

## ReadWriteThink Mission Statement

ReadWriteThink provides educators and students access to the highest quality practices and resources in reading and English language arts instruction. Produced by the International Reading Association (IRA) and the National Council of Teachers of English (NCTE), the site features standards-based lesson plans and interactive student materials for the K–12 classroom.

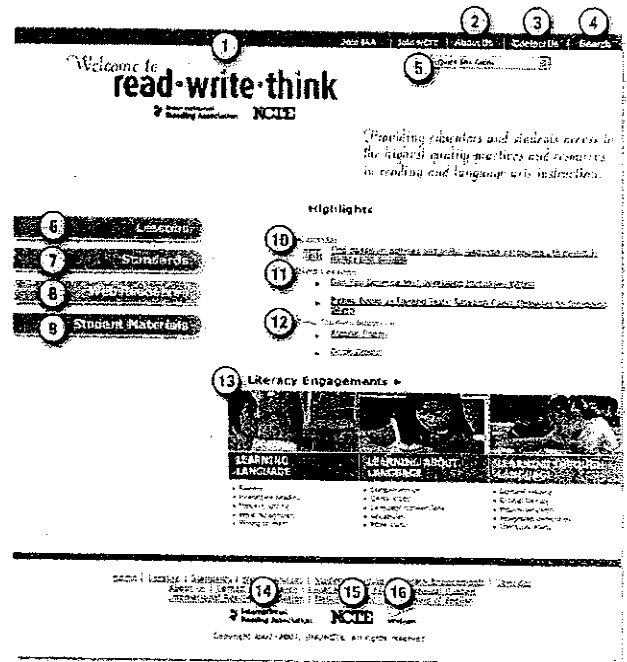
## Using ReadWriteThink

From the Thinkfinity homepage, click on the Partner site logo, or type [www.readwritethink.org](http://www.readwritethink.org) in the address line of your Web browser, and click Enter or press Return.

The ReadWriteThink homepage appears.

The following numbered list corresponds to the screenshot on the right showing the features of the homepage.

- 1 Visit ReadWriteThink for standards-based, online reading and English language arts resources for K–12 educators and students.
- 2 Learn more About Us, ReadWriteThink, including information about the International Reading Association and the National Council of Teachers of English.
- 3 Contact Us to offer feedback and comment on the site.
- 4 Search ReadWriteThink and all of the Thinkfinity Partner sites.
- 5 Use the Quick Site Guide to access different areas of the site or to seek technical support.
- 6 Browse an extensive collection of reading and English language arts Lessons.
- 7 Learn more about the IRA/NCTE *Standards for the English Language Arts*.
- 8 Discover many useful reading and English language arts Web Resources reviewed by the ReadWriteThink Web Resources Review Panel.
- 9 Access a collection of interactive Student Materials that support literacy learning in the K–12 classroom.
- 10 Visit the Calendar for lessons, Web links, texts and classroom activities associated with important events in literacy.
- 11 Access New Lessons posted regularly to the site.
- 12 Explore New Student Materials recently added to the site.
- 13 Read more about the Literacy Engagements: learning language, learning about language, and learning through language.



- 14 Go to the International Reading Association Web site.
- 15 Access the National Council of Teachers of English Web site.
- 16 Access the Verizon Foundation Web site.

## IRA and NCTE Mission Statement:

The International Reading Association is a community of reading professionals united by the mission to promote higher levels of literacy, reading, and communication by continuously advancing the quality of reading instruction and research worldwide.

The National Council of Teachers of English promotes the development of literacy, the use of language to construct personal and public worlds and to achieve full participation in society, through the learning and teaching of English and the related arts and sciences of language.

## Read – Write - Think – Overview

**Content Area(s)** Reading and Language Arts

**Sponsors:** National Council of Teachers of English, International Reading Association

**Goal:** Providing educators and students access to the highest quality practices and resources in reading and language arts instruction

### Major Resources

- **Lessons** – organized by three "literacy engagements": learning language, learning about language and learning through language

**Web Resources** – each resource is identified as one or more of the following: instructional resource, professional development, reference library, student resource

- **Standards** – 12 standards, grouped by grade; identified as guidelines, but not prescriptions for particular curriculum or instruction
- **Student Materials** – interactive tools that can be used to supplement a variety of lessons

Search For	By	From
Lessons	<ul style="list-style-type: none"><li>• Grade Band</li><li>• Literacy engagement</li><li>• Specific curriculum experiences that are part of that engagement</li></ul>	Lesson page
Web Resources	<ul style="list-style-type: none"><li>• Grade Band</li><li>• Categories of instructional resource, professional development, reference material or student resource</li></ul>	Web Resources Gallery
Student Materials	<ul style="list-style-type: none"><li>• Not searchable – total of 52 tools</li></ul>	Student Materials Page

