



# Everyday Literacy

Because there's always a reason to read.

## Overview

*Scholastic Everyday Literacy* is a unique collection of real-world nonfiction text, also known as *realia*, for developing discerning learners, researchers and consumers. Ten distinct items in each thematically linked, grade-level collection deepen students' understanding of how to navigate and think critically about the variety of complex, discontinuous, real-world, nonfiction text they will encounter in their everyday lives.

### CRITICAL UNDERSTANDING OF COMPLEX TEXT THROUGH CRITICAL ANALYSIS

Using whole-class, non-leveled texts and realia (both on paper and on CD-ROM), *Dr. Gay Su Pinnell* and *Dr. Irene Fountas* help students explore and understand their textual world by shedding critical light on the kinds of text we all encounter in our daily lives. Using *Everyday Literacy*, students will:

- ➔ **Study and critically analyze the construction of, and the intent behind, everyday texts including menus, invitations, advertisements, magazine articles, guidebooks, fact books, catalogs, internet screens, and more.**
- ➔ **Consider and analyze characteristics of expository, procedural, and persuasive texts as defined by both the NAEP and by the Common Core State Standards.**
- ➔ **Create their own everyday texts, while critically analyzing and articulating the reasons behind their choices and creations.**
- ➔ **Communicate and present their decision-making and their results.**



## SCHOLASTIC EVERYDAY LITERACY IS DESIGNED FOR WHOLE-CLASS, WHOLE-GROUP INSTRUCTION.

Using either the whiteboard enabled CD-ROM or the Teaching Card, the teacher introduces whole groups to the category and type of text while scaffolding students as they work to understand the particular features unique to each. As students and teachers delve into each piece of realia together, they explore inquiry-based questions while being introduced to important ideas and critical vocabulary. This ensures that all students have the foundational knowledge and key vocabulary they'll need as they work together in small groups, pairs, or independently. Later, students are guided and gradually released into creating their own items or working on an activity.

