

Teacher's Edition



myview[®]

L I T E R A C Y

2.4

SAVVAS

Teacher's Edition

myView

L I T E R A C Y

2

SAVVAS
LEARNING COMPANY

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myView Literacy Experts and Researchers



María Guadalupe Arreguín-Anderson, Ed.D.
Associate Professor, Interdisciplinary Learning and Teaching, University of Texas at San Antonio



Ernest Morrell, Ph.D.
Coyle Professor of Literacy Education and Director of the Center for Literacy Education, University of Notre Dame



Julie Coiro, Ph.D.
Associate Professor, School of Education, University of Rhode Island



P. David Pearson, Ph.D.
Evelyn Lois Corey Emeritus Chair in Instructional Science, Graduate School of Education, University of California, Berkeley



Jim Cummins, Ph.D.
Professor Emeritus, University of Toronto



Frank Serafini, Ph.D.
Professor of Literacy Education and Children's Literature, Arizona State University



Pat Cunningham, Ph.D.
Professor, Wake Forest University



Alfred Tatum, Ph.D.
Provost and Vice President for Academic Affairs, Metropolitan State University of Denver



Richard Gómez Jr., Ph.D.
CEO, Gómez and Gómez Dual Language Consultants



Sharon Vaughn, Ph.D.
Professor and Executive Director, Meadows Center for Preventing Educational Risk, The University of Texas at Austin



Elfrieda "Freddy" H. Hiebert, Ph.D.
CEO/President, TextProject



Judy Wallis, Ed.D.
National Literacy Consultant Houston, Texas



Pamela A. Mason, Ed.D.
Senior Lecturer on Education, Harvard University Graduate School of Education



Lee Wright, Ed.D.
Literacy Coach and Regional Staff Developer Houston, Texas



For more information about our author contributions and advisory board members, visit Savvas.com/myViewLiteracy



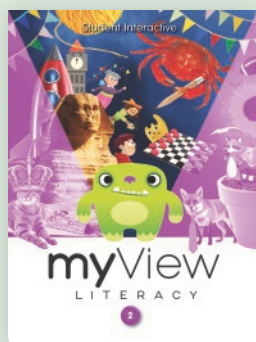
Grade 2 Resources



From the systematic and explicit instruction in the Reading Routines Companion, to the all-in-one Student Interactive, *myView Literacy*® resources were designed to give you time to focus on what you do best.

STUDENT RESOURCES

Whole Group



Student Interactive
2 Volumes

Read **ALoud**

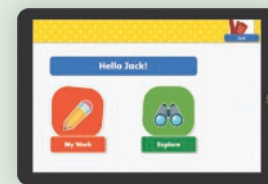
Mentor **STACK**



Trade Book Read Alouds



Genre, Skill, and
Strategy Videos



Savvas Realize™
Primary Student
Interface

Small Group & Independent

BOOK CLUB
with Trade Books



WRITING CLUB



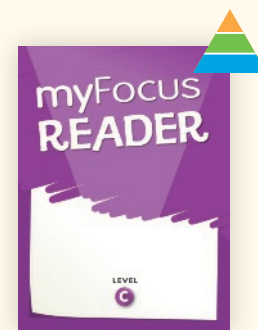
Digital Games



Leveled Content Readers
with Access Videos

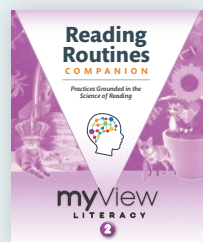


SuccessMaker



myFocus Reader

Foundational Skills



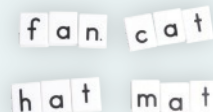
Reading
Routines
Companion



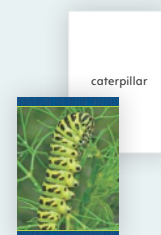
Decodable
Readers



High-Frequency
Word Cards



Letter Tiles



Picture
Word Cards



Alphabet
Cards



Sound
Spelling Cards

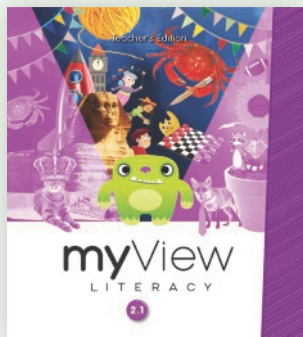


Savvas Realize™

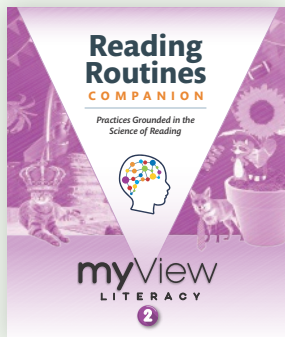
- Seamless Google Integration
- Interactive PDFs
- Distance Learning Teacher's Guide
- Downloadable/Printable Content
- Customizable Playlists
- Upload files and video
- Assign, Submit, and Grade
- Access to Realize Reader™ on and offline

All myView Literacy resources are available digitally on Savvas Realize™.

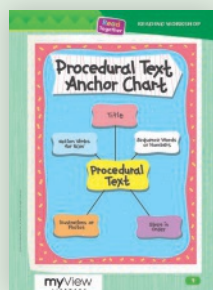
TEACHER RESOURCES



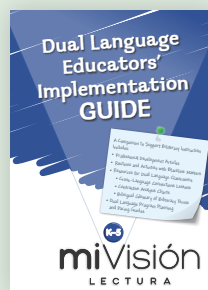
Teacher's Edition
5 Volumes



Reading Routines Companion



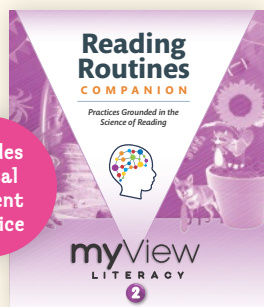
Anchor Charts



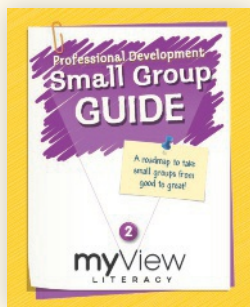
Dual Language Educators' Implementation Guide

Printables Include:

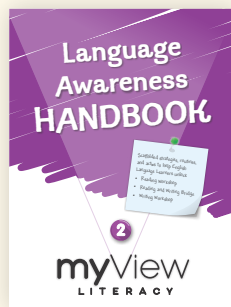
- Handwriting Practice
- Handwriting Models
- Writing Minilessons and Student Practice
- Language & Conventions Resources
- Spelling Resources
- Read Aloud Trade Book Lesson Plans



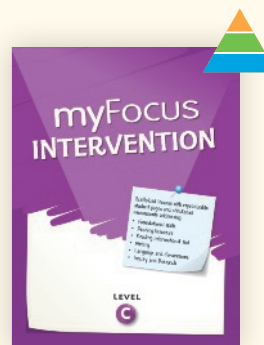
Reading Routines Companion



Small Group Professional Development Guide



Language Awareness Handbook

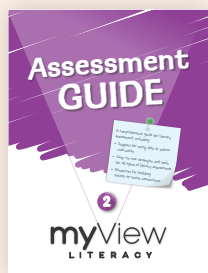


myFocus Intervention Teacher's Guide

Printables Include:

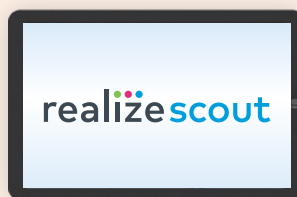
- Extension Activities
- Quest and uEngineer It! Cross-curricular projects
- Project-Based Inquiry Rubrics & Leveled Research Articles
- Writing Conference Notes & Student Feedback Template
- Leveled Literacy Stations
- Leveled Content Reader Teacher's Guide

Assessment & Reporting



Assessment Guide

- Assessment Guides
- Progress Checkups
- ExamView®
- Realize Data & Reporting
- Grouping with Recommendations



Realize Scout Observational Tool

SAVVAS literacy Screener & Diagnostic Assessments

- Includes screener with passages and questions to identify gaps
- An adaptive diagnostic that connects to instructional support

An Instructional Model for Today's Classroom

Research-based instruction helps you address literacy, content knowledge, social-emotional learning, and student curiosity – while saving you time.



WHY BRIDGE? As teachers, we know that reading and writing are reciprocal. The Bridge makes this crucial connection perfectly clear for your students. They have the opportunity to read as writers and write for readers with every selection!



Foster a Love of Reading

Student Interactive

The all-in-one **Student Interactive** includes full-color practice pages and selections from award-winning authors and illustrators.



Read ALOUD

Read Aloud Trade Books draw students into real texts, language, and conversations. (Full lesson plans available on Realize!)



Mentor STACK

Mentor Texts immerse students in the genre and techniques you're teaching during writing instruction.

BOOK CLUB

Book Club provides a set-aside time for students to meet in small groups to discuss a trade book for the unit. This collaboration, centered around meaningful conversation, increases student engagement and fosters a love of reading.

*Titles are subject to change.