### Additional Resources

- **Calendar** – Lessons and resources relevant to specific calendar dates; useful way to find resources if you know an author's birth date or for holidays
- **Learning Beyond the Classroom** – summer reading activities; accessible from Quick Site guide at the top of the home page

### Site Strengths

- Site organizes the breadth of language arts with precision, using 3 strands and multiple "literacy engagements" within each strand
- Student Materials are all interactive; each is followed by a list of lessons that can utilize them in a variety of grade bands
- Lessons may use materials in different content areas but the focus is always on language
- Lessons have resources listed in a box in the leftmost column.
- From Theory to Practice: Each lesson includes a research or journal articles that describes and documents the educational theory behind the lesson.

### Technology Integration

Most of the lessons include some technology that adds value to the activities.



# Read – Write – Think Home Page

**read·write·think**  
National Center for Literacy Education NCELE

Providing educators and students access to the highest quality practices and resources in reading and language arts instruction.

**Highlights**

**Calendar**  
Find classroom activities and online resources associated with events in March and December

**New Lessons**

- ▶ **Write To Get Things Done** Discover how to Read, Write, and Think to Get Things Done
- ▶ **Expository Reading with Understanding Labels**

**New Student Materials**

- ▶ **Sentence & Context Map**
- ▶ **Exotic Cuisine**

**Literacy Engagements**

LEARNING LANGUAGE	LEARNING ABOUT LANGUAGE	LEARNING THROUGH LANGUAGE
<ul style="list-style-type: none"><li>• Fluency</li><li>• Interactive reading</li><li>• Process writing</li><li>• Word recognition</li><li>• Writing to learn</li></ul>	<ul style="list-style-type: none"><li>• Comprehension</li><li>• Genre study</li><li>• Language conventions</li><li>• Vocabulary</li><li>• Word study</li></ul>	<ul style="list-style-type: none"><li>• Content reading</li><li>• Critical literacy</li><li>• Inquiry/research</li><li>• Integrated curriculum</li><li>• Literature study</li></ul>

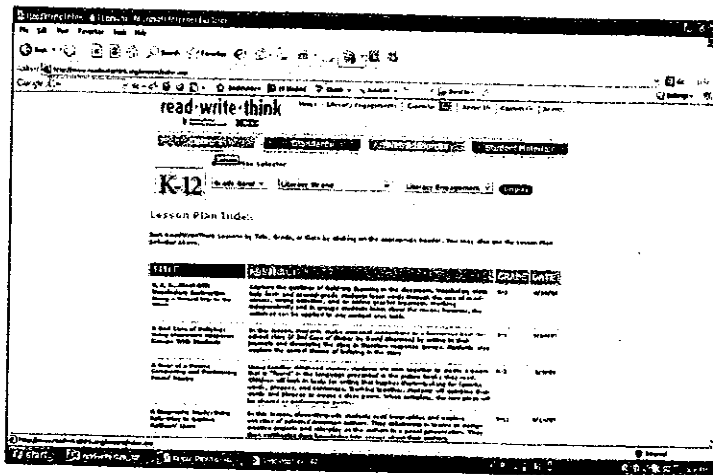
Lessons on ReadWriteThink can be sorted by literacy engagements so that teachers can highlight specific language functions in the classroom. Following M. A. K. Halliday's model, lessons are designed to engage students in authentic and meaningful language learning (1982). Literacy engagements simultaneously involve learning language (as students listen to it and use it with others in their everyday lives), learning about language (as students try to figure out how it works, engage with their teachers in focused instruction on how it works or in critiquing its impact), and learning through language (as students use it to learn about or do something).

# Read – Write – Think Lessons

## Using the Lesson Search Feature

To find a selection of lessons to help meet your teaching goals:

