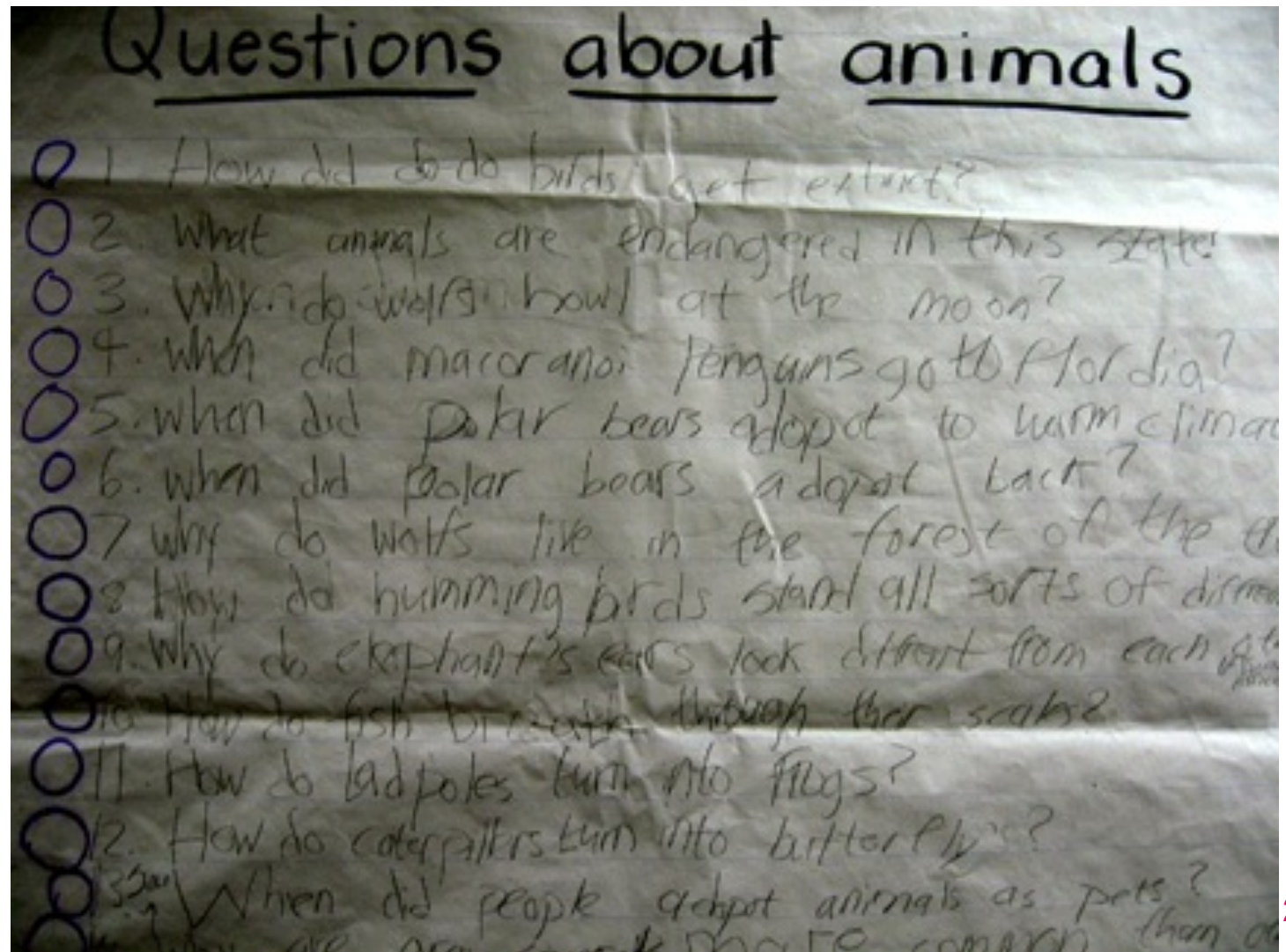
1. Tornado  
2. Human body  
3. Rock/meteor

tornadoes  
human body  
rock/meteor

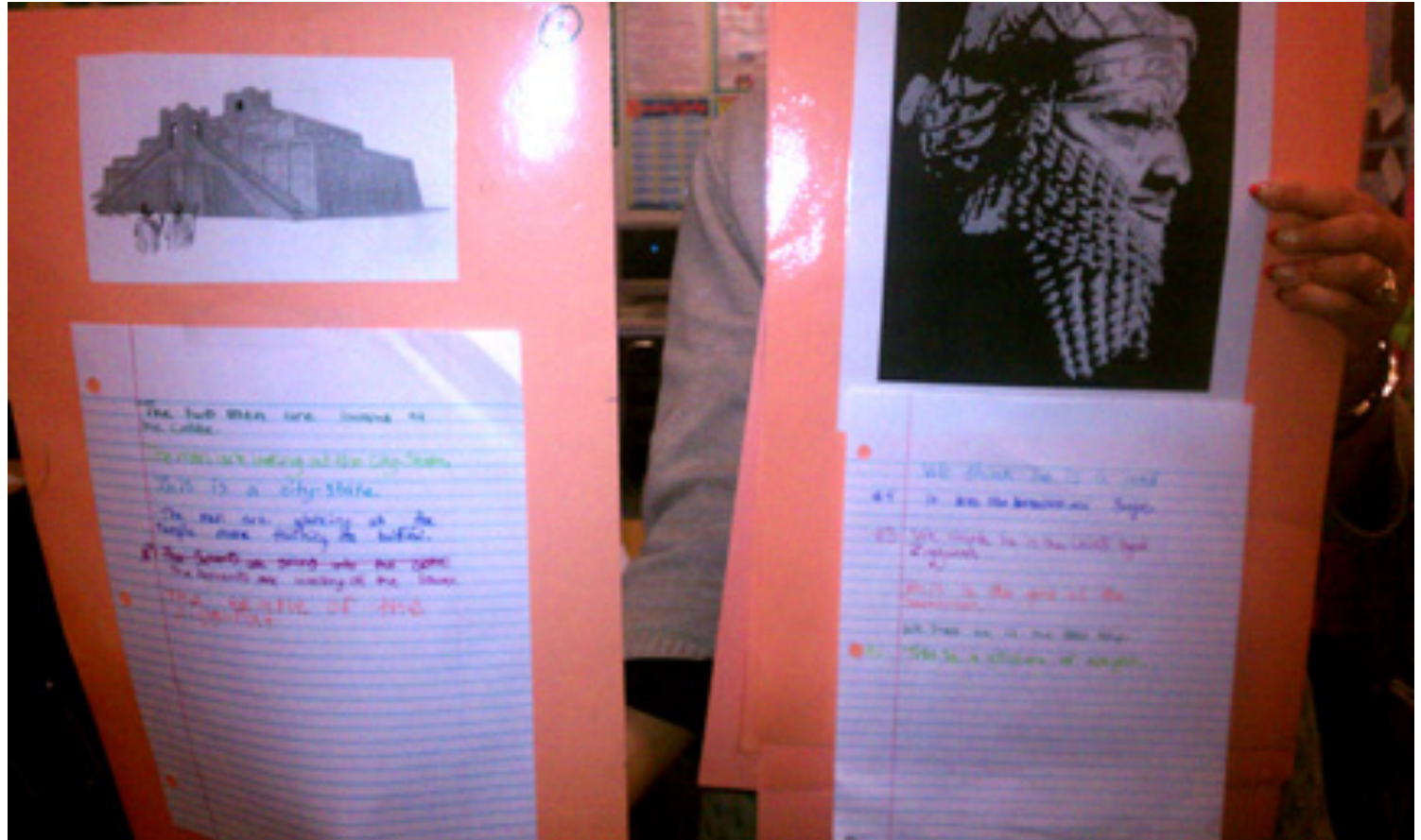
1. Tornado  
2. Human body  
3. Rock/meteor



