

Children's Literature Title...

Henry's Freedom Box: A True Story from the Underground Railroad

Written by Ellen Levine and Kadir Nelson

Levine's retelling of William Still's 1872 recounted story of Henry "Box" Brown with Nelson's antique lithograph inspired paintings provide the reader an opportunity to vividly relive Henry Brown's strength and conviction for risking everything to do what he knows is right. It is a fictionalized accounting of Henry's journey in a wooden "Box"; mailing himself to freedom. This 2008 Caldecott Honor book would lend itself to text sets of: courage, struggles for justice, ordinary people doing extraordinary things, African Americans, juvenile fiction, 1816-fiction, slavery, and underground railroad.

Henry's Freedom Box was published in 2007 by Scholastic and the ISBN is 0-439-77733X.



"The book to read is not the one which thinks for you, but the one which makes you think."

James McCosh

News from Maine Reading First...

Maine Reading First is pleased to announce that the 2008 Maine Reading First Summer Institute will be held on August 20 in the Portland area and on August 21 in the Bangor area. The featured speaker will be Debbie Diller, author of Making the Most of Small Groups: Differentiation for All, Literacy Work Stations: Making Centers Work, and Practice with Purpose: Literacy Work Stations for Grades 3-6. Debbie will be focusing on small group reading instruction practices and literacy center design to promote student learning. Registration information will be included in future issues of *Literacy Links*. If you would like more information about this session please contact: Leeann.Larsen@maine.gov.

Check it out...

www.literacymatters.org

This is a great website with many helpful vocabulary links click on: <http://www.literacymatters.org/content/readandwrite/vocab.htm>. It provides guidelines for vocabulary instruction and includes website links to all areas of vocabulary instruction including: Content reading vocabulary, lesson plans for content reading vocabulary, and tools for teaching vocabulary. Enjoy exploring and using these many ideas.

<http://reading.uoregon.edu/au/>

The University of Oregon's Big Ideas in Reading website is useful for information about Vocabulary instruction and assessment. In addition to a clear description of the research that supports vocabulary development, this site includes specific information about the critical features of vocabulary instruction, including appropriate benchmarks for kindergarten through grade three students. Curriculum maps from this site give clear guidance to follow when considering the hierarchy of skills and determining benchmarks. The numbers in the top row of the curriculum map correspond to the months of the school year. For example, if your school year begins in September, then September would be month 1 on the map. If your school year begins in August, then August would be month 1.



"It has been our experience that students become interested and enthusiastic about words when instruction is rich and lively."

Isabel Beck, Margaret McKeown, and Linda Kucan, 2002

Mapping of Instruction to Achieve Instructional Priorities Kindergarten

Instructional Priority: Vocabulary	1	2	3	4	5	6	7	8	9
Focus 1: Concept Naming and Use									
* 1a: Names pictures of common concepts	X	X	X	X	X	X	X	X	X
* 1b: Uses words to describe location, size, color, and shape	X	X	X	X	X	X	X	X	X
1c: Uses names and labels of basic concepts	X	X	X	X	X	X	X	X	X
Focus 2: Categorization									
2a: Identifies and sorts pictures of common words into basic categories	X	X	X	X	X	X	X	X	X
Focus 3: Vocabulary Development and Use									
* 3a: Learns new vocabulary through stories and instruction	X	X	X	X	X	X	X	X	X
3b: Listens to new vocabulary in multiple contexts to understand its use	X	X	X	X	X	X	X	X	X
3c: Uses newly learned vocabulary on multiple occasions to reinforce meaning	X	X	X	X	X	X	X	X	X

* High priority skill

Mapping of Instruction to Achieve Instructional Priorities First Grade

Instructional Priority: Vocabulary	1	2	3	4	5	6	7	8	9
Focus 1: Concept Categorization									
1a: Sorts grade-appropriate words with or without pictures into categories	X	X	X	X	X	X	X	X	X
Focus 2: Vocabulary Development and Use									
* 2a: Learns and uses unfamiliar words introduced in stories and informational passages	X	X	X	X	X	X	X	X	X
2b: Increases knowledge of word meanings and uses new vocabulary in speaking and writing	X	X	X	X	X	X	X	X	X

* High priority skill



"Teaching children to read is a challenging responsibility."