1. Click on **Lessons** to reach the Lesson page



2. Choose the *Grade Band: 6-8*
3. Choose the **Learning Through Language Literacy Strand:**

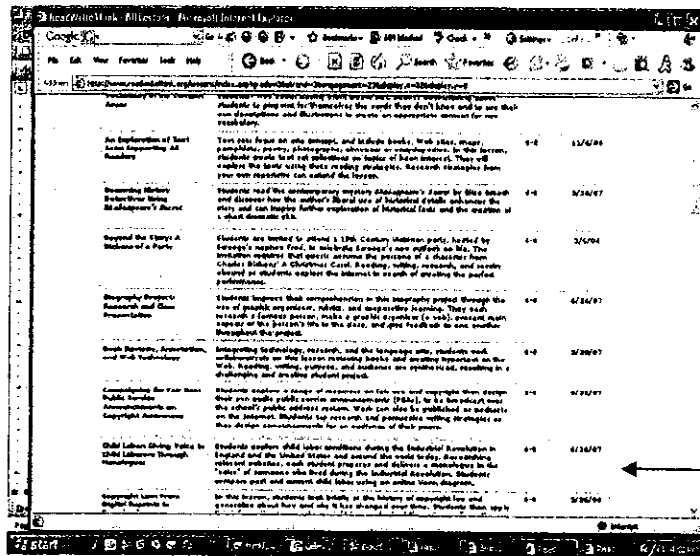
Learning Language	Learning About Language	Learning Through Language
-------------------	-------------------------	---------------------------

4. Choose the *Inquiry/Research Literacy Engagement.*

Learning Language	Learning About Language	Learning Through Language
Fluency Read Aloud Partner Reading Process Writing Readers Theater Shared Reading Writers Notebook	Comprehension Critiquing Texts Genre Study Grammar Graphic Organizers Guided Reading Phonemic Awareness Phonics Punctuation Spelling Text Structures Vocabulary	Collaborative Writing Content Reading Critical Literacy Drama Inquiry/Research Integrated Curriculum Literature Study Media Literacy Social Action Technical Writing The Arts

5. Click on **Display**.

6. Scroll the list until you see the lesson: **Child Labor: Giving Voice to Child Laborers Through Monologues**



7. This lesson is estimated at 8 45-minute periods. For now, we will concentrate on one part of the lesson – looking at photographs of child laborers and recording our responses to them.
8. Scroll down the page and click on [Analyzing a Photographic Document](#). You can use this as scaffolding for your students, to help them organize their thoughts and feelings as they look at the moving photographs in this lesson.
9. Now scroll up and look at the photographs in [Children for Hire](#) and [The History Place: Child Labor in America 1908–1912](#)

*Which pictures do you think would make the strongest impression and lead to the best discussion among your students?*

Take a few more minutes and examine some of the other resources in this rich lesson.

Parts of Lessons	
Overview	Sets context
From Theory to Practice	Gives pedagogical basis for lesson, often with a link to a resource
Student Objectives	Always included
Instructional Plan	Lesson is often broken down into separate sessions
Preparation	Level of specificity varies; often includes complete preparation instructions including technology needs
Instructions and Activities	Step by step instructions; most activities include worksheets; many include either Web sites or Interactives
Extensions	Wide range of extension activities
Student Assessments /	Sometimes includes rubrics and worksheets

<b>Reflections</b>	
<b>IRA/NCTE Standards</b>	Relevant standards fully written out
<b>Related Information</b>	Boxes on left side of screen
Grade Level Estimated Lesson Time Author IRA/NCTE Standards Resources	Always listed Includes number of sessions and time / session Always included Listed by number Comprehensive list including worksheets, Web sites, Interactive tools (from Student Materials section), equipment, paper, etc.
<b>Web Resources</b>	Usually included in Resource list or Instructional Plan; sometimes also a separate heading in lesson plan

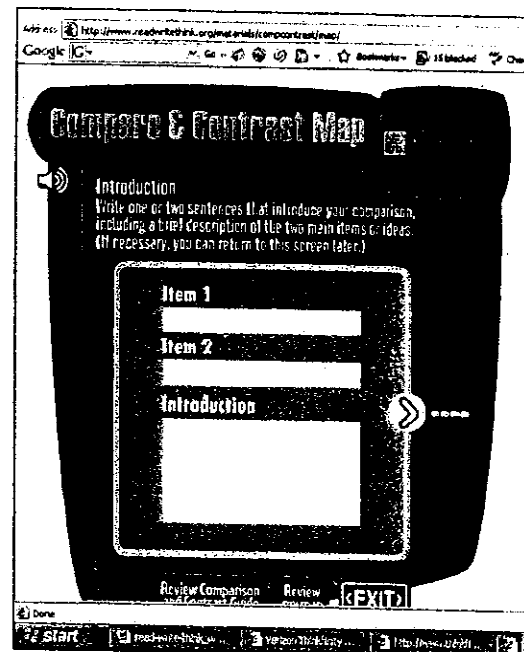
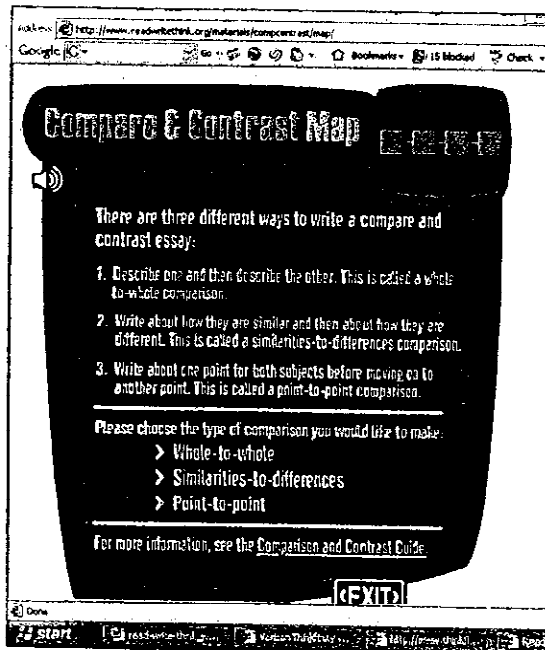
## Student Materials

