

## Webinar Instructional References: The Common Core Meets Charlotte Cavatica

### Exemplar text and Exemplar authors: Appendix B. Common Core State Standards (CCSS)

Featuring: White, E. B. *Charlotte's Web*. (1952). NY: Harper-Collins

Expository (Non-fiction) by CCSS Exemplar authors:

Gibbons, G. (1993) *Spiders*. NY: Holiday House

Simon, S. (2007). *Spiders*. NY: Harper-Collins

Gibbons, G. (1999). *Pigs*. NY: Holiday House

Additional references helpful for extended instruction/intervention:

Berger, M. & Schindler, S. (2003). *Spinning Spiders*. NY: Harper Collins (expository)

DiTerlizzi, T. & Howitt, M. (2002). *The Spider and the Fly*. NY: Simon and Schuster (cautionary tale)

Musgrove, M. & Cairns, J. (2001). *The Spider Weaver: A Legend of the Kente Cloth*. NY: Blue Sky Press

(Observers of a spider weaving an orb web inspire human weavers to create Kente Cloth)

National Geographic Kids Almanac (2013). Page 21 features spiders as members of the largest group of animals who have exoskeletons and segmented bodies with appendages. The page is a listing of animals within two categories: vertebrates and invertebrates. (listing & compare contrast).

Moreau, M. (2012). *The Core of the Core*. Springfield, MA: MindWing Concepts. Contains explicit references to the complex narrative structure of chapters 1-5 of *Charlotte's Web* (page 115-117); This book also contains over 30 short paragraphs for intervention (page 94-97). An academic game may be "played", where four of these 30+ paragraphs (each of a different expository text structure) are given to dyads of students who read them, decide the expository text structure and go to a designated section of the room set up as follows:

- a poster labeled with the appropriate text structure of one of the paragraphs (compare/contrast) plus
- a copy of the particular short paragraph taped to the top of a piece of paper and then taped under the appropriate text structure
- an envelope containing a copy of the short paragraph on the outside.

Upon arriving at the particular section, students sign their copy and leave it in the envelope for teacher reference. Before leaving the designated section of the room, dyad students collaborate to add one sentence containing more information (expository) about the topic on a paper attached to the poster. Each group presents their results to others.