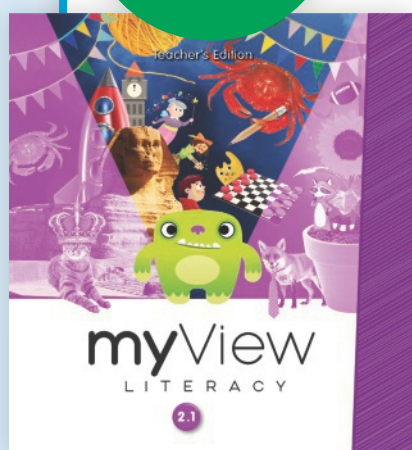
A Continuum of Resources to Meet the Needs of Your Students



myView Literacy® utilizes the science of reading insights to drive instruction that comprehensively covers—through explicit and systematic instruction—each of the research-based skills that students need to read effectively.

LEVEL OF SUPPORT

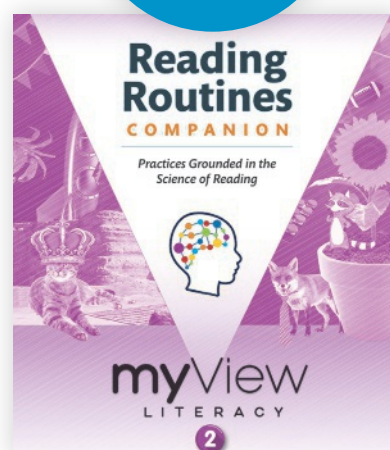
Teacher's Edition



Teacher's Edition (K-5)

Whole group lessons with corresponding small group differentiated instruction.

Reading Routines Companion



Reading Routines Companion (K-5)

Whole or small group grade-specific, explicit instruction that compliments core lessons. A systematic four-step routine introduces the skill, allowing for modeling, guided practice, and independent work.

- Multiple practice opportunities
- Multisensory activities
- Corrective and guided feedback
- “Make It Easier”/ “Make it Harder” differentiated instruction





SuccessMaker



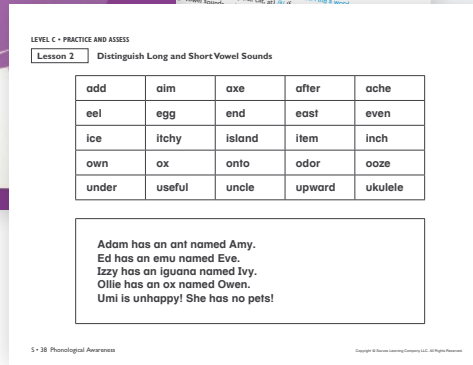
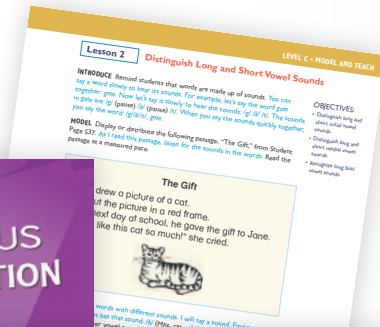
SuccessMaker®

Incorporate adaptive and prescriptive reading instruction for intervention, differentiation, and personalization with custom alignment to *myView Literacy* instruction.



myFocus Intervention

myFOCUS INTERVENTION



| | | | | |
|-------|--------|--------|--------|---------|
| add | aim | axe | after | ache |
| eel | egg | end | east | even |
| ice | itchy | island | item | inch |
| own | ox | onto | odor | ooze |
| under | useful | uncle | upward | ukulele |

Adam has an ant named Amy.
Ed has an emu named Eve.
Izzy has an iguana named Ivy.
Ollie has an ox named Owen.
Umi is unhappy! She has no pets!

myFocus Intervention

Small group instruction related to core lessons for students needing significant support to master key skills and concepts.

Lessons follow a routine of:

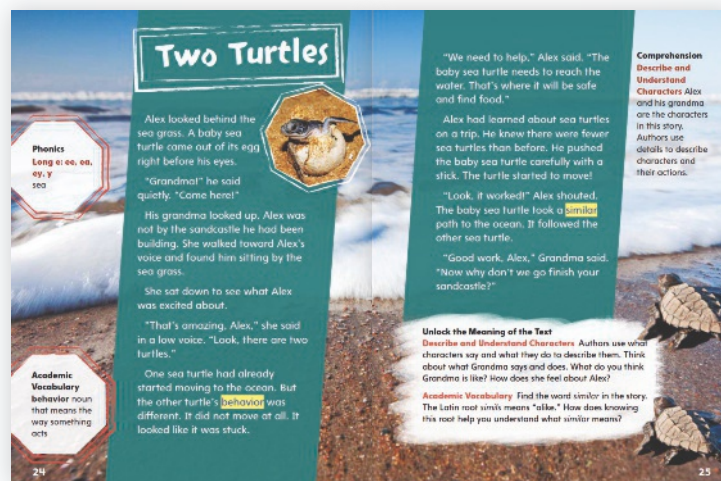
- Model (*I Do!*)
- Teach (*We Do!*)
- Practice (*You Do!*)



myFocus Reader

myFOCUS READER

LEVEL C



myFocus Reader

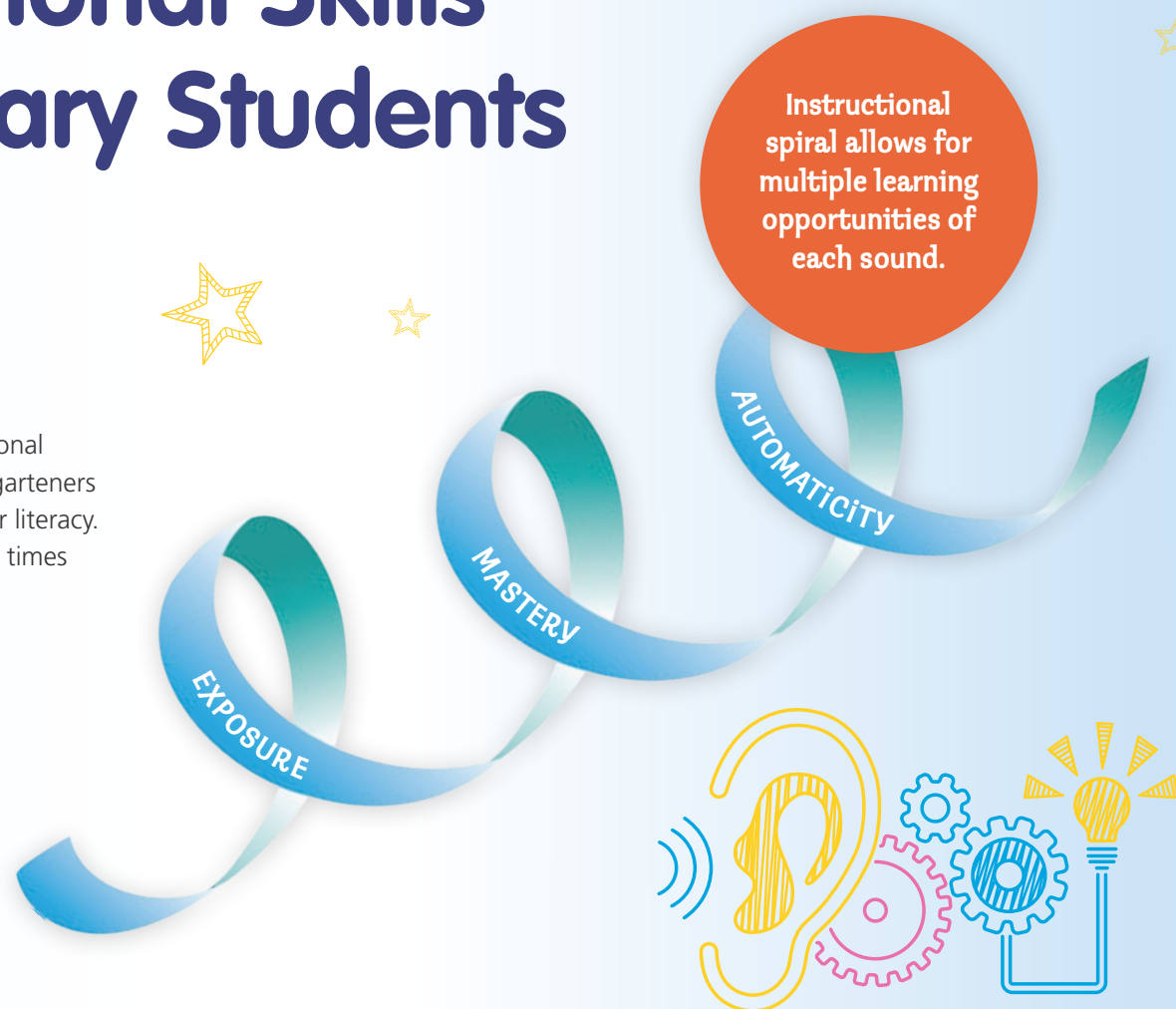
Additional high-interest selections tied to the unit theme provide students with guided and extended practice for:

- Vocabulary Skills
- Fluency
- Comprehension
- Foundational Skills (Grades K-2)

Foundational Skills for Primary Students

Phonological to Phenomenal

With *myView Literacy's* spiraling phonological awareness instructional method, your graduating kindergarteners have a huge advantage with their literacy. Each sound is addressed multiple times throughout the year to ensure knowledge and confidence.