Student Materials are the Interactives which can be used independently in your own lessons or in lessons included on the Read-Write-Think site.

- To browse Student Materials, click on the link from the Navigation Bar at the top of the pages
- Each of the pages introducing the Student materials contains a list of lessons that use them

Here are some examples of the materials, and lessons in which they may be used.

### Example 1: Compare and Contrast Map

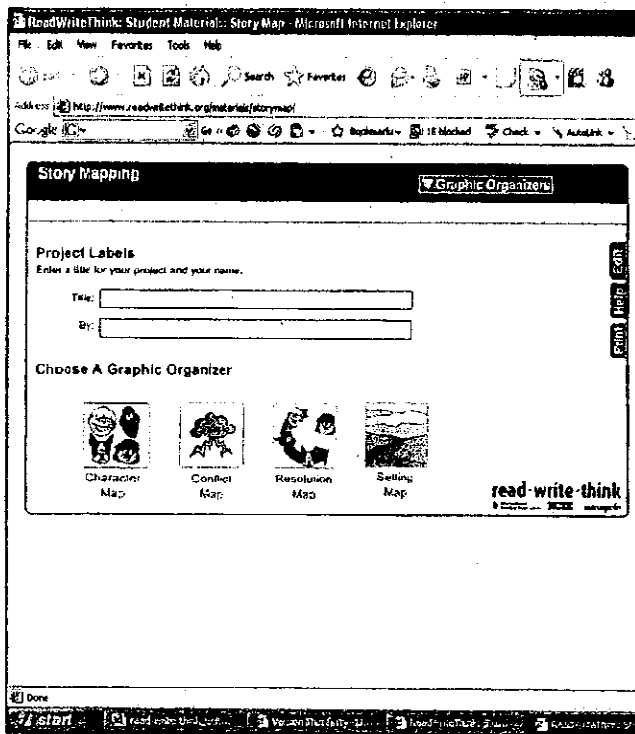


Choice of three kinds of comparisons

1. Click on **Student Materials**.
2. Click on the **Compare and Contrast Map**.
3. Work with the tool for a few minutes until you feel you understand it.
4. On the list of lessons that can utilize the map, click on **Exploring Compare and Contrast Structure in Expository Texts**.
5. Look at the **Compare and Contrast Tool Kit**, and the **Compare and Contrast Guide**. Could you use these additional materials with your students?
6. How could you use the link to **Internet articles written in the compare and contrast format** increase students opportunity to learn independently?
7. How could you use these tools with materials of your own to create a lesson?



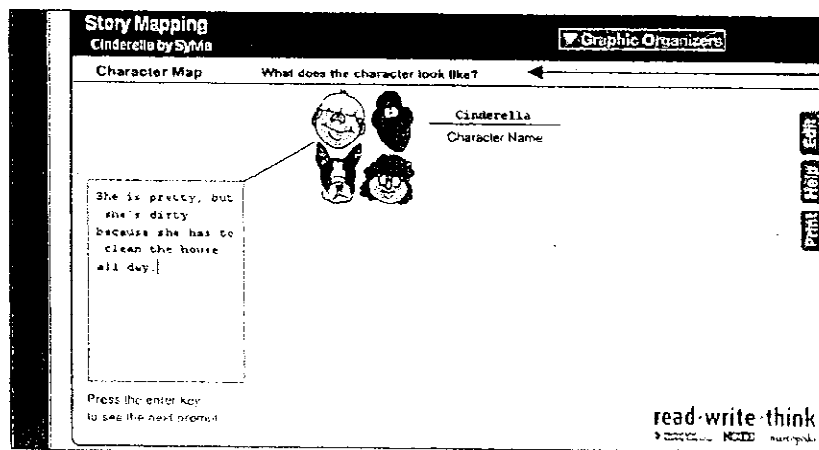
## Example 2: Story Mapping



Students or teachers choose type of map

### Sample Lesson using Story Map:

1. Return to the list of Student Materials and choose the **Story Map**.
2. Explore the tool, noting the ways in which it allows your students to map stories.
3. Notice the prompts that present questions for them to answer.