# Questions from Kids



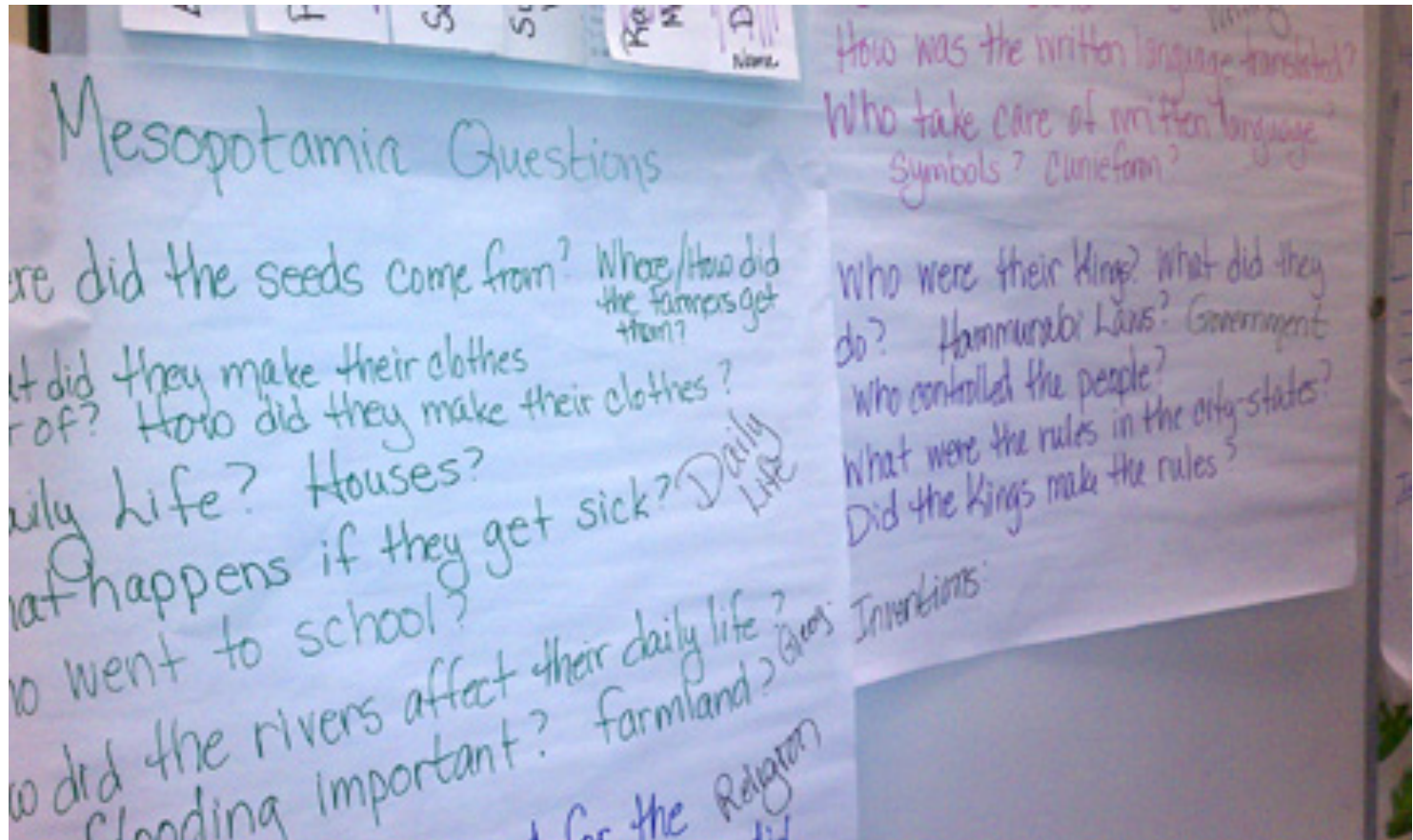
## Questions from Kids



## Posting images about the topic as a way to generate “I wonder” questions during the introduction to a topic



# Questions from Kids



**Developing questions to research as a class**

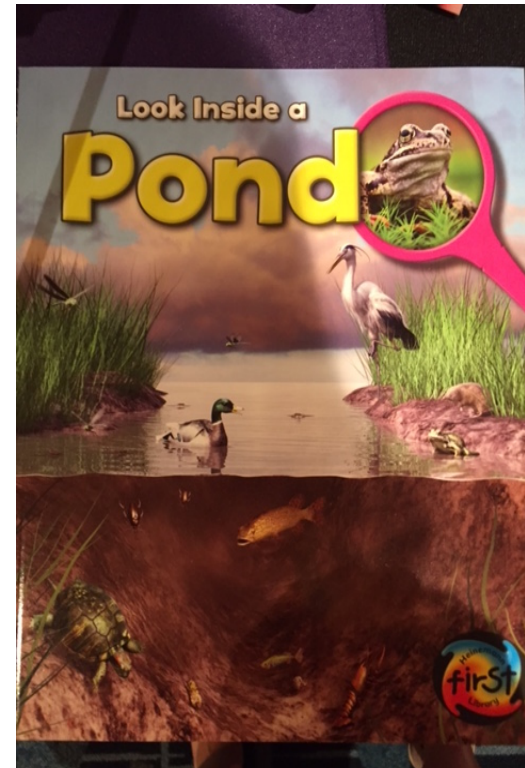
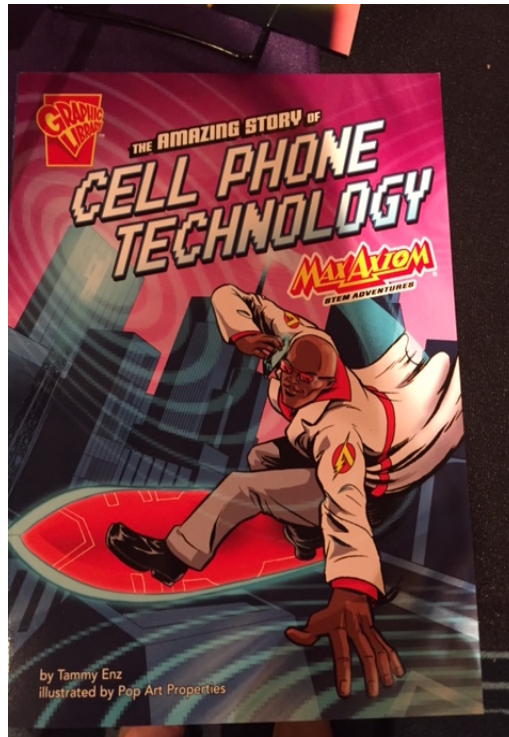
# Questions from Kids

Come from? Where/How did the farmers get them?  
eir clothes  
y make their clothes?  
ses?  
they get sick? Daily Life  
ool?  
affect their daily life?  
ortant? farmland? Geog.  
e used for the Religion  
? How many gods did they have?  
ies, Daily Life w/ ziggurat  
Transportation? Trade?  
ok like?  
d used? Economy