Sequence of Instruction

As students progress through the primary grades, they grow as readers using systematic and explicit instruction of phonological awareness skills.

EARLY

Initial/Medial/Final Sounds
Segment and Blend Phonemes
Alliteration
Onset-Rime
Rhyming
Syllables

BASIC

Initial/Medial/Final Sounds
Adding and Removing Phonemes
Manipulating Phonemes
Recognizing Rhyming Words
Distinguishing Between Long and Short Sounds

ADVANCED

Long and Short Vowels
Produce Rhyming Words
Add and Remove Sounds
Recognize Phoneme Changes
Manipulate Phonemes

Connected Phonics and Spelling

myView Literacy is designed with explicit instruction in phonics and word study to build a strong foundation for spelling success.

WEEK 1 LESSON 2
READING WORKSHOP FOUNDATIONAL SKILLS

Word Work

OBJECTIVES
Decode words with initial and final consonant blends, digraphs, and trigraphs.
Identify and read common high-frequency words.


ADDITIONAL PRACTICE
For additional student practice with consonant digraphs and trigraphs, use *Phonics*, p. 137 from the *Resource Essentials Center*.

Phonics: Decode and Write Words with Digraphs and Trigraphs

MiniLesson
FOCUS Tell students that digraphs are two letters that spell one sound and trigraphs are three letters that spell one sound. Explain that consonant digraphs and trigraphs might be at the beginning or end of a word.

MODEL AND PRACTICE Write the following words on the board: ranch, catch, while, match, when, whale, chip, rich, Phil. Then point to each word and have students decode it. Have students then create a T-chart and label the first column *Begin* and the second column *End*. If a word has a digraph or trigraph spelling the beginning sound, that word would be written in the first column. If a word has a digraph or trigraph spelling the ending sound, that word would be written in the second column.

TURN, TALK, AND SHARE Have partners decode the words at the top of p. 15 in the *Student Interactive*.



myView Digital

FORMATIVE ASSESSMENT OPTIONS

Apply
OPTION 1 | TURN Have students complete the rest of p. 15 and p. 16 in the *Student Interactive*.

Notice and Assess Are students able to decode and write words with digraphs and trigraphs?

Decide

- If students struggle, revisit instruction for Phonics in Small Group on pp. 146-147.
- If students show understanding, extend instruction for Phonics in Small Group on pp. 146-147.

QUICK CHECK
Write the words good, no, put, round, said. Have students
+ say and spell each word.
+ use each word in a sentence.
+ write the words and practice spelling them with a partner.
+ take turns dictating and spelling.

HIGH-FREQUENCY WORDS
good
said

STUDENT INTERACTIVE, p. 15

Phonics: Decode and Write Words with Digraphs and Trigraphs

Apply Read these words.
whip inch graph catch
when chop lunch hatch

Model Chip and Phil have a ball.
Patch likes to catch the ball when Chip drops it.
He changes it and whisks by Chip.
Chip and Phil will chase Patch to get the ball.

Apply Say each picture name. Highlight the digraph or trigraph in each picture name. **Turn, Talk, and Share** Have partners read the words and pictures.

STUDENT INTERACTIVE, p. 16

Phonics: Decode and Write Words with Digraphs and Trigraphs

Apply Read the sentences. Underline words with digraphs. Highlight words with trigraphs.
Chip and Phil have a ball.
Patch likes to catch the ball when Chip drops it.
He changes it and whisks by Chip.
Chip and Phil will chase Patch to get the ball.

Apply What happens next? Finish the story about Chip and Patch.
Chip and Patch
have fun when they catch.

WEEK 1 LESSON 2
READING-WRITING WORKSHOP BRIDGE

Spelling Spell Words with Digraphs and Trigraphs

OBJECTIVES
Spell words with initial and final consonant blends, digraphs, and trigraphs.
Spell high-frequency words.

LESSON 2

Teach
FOCUS Explain that digraphs are two consonants that together spell a single sound. Trigraphs are groups of three consonants that also spell a single sound.

MODEL AND PRACTICE Display the words when, chest, and Stephan. Say each word aloud and underline the digraph. Repeat with the word match and underline the trigraph.

APPLY | TURN Have students complete p. 49 in the *Student Interactive* independently.

SPELLING WORDS
catch inch
check inch
chip while
graph which

HIGH-FREQUENCY WORDS
good said

LESSON 2

Teach Spell Words with Digraphs and Trigraphs

LESSON 3 Review and More Practice Spell Words with Digraphs and Trigraphs

LESSON 4 Spell Words with Long e Spelled at the End

LESSON 5 Assess Understanding

Dictation practice is included in the Student Interactive.


A Systematic Reading Progression

myView Literacy includes a large selection of decodable reading materials that align to skill development. Students are able to apply their knowledge of phonics and spelling skills to build fluency as they read texts with a large proportion of the elements that have been taught.

DECODABLE STORY FOUNDATIONAL SKILLS

On the Run

Highlight the words with the long o sound.



Dot broke her rope.
But we will find her.
We got GPS in her tag.

AUDIO
Audio with highlighting

ANNOTATE

23

Decodable Book 5

We Make It



Written by Hugo Delmar
Illustrated by Sandy Brightman

Decodable Reader

Kate Wins the Game

Written by Moira McGinty

21

Long e: e e
broke game lake
Date Jane Kate
Rimes Kate mile

Consonant Digraph sh
shade smash

High-Frequency Words
is her the you

Decodable Reader

The Bravest

Written by Ramona Vargas

14

Comparative Endings
braver bravest
taller tallest
smarter smartest

Other Words
know others
live they
move what

105

Decodable Stories (K-1)

Located inside the Student Interactive, these perforated decodable stories provide application of the week's skill.

Decodable Readers (K-3)

A library of Decodable Readers allows for even more application of skills!

Decodable Practice Passage

68

Syllables V/CV, VC/V
Megan table report major
Texas river meters study
music lazy grader robot
pupil clever paper super
human silent baby rival
magic seven

High-Frequency Words
the was work to
do a from said
they would there are
whole

Megan sat at the kitchen table and looked at the time. It was six o'clock. Then Megan looked at the work she had to do for class. First, she had to finish writing a report. Her topic was a major Texas river. Then for math, Megan had to change a list of numbers from feet to meters. And she even had to study a new song for music.

69

Purposeful Assessments, Powerful Results

myView Literacy® provides a full suite of meaningful assessments to help you monitor progress and determine the best paths for student success.

Formative Assessments – Daily/Weekly

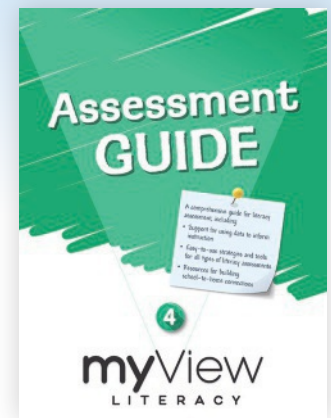
- Quick Checks
- Assess and Differentiate
- Assess Prior Knowledge
- Assess Understanding
- Observational Checklists
- Conferring Checklists
- Reading and Writing Rubrics for Student Self-Assessment
- Weekly Progress Check-Ups
- Weekly Cold Read Assessments for Fluency and Comprehension (Grades 1-5)

Unit Assessments – 5x Year

- Unit Assessments
- Customizable assessments with ExamView®.
- Writing Assessments; Performance-Based Writing (Grades 2-5)
- Project-Based Inquiry Authentic Assessments

Summative Assessments – 3x Year

- Baseline Assessment
- Middle-of-Year Assessment
- End-of-Year Assessment



Data-Driven Assessment Guide

- Easy-to-use guidance, strategies, and tools for all types of literacy assessments
- Useful information for fostering student learning

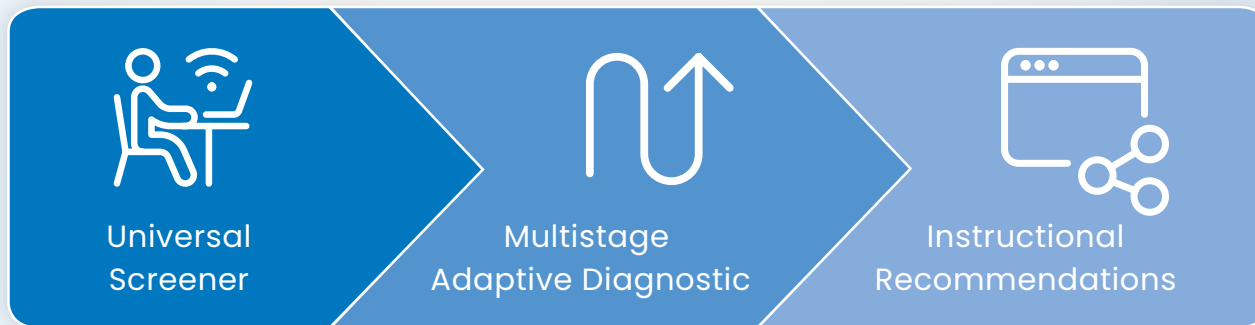
Test Preparation (Grades 2–5)



- Weekly Standards Practice
- High-Stakes Practice Tests
- Test Item Banks for Reading, Writing, and Language Conventions

SAVVAS literacy Screener & Diagnostic Assessments

The **Savvas Literacy Screener and Diagnostic Assessments** are easy and reliable tools to uncover student needs and provide the right resources for every learner.