|                   | GRADE K   | GRADE 1  | GRADE 2   | GRADE 3  | GRADE 4  | GRADE 5  | GRADE 6  |
|-------------------|---|--|---|--|--|--|--|
| <b>CONTENT</b>    | SOCIAL STUDIES  | SCIENCE  | SCIENCE   | SOCIAL STUDIES   | SCIENCE  | SOCIAL STUDIES   | SOCIAL STUDIES   |
| <b>THEME</b>      | Friends and Neighbors   | Growing and Changing                                       | Water World   | Habitats   | Animal Planet  | Field Trip USA   | World Wide GPS   |
| <b>EXPOSITORY</b> | <b>PICTURE DICTIONARY</b><br>My World<br>A First Picture Dictionary         | <b>FACT BOOK</b><br>My First Fact Book of Living Things    | <b>FACT BOOK</b><br>Water World<br>A Fantastic Fact Book!           | <b>FACT BOOK</b><br>Habitats<br>Fast Facts   | <b>FACT BOOK</b><br>Amazing Animal Facts                                       | <b>FACT BOOK</b><br>Fast Facts About the 50 States                   | <b>FACT BOOK</b><br>Scholastic Almanac 2011<br>Facts & Stats               |
| <b>PROCEDURAL</b> | <b>INVITATION &amp; MAP</b><br>Time to Blast Off!                           | <b>INVITATION &amp; MAP</b><br>Family Fun<br>Treasure Hunt | <b>INVITATION/ FLYER &amp; MAP</b><br>Aquarium &<br>Scavenger Hunt  | <b>BROCHURE &amp; MAP</b><br>Discover Arctic<br>Canada                                   | <b>BROCHURE &amp; MAP</b><br>Kalahari Dreams<br>Wildlife Safari                | <b>BROCHURE &amp; MAP</b><br>Hike the<br>Appalachian Trail           | <b>BROCHURE &amp; MAP</b><br>Discover Genghis<br>Khan's Mongolia           |
| <b>PROCEDURAL</b> | <b>CHART/POSTER</b><br>How to Make a Bird Feeder/<br>What Birds Do You See? | <b>CHART/POSTER</b><br>Get Up and Go!<br>Go! Go! Go!       | <b>CHART/POSTER</b><br>Let's Make Some Rain/<br>The States of Water | <b>CHART/POSTER</b><br>How to Make a Terrarium/<br>Choosing Terrarium Plants and Animals | <b>CHART/POSTER</b><br>How to Make a Photo Journal/<br>Kinds of Photo Journals | <b>CHART/POSTER</b><br>How to Plan a Trip/<br>Planning for Adventure | <b>CHART/POSTER</b><br>How to Travel the World/<br>Plan Your Trip to China |
| <b>PERSUASIVE</b> | <b>CATALOG</b><br>C.J. Toy Street   | <b>CATALOG</b><br>The DVD Store                            | <b>CATALOG</b><br>Weather Wear                                      | <b>CATALOG</b><br>Habitats Adventure Gear  | <b>BROCHURE</b><br>Welcome to the Cryptids Club                                | <b>CATALOG</b><br>American Treasures                                 | <b>CATALOG</b><br>Smart Spy Catalog  |
| <b>EXPOSITORY</b> | <b>GUIDEBOOK</b><br>A Guide to Dogs   | <b>GUIDEBOOK</b><br>Fly! Crawl! Hop!<br>A Guide to Insects | <b>GUIDEBOOK</b><br>Clouds, A Guide for Weather Watchers            | <b>GUIDEBOOK</b><br>Guide to Plants and Animals of the Sonoran Desert                    | <b>GUIDEBOOK</b><br>Guide to Owls of North America                             | <b>GUIDEBOOK</b><br>Extreme Sites USA<br>A Guidebook                 | <b>GUIDEBOOK</b><br>What on Earth?<br>A Guide to Extreme Sites             |
| <b>PERSUASIVE</b> | <b>AD</b><br>Children's Discovery Museum                                    | <b>AD</b><br>Pet Robots                                    | <b>AD</b><br>Northern Whale Watch Tours                             | <b>AD</b><br>The Save a Tree Foundation  | <b>AD</b><br>Namaste Elephant  | <b>AD</b><br>Visit Yellowstone National Park                         | <b>AD</b><br>Time Zones of the World Watch                                 |
| <b>EXPOSITORY</b> | <b>MAGAZINE ARTICLE</b><br>Meet the Safety Helpers                          | <b>MAGAZINE ARTICLE</b><br>A Joey Grows Up                 | <b>MAGAZINE ARTICLE</b><br>Just Add Water                           | <b>MAGAZINE ARTICLE</b><br>Delicate Balance  | <b>MAGAZINE ARTICLE</b><br>Wonders of the Sea                                  | <b>MAGAZINE ARTICLE</b><br>Building History                          | <b>MAGAZINE ARTICLE</b><br>Paris Goes Green                                |
| <b>PROCEDURAL</b> | <b>GAME/ DIRECTIONS</b><br>Community Helpers Lotto                          | <b>GAME/ DIRECTIONS</b><br>Animal Match                    | <b>GAME/ DIRECTIONS</b><br>To the Pond                              | <b>GAME/ DIRECTIONS</b><br>Habitats<br>Guess-the-Word                                    | <b>GAME/ DIRECTIONS</b><br>Animal Trivia                                       | <b>GAME/ DIRECTIONS</b><br>Great Landmarks Race                      | <b>GAME/ DIRECTIONS</b><br>Tour the World                                  |
| <b>EXPOSITORY</b> | <b>MENU</b><br>Mother Goose Restaurant                                      | <b>MENU</b><br>Plant-astic Café                            | <b>MENU</b><br>Water World Snack Bar                                | <b>MENU</b><br>Red Parrot Café   | <b>MENU</b><br>Harry's Herbivore Delight                                       | <b>MENU</b><br>Sally's U.S.A. Kitchen                                | <b>MENU</b><br>Around the World Café                                       |
| <b>PROCEDURAL</b> | <b>INTERNET SCREEN</b><br>Emily Elizabeth Goes to School                    | <b>INTERNET SCREEN</b><br>Root Race                        | <b>INTERNET SCREEN</b><br>Somethin' Fishy                           | <b>INTERNET SCREEN</b><br>The Great Habitat Match-Up                                     | <b>INTERNET SCREEN</b><br>Soar With Bats                                       | <b>INTERNET SCREEN</b><br>Puzzled States                             | <b>INTERNET SCREEN</b><br>Mapman Game                                      |



# Resources for Active Learning

Students work as a class, in groups and independently to explore each kind of text, focusing on its features and building their understanding of expository, procedural, and persuasive texts. These classroom materials will help generate curiosity and stimulate interest in everyday reading materials. *Because there's always a reason to read!*

## Interactive CD-ROM

Build essential knowledge and critical thinking skills.

Each CD-ROM lesson is divided into three key parts: *instruction, scaffolded review, and independent practice activity*. By launching the Interactive CD-ROM on a whiteboard or computer, along with the distributing the printed whole-class set of realia, you will invite students to be critical information consumers as they take on the roles of copywriters, designers, editors, and photographers. Along the way, students will be expected to share and present their observations and creations.