Wh  
do?  
Wh  
Wha  
Did  
Inver

# Questions from you!

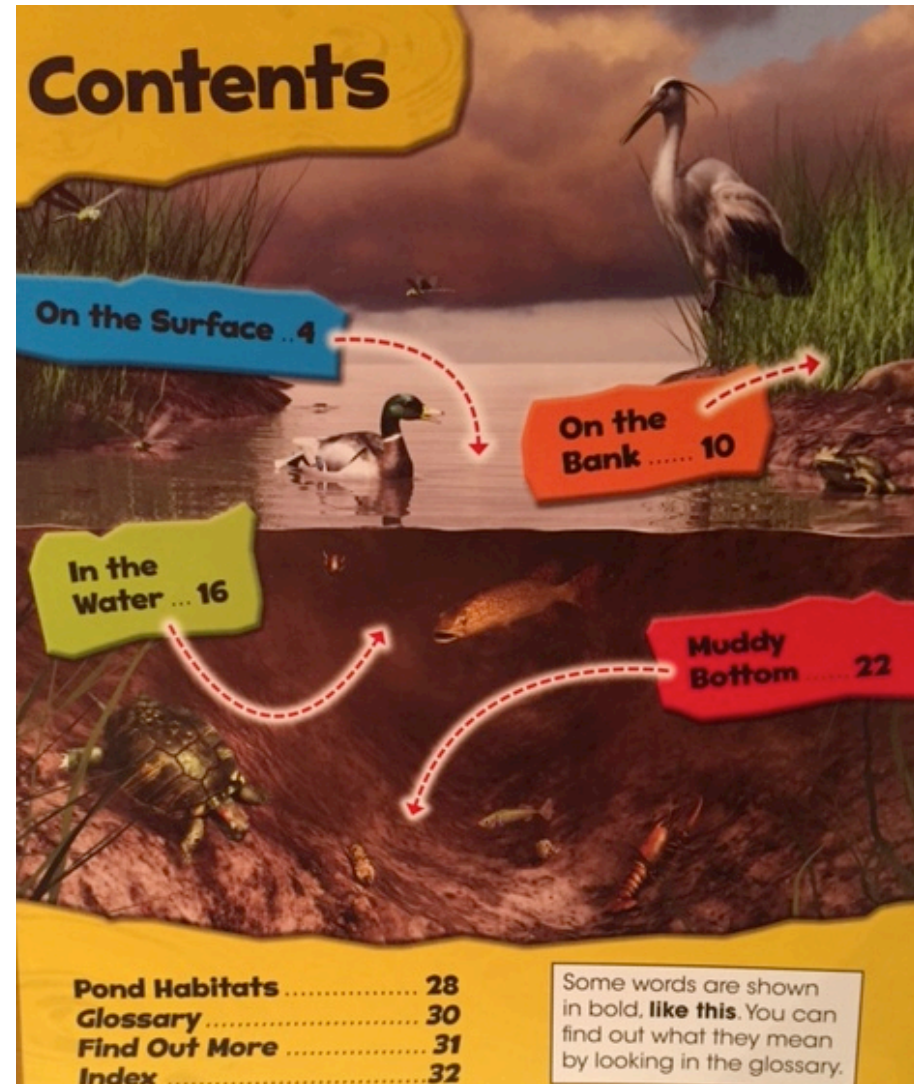
- Choose a book from your sample bag.
- Before you read it, generate a list of questions about the topic with a partner.





Teach Students  
to use

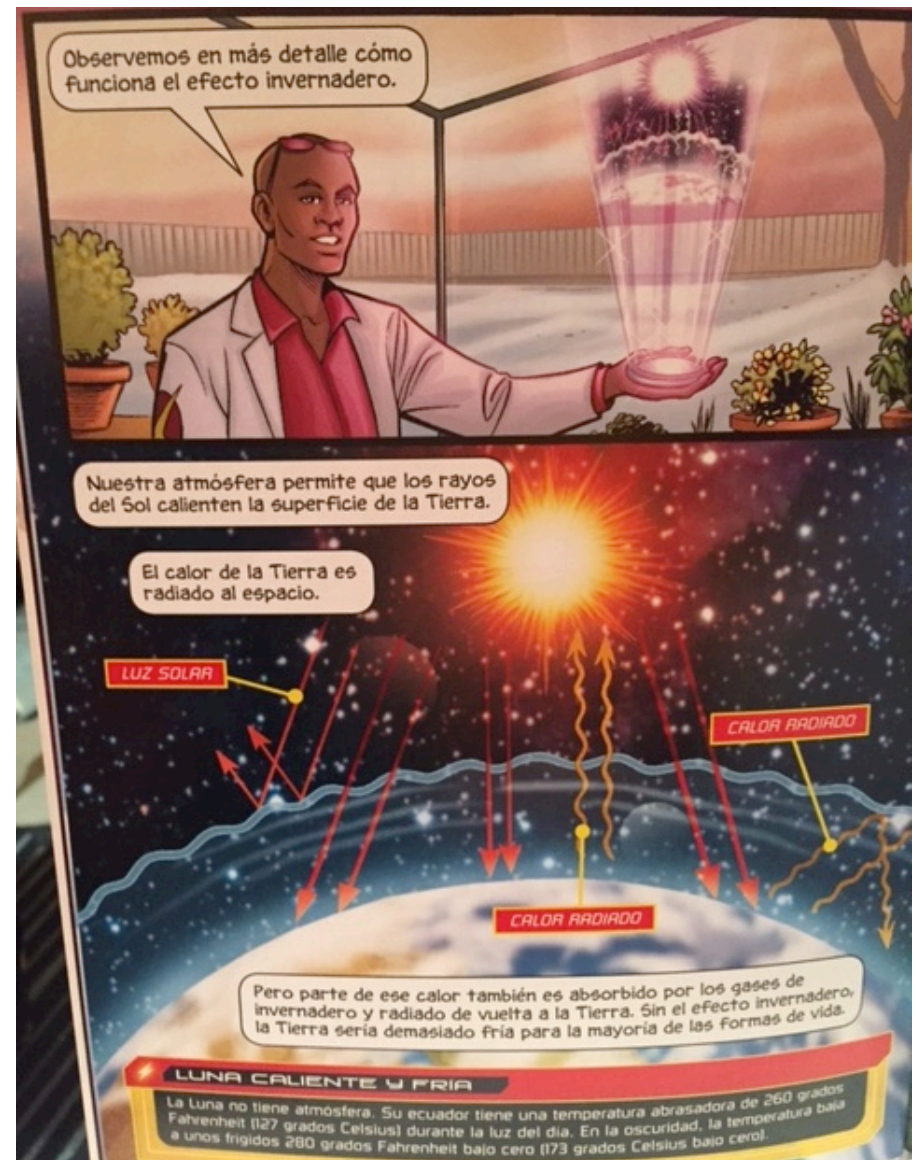
*text features*  
to find answers  
to their  
questions...



*Sample informative texts courtesy of*  
**Capstone Classroom.**

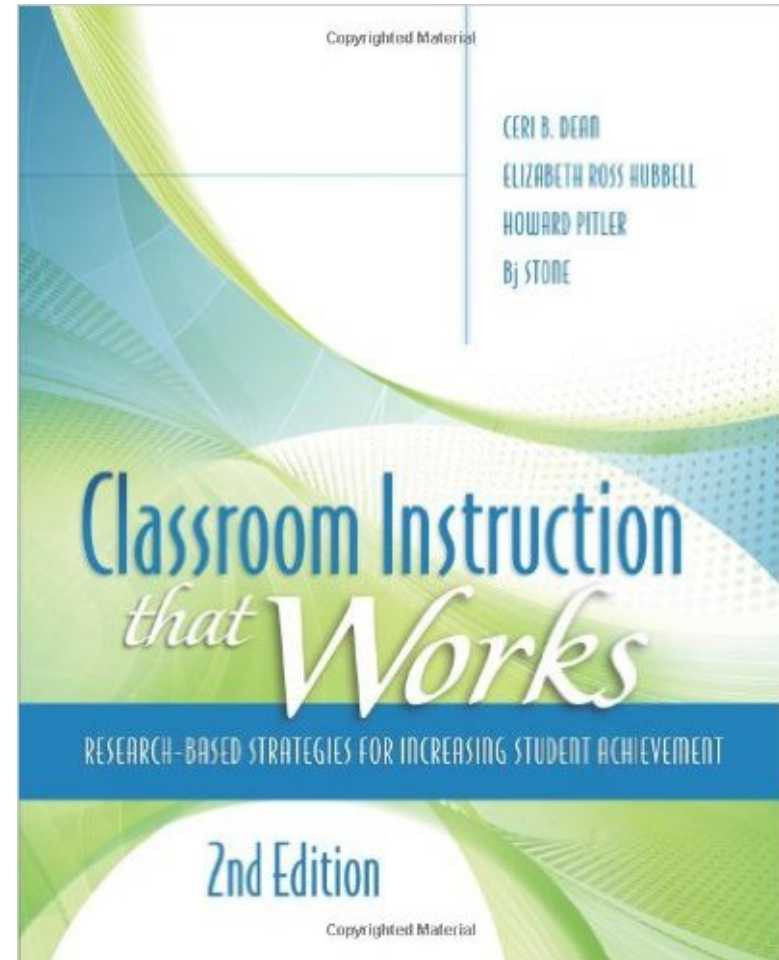
Teach Students  
to use

*text features*  
to find answers  
to their  
questions...