Learning Point Associates

Mapping of Instruction to Achieve Instructional Priorities Second Grade

Instructional Priority: Vocabulary	1	2	3	4	5	6	7	8	9
Focus 1: Concept Categorization									
1a: Classifies and categorizes words into sets and groups	X	X	X	X	X	X	X	X	X
Focus 2: Vocabulary Development and Use									
* 2a: Learns and uses unfamiliar words that are introduced in stories and texts	X	X	X	X	X	X	X	X	X
2b: Understands and explains common antonyms and synonyms	X	X	X	X	X	X	X	X	X
* 2c: Increases knowledge of vocabulary through independent reading	X	X	X	X	X	X	X	X	X
2d: Uses new vocabulary	X	X	X	X	X	X	X	X	X
2e: Examines word usage and effectiveness to expand descriptive vocabulary	X	X	X	X	X	X	X	X	X
2f: Makes inferences about the meaning of a word based on its use in a sentence	X	X	X	X	X	X	X	X	X
2g: Uses word structure to learn meaning	X	X	X	X	X	X	X	X	X
2h: Identifies simple multiple-meaning words	X	X	X	X	X	X	X	X	X

* High priority skill

Mapping of Instruction to Achieve Instructional Priorities Third Grade

Instructional Priority: Vocabulary	1	2	3	4	5	6	7	8	9
Focus 1: Concept Categorization									
1a: Classifies and categorizes increasingly complex words into sets and groups	X	X	X	X	X	X	X	X	X
1b: Categorizes words hierarchically	X	X	X	X	X	X	X	X	X
1c: Draws and uses semantic maps and organizers to convey word relationships	X	X	X	X	X	X	X	X	X
Focus 2: Vocabulary Development and Use									
2a: Learns and uses unfamiliar words that are introduced in stories and passages	X	X	X	X	X	X	X	X	X
2b: Increases knowledge of vocabulary through independent reading	X	X	X	X	X	X	X	X	X
2c: Uses new vocabulary	X	X	X	X	X	X	X	X	X
2d: Uses more descriptive vocabulary	X	X	X	X	X	X	X	X	X
2e: Determines the meaning of a word based on its use in a sentence	X	X	X	X	X	X	X	X	X
2f: Uses dictionary to determine word meaning	X	X	X	X	X	X	X	X	X
2g: Uses knowledge of prefixes and suffixes to determine word meaning	X	X	X	X	X	X	X	X	X

* High priority skill

Newsletter Archives

There are several earlier editions of *Literacy Links* available on the Maine Reading First website at <http://www.maine.gov/education/rf/homepage.htm>

Edition	Spotlight Topic
March, 2005	Maine Reading First
April, 2005	Maine Reading First Course
May, 2005	Reading Fluency
June, 2005	Vocabulary
September, 2005	Phonemic Awareness
October, 2005	Phonics
November, 2005	Comprehension
December, 2005/January, 2006	DIBELS
February, 2006	Literacy Centers
March, 2006	Interactive Read Aloud
April, 2006	Nonfiction
May, 2006	Word Walls
June, 2006	Classroom Design
September, 2006	Shared Reading
October, 2006	Automaticity
November, 2006	Using Assessment to Guide Instruction
December, 2006	Deepening Comprehension
January, 2007	Selecting Quality Children's Books (part 1)
February, 2007	Selecting Quality Children's Books (part 2)
March, 2007	Making Instruction Explicit
April, 2007	Motivation and Engagement
May-June 2007	Grouping for Instruction
September 2007	Making Instruction Systematic
October, 2007	Pacing Instruction
November, 2007	Managed Independent Practice
December, 2007	A Deeper Look at Phonemic Awareness
January, 2008	Phonics at the K-2 Grade Span
February, 2008	Phonics and Word Work Grades 3-5



For additional information about any of the items in this newsletter or to sign up to receive this e-newsletter, please email leann.larsen@maine.gov

Click here to view the Maine Reading First website
<http://www.maine.gov/education/rf/homepage.htm>

The professional development opportunities and materials are listed in *Literacy Links* for informational purposes only and are not necessarily endorsed by the Maine Department of Education's Maine Reading First Initiative.