CD-ROMs for Grades K–2 are fully audio enabled and supported.



## RESOURCES FOR WHOLE-CLASS INSTRUCTION: EACH GRADE-LEVEL SET INCLUDES:

- ➔ 10 individual, grade-level appropriate, thematically-linked pieces of realia (25-copies of each)
- ➔ 3 sets of an original game
- ➔ Non-book items printed on long-lasting, tearproof paper
- ➔ Storage bins
- ➔ CD-ROM with 10 lessons
- ➔ 1 Teaching Card for each of the 10 lessons

## Teaching and Learning Support

**Essential Thinking** As students tackle complex, discontinuous text, they will become increasingly aware that the texts they encounter in their everyday lives are primarily designed to *explain how to do something, to inform about something, or to persuade one to do something*. Further, students will begin to notice the features of each type of text and how the words, design, layout, and visual elements all work together to support and promote each item's fundamental purpose.

Students will also gain firm foundational understandings of the theme of each realia type and its particular nonfiction text features, along with critical content and academic vocabulary.

Each piece of realia is accompanied by a Teaching Card. The card provides explicit suggestions to actively scaffold and engage children in targeted inquiry, literacy, and research activities. The cards include specific learning outcomes, prompts to use and suggestions for deepening learning. Further, each lesson plan supports an instructional sequence that moves from whole group and onto independent, paired, or small group activities.



## LESSON PLAN WALKTHROUGH

### Page 1

**Ad**  
Theme: Water World

**Ad:** Northern Whale Watch Tours  
Text Type: Persuasive

**Vocabulary**  
Academic: convinces, persuade, persuasive language, purpose, recognize, represent.  
Content: ad, cruise, finback whale, humpback whale, marine biologist, mink whale, reservation.

**Features to Notice**  
• persuasive text

**Types of Text to Notice**  
• persuasive text

**Types of Text to Notice**  
• persuasive text

**Types of Text to Notice**  
• persuasive text

**Realia and text type are categorized and defined.**

**Learning Goals and Informal Assessment**  
This page presents an overview of the lesson, including important academic and concept vocabulary as well as text features.

**Before Reading** This page also includes an overview that explains the purpose of the realia and why it is a good example of expository, procedural or persuasive text.

### Page 2

**Discuss the Features**  
Locate, read aloud, and discuss each labeled feature.

**Photograph**  
• What do you think is the purpose of the photograph showing the whale jumping from the water? (It grabs your attention; it makes you think about how exciting a whale watching trip could be.)

**Name of the Company**  
• What do the words Northern Whale Watch Tours tell you? (the name of the company; or group; that is selling the tour and taking you on it)

**Headline**  
• How does the headline Join Us for a Fabulous Whale Watching Adventure make the whale watching tour sound exciting. The words Join us make it sound like an invitation.)

**Reasons**  
• What is the purpose of the sentence You'll have a whale of a time? (It is a way of saying you will have a great time and gives you a good reason to go on Northern Whale Watch Tours.)

**Guarantee**  
• Tell children that whale sightings are guaranteed by the Northern Whale Watch Tours. Explain that a guarantee is like a promise. What is the purpose of giving a guarantee in this ad? (to let you know that the tour company is sure you will see a whale, and that if you you may come for free next time)

**Website and Phone Number**  
• What is the purpose of giving a website and phone number? (so you can find out the cost or make a reservation)

**Days and Times**  
• From where do the cruises leave (Hannery Harbor)  
• How long does each cruise take (3 hours)

**Apply the Learning**  
**Make Your Own Ad**  
If you are using the CD-ROM, click on Make Your Own Ad.  
• Have children work independently, with a partner, or in small groups.  
• Have children follow the directions to create an ad for a Dolphin Day Sail. Remind children to tell why they think this ad would, or would not, be exciting to look at.  
• Invite children to share the completed ads and explain their choices.

**Review: Let's Build an Ad**  
If you are using the CD-ROM, click on Let's Make an Ad.  
If you are not using the CD-ROM, children to pretend they have been to review the Northern Whale Watch Tours ad and suggest ways to improve it. Have children suggest ways each feature might be changed. In changes to color, logo, headline, photo, and words.

**Extension Activities**  
**Writing Activity: Reasons to Visit**  
Prepare in advance an ad template on which children can draw and write. Have children choose a place to visit, such as a local park, zoo, or aquarium. Ask children to write the name and a headline for the place and then draw a picture. On writing lines, have them write two reasons that make the place interesting and fun to visit.