Sample informative texts courtesy of  
Capstone Classroom.

# Organize Information into a Matrix Chart Identifying similarities and Differences













# Matrix Chart

HISTORICAL HERO	EARLY YEARS	PROBLEMS/ CHALLENGES	CONTRIBUTIONS/ ACCOMPLISHMENTS	LAST YEARS	FAMOUS WORDS (motto)
<p>Cesar Chavez</p> <ul style="list-style-type: none"> <li>• born March 31, 1927</li> </ul>	<ul style="list-style-type: none"> <li>• had a very good life</li> <li>• Grandpa Dad owned land</li> <li>• 10 years old, he had to move because his dad lost his job and land</li> <li>• helped work in the fields</li> </ul>	<ul style="list-style-type: none"> <li>• unfair rules in school</li> <li>• unfair work environment</li> <li>• unsafe, pesticides</li> <li>• very little pay</li> <li>• no breaks</li> <li>• housing camps had no water, no bathrooms</li> </ul>	<ul style="list-style-type: none"> <li>• organized strike and protests</li> <li>• organized boycotts</li> <li>• taught Mexican immigrants how to read and vote</li> </ul>	<ul style="list-style-type: none"> <li>• Died April 23, 1993</li> <li>• 66 Years old</li> <li>• 1994 got the Presidential Medal of Freedom</li> </ul>	<p>"Si, se puede!"</p> <p>(Yes, it can be done!)</p>
<p>Dr. Martin Luther King, Jr.</p>	<ul style="list-style-type: none"> <li>• born Jan. 15, 1929</li> <li>• excellent student</li> <li>• became a pastor of a Baptist church in Alabama</li> </ul>	<ul style="list-style-type: none"> <li>• unfair treatment</li> <li>• segregation</li> <li>• racism</li> <li>• dangerous time</li> <li>• beaten, death threat</li> <li>• arrested at protests</li> </ul>	<ul style="list-style-type: none"> <li>• organized non-violent protests</li> <li>• organized bus boycott</li> <li>• gave 2,500 speeches</li> <li>• helped end separation of race on buses</li> </ul>	<ul style="list-style-type: none"> <li>• 1963 gave famous "I have a dream" speech to 25,000 people!</li> <li>• 1968 assassinated</li> <li>• died April 4, 1968</li> <li>• 39 years old</li> </ul>	<p>"I have a Dream!"</p>
<p>President Abraham Lincoln</p>	<ul style="list-style-type: none"> <li>• born Feb. 12, 1809 in a log cabin in Kentucky</li> <li>• loved to read</li> <li>• moved to Illinois at age 21</li> <li>• began his political career at age 23</li> <li>• married Mary Todd in 1842</li> </ul>	<ul style="list-style-type: none"> <li>• slavery - he wanted freedom for all people</li> <li>• 1861 Southern States formed Confederate States of America</li> <li>• Civil War started in 1861</li> </ul>	<ul style="list-style-type: none"> <li>• 1836 tested to be a lawyer</li> <li>• 1846 elected to Congress</li> <li>• 1860 elected 16th President</li> <li>• 1863 Signed the Emancipation Proclamation, which freed slaves</li> </ul>	<ul style="list-style-type: none"> <li>• 1864 re-elected President for a second term</li> <li>• 1865 Civil War ended</li> <li>• 1865 assassinated</li> </ul>	<p>"Government of the people, by the people, for the people, shall not perish from the earth."</p>



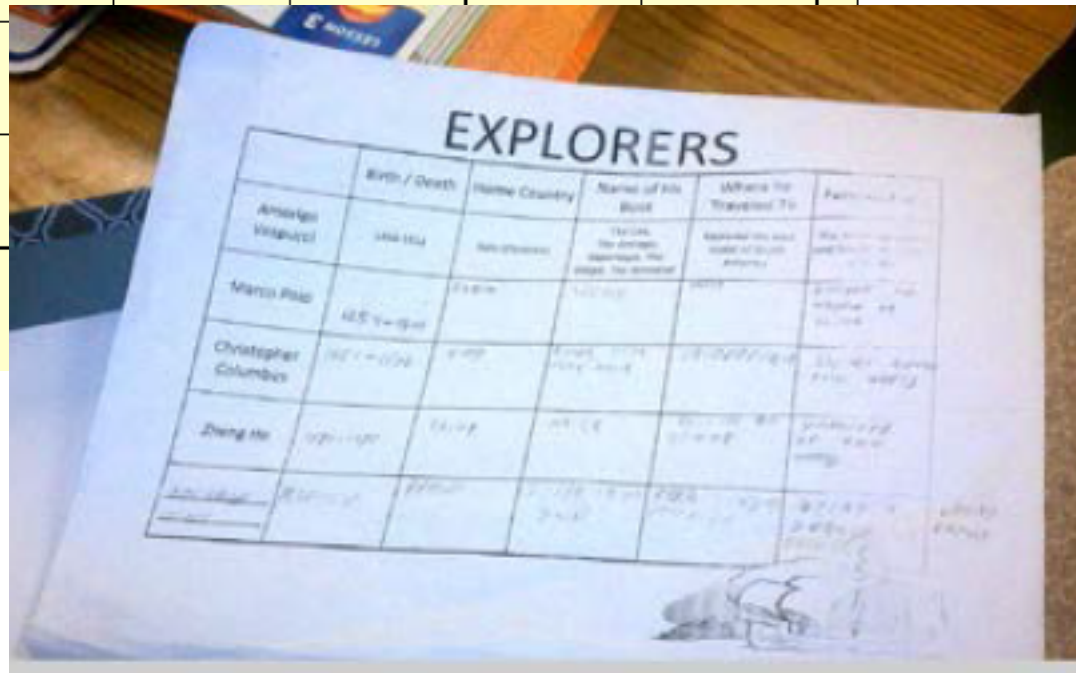
# Matrix Chart

Citizen	Choice 	Impact on Society 	Power 
 Dr. Martin Luther King Jr.	Took action against the unfairness. He fought peacefully.	Other people questioned the law. Peaceful marches.	Today, all people are treated equal. = It is against the law to be unfair.
 Abraham Lincoln	He helped slaves to be free.	There was a civil war. Some people wanted slavery.	There is no more slavery. We are free.
 César Chávez	He convinced people to not pick or buy grapes.	Grapes got rotten. Farmers got mad. Farmers listened to the crop pickers.	Crop pickers are treated better. They have better houses and better pay.
 George Washington	Become the leader in the Revolutionary War against the British.	We were free from British rule. USA was born.	USA became its own country.
 Military	Fight for USA against enemies	We feel safe.	We are still a free country.