A short screening assessment identifies proficiency in precursor skills, including foundational skills in Grades K-3.

An adaptive assessment digs deeper to identify student strengths and growth opportunities.

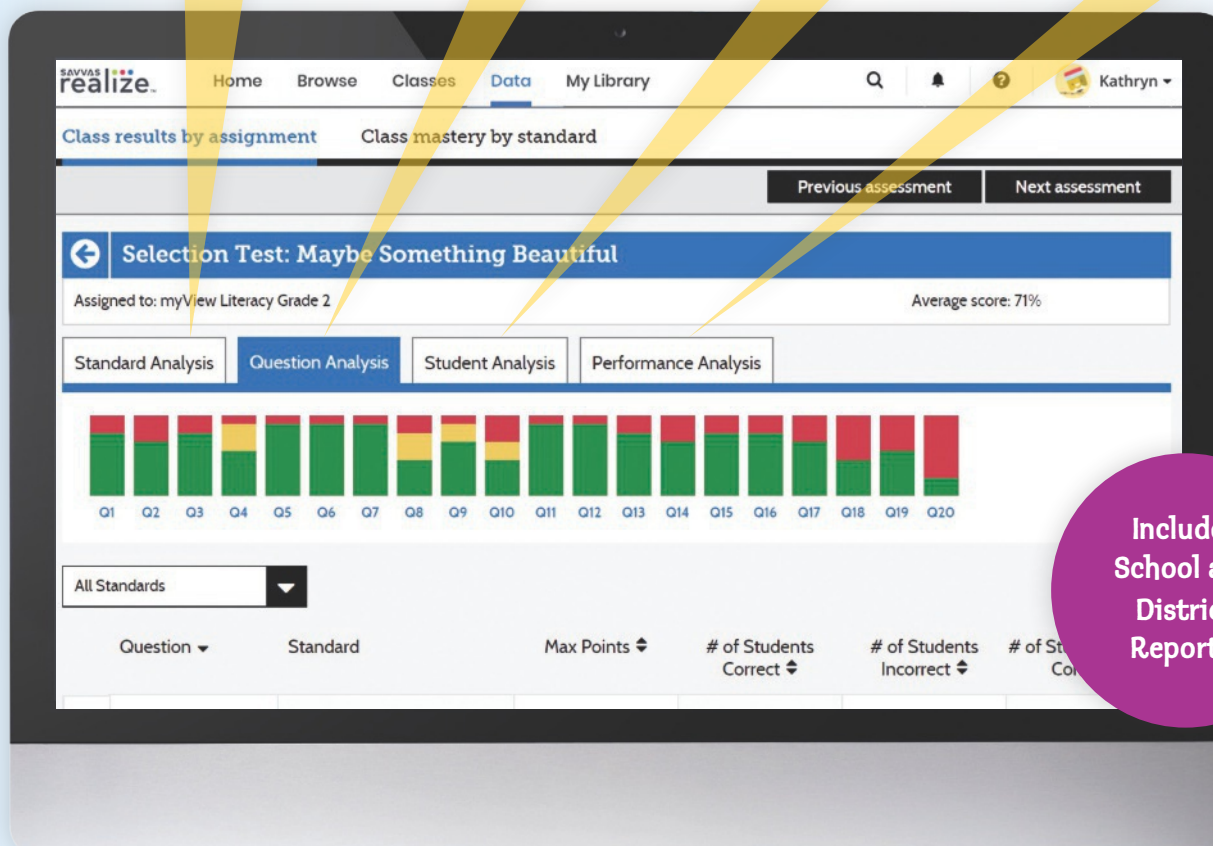
Student data connects skills to instructional supports and resources.

See progress by standard.

Drill into questions to see where students are struggling.

Focus on individual student performance.

Get small group recommendations with suggested next-step activities.



Intuitive Data Reporting

Realize Reports™ equip you with “smart” data on standards mastery, overall progress, usage, and more. It’s easy to interpret so you can make strong instructional decisions.

Includes School and District Reports.

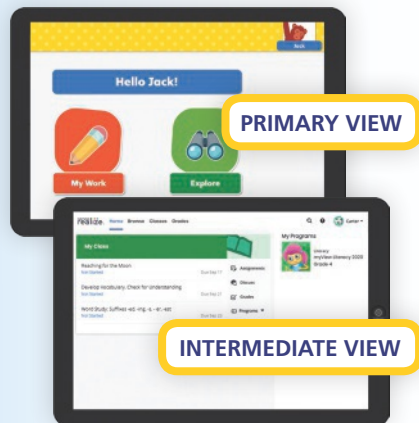
The Digital Difference



Savvas Realize™ is home to over 1000 instructional programs. World-class interoperability lets you use your digital content with any IMS certified platform.

The Student Experience

High-Interest resources capture attention and increase learning.



Adaptive Dashboard

Adjust student view for ease of use!



Engaging Videos

Introduce new topics, literacy skills, and background knowledge with high-interest resources.

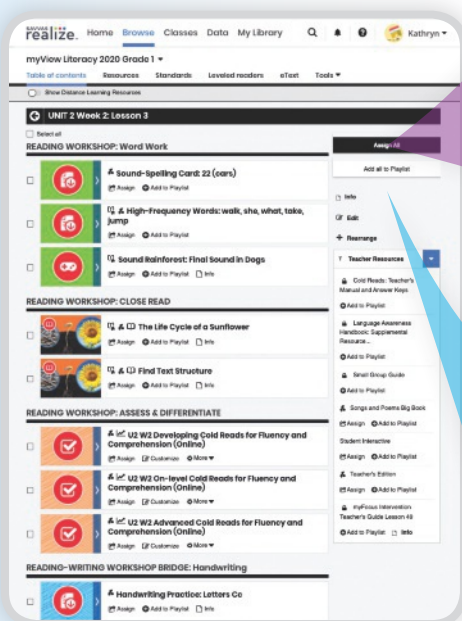


Digital Games

Support phonological awareness, spelling, and letter/word recognition.

The Teacher Experience

Videos, Guides, Lesson Planning Templates, and more help when teaching remotely.



- Upload a file
- Insert a link
- Add a title
- Leave a note for your students
- Add more available content items

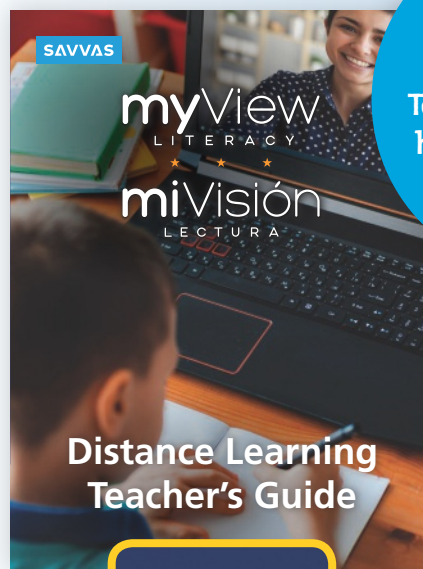
Add content, rearrange lessons, delete what you don't need—**make it your own!**

Create a Playlist

Title: Poetry Study

Description (Options):

Create a Playlist—think of it as a virtual filing cabinet of your favorite resources.



Distance Learning Teacher's Guide



Engaged, Motivated Classrooms

Education is about more than reading and writing. It's also about learning to work with others and achieving your goals.



Social-Emotional Learning

myView Literacy incorporates the five pillars of social-emotional learning to ensure student success beyond the text. With daily opportunities to respectfully share ideas and expand their view of the world, students purposefully practice key strategies such as collaboration, problem-solving, and perseverance.



Inclusive and Equitable Instruction

All students deserve to feel valued, included, and engaged in their learning. Our authorship team ensured that *myView Literacy* builds positive images of gender roles and special populations.

Professional Learning and Program Implementation

myView Literacy is designed to give you control of your learning. We're with you every step of the way.



Program Activation

In person or virtual, *myView Literacy* Program Activation is tailored to meet your needs and equips you to:

- Learn the flexible instructional model
- Dive into the teacher resources
- Explore innovative ways to strengthen your instruction

Jump-start Your Teaching!

The **Getting Started** guide on **Savvas Realize™** provides tools and resources to implement *myView Literacy*.

- Program Overview
- How-To Instructions
- Standard Correlations
- Planning Guides
- Research and Advice from Our Authors



mySavvasTraining.com

Live Instructional Coaching Chat

Chat with a certified consultant for the help you need, when you need it.

On-Demand Training Library

Learn about Book Club, Assessments, SEL, and more.

Teacher Webinars

Access our suite of recorded webinars or set up a personalized webinar at a time that fits your schedule.

UNIT THEME

Making a Difference

Essential Question

Why is it important to connect with other people?

SAVVAS
realize™

Go ONLINE for all lessons.