**Information Literacy: Jingle Time**  
Remind children that print ads are just one form of advertising. Ask: Where else do you see ads? Point out that TV ads often include the use of jingles, or short songs, to make people remember their products. Work with children to create a jingle for Northern Whale Watch Tours, basing it on a familiar tune. Then sing the jingle together.

**Cooperative Learning: Looking for Logos**  
Remind children that logos are used in many forms of advertising. Explain that logos create instant recognition of a company or brand, no matter where they are seen. Assign children to groups. Have children look through magazines and mark with sticky notes the logos that they like. Have children show and tell what they liked about each logo.

**Career Connection: Marine Biologist**  
Explain to children that a marine biologist studies plants and animals that live in the sea. Ask: Why might it be helpful to have a marine biologist on board a whale watching tour? Then ask: What questions might you want to ask a marine biologist about whales?

**During, and After Reading**  
Each lesson plan provides explicit critical literacy instruction and analysis. It also provides for thorough examination of important vocabulary and text features unique to each realia type.

**Extension Activities** Each lesson plan provides hands-on activities for students to enjoy independently, with partners, or in small groups in literacy centers, in an out-of-school setting, in the library or media center, and at home.

### Page 3

**Create Dolphin Logos**  
If you are not using the CD-ROM, distribute copies of Create Dolphin Logos, the Copy Master.

• Explain that besides whale watching, sometimes people go dolphin watching. Invite children to make three different logos for a dolphin watch tour company.  
• Give children three sheets of paper. Read through the choices on the Copy Master.  
• Help children follow the directions to make three logos.  
• Have children share their completed logos.  
Note: This activity may be used as an Extension Activity for those using the CD-ROM.

### Page 4

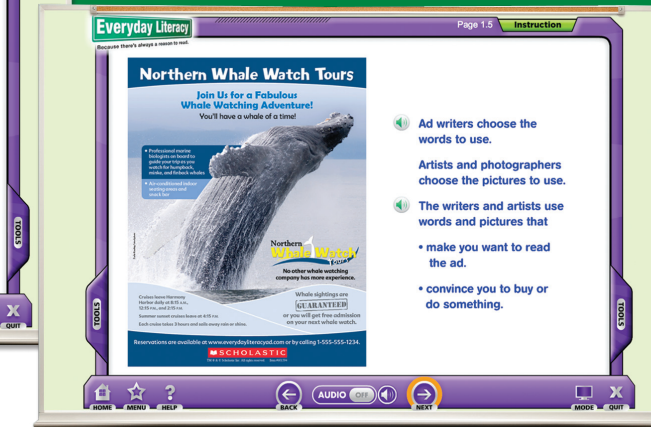
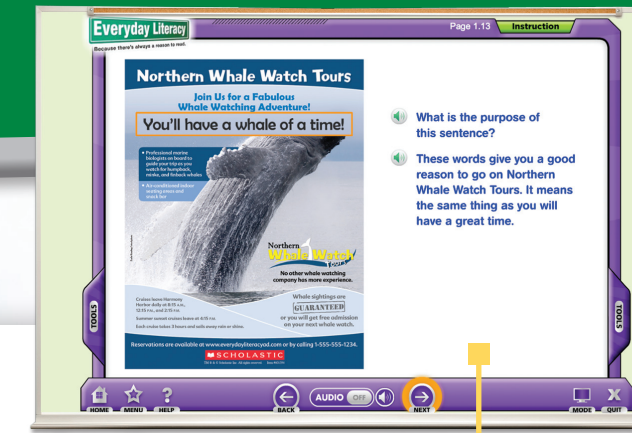
**Create Dolphin Logos**

Dolphin Day Sail    Dolphin Adventures    Dolphin Tours

**Have the best time of your life!**  
**Have a terrific adventure!**  
**Watch dolphins and smile!**

**Directions:** Cut and paste the three dolphin pictures onto three separate sheets of paper. Choose a name and sentence to include in each logo. Cut and paste them onto each sheet. Make your logos colorful and exciting.

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## CD-ROM

Teaching Card lessons mirror instruction provided on the accompanying CD-ROM. For those not using the CD, effective, explicit instruction is easily achieved using the Teaching Card.

Lessons follow an *I Do, We Do, You Do* model of gradual release. Students first study each piece of realia in depth. Then they review what they have learned in preparation for an activity that may involve creating their own realia or using the realia.

## Reproducible Extension Activity

A reproducible Copy Master provides teachers with an alternative to the culminating activity on the CD-ROM—if electronic access is not otherwise available or if teachers want to further extend the learning after using the CD. The differences between the CD-ROM activity and the reproducible activity are great enough so that any teacher could reliably use either one, or both.