# Matrix Chart

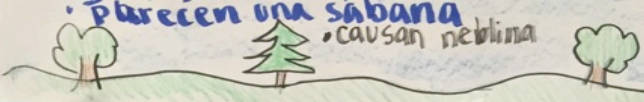
## EXPLORERS


	Birth / Death	Home Country	Name of his Boat	Where he Traveled To	Famous For ...
Amerigo Vespucci	1454-1512	Italy (Florence)	<i>The San, The Antiago, Repertago, The Wegiz, The Girmand</i>	Explored the east coast of South America	The Americas (North and South) are named after him
Marco Polo					
Christopher Columbus					
Zheng He					





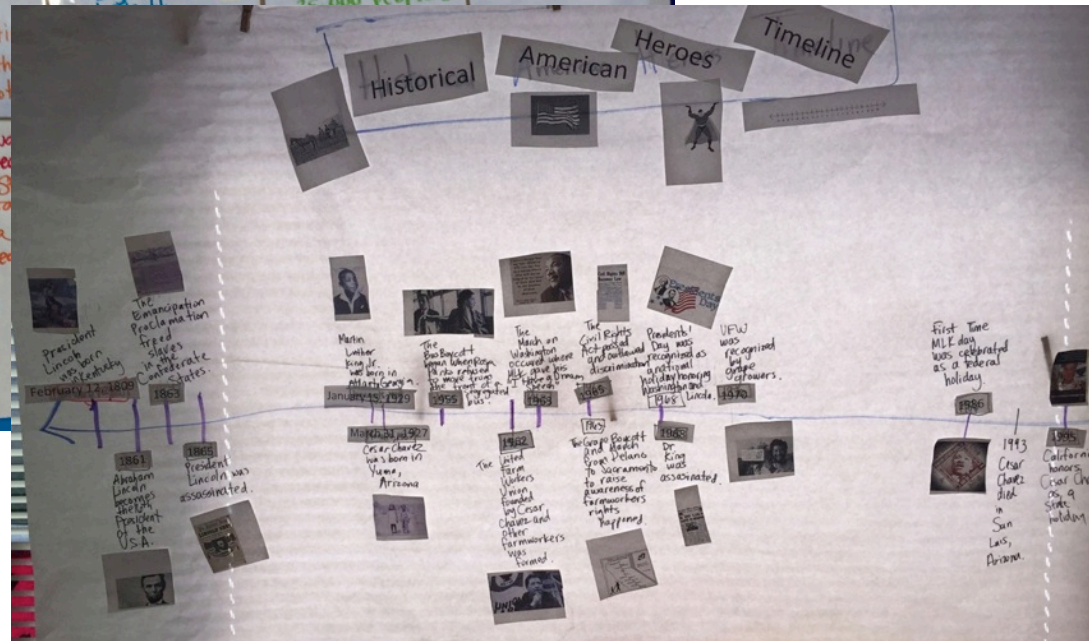
# Matrix Chart

<p>• parecen una sábana • causan neblina</p> 	
<h2>NUBES</h2>	
<h3>Cirros</h3> <ul style="list-style-type: none"><li>• más altas</li><li>• parecen finas plumas<ul style="list-style-type: none"><li>• indican frío</li></ul></li><li>• son nubes de cristales de hielo</li></ul>	<h3>Cumulonimbus</h3> <ul style="list-style-type: none"><li>• grandes y altas</li><li>• parece una montaña de nubes esponjosas</li><li>• traen lluvias, tormentas, granizo, nieve y relámpagos</li><li>• son grises</li></ul>
<h3>Cúmulos</h3> <ul style="list-style-type: none"><li>• parte baja es plana</li><li>• blancas y esponjosas</li><li>• si son grandes y grises traen lluvia</li><li>• buen tiempo</li></ul>	<h3>Estratos</h3> <ul style="list-style-type: none"><li>• más bajas y cercanas a la tierra</li><li>• parecen una sábana</li><li>• causan neblina</li><li>• grises</li></ul>



# Matrix Chart (timeline)

HISTORICAL HERO	EARLY YEARS	PROBLEMS/ CHALLENGES	CONTRIBUTIONS/ ACCOMPLISHMENTS	LAST YEARS	FAMOUS WORDS (motto)
Cesar Chavez	<ul style="list-style-type: none"> <li>• born March 31, 1927</li> <li>• had a very good life</li> <li>• Grandpa/Dad owned land</li> <li>• 10 years old, he had to move because this dad lost his job and land</li> <li>• helped work in the fields</li> </ul>	<ul style="list-style-type: none"> <li>• unfair rules in school</li> <li>• unfair work environment</li> <li>• unsafe pesticides</li> <li>• very little pay</li> <li>• no breaks</li> <li>• housing camps had no water, no bathroom</li> </ul>	<ul style="list-style-type: none"> <li>• organized strikes and protests</li> <li>• organized boycotts</li> <li>• taught Mexican immigrants how to read and vote</li> <li>• organized non-violent protests</li> <li>• organized bus</li> </ul>	<ul style="list-style-type: none"> <li>• Died April 23, 1993</li> <li>• 66 years old</li> <li>• 1994 got the Presidential Medal of Freedom</li> </ul>	<ul style="list-style-type: none"> <li>• "Si, se puede!" (Yes, it can be done!)</li> </ul>
Dr. Martin Luther King, Jr.	<ul style="list-style-type: none"> <li>• born Jan. 15, 1929</li> <li>• excellent student</li> <li>• became a pastor of a Baptist church in Alabama</li> </ul>	<ul style="list-style-type: none"> <li>• unfair treatment</li> <li>• segregation</li> <li>• racism</li> <li>• dangerous to</li> <li>• beaten, death th</li> <li>• arrested at prot</li> </ul>		<ul style="list-style-type: none"> <li>• 1963 gave famous "I have a dream" speech to</li> <li>• 400 people!</li> </ul>	<ul style="list-style-type: none"> <li>• "I have a Dream!"</li> </ul>
President Abraham Lincoln	<ul style="list-style-type: none"> <li>• born Feb. 12, 1809 in a log cabin in Kentucky</li> <li>• loved to read</li> <li>• moved to Illinois at age 21</li> <li>• began his political career at age 23</li> <li>• married Mary Todd in 1842</li> </ul>	<ul style="list-style-type: none"> <li>• slavery - he was freedom for all people</li> <li>• 1861 Southern States of America</li> <li>• Civil War started in 1861</li> </ul>			





# Use *Talk* As a Rehearsal For Writing

## The Elevator Speech



### Elevator Talk

Getting fluent with what you want to say about a topic prior to writing

Having students practice brief spoken presentations about the topics they are researching prior to writing their formal papers really helps them figure out literally how to describe their understandings in "their own words." After students have done all of their reading and note-taking, ask them to get in pairs or triads to practice "elevator speeches" (as if you were stuck in an elevator for 2 minutes and had to describe your feelings before the doors opened). Tell the students they will have 2 minutes to describe the most important understandings they have about their topics to their group.

Students will benefit from being allowed to have a single index card with bullet points reminding them of the key points they want to make. Give them time to do this and think about limiting them to 2-3 main points. Make sure they put their notes and books away before practicing their speeches, otherwise they will be tempted to simply read directly from their notes which won't help them find ways to describe the information in their own words.



When everyone is ready set a timer and have the students give their 2 minute speeches to their partner or group. After each speech, allow a minute or two for questions or positive comments. Take turns until everyone has done a 2 minute version. Next do a round of the same speech reducing the time to a single minute. During the final round, give them 30 seconds only. Ask them ahead of time to think about what is the most important information to share.

### Using the Speaking Score Checklist:

#### SPEAKING SCORE CHECKLIST

Name: \_\_\_\_\_ # \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_

#### Checklist:

- ☐ Voice
- ☐ Eye contact with audience
- ☐ Visuals
- ☐ Body Posture



Your Rubric Score: \_\_\_\_\_

4  
3  
2  
1



Once students become comfortable with speaking, you can introduce the idea of giving feedback on their presentations. At the students score me first. List, explain what each student does a very short speech (one minute). I'll use a quiet voice, and go off topic, for students have fun giving the low end and giving you advice on their presentations. Next do a quality short presentation. Let the students see what you mean about the use of visuals, etc. Let the students in small groups first before the whole class. Ultimately, students to other classrooms to give and have the other students score their presentations for a win-win in terms of other students in each other, and not having time to listen to every talk.