REALIZE
READER



GAME



AUDIO



DOWNLOAD



ANNOTATE



RESEARCH



VIDEO



ASSESSMENT

myView
Digital

Spotlight on Narrative Nonfiction



WEEK 1



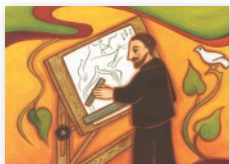
Who Says Women Can't Be Doctors? pp. T14–T81

Biography

by Tanya Lee Stone

WEEKLY QUESTION How can others inspire us to reach a goal?

WEEK 2



Building on Nature pp. T82–T149

Biography

by Rachel Rodríguez

WEEKLY QUESTION How can our creations affect others?

WEEK 3



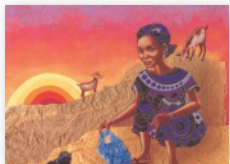
The Garden of Happiness pp. T150–T219

Realistic Fiction

by Erika Tamar

WEEKLY QUESTION What can people do to make a difference in their communities?

WEEK 4



One Plastic Bag pp. T220–T289

Biography

by Miranda Paul

WEEKLY QUESTION How can people work together to solve a problem?

WEEK 5



Kids Can Be Big Helpers pp. T290–T351

Persuasive Text

by Kenneth Braswell

WEEKLY QUESTION How can you get involved to improve your community?

WEEKS 1–5

BOOK CLUB Read and discuss a book with others.

SEL SOCIAL-EMOTIONAL LEARNING

WEEK 6

PROJECT-BASED INQUIRY pp. T480–T505

UNIT THEME

Making a Difference

Essential Question

Why is it important to connect with other people?

WEEK

3



The Garden of Happiness

What can people do to make a difference in their communities?

WEEK

2



Building on Nature: The Life of Antoni Gaudí

How can our creations affect others?

WEEK

1



Who Says Women Can't Be Doctors? The Story of Elizabeth Blackwell

How can others inspire us to reach a goal?

Weekly Questions
Students relate the weekly questions to their reading.

WEEKS 1-5



One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia



How can people work together to solve a problem?

WEEK
4



WEEK
5

Kids Can Be Big Helpers

How can you get involved to improve your community?



Project

WEEK
6



Project-Based Inquiry

At the end of the unit, students will get the chance to apply what they have learned about making a difference in the **WEEK 6 PROJECT: Time Capsule**

UNIT THEME

Making a Difference

WEEK 1

WEEK 2

WEEK 3

READING WORKSHOP

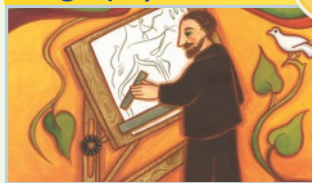
Biography



Who Says Women Can't Be Doctors? The Story of Elizabeth Blackwell

Recognize chronological order and other text structures in a biography.

Biography



Building on Nature: The Life of Antoni Gaudí

Use text features to better understand a biography and connect it to society.

Realistic Fiction



The Garden of Happiness

Identify and discuss the theme or lesson of a realistic fiction story.

FOUNDATIONAL SKILLS

Phonics, High-Frequency Words, Decodable Text



READING-WRITING WORKSHOP BRIDGE

Bridge reading narrative nonfiction through:

- Academic Vocabulary
- Handwriting
- Read Like a Writer
- Write for a Reader

BOOK CLUB SEL

John Chapman: Planter and Pioneer by Ron Fridell
How are people making a difference?

WRITING WORKSHOP

Introduce Mentor Stacks and immerse in personal narratives.

Develop elements of personal-narrative writing.

Develop the structure of personal-narrative writing.



READING-WRITING WORKSHOP BRIDGE

Bridge writing narrative nonfiction through:

- Spelling
- Language & Conventions

UNIT GOALS

SEL SOCIAL-EMOTIONAL LEARNING

UNIT THEME

- Talk with others about why it is important to connect with other people.

READING WORKSHOP

- Read narrative nonfiction and understand its elements.

READING-WRITING WORKSHOP BRIDGE

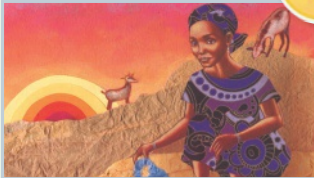
- Use language to make connections between reading and writing narrative nonfiction.

WRITING WORKSHOP

- Use elements of narrative nonfiction to write a personal narrative.

WEEK 4

Biography



One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia

Use the text structure in a biography to confirm or adjust predictions while reading.

Phonics, High-Frequency Words, Decodable Text

Bridge reading narrative nonfiction through:

- Academic Vocabulary
- Handwriting
- Read Like a Writer
- Write for a Reader

Choose Your Book

How are people making a difference?

Apply writer's craft and conventions of language to develop and write a personal narrative.

WEEK 5

Persuasive Text



Kids Can Be Big Helpers

Understand the characteristics of a persuasive text and monitor comprehension.

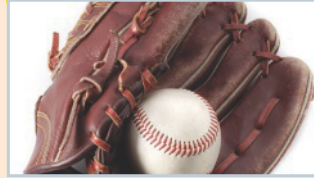
Publish, celebrate, and assess personal-narrative writing.

Bridge writing narrative nonfiction through:

- Spelling
- Language & Conventions

WEEK 6

Inquiry and Research



Time Capsule Research Articles

FOUNDATIONAL SKILLS

Phonics, High-Frequency Words

Project-Based Inquiry

- Generate questions for inquiry
- Research how time capsules help people in the present connect with people in the future
- Engage in productive collaboration
- Incorporate media
- Celebrate and reflect

UNIT 4 SKILLS OVERVIEW

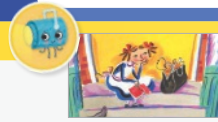
UNIT THEME

Making a Difference

WEEK 1

Biography

Who Says Women Can't Be Doctors?
The Story of Elizabeth Blackwell



WEEK 2

Biography

Building on Nature:
The Life of Antoni Gaudí



WEEK 3

Realistic Fiction

The Garden of Happiness



| | | | | |
|---------------------------------|---------------------------------------|--|---|---|
| READING WORKSHOP | Foundational Skills | Phonics: Closed Syllables VC/V | Phonics: Open Syllables V/CV | Phonics: Suffixes <i>-ly, -ful, -er, -less, -or</i> |
| | | High-Frequency Words: <i>sometimes, mountains, young</i> | High-Frequency Words: <i>being, talk, song</i> | High-Frequency Words: <i>above, family, music</i> |
| | | Decodable Text: <i>Helen's Story</i> | Decodable Text: <i>Spider's Web</i> | Decodable Text: <i>A Place to Play</i> |
| | Minilessons Bank | Infographic: People Who Were First | Infographic: Creative Places | Infographic: Community Care |
| | | Biography: Who Says Women Can't Be Doctors? The Story of Elizabeth Blackwell | Biography: Building on Nature: The Life of Antoni Gaudí | Realistic Fiction: The Garden of Happiness |
| | | Words with Shades of Meaning | Domain Specific Vocabulary | Word Meanings |
| Identify Text Structure | | Use Text Features | Determine Theme | |
| Ask and Answer Questions | | Make Connections | Create New Understandings | |
| Talk About It: Sharing Opinions | Write to Sources: Write an Opinion | Talk About It: Make Comments and Build on Ideas | | |
| READING-WRITING WORKSHOP BRIDGE | Academic Vocabulary | Related Words | Antonyms | Context Clues |
| | Handwriting | Writing Words and Letters A and O | Letters D, C, E, and N | Letters M and H and Proper Nouns |
| | Read Like a Writer/Write for a Reader | Literal and Figurative Language | Descriptive Language | Point of View |
| WRITING WORKSHOP | Weekly Focus | Introduce and Immerse | Develop Elements | Develop Structure |
| | Minilessons Bank | Personal Narratives | Setting | Sequence of Events |
| | | Personal Narratives: Character | Explore the Main Character: You | Explore Conclusion |
| | | Personal Narratives: Setting and Plot | Apply the Main Character: You | Apply Conclusion |
| | | Generate Ideas | Explore Problem and Resolution | Explore Details |
| | | Plan A Personal Narrative | Apply Problem and Resolution | Apply Details |
| READING-WRITING WORKSHOP BRIDGE | Spelling | Spell Words with Closed Syllables VC/V | Spell Words with Open Syllables V/CV | Spell Words with Suffixes <i>-ly, -ful, -er, -less, -or</i> |
| | Language & Conventions | Adjectives and Adverbs | Comparative and Superlative Adjectives | Commas in Dates and Letters |

Essential Question

Why is it important to connect with other people?

WEEK 4

Biography



One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia

Phonics: Prefixes *un-*, *re-*, *pre-*, *dis-*

High-Frequency Words: *color*, *questions*, *area*

Decodable Text: *Cleaning the Beach*

Infographic: Old Stuff, New Uses

Biography: One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia

Use Sources to Determine Word Meanings

Identify Text Structure: Chronological

Make and Confirm Predictions

Write to Sources: Retell a Text

Word Parts: Prefix *un-*

Letters *K*, *U*, *Y*, and *Z*

Idioms

Writer's Craft

Capitalization and Commas

Explore Pronouns

Apply Pronouns

Explore Compound Subjects and Predicates

Apply Compound Subjects and Predicates

Spell Words with Prefixes *un-*, *re-*, *pre-*, *dis-*

Pronouns

WEEK 5

Persuasive Text



Kids Can Be Big Helpers

Phonics: Syllable Pattern VCCV

High-Frequency Words: *horse*, *problem*, *complete*

Decodable Text: *Kent's Idea*

Infographic: Look What We Can Do!