prompts

What to do next

4. Now scroll down the page and click on the lesson Creative Writing Through Wordless Picture Books.

5. Read through at least some of the lesson. Do you like the idea of students understanding and mapping stories by looking at pictures, but not reading text? Would this be useful for your students?

---

## Web Resources

Read-Write-Think includes an extensive list of Web resources. The resources can be displayed by Grade Band and by type of resource. Read-Write-Think categorizes the resources in four groups:

- Instructional Resources
- Professional Development
- Reference Library
- Student Resources

These resources relate specifically to language skills, so the listing does not contain all of the specific resources used in individual lessons.

Since the list of resources is extensive, you may want to use the **Edit/Find on this Page** command (CTRL+F) to search for specific words within the listing.

<b>Sample Web Links</b>		
<b>Grade/Resource Type</b>	<b>Name</b>	<b>Comments</b>
K-2 – Student Resources  Edit/find on this Page search for “interactive”	StarFalls	Wide range of interactive activities for pre-k – 2; phonemic awareness; rhyming; simple stories; includes audio
6-8 – Student resources	KidsReads.com	Author biographies and interviews, book reviews, related games

# Reading and Writing in the Content Areas

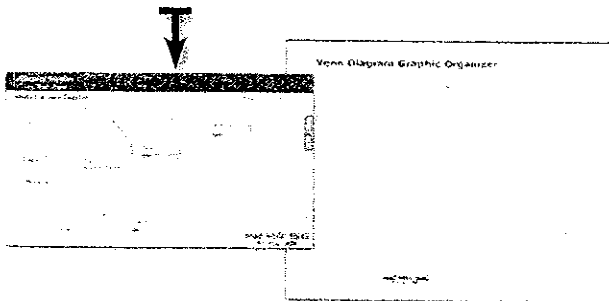
www.readwritethink.org

## Teaching Scenario: Elementary (K-5)

Teaching in the content areas undoubtedly involves literacy instruction. Whether by solving a word problem in math class, learning new vocabulary in science class, or searching a historical figure in social studies, students need to be able to develop and apply their reading and writing skills. On the ReadWriteThink Web site, teachers can find lesson plans and other online resources to help them integrate literacy instruction across the disciplines.

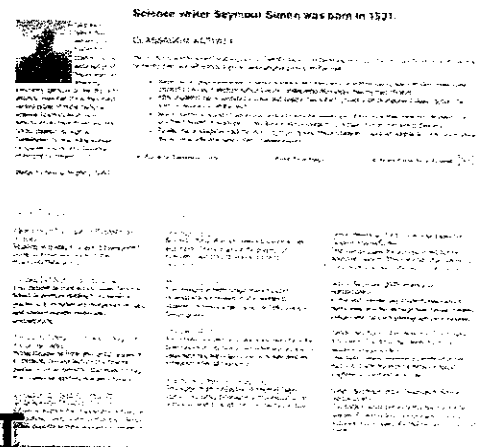
### Graphic Organizers

Graphic organizers are commonly used to organize information when reading or writing in the content areas. Ms. Bender would like to introduce her kindergarten students to the concept of compare and contrast using a Venn Diagram. She clicks the purple Student Materials tab, and accesses the Venn Diagram, 2 Circles tool. There she finds a number of lessons that use the Venn Diagram, including *Introducing the Venn Diagram in the Kindergarten Classroom*. In the Resources section of the lesson, she finds a *Venn Diagram Worksheet* and also the online *Two-Circle Venn Diagram Interactive*. Many of the lessons on ReadWriteThink include graphic organizers as student reproducibles and online activities.