SPEAKING RUBRIC		SPEAKING SCORE CHECKLIST	
4: Exemplary	<ul style="list-style-type: none"> <li>100% on task</li> <li>100% on time</li> <li>100% on content</li> <li>100% on delivery</li> <li>100% on audience</li> <li>100% on feedback</li> <li>100% on overall presentation</li> </ul>	Score: _____	# _____
3: Good	<ul style="list-style-type: none"> <li>90% on task</li> <li>90% on time</li> <li>90% on content</li> <li>90% on delivery</li> <li>90% on audience</li> <li>90% on feedback</li> <li>90% on overall presentation</li> </ul>	Title: _____	
2: Fair	<ul style="list-style-type: none"> <li>80% on task</li> <li>80% on time</li> <li>80% on content</li> <li>80% on delivery</li> <li>80% on audience</li> <li>80% on feedback</li> <li>80% on overall presentation</li> </ul>	Your Rubric Score: _____	
1: Poor	<ul style="list-style-type: none"> <li>70% on task</li> <li>70% on time</li> <li>70% on content</li> <li>70% on delivery</li> <li>70% on audience</li> <li>70% on feedback</li> <li>70% on overall presentation</li> </ul>	Impressions, Energy: _____	
		Notes: _____	
		Comments: _____	
		Feedback: _____	
		Other: _____	



Teach *Writing*  
Modeled and Shared  
With a Common Topic—  
Use a sub-topic of the overall  
theme to teach the process



1



2



3



4

# Modeled Writing

## A Great Citizen

Dr. Martin Luther King, Jr. is a  
~~good~~ <sup>great</sup> citizen. <sup>First,</sup> He

wanted all  
people to be treated fair and  
<sup>Then,</sup> equal. He convinced other

people to fight back peacefully.  
Now, all people have equal rights.

Dr. Martin Luther King, Jr. is  
a thinker and he is principled.

# Modeled Writing

## Topic Sentences

### Simple Main Idea

Recess is an enjoyable activity.

### Simple Main Idea with adjective

Saturn is a unique planet.

### Number Statement

Chocolate chip cookies have many important ingredients.

Number words:

a couple	several	a few	three
a number of	many	four	one

### Question and Statement

Do you like chocolate chip cookies?

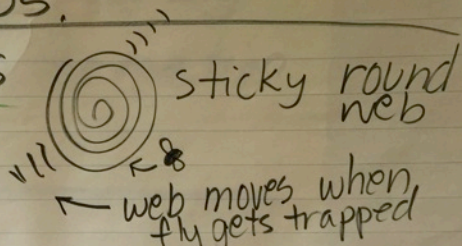
Let me tell you how to make them.

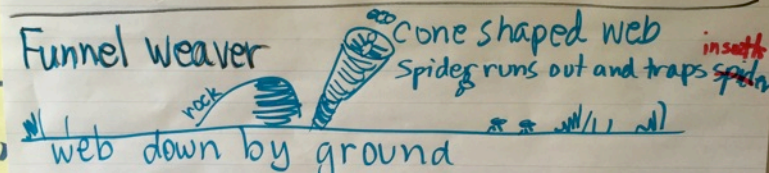
Lilah




# Modeled Writing

Big idea Spiders build many different kinds of webs.

Orb weavers  sticky round web  
web moves when fly gets trapped

Funnel weaver  cone shaped web  
Spider runs out and traps insects  
web down by ground

Web thrower  rectangular web  
spider hangs upside down  
drops webs over insect to trap

Spiders are web builders who make different webs that trap spiders in other ways.

Big idea Spiders build many different kinds of webs. The orb weaver makes sticky, round webs. The spider knows it has an insect when the web moves. Another web builder is the funnel weaver. He makes a cone shaped web by the ground. He runs out and traps insects. The web thrower also creates webs. He drops a rectangular web over the insects to capture them. Spiders are web builders who make webs that trap insects in other ways.



# Modeled Writing

**OBJECTIVE:** We will identify the components of an introduction to an informational text.  
*non-fiction*

## INTRODUCTION

Do you know what makes bottlenose dolphins so interesting? Bottlenose dolphins are mammals that live in the ocean. These animals are not only smart and fast, but are also good hunters.

- 1) **Hook** : grabs the reader's attention  
It can be a question or a very interesting fact.
- 2) **Description** : describe your topic in case the reader doesn't know anything about it.
- 3) **Main Idea** : it's what the entire text is going to be about. Explain briefly what the reader will learn.

**Objective:** We will identify the components of a conclusion in an informational text.  
*non-fiction*

Puffins are beautiful living creatures we need to protect. Their lives may be in danger because of increasing water temperatures and a lack of food available for them to eat. We can preserve the puffin population by introducing butterfish to their diet, voting for laws to protect them, and starting another puffin restoration program. What would our world be like without puffins? If they were no longer here would it affect other living things as well?

- 1) **Description** : You might want to add another detail to describe your topic.
- 2) **Main Idea** : Restate your main idea to remind the reader what they should have learned.
- 3) Leave the reader with something to think about.

# Shared Writing

Martin Luther King, Jr.

Word Bank

<del>equal rights</del>	<del>freedom</del>
<del>minister</del>	<del>national holiday</del>
<del>civil rights</del>	<del>preach</del>
<del>believed</del>	<del>birthday 1/15/29</del>
<del>law</del>	<del>learning</del>
<del>bus</del>	<del>13-H.S.</del>
<del>1955</del>	<del>Atlanta, GA</del>
<del>jail</del>	<del>father</del>
<del>marches</del>	<del>decisions</del>

Martin Luther King, Jr.

Martin Luther King, Jr. was born January 15, 1929. He loved learning. When he was 13 years old he began high school. He grew up in Atlanta, Georgia.


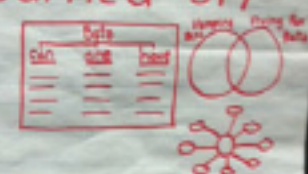


He became a minister like his father. Black people didn't have equal rights. For example, they couldn't sit where they wanted.

Write  
that c  
main  
readin  
and t  
signif



# Create How To Charts For the Process

How to write an Informative Text

1. Learn about a topic through research.  

2. Write what you learned on a graphic organizer.  

3. Plan your topic sentence, facts, and closing sentence on a writing planner.  
Use your planner to draft.  

4. Edit and Revise your draft  
• Capitals A B C • Spelling cat  
• Punctuation ?!  • Neatness
5. Write your final draft!  
Be proud of your hard work.  


# How To Charts

## Writing A How-To Book

### Steps

- 1 Make a list of possible topics.
- 2 Choose one
- 3 Get How-To Paper
- 4 Touch & plan
- 5 Write Sketch
- 6 Write!

Use order words:  
\* First,  
Next,  
Then,  
After that,  
Finally, Last,


③ Be check directions with a partner

### How To Ideas


- make lemonade
- draw a car
- do a headstand
- roller-skate

### How To Do a Headstand

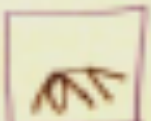
To do a headstand, stand near a wall. First, take a deep breath.




Then, put your hands down.



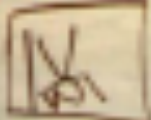
Next, put your knees between your hands on something soft.



Next, put your knees on your elbows.



Finally,



# How To Charts

Informative/Explanatory



## Grade 2 Writing

1. Introduce your topic.  
(topic sentence)



This is about the sun.