Persuasive Text: Kids Can Be Big Helpers

Use a Dictionary to Determine Word Meanings

Understand Persuasive Text

Monitor Comprehension

Talk About It: Take Turns

Oral Language

Letters *V*, *W*, *X*, and *I*

Word Choice

Publish, Celebrate, and Assess

Edit for Adjectives and Adverbs

Edit for Spelling

Prepare for Celebration

Celebration

Assessment

Spell Words with Syllable Pattern VCCV

Reflexive Pronouns

WEEK 6

Inquiry and Research



Time Capsule

Foundational Skills

Phonics: Consonant Patterns *kn*, *wr*, *gn*, *mb*, *lf*

High-Frequency Words: *since*, *usually*, *friends*

Spelling: Spell Words with *kn*, *wr*, *gn*, *mb*, *lf*

Compare Across Texts: "Making a Difference"

Inquire: Time Capsule

Leveled Research Articles

Academic Words

Explore and Plan: Introduce Informational Writing

Conduct Research: Use a Web Site

Collaborate and Discuss: Analyze Student Model

Primary and Secondary Sources

Extend Research: Write a Letter

Revise and Edit; Peer Review

Celebrate and Reflect

UNIT 4 LEVELED READERS LIBRARY



← LEVEL I

Leveled Readers for Unit 4

- Unit 4 guided reading levels range from Level I through Level M.
- Readers align to the unit theme, Making a Difference, and to the unit Spotlight Genre, Narrative Nonfiction.
- See the **Matching Texts to Learning** pages each week for suggested texts and instruction aligned to the week's instruction and genre.

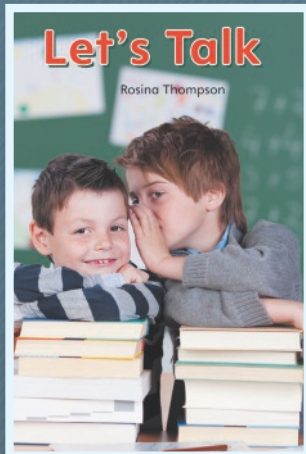


Complete Online Access to the Grade 2 Leveled Library

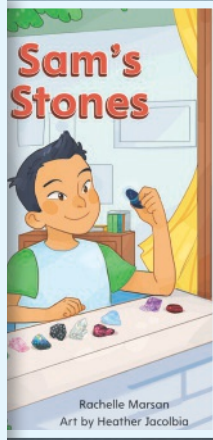


- A range of levels from Level H through Level M
- A rich variety of genres, including realistic fiction, fantasy, narrative nonfiction, informational texts, and more
- Text structures and features aligned to the continuum of text levels
- Readers provide audio and word-by-word highlighting to support students as they read.
- Leveled Reader Search functionality in SavvasRealize.com





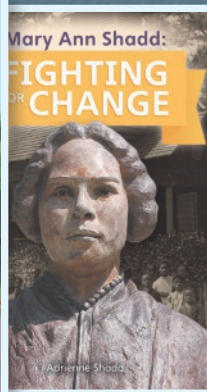
Level K



Level L



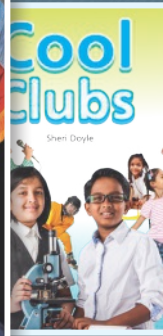
Level L



Level L



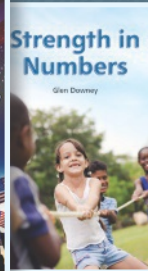
Level L



Level M



Level M



Level M



Level M

LEVEL M

Teaching Support

See the **Leveled Reader Teacher's Guide for**

Guided Reading

- Text Structures and Features
- Launch the Text Ideas
- Observe and Monitor Suggestions
- Discussion Questions for Guided Reading
- Possible Teaching Points for Comprehension, Word Study, Fluency, and High-Frequency Words
- Graphic Organizer Support
- Word Log
- Collaborative Conversation Strategies and Prompts

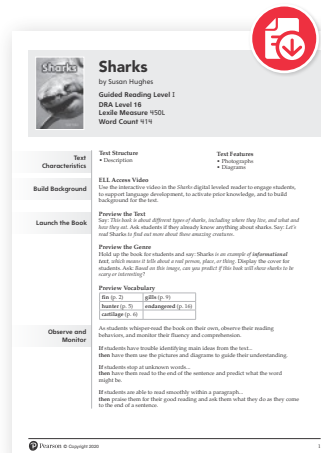
Differentiation

- Support for ELLs
- Language Development suggestions

Guided Writing

- Prompts for responding to text

LEVELED
READER
TEACHER'S
GUIDE



See the **Small Group Guide for**

- detailed information on the complete myView Leveled Reader Library
- additional support for incorporating guided reading in small group time
- progress monitoring tools



SMALL GROUP
GUIDE

Making a Difference

OBJECTIVES


Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

Self-select text and read independently for a sustained period of time.

Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

Essential Question

Introduce the Essential Question for Unit 4: *Why is it important to connect with other people?* Tell students they will read many texts to learn how and why people in a community connect with one another. Remind students that reading texts in a variety of genres helps build their vocabulary and strengthen their reading skills.

Watch the Unit Video Tell students that they will watch a video that shows community members connecting with one another. As they watch the video, have students pay attention to how each person makes a difference. 

TURN, TALK, AND SHARE Have partners discuss what they noticed about the people in the video. Use these questions to guide the discussion.

- What did you notice about the people in this video?
- How does each person make a difference?

STUDENT INTERACTIVE pp. 230–231



4

Making a Difference

Essential Question

Why is it important to connect with other people?

Watch

“Making Connections” to learn ways to connect with other people in a community.



TURN and TALK How does each person in the video make a difference?

SAVVAS realize
Go ONLINE for all lessons.

- VIDEO
- AUDIO
- GAME
- ANNOTATE
- BOOK
- RESEARCH

Spotlight on Biography

Reading Workshop

Infographic: People Who Were First
Who Says Women Can't Be Doctors? Biography
by Tanya Lee Stone

Infographic: Creative Places
Building on Nature Biography
by Rachel Rodríguez

Infographic: Community Care
The Garden of Happiness Realistic Fiction
by Erika Tamar

Infographic: Old Stuff, New Uses
One Plastic Bag Biography
by Miranda Paul

Infographic: Look What We Can Do!
Kids Can Be Big Helpers Persuasive Text
by Kenneth Braswell

Reading-Writing Bridge

- Academic Vocabulary
- Read Like a Writer, Write for a Reader
- Spelling • Language and Conventions

Writing Workshop

Narrative Nonfiction

- Introduce and Immerse
- Develop Elements • Develop Structure
- Writer's Craft • Publish, Celebrate, and Assess

Project-Based Inquiry

- Inquire • Research • Collaborate

231

ELL Targeted Support Prior Knowledge Use the following supports to help students understand the unit video.

Activate students' prior knowledge by having them name familiar items from the video. Use their responses to discuss the names of the items in English. **EMERGING**

Have students use prior knowledge to identify recognizable activities in the video. Then help them use English words to discuss these activities. **DEVELOPING**

Independent Reading

Self-Select Texts Discuss pp. 232–233 in the *Student Interactive*. Explain that reading for a sustained period of time, or many minutes, is better than reading for just a few minutes. Have students:

- Select texts by favorite authors, about interesting topics, or in a particular genre.
- Spend longer and longer sustained periods of time reading independently to build stamina.

STUDENT INTERACTIVE, pp. 232–233

4
INDEPENDENT READING

Independent Reading

When you read on your own, choose books on the unit theme that you want to read.

As you read, make sure you understand the text. If you do not, you can do one of these things:

1. **Reread.** Go back and read sentences again. See if you missed important information.
2. **Use your background knowledge.** Think of what you know about the topic. That may help you understand new information.
3. **Check for visual cues.** See if there are photos, illustrations, or other graphics that help explain the text.
4. **Ask questions.** Ask others who have read the book if they can explain something you don't understand. Ask your teacher to help too.

My Reading Log

| Date | Book | Pages Read | Minutes Read | My Ratings |
|------|------|------------|--------------|------------|
| | | | | 😊 😐 😞 |
| | | | | 😊 😐 😞 |
| | | | | 😊 😐 😞 |
| | | | | 😊 😐 😞 |
| | | | | 😊 😐 😞 |
| | | | | 😊 😐 😞 |

232
233

UNIT 4

INTRODUCE THE UNIT

OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

ELL Language Transfer

Cognates Point out the Spanish cognates in this unit's Academic Vocabulary:

- discuss : *discutir*
- connect : *conectar*

Word Wall

Begin an Academic Vocabulary Word Wall for display. Add to the Word Wall as you generate new vocabulary related to the theme throughout the unit.

Unit Goals

- Read aloud the Unit Goals on p. 234 in the *Student Interactive*.
- Have students color the “thumbs up” if they feel they have already accomplished the Unit Goals, or the “thumbs down” if they think they have more to learn.

Students will revisit this page in Week 6.