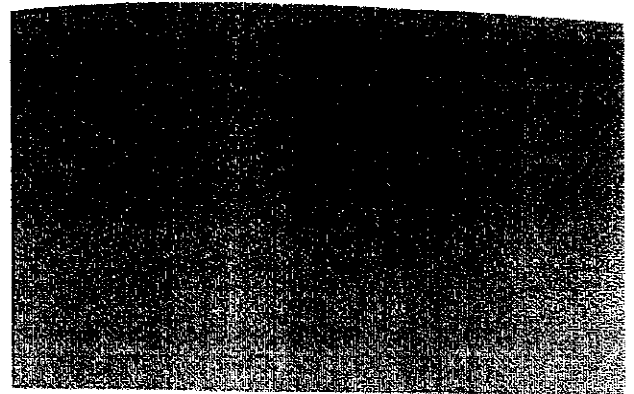
### Writer's Notebook

Writing in a journal or writer's notebook can be especially powerful when brought into the math and science classroom. Mr. Duncan is beginning a unit on plants. In the lesson "How Does My Garden Grow? Writing in Science Field Journals," he reads an article from *Language Arts*, an NCTE publication, which explains how students can use a journal to record their observations and respond to their own questions about the garden. The lesson "I Wonder: Writing Scientific Explanations With Students" offers another approach for Mr. Duncan. It draws on *Reading and Writing Nonfiction Genres*, published by IRA. By keeping up with publications in the field, Mr. Duncan can continue to improve his teaching skills.



### Integrated Curriculum

Mr. DaSilva would like to expose his students to nonfiction authors and books to add variety to his class and stimulate more opportunities for reading and writing. One of his favorite nonfiction authors is Seymour Simon, so Mr. DaSilva conducts a Search of his name. He finds a calendar entry celebrating Simon's birthday on August 9th. After reading the calendar entry, Mr. DaSilva is thrilled because he finds resources for many of the topics he teaches: weather, the solar system, and animals. He knows that these books and activities will lead to authentic reading and writing activities in his class.



Reading and Writing in the Content Areas *continued*

www.readwritethink.org

**Teaching Scenario: Middle and Secondary (6-12)**

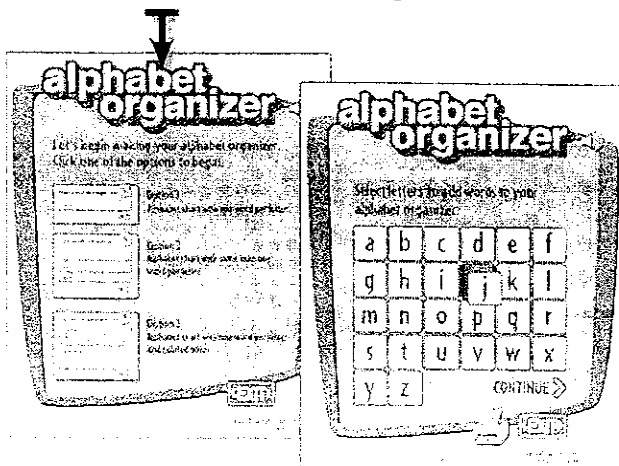
Many of the strategies used in the English Language Arts (ELA) classroom can be used while reading and writing in the content areas. Incorporating ELA strategies such as pre-, during-, and post-reading activities in a content lesson can provide students with the strategies necessary to support them as readers. The ReadWriteThink Web site provides lesson plans and other online resources to integrate literacy instruction across the disciplines.

**Comprehension**

Teachers can use visual strategies and graphic organizers to activate prior knowledge to aid in comprehension of new content. While working on the activities in the lesson "Persuasive Essay: Environmental Issues," Mr. Largo shares the interactive Persuasion Map with his students. This interactive tool enables students to map out their arguments and print their notes to use in a class debate about environmental issues, or while writing a persuasive essay. In addition to the online Persuasion Map, the Resources section of the lesson provides Mr. Largo with a number of environmental Web sites for his students to explore to further enhance their experience with this topic.

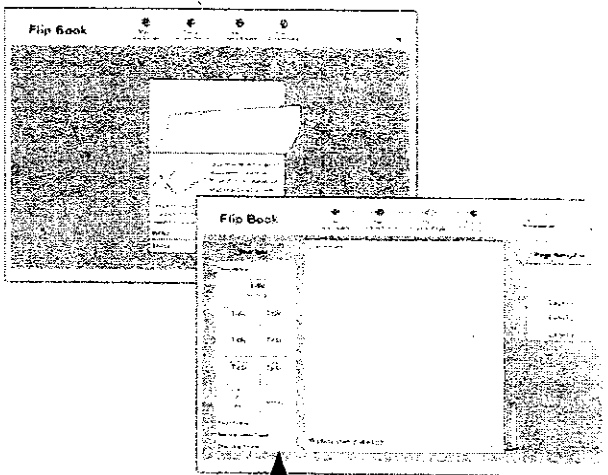
**Vocabulary**

Ms. Goldman is a middle school teacher who has observed her students struggling with vocabulary in their assignments. Using the Advanced Search function to search only on the ReadWriteThink site, she searches for "vocabulary." From the results, Ms. Goldman selects the lesson plan "ABC Bookmaking Builds Vocabulary in the Content Areas." This lesson provides a vocabulary strategy that students will find useful in their other courses as well. In addition to providing a step-by-step instructional plan, the lesson makes use of the interactive Alphabet Organizer, in which students create alphabet books for the new vocabulary they are learning.