2. Use facts and definitions to develop key points.



1. It's big.
2. It's bigger than a house.

3. Write about your topic.

Be sure to

- ☐ Use a **CAPITAL** at the beginning of your sentences.
- ☐ Use **commas** for words in a series.
- ☐ Use **apostrophes** in contractions.
- ☐ Use an **end point** at the end of your sentences.
- ☐ Check your spelling.
- ☐ Write complete sentences.



. ! ?





# Help Students Track the Process On Their Own

**Informative/Explanatory Writing Assignment Sheet and Checklist**

Completed			Tasks to Complete
You	Partner		
<input type="checkbox"/>	<input type="checkbox"/>	1.	Complete a <b>Matrix of information</b> : What do we want to learn about _____?
<input type="checkbox"/>	<input type="checkbox"/>	2.	Create a question to focus your writing.
<input type="checkbox"/>	<input type="checkbox"/>	3.	Complete an <b>outline</b> to organize your writing
<input type="checkbox"/>	<input type="checkbox"/>	4.	Read and research from <b>at least 3 sources</b> to answer your question. Some helpful websites: <a href="http://www.proquestk12.com">www.proquestk12.com</a> <a href="http://www.scribbr.org">www.scribbr.org</a>
<input type="checkbox"/>	<input type="checkbox"/>	5.	Keep notes as you read. Remember "key words". Include the source with your notes.
<input type="checkbox"/>	<input type="checkbox"/>	6.	Write a rough draft for your project
<input type="checkbox"/>	<input type="checkbox"/>	7.	Create text features as needed: <ul style="list-style-type: none"> <li>• Title page and Table of Contents</li> <li>• Diagrams, timelines, graphics, graphs</li> <li>• Page numbers, Headings and sub headings</li> <li>• Glossary and/or Index</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	8.	Write your <b>bibliography</b> with this format: A list in alphabetical order of your references If it is a book: author (last name, first name), (year published), <u>Title</u> (underlined), Publisher. EXAMPLE: Jones, Henry, 2004, <u>The History of George Washington</u> , Random House. If it is a website: copy down URL and the date you accessed the web. EXAMPLE: <a href="http://www.history.com/george-washington/gw.pdf">www.history.com/george-washington/gw.pdf</a> , accessed January 11, 2011.
<input type="checkbox"/>	<input type="checkbox"/>	9.	<b>Revise your project</b> : read it out loud to your writing partner. Add details as needed. Select better words using a thesaurus to help you. Make sure you've used different kinds of sentences. Use transition words as needed to make the writing flow.
<input type="checkbox"/>	<input type="checkbox"/>	10.	<b>Edit your project</b> . Check your spelling and punctuation, including quotation marks. Have your writing partner check it too.
<input type="checkbox"/>	<input type="checkbox"/>	11.	<b>Publish your project</b> —type or recopy in pen with your best handwriting.
<input type="checkbox"/>	<input type="checkbox"/>	12.	<b>Illustrate your project</b> : draw pictures, download photos, make a cover.

THIS PROJECT IS DUE ON \_\_\_\_\_

MY NAME \_\_\_\_\_

MY WRITING PARTNER'S NAME \_\_\_\_\_

# Assessment

## Designing and Using

# Writing

# Performance

# Tasks

## To Assess Skill

## And On-demand

## Reading and

## Writing

### Teacher Version

Grade	2	Title/Subject	Ladybugs
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The following sections are included in this Teacher Version:

- Overview
- Process: Day 1, 2 and 3
- Teacher Directions for Scoring Rubric and Student Directions and Articles

### Overview

On Day 1 students will engage in a video viewing, shared reading and note-taking activity using informative sources to learn about the life cycle of a ladybug. After the group activity, they will be directed to plan, and begin to draft an informative writing piece about the life cycle of ladybugs utilizing the information they read in the text as well as notes they took during the shared lesson. On Day 2 they will write a first draft, and on day 3 students will finish their drafts, revise and edit their writing.

### Process

#### DAY 1: Video Viewing, Shared Reading and Note-taking: Up to 60 minutes

##### Step 1: Connect to Background Knowledge ~ 5 minutes

Provide an introduction to the classroom activity by indicating that after this activity, students will be writing an essay focused on the topic of the life cycle of a ladybug. Ask students to share orally what they might know about the life cycle of a ladybug. Possible questions could include:

*"Have you ever seen ladybugs? What do ladybugs look like? How are baby ladybugs different from adult ladybugs? Where do ladybugs live? What else do you know about ladybugs?"*

For active engagement encourage pair or group sharing, before sharing out with whole group.

##### Step 2: Accessing the Information ~ 35 minutes

1. Explain: *"Now we will look at a video and read two sources about the life cycle of ladybugs."* Watch the video on YouTube and read the other source, pointing out important facts and features (pictures, captions, etc.) Use ONLY the sources provided in this prompt packet.



Show the YouTube video <http://www.youtube.com/watch?v=Sw4WxGjffB8>

2. Lead a whole class discussion about the sources, during which students generate a key word list, list the "gist" next to each paragraph, highlight important words/phrases, or participate in pictorial narrative input (large teacher-created drawing with labels).
3. Think-Pair-Share: *"Tell your partner what you learned about the life cycle of ladybugs."* Make sure both partners have time to share with each other.

# Writing Performance Tasks

## Teacher Version

Grade	2	Title/Subject	Ladybugs
-------	---	---------------	----------

The following sections are included in this Teacher Version:

- Overview
- Process: Day 1, 2 and 3
- Teacher Directions for Scoring Rubric and Student Directions and Articles

## Overview

On Day 1 students will engage in a video viewing, shared reading and note-taking activity using informative sources to learn about the life cycle of a ladybug. After the group activity, they will be directed to plan, and begin to draft an informative writing piece about the life cycle of ladybugs utilizing the information they read in the text as well as notes they took during the shared lesson. On Day 2 they will write a first draft, and on day 3 students will finish their drafts, revise and edit their writing.

## Process

### DAY 1: Video Viewing, Shared Reading and Note-taking

#### Step 1: Connect to Background Knowledge ~ 5 minutes

Provide an introduction to the classroom activity by indicating that after this writing an essay focused on the topic of the life cycle of a ladybug. Ask them they might know about the life cycle of a ladybug. Possible questions could be: "Have you ever seen ladybugs? What do ladybugs look like? How are baby ladybugs? Where do ladybugs live? What else do you know about ladybugs?"

For active engagement encourage pair or group sharing, before sharing.

#### Step 2: Accessing the Information ~ 35 minutes

1. Explain: "Now we will look at a video and read two sources about the life cycle of a ladybug. Watch the video on YouTube and read the other source, pointing out features (pictures, captions, etc.) Use ONLY the sources provided in this packet."

Show the YouTube video <http://www.youtube.com/watch?v=5v4fWz>

2. Lead a whole class discussion about the sources, during which students list the "gist" next to each paragraph, highlight important words/phrases, and create a pictorial narrative input (large teacher-created drawing with labels).
3. Think-Pair-Share: "Tell your partner what you learned about the life cycle of a ladybug. Make sure both partners have time to share with each other."

Grade	2	Title/Subject	Ladybugs
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## Student Prompt:

As you think about what you just read, write an essay to explain to your teacher what you learned about the life cycle of ladybugs.

## Writing Tips:

- ☐ Be sure to introduce the topic and group related facts together.
- ☐ Use facts from the two sources to develop your ideas.
- ☐ You may want to include definitions and illustrations to help your teacher understand what you learned.
- ☐ End with a concluding sentence or section.

## Reminders:

- ☐ You can look at the sources and your key word list to help you with your writing.
- ☐ You might begin by making a plan or drawing a graphic organizer before you start writing.
- ☐ Do not copy sentences from the sources.

## Step 1: Plan

Plan: review the texts and your notes

- ☐ Make a plan on the blank paper for your writing.