Academic Vocabulary

Oral Vocabulary Routine Academic Vocabulary is the language students need to understand and complete their work in school. Explain that as students work through the unit, they will learn and use these academic words to talk about the connections people make and how people can make a difference. Read aloud the paragraph on p. 235 in the *Student Interactive*. Have students do a Think-Pair-Share activity as they respond to the questions below. Students will write their sentence responses independently (Think), pair up with a partner to share their responses (Pair), and then pairs will share their responses with the class (Share). Tell students to use the newly acquired Academic Vocabulary as they write their sentences on paper or an index card.

Questions for Think-Pair-Share activity:

- What are ways that people make a difference in our school community?
- Who are these people and what do they do?

TURN, TALK, AND SHARE Have students use the Academic Vocabulary words and pictures on p. 235 in the *Student Interactive* as they talk with their partner about ways kids can make a difference.



EXPERT'S VIEW Elfrieda “Freddy” Hiebert, CEO/President, TextProject, Inc.

“Current readability systems don’t give information on several types of vocabulary that can challenge students, such as proper names, dialect, words from other languages, and onomatopoeia. Teachers need to review texts from the standpoint of features such as this, and when necessary, bring these unique types of vocabulary to the attention of students.”

See SavvasRealize.com for more professional development on research-based best practices.

ELL Targeted Support Use Academic Language Use the Academic Vocabulary activity and strategic learning techniques as a method for building vocabulary. The questions will help students build on the concept of people making a positive difference in their community and internalize new academic language.

Employ the Language Transfer note as a strategic learning technique to help students internalize the meanings of two academic words. Then use question prompts to help students compose sentences that include one of the academic words. **EMERGING**

As a strategic learning technique, write one of the questions from the Academic Vocabulary activity on the board. Have students ask and answer the question, using and reusing the academic words in their responses. **DEVELOPING**

Use this strategic learning technique to help students acquire vocabulary. Have pairs take turns reading each academic word. Then have them take turns asking and answering the question prompts from the Academic Vocabulary activity. Challenge pairs to write sentences using words that would be used in another subject area. **EXPANDING**

STUDENT INTERACTIVE, pp. 234–235

UNIT 4

INTRODUCTION

Unit Goals

In this unit, you will

- read narrative nonfiction
- write a personal narrative
- learn about connections among people

MY TURN Color the pictures to answer.

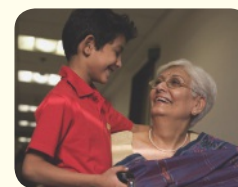
| | | |
|--|--|--|
| I know about narrative nonfiction and understand its elements. | | |
| I can use language to make connections between reading and writing narrative nonfiction. | | |
| I can use elements of narrative nonfiction to write a personal narrative. | | |
| I can talk with others about why it is important to connect with other people. | | |

Academic Vocabulary

discuss connect responsible equal improve

In this unit, you will read about real people who make a difference. You will also **discuss** why it's important to **connect** with other people and **improve** your community. Think about who is **responsible** for making the world a better place. Do we all play an **equal** role?

TURN and TALK Use the Academic Vocabulary words to talk with your partner about ways kids can make a difference. The pictures will help you.



Suggested Daily Times

READING WORKSHOP

| | |
|---------------------|------------|
| FOUNDATIONAL SKILLS | 20–30 min. |
| SHARED READING | 40–50 min. |
| READING BRIDGE | 5–10 min. |
| SMALL GROUP | 25–30 min. |

WRITING WORKSHOP

| | |
|---------------------|------------|
| MINILESSON | 10 min. |
| INDEPENDENT WRITING | 30–40 min. |
| WRITING BRIDGE | 5–10 min. |

Learning Goals

- I know about narrative nonfiction and understand its elements.
- I can use language to make connections between reading and writing narrative nonfiction.
- I can use elements of narrative nonfiction to write a personal narrative.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options
- Progress Check-Ups on SavvasRealize.com
- Cold Reads on SavvasRealize.com

Materials

Turn the page for a list of materials that will support planning for the week.

LESSON 1

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T18–T19
 - » Phonics: Closed Syllables VC/V
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T20–T21
- Listening Comprehension: Read Aloud: “Jackie Robinson: Opening the Doors” T22–T23
- Biography T24–T25
 - ☑ **Quick Check** T25

READING BRIDGE

- Academic Vocabulary: Related Words T26–T27
- Handwriting: Write Words T26–T27

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T31
- Strategy, Intervention, and On-Level/Advanced Activities T30
- ELL Targeted Support T30
- Conferring T31

INDEPENDENT/COLLABORATIVE

- Independent Reading T31
- Literacy Activities T31

BOOK CLUB T31 **SEL**

WRITING WORKSHOP

GENRE IMMERSION LESSON

- Personal Narrative T362–T363
 - » Personal Narratives
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T362–T363
- Conferences T360

WRITING BRIDGE

- Spelling: Words with Closed Syllables VC/V T364
 - ☑ **Assess Prior Knowledge** T364
- Language and Conventions: Spiral Review: Adverbs T365

LESSON 2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T32–T33
 - » Phonics: Closed Syllables VC/V
- ☑ **Quick Check** T33
 - » High-Frequency Words

GENRE & THEME

- Introduce the Text T34–T55
 - » Preview Vocabulary
 - » Read: *Who Says Women Can't Be Doctors? The Story of Elizabeth Blackwell*
- Respond and Analyze T56–T57
 - » My View
 - » Develop Vocabulary
- ☑ **Quick Check** T57
 - » Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T58
- Guided Reading/Leveled Readers T61
- Strategy and Intervention Activities T58, T60
- Fluency T58, T60
- ELL Targeted Support T58, T60
- Conferring T65

INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T59
- Independent Reading T61
- Literacy Activities T61

WRITING WORKSHOP

GENRE IMMERSION LESSON

- Personal Narrative T366–T367
 - » Personal Narratives: Character
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T366–T367
- Conferences T360

WRITING BRIDGE

- Spelling: Teach Words with Closed Syllables VC/V T368
- Language and Conventions: Oral Language: Adjectives and Adverbs T369

LESSON 3

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T62–T63
 - » Phonics: Closed Syllables VC/V
 - » High-Frequency Words

CLOSE READ

- Identify Text Structure T64–T65
- Close Read: *Who Says Women Can't Be Doctors? The Story of Elizabeth Blackwell*
 - ✔ Quick Check T65

READING BRIDGE

- Read Like a Writer, Write for a Reader: Literal and Figurative Language T66–T67
- Handwriting: Letters A and O T66–T67

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T69
- Strategy and Intervention Activities T68
- Fluency T68
- ELL Targeted Support T68
- Conferring T69

INDEPENDENT/COLLABORATIVE

- Independent Reading T69
- Literacy Activities T69

WRITING WORKSHOP

GENRE IMMERSION LESSON

- Personal Narrative T370–T371
 - » Personal Narratives: Setting and Plot
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T370–T371
- Conferences T360

WRITING BRIDGE

- Spelling: Review and More Practice: Words with Closed Syllables VC/V T372 **FLEXIBLE OPTION**
- Language and Conventions: Teach Adjectives and Adverbs T373

LESSON 4

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T70–T71
 - » Read Decodable Text: *Helen's Story*
 - » Fluency

CLOSE READ

- Ask and Answer Questions T72–T73
- Close Read: *Who Says Women Can't Be Doctors? The Story of Elizabeth Blackwell*
 - ✔ Quick Check T73

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T75
- Strategy and Intervention Activities T74
- Fluency T74
- ELL Targeted Support T74
- Conferring T75

INDEPENDENT/COLLABORATIVE

- Independent Reading T75
- Literacy Activities T75

WRITING WORKSHOP

MINILESSON

- Personal Narrative T374–T375
 - » Generate Ideas
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T374–T375
- Conferences T360

WRITING BRIDGE

- Spelling: Spiral Review: Words with Vowel Teams oo, ue, ew, and ui T376 **FLEXIBLE OPTION**
- Language and Conventions: Practice Adjectives and Adverbs T377

LESSON 5

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T76–T77
 - » Read Decodable Text: *Helen's Story*
 - » Fluency

COMPARE TEXTS

- Reflect and Share T78–T79
 - » Talk About It
 - ✔ Quick Check T79
 - » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T81
- Strategy, Intervention, and On-Level/Advanced Activities T80
- ELL Targeted Support T80
- Conferring T81

INDEPENDENT/COLLABORATIVE

- Independent Reading T81
- Literacy Activities T81

BOOK CLUB T81 **SEL**

WRITING WORKSHOP

MINILESSON

- Personal Narrative T378
 - » Plan a Personal Narrative
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T378–T379 **SEL**
- Conferences T360

WRITING BRIDGE

- Spelling: Words with Closed Syllables VC/V T380
 - ✔ Assess Understanding T380
- Language and Conventions: Standards Practice T381 **FLEXIBLE OPTION**

Materials

WEEKLY LAUNCH: INFOGRAPHIC

People Who Were First
Some people are the first to accomplish something important. They inspire others to follow them.

Astronaut Ellen Ochoa was the first Hispanic American woman to fly in space. She spent about 40 days in space on four different missions.

Dr. Norman Shumway was the first doctor in the United States to transplant a human heart. His work helped many people live longer.