**"The online interactive activities on your site are awesome! They allow me to reinforce what students are learning in class, while at the same time learning how to use the computer."**

— Julianna Elguicze  
 Classroom Teacher: Somerset, New Jersey



**Inquiry / Research**

Mr. Ryan, a high school teacher, is interested in finding alternatives to the traditional research paper. He knows that graphic organizers are a great way for students to visually represent the content covered in their readings and research, as well as to organize their writing. Mr. Ryan clicks on the Student Materials tab and finds a variety of graphic organizers that his students can use to share their research without writing a traditional paper. Mr. Ryan looks at the Flip Book and asks students to work in groups to publish their research findings using this tool. The Multigenre Mapper and ReadWriteThink Printing Press both offer additional publishing opportunities.

# New Literacies

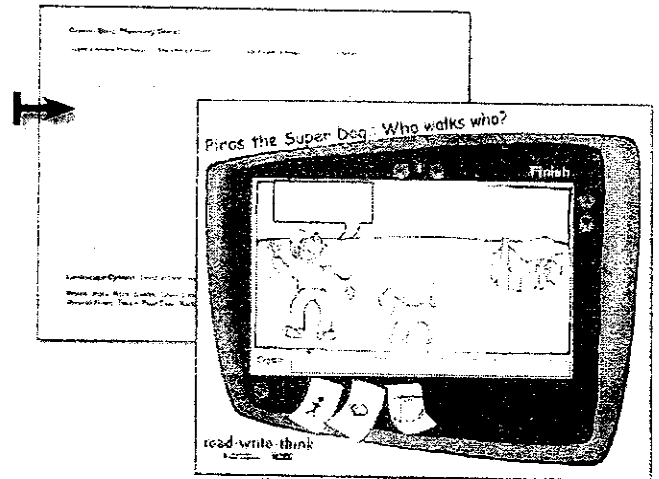
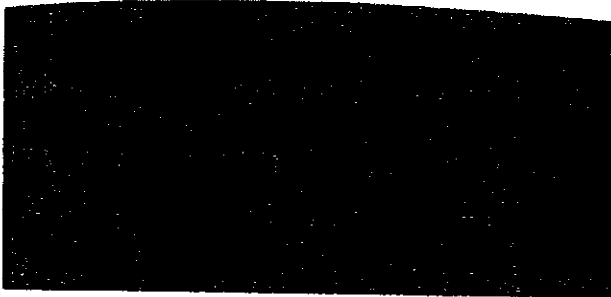
www.readwritethink.org

## Teaching Scenario: Elementary (K-5)

Today's elementary students bring many experiences with a variety of texts to the classroom: print, music, online literacies, technical reading and writing, among others. The ReadWriteThink Web site provides teachers a way to connect students' out-of-school literacy experiences with those in the classroom.

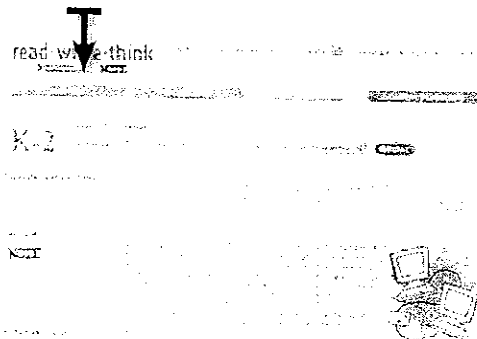
### Comics

Mrs. O'Leary knows that many students love to read comics and cartoons. While browsing the Student Materials Index, she finds the Comic Creator. On the related Tool Card she finds numerous lessons that will enable her to teach many reading and writing skills using comic books and cartoons, such as "Book Report Alternative: Examining Story Elements Using Story Map Comic Strips" and "Buzz! Whiz! Bang! Using Comic Books to Teach Onomatopoeia." Mrs. O'Leary is also pleased to find a Comic Strip Planning Sheet as she only has time in the computer lab once a week.