## Step 2: Draft

- ☐ Write a sentence with your main idea about the topic.
- ☐ Write sentences with facts, definitions, and details to develop your points.
- ☐ Try to group information together as you write.
- ☐ Write a concluding sentence or paragraph.

Informative/Explanatory



Common Core Standards



## Informative Writing Performance Task

### Adult Ladybug Stage

**What does a newly emerged ladybug (one that just hatched out of the pupa) look like?**

Visit [www.ladybuglady.com/NewLadybug.html](http://www.ladybuglady.com/NewLadybug.html) to see one emerge step by step.



### Adult Ladybug

When the metamorphosis is complete, the skin of the larvae will split open and the full grown ladybug will emerge, but it still won't look like the ladybug that you know so well. It will look soft and pink or very pale for a couple of hours until its shell becomes hard. As the shell hardens it also gains pigment, which causes the ladybug to become bright red.

### Raising Ladybugs

Some people like raising ladybugs in ladybug farms similar to an **ant farm** or a **worm farm**. They do this because they love ladybugs and so that they can watch the wonderful transformation of the ladybug life cycle. Lots of teachers have ladybug farms. If your teacher doesn't have one, you should ask him or her to get a ladybug farm for the classroom.



# Writing Performance Tasks

Informative/Explanatory Common Core Standards

**Informative Writing Performance Task**

Teacher Version

Grade 4 Title/Subject Pythons

The following sections are included in this Teacher Version:

- Overview
- Process: Day 1, 2 and 3
- Teacher Directions for Scoring Rubric
- Student Directions and Articles

**Overview**

On Day 1 students will engage in a video viewing and a informative texts to learn about pythons. After the group writing. On Day 2 they will draft an informative writing read in the texts as well as notes they took during the drafts, revise and edit their writing, and type a final copy.

**Process**

**DAY 1: Video Viewing, Shared Reading**

**Step 1: Connect to Background Knowledge**

Provide an introduction to the classroom activity by writing an essay focused on the topic of pythons. Ask about pythons. Possible questions could include:


"What is a python? What do pythons look like? What problem in the Florida Everglades? What else do you know about pythons?"

For active engagement encourage pair or group share.

**Step 2: Accessing the Information ~ 35 min**

1. Explain: "Now we will watch a video and read the read both sources, pointing out important facts of the sources provided in this prompt packet."
2. Lead a whole class discussion about the sources list the "gist" next to each paragraph, highlight the pictorial narrative input (large teacher-created diagram).
3. Think-Pair-Share: "Tell your partner what you learned have time to share with each other."

Have the class watch this video clip:

 <https://www.youtube.com/watch?v=...>

Grade 4		Informative/Explanatory Writing Rubric	
Level	INFORMATIVE/EXPLANATORY WRITING	LANGUAGE CONVENTIONS	
4 Exceeds	<ul style="list-style-type: none"> <li>Meets all expectations set forth in 3</li> <li>Document is well organized and connected with smooth transitions</li> <li>Both introduction and conclusion are clear and well stated</li> <li>Facts are well organized with appropriate details</li> </ul>	<p><b>Mostly correct use of language conventions, and some above grade level skills used, for example:</b></p> <ul style="list-style-type: none"> <li>Meets all expectations set forth in 3</li> <li>Uses underlining, quotation marks, or italics for titles of works</li> <li>Recognizes and corrects inappropriate shifts in verb tense</li> </ul>	
3 Meets	<p><b>INFORMATIVE/EXPLANATORY WRITING (W2)</b></p> <ul style="list-style-type: none"> <li>Introduces topic clearly (W2a)</li> <li>Groups related information in paragraphs and sections (W2a)</li> <li>Includes formatting (headings, etc.), illustrations, and multimedia when they aid comprehension (W2a)</li> <li>Develops topic with facts, definitions, concrete details, quotations, or other information/examples related to the topic (W2b)</li> <li>Links ideas within categories of information using words/phrases such as another, for example, also, because (W2c)</li> <li>Uses precise language and domain-specific vocabulary to inform/explain the topic (W2d)</li> <li>Provides a concluding statement or section related to the informative/explanatory presented (W2e)</li> </ul> <p><b>WRITING PROCESS (W4-W8)</b></p> <ul style="list-style-type: none"> <li>Uses clear and coherent writing in multi-paragraph texts that is appropriate to task, purpose, and audience (W4)</li> <li>WGASFA* Develops/strengthens writing by planning, revising, editing (W5)</li> <li>WGASFA* Uses a variety of digital tools to write and publish writing (W6)</li> <li>WGASFA* Can keyboard/type a minimum of one page in a single sitting (W5)</li> <li>Takes notes, paraphrases, and categorizes information, and provides a list of sources (W8)</li> <li>Draws evidence from text (W9)</li> </ul>	<p><b>Adequate use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</b></p> <ul style="list-style-type: none"> <li>Produces complete sentences, recognizing and correcting inappropriate fragments and run-ons (L1)</li> <li>Correctly uses frequently confused words (e.g., its, its; few, there, their) (L1a)</li> <li>Writes fluently and legibly in cursive or joined letters (L1b)</li> <li>Uses correct capitalization (L2a)</li> <li>Uses commas and quotation marks to mark direct speech and quotations from a text (L2b)</li> <li>Uses a comma before a coordinating conjunction in a compound sentence. (L2c)</li> <li>Spells grade-appropriate words correctly, consulting references as needed. (L3d)</li> <li>Chooses words and phrases to convey ideas precisely (L3)</li> <li>Chooses punctuation for effect (L3)</li> </ul>	
2 Almost Meets	<ul style="list-style-type: none"> <li>Has clear topic but some facts are not well-developed</li> <li>May not write multi-paragraphs</li> <li>Has limited planning for writing</li> <li>Uses some linking words/phrases</li> <li>Has informal vocabulary or is not aligned with topic</li> </ul>	<p><b>Limited use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</b></p> <ul style="list-style-type: none"> <li>Uses some punctuation correctly</li> <li>Uses some sentence variety correctly</li> <li>Spells most words correctly</li> </ul>	
1 Does Not Meet	<ul style="list-style-type: none"> <li>Provides few details or facts</li> <li>Writes only single paragraph</li> <li>Has no planning for writing</li> <li>Copies sentences directly from text in articles in prompt</li> </ul>	<p><b>In frequent use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</b></p> <ul style="list-style-type: none"> <li>Has many words spelled incorrectly</li> <li>Has many errors in capitalization</li> <li>Writes few complete sentences or only simple sentences</li> <li>Has many errors or is missing punctuation</li> </ul>	

Informative/Explanatory Common Core Standards

**Informative Writing Performance Task**

Student Reading Text

Grade 4 Title/Subject Pythons Article 2

**ReadWorks**

<http://www.readworks.org/passages/sneaky-ssnakes>

**Sneaky Ssnakes**

A new report shows pythons are spreading.

What's 23 feet long, as thick as a telephone pole, and slithering into a state near you? A Burmese python!

*Newscom*

Pythons and other giant snakes are worming their way into Florida and other states. That is the finding of a new report by the U.S. Geological Survey. The species are not native to, or originally from, the area. They might have started out as pets that were set free. Many pythons are native to Asia.

Today, there are tens of thousands of pythons in Florida. They may one day creep into almost one-third of the United States, scientists say.


"They [can move] long distances in a short period of time," scientist Gordon Rodda told WR News. He worked on the study. "We had a python in Florida that in a few weeks ... traveled 30 miles."

That's bad news for ecosystems. Those are groups of plants and animals that live in the same area. The snakes eat everything from birds to bobcats. They lie still until an animal comes near. Then the reptiles strike. Reptiles are cold-blooded animals that often have scales.

U.S. officials are coming up with ways to stop the snakes. One idea is to ban people from bringing pythons into the country. To ban is to prevent.

**ReadWorks.org**

THE SOLUTION TO READING COMPREHENSION  
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