Pilot Bessie Coleman was the first African American woman to become a pilot. She also had Native American ancestors. Coleman put on one-woman air shows.

Weekly Question
How can others inspire us to reach a goal?
MY TURN Do you feel inspired when you read about these people? Who else might inspire you? Write your thoughts here.
Responses might include people familiar to students, such as family members or celebrities.

INFOGRAPHIC
“People Who Were First”

READING WORKSHOP

Biography Anchor Chart

Biographies
True stories about amazing real people living now or in the past.

Icons include: writer, scientist, TV show, artist, musician, president, sports star, inventor, astronaut, explorer, explorer, explorer.

READING ANCHOR CHART
Biography

Biography Anchor Chart

Biographies
True stories about amazing real people living now or in the past.

EDITABLE ANCHOR CHART
Biography

Decodable READER

DECODABLE READER

Handwriting
Write the following words.

Writing Workshop
Write the words in the box. Finish writing each word. Say each word.

Language and Conventions
Write the words in the box. Finish writing each word. Say each word.

RESOURCE DOWNLOAD CENTER
Additional Practice

Leveled Readers

Sharks
Guided Reading Level 1
DRA Level 18
Lexia Measure 150L
Word Count 91W

Characteristics
• Description
• Characters

Build Background
• ELL Access Vocab

Launch the Book
• Preview the Text
• Preview the Content

Observe and Monitor

LEVELED READER TEACHER'S GUIDE

Words of the Week

High-Frequency Words

sometimes
mountains
young

Develop Vocabulary

allowed
challenge
determined
refused
accept

Spelling Words

clever
comet
driven
lemon
planet
proper
rapid
river
shiver
tropic

Unit Academic Vocabulary

discuss
connect
responsible
equal
improve

WEEK 1 LESSON 1 READING WORKSHOP GENRE & THEME

Listening Comprehension

OBJECTIVES
Listen actively. Use relevant strategies to clarify information, and answer questions with a clear word response.

ELL Language Transfer
Opening the Doors: Jackie Robinson

FLUENCY
Also completing the Read Aloud Jackie Robinson: Opening the Doors. Read a short section of the story aloud and use strategies to play attention to your pronunciation. Record the section and watch it back to hear your own reading. Use a partner to provide feedback on your reading.

180 Second Reading
Read the story aloud to your partner. Use the 180-second timer to keep track of your reading time.

Narrative Nonfiction: Biography
Tell students you are going to read a biography called "Jackie Robinson: Opening the Doors." Explain that biographies are about other people, trying to tell a story about their lives. Explain that biographies are about other people, trying to tell a story about their lives. Then have students recall key ideas and details from the read aloud.

START-UP
READ-ALoud ROUTINE
Prepare: Have students listen for statements of narrative nonfiction. **READ** the whole passage aloud without stopping. **REREAD** the text aloud a second time. This time model Think Aloud strategies related to the genre and the subject of the biography.

Jackie Robinson: Opening the Doors
Jackie Robinson became one of the most well-known baseball players ever. He opened doors for many other African American athletes who followed him. Robinson was born in 1919 in Georgia, the youngest of five siblings. He was an athlete from the start. He played baseball, basketball, and football and ran track at UCLA where he was the first athlete to win letters in all four sports. Unfortunately, Robinson had to leave college before he graduated due to financial difficulties. He went into the Army for two years. While there, he started speaking out about civil rights.



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

WHY
Interactive Read Aloud:
• Engage students to learn about their independent reading level.
• Build student comprehension.
• Enhance students' overall language development.
• Provide an opportunity to model fluency and expression reading.
• Foster a love and enjoyment of reading.

PLANNING
Select a text from the Read Aloud Trade Book Library or the school or classroom library.
• Identify the key idea of the story.
• Determine the Teaching Point.
• Write your independent reading level. Record Think Alouds on sticky notes and place in the book at the points where you plan to stop to think and model.

BEFORE READING
• Show the cover of the book to introduce the title, author, illustrator, and genre.
• Ask the big idea or theme of the story.
• Point out interesting artwork or photos.
• Gather prior knowledge and use relevant background information for discussion.
• Discuss key vocabulary essential for understanding.

DURING READING
• You can choose to stop and model or students get to get on the read and apply. Think Aloud and open-ended questioning for a deeper dive into the text.
• Read with expression to show it is fun.
• Ask questions to guide the discussion and draw attention to the teaching point.
• Use Think Aloud to model strategies and model use to monitor comprehension and correct reading when they read.
• Help students make connections to their own experience, think they have read or learned in the past, or the world.

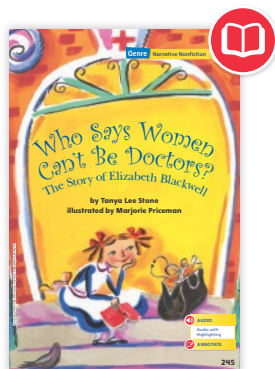
AFTER READING
• Summarize and allow students to share thoughts about the story.
• Request student comprehension by modeling the "Think Aloud" part of the story.
• Choose and assign a Student Response Form available on ReadAloud.com.

Finals Teaching Points
• Recall the story.
• Identify the main idea.
• Determine Theme.
• Make Connections.
• Determine Point of View.



INTERACTIVE READ ALOUD LESSON PLAN GUIDE

READ ALOUD
"Jackie Robinson: Opening the Doors"



SHARED READ
Who Says Women Can't Be Doctors? The Story of Elizabeth Blackwell

BOOK CLUB

Titles related to Spotlight Genre and Theme: T510-T515

Mentor STACK

Writing Workshop T359

LITERACY STATIONS

SCOUT

Assessment Options for the Week

- Daily Formative Assessment Options
- Progress Check-Ups on SavvasRealize.com
- Cold Reads on SavvasRealize.com

ASSESSMENT GUIDE

Word Work

OBJECTIVES

Decode multisyllabic words with closed syllables.

Decode words using knowledge of syllable division patterns such as VC/CV, VCV, and VCCCV.

Identify and read high-frequency words.

FOUNDATIONAL SKILLS EXTENSION

See pp. T38 and T46 for closed syllable extension activities students can use while reading the text in Lessons 2 and 3.

Phonics: Decode Words with Closed Syllables VC/V

Minilesson

FOCUS Explain to students that words are made up of syllables. A syllable is a word part with one vowel sound. A word can have one syllable like the word *rap*, or it can have more than one syllable like the word *rapid*. Write and say *rap*, stressing the short /a/ vowel sound. Say: *Rap has one vowel sound, so it is one syllable.* Point to the final *p*. Say: *When a syllable ends with a consonant, it is called a closed syllable, and the vowel sound in the syllable is usually short.* Say *rap* again and have students say it with you.

Say: *Rapid has two vowel sounds, so it has two syllables.* Say the word in syllables, *rap/id*. Say: *Rapid has the vowel a, the consonant p, and the vowel i.* As you say *vowel, consonant, vowel*, write *VCV*. Tell students that when we see a multisyllabic word with this pattern, we often divide the syllables after the consonant, *VC/V*. In *rapid*, the first syllable, *rap*, ends with a consonant and is a closed syllable. The vowel sound is short. Say *rapid* again, stressing the /a/ sound.

MODEL AND PRACTICE Point to and say the word *pedal* in the box on p. 238 in the *Student Interactive*. Then say, *I can hear two vowel sounds in pedal and I can see the vowel, consonant, vowel pattern. I will break the word into syllables after the consonant d. The first syllable, ped, is a closed syllable.* Have students draw a line after the *d* in *pedal*. Say the word in syllables, *ped/al*. Then have students blend the syllables to say the word.

APPLY My TURN Have students read the other words in the box on p. 238 in the *Student Interactive*. Then tell students to look for the *VCV* pattern in each word and divide the words into two syllables.

TURN, TALK, AND SHARE Have partners take turns reading the words in the box on p. 238. Tell students to read each syllable of a word separately and then blend the syllables to read the word.



ELL Targeted Support Learning Strategies Create a two-column chart with the words *rob* and *robin*. Have students identify the vowel sounds and syllables.

Say: The word *rob* has one vowel sound. Point to the vowel and repeat the word. Ask: How many syllables does the word *rob* have? Repeat with *robin*. **EMERGING**

Ask students to write VCV over the two vowels and the middle consonant in *robin*. Have them draw a slash to show where the word divides into syllables and say the word. **DEVELOPING**

Have partners break these words into syllables: *model*, *metal*, *vanish*, and *punish*. Then have them use each word in a sentence. **EXPANDING**

HIGH-FREQUENCY WORDS



Display the high-frequency words *sometimes*, *mountains*, and *young*.

- Point to and read each word.
- Have students read and spell *sometimes*.
- Repeat having students read and spell the remaining words.
- Have students choose a word, say it, and use it in a sentence.

sometimes

mountains

young

STUDENT INTERACTIVE, p. 238

PHONICS

Closed Syllables VC/V

A syllable is a word part that has just one vowel sound. When a syllable ends with a consonant, it is called a closed syllable. The vowel usually has a short sound.

rap The **a** has a short **a** sound.

Many words have more than one syllable. A two-syllable word may have a vowel-consonant-vowel (VCV) pattern. When you divide the word into syllables after the consonant (VC/V), the vowel