### E-mail and Instant Messaging

Mr. Ramirez knows that many of his students use e-mail and instant messaging to talk to each other outside of school. He decides to use e-mail and instant messaging in his classroom while teaching about audience and purpose. Using the ReadWriteThink Search function, he types "email & audience" and finds two lesson plans that will be useful in his classroom. After looking at "What's the Difference? Beginning Writers Compare E-mail with Letter Writing" and "Write Right Back: Recognizing Readers' Needs and Expectations for E-mail Replies," Mr. Ramirez finds the E-mail Abbreviation Student interactive, which can be used in a teacher presentation or as a student activity.



### Music

Mrs. Wang observes her first-grade students singing songs during recess. She remembers reading an article in *The Reading Teacher* about how singing and songwriting can support early literacy. Interested in incorporating music into her class, Mrs. Wang accesses the Advanced Search, types "music," and selects ReadWriteThink, grade 1. Since she has just started teaching word families, she decides to use the lesson "A-Hunting We Will Go: Teaching Rhyming Through Musical Verse." After finishing the lesson, Mrs. Wang sees how much her students enjoyed the interactive Word Build & Bank, so she checks the Student Materials Tool Card to find other lessons that use that online activity.

### Pop Culture

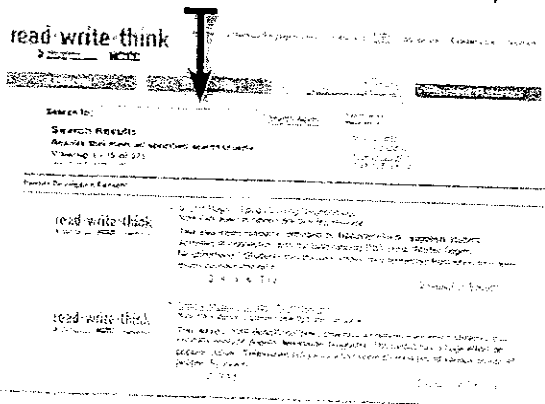
Ms. Shelley noticed that the same students who play with trading cards seem to be reluctant readers in the classroom. Using the Search function, she types "trading cards." Ms. Shelley finds the lesson plan "Powerful Writing: Description in Creating Monster Trading Cards" where students can combine art and writing to make their own trading cards. She is also excited to find an interactive Character Trading Cards tool in the ReadWriteThink Student Materials Index for students to create their trading cards online.

**Teaching Scenario: Middle and Secondary (6-12)**

Today's media-savvy students compose and read texts that include print, still-images, video and sound. As a result of this view of literacy, reading and composing in today's classrooms must be expanded. On the ReadWriteThink Web site, teachers can find a variety of new literacies to use in the middle and secondary classrooms.

**Television and Film**

Mrs. Nielsen notices that while her students seem to have difficulty understanding literary elements in traditional texts, they have a true grasp of popular culture. This is obvious as she often hears her students recapping last night's TV line up. Mrs. Nielsen decides to capitalize on this in her English Language Arts classroom. She uses the ReadWriteThink Search and searches for "television" for grades 6-8 and 9-12 and checks the subject area as language arts. Mrs. Nielsen finds two lesson plans on **Critical Media Literacy**: one on TV Programs and one on **Commercial Advertising**. These lessons ask her students to reflect on the messages they are exposed to by watching television. Mrs. Nielsen then expands her search to "film," again checking off grades 6-8, 9-12 and language arts. She finds lesson plans in which students explore films, television shows, and scripts.



**Online Texts**

Mr. Reyes knows that his students have a great deal of experience in gathering information from print texts. He doesn't think they have been asked to think critically about the information they find online, even though they typically turn to the Internet as a first source. While scanning the Lesson Index, he finds "Compare and Contrast Electronic Text With Traditionally Printed Text," which invites students to consider the similarities and differences between electronic text and traditionally printed text, such as their textbooks. The lesson went so well that Mr. Reyes decides to follow it up with "Exploring Literacy in Cyberspace," which provides students with specific strategies to make meaning of what they read online, including the Reading Think-Aloud Sheet.

**"ReadWriteThink brings a community of the nation's best English teachers to my computer desktop with just a click of the mouse."**  
 — Junius Wright  
 Classroom Teacher: Charleston, South Carolina

**Music**

Ms. Raminski notices many of her students listen to their MP3 players during lunch, so she searches for lesson plans that will invite students to bring their music into the classroom. Using the ReadWriteThink Lesson Plan Selector, on the drop-down menu, Ms. Raminski selects "Learning Through Language" and "Media Literacy." She finds numerous music-related lesson plans, including "Audio Listening Practices: Exploring Personal Experiences with Audio Texts," which asks students to explore the ways that audio texts play a role in their lives. As a follow-up activity, Ms. Raminski implements the lesson plan "Copyright Infringement or Not? The Debate Over Downloading Music," which refreshes the traditional high school debate.