Both electronic and paper activities are designed to encourage students to demonstrate what they've learned and create their own versions of the realia that they've just explored, or to do an activity using the realia. Students are encouraged to talk about their thinking and the choices made that culminate in their final activity. The reproducible activity is particularly useful for portfolio inclusion and evaluation.



# Frequently Asked Questions

## **Is there an order to teaching the realia? How do I choose which one to do first?**

There is no formal order in which to teach the lessons. And the focus of instruction is primarily around the understanding of both the form and the function of each type of text.

All 10 pieces of realia are thematically linked by a standard, grade-level theme. However, each piece is rich with potential thematic connections to selections in your basal, to your content area instruction, etc. Most realia pieces are short. All are easily understood with a quick read, and readily implemented during your regular whole-class instructional or read-aloud period.

## **The text looks difficult. Are my students supposed to read this on their own?**

Students at K–2 are not expected to read the text on their own. The text is not leveled and is intended for whole-class instruction. It is also discontinuous and not meant to be read word-for-word or cover-to-cover. It was designed to mimic the kinds of real-world texts students encounter in their everyday lives.

At K–2, all text is audio supported by the CD-ROM. Texts at 3–5 should be within students' range, particularly with whole-class instructional support. That said, much of the text meets both the informational and the complex text requirements as outlined by the Common Core State Standards.

## **How much time in a day should be allowed for it? In a week? When would it be used?**

The initial sequence of instruction, scaffolded review, and independent practice, with or without the CD-ROM, will take approximately two 20-minute sessions. The second 20-minute session would allow time for individual students, pairs, or groups, to conduct their own independent practice session and/or work with the Copy Masters provided. However, with the recommended extension activities and the expectation for the presentation of students' work, learning could extend for a longer period. The entire program for each grade can be covered in about 20 weeks.

## **How do I implement the program? Is there an implementation guide?**

Implementation couldn't be easier. Review the realia. Review the accompanying Teaching Card. Use the Teaching Card with or without the CD-ROM for whole-class instruction, providing each student with his or her own copy of the realia. If you are not using the CD-ROM, follow the prompts starting on page 2 of the Teaching Card and conduct your lesson. No additional guide is necessary.

## **Can Everyday Literacy be used without the IWB? Is there a Teaching Card for each lesson?**

Yes and yes. The Teaching Card is designed to mirror and extend the instruction provided on the interactive CD-ROM.

## **Can the CD-ROM be used on a computer?**

Yes. The CD-ROM should work on any computer. It would also be appropriate to place the CD in a technology center for students to use independently after a whole-class lesson.

## **Can students print what they create?**

Yes, but they have to use the software on their IWBs or computers to take a screen shot of their creations. See the HELP section of your CD-ROM for further information.

## **Can Everyday Literacy be used by 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> graders on their own?**

Yes. However, the content is sophisticated and may require some additional scaffolding.

## **Can Everyday Literacy be used as a center activity? Can the Extension Activities be used in centers?**

The Copy Master provided on page 4 of every Teaching Card would be a perfect center activity. Extension ideas provided on page 3 would as well. And the CD-ROM can move to the computer or technology center for student use.

## **Does the Everyday Literacy CD-ROM have audio for lower grades?**

Yes. Grades K–2 are fully audio supported.

## **Do the Copy Masters reflect the realia?**

Yes, they both reflect the realia and extend the learning, providing students with the opportunity for mastery.

## **Can the program be used with ELLs? How would it be helpful?**

The suggested whole-class implementation model is supportive of all learners, including those who are struggling with language acquisition. Further, all students can benefit from the opportunity to examine and understand the types of text they will encounter in their everyday lives but rarely encounter in schools in any formal way.

## **What about the theme? Why are some science and some social studies? How do they fit in with my curriculum?**

Themes were chosen to generally correlate with grade-level instruction. However, each piece of realia is rich with potential connections. The Grade K menu, for example, is tied to fairytales and folktales. We suggest that you quickly review each of the 10 items and match them to your curriculum as you see fit. Or use them in the order in which they've been provided on the chart in this Overview, linking back to the overarching theme, for a very rich unit of study.

## **Is there flexibility of use?**

Yes. Teachers can use this at any point in the school year during their whole-group instructional time. The materials, the CD-ROM, and the Extension Activities are all suitable for small-group instruction and/or Literacy Centers.

## **Is it consumable?**

No. In fact, all non-book items have been printed on durable, non-tearable paper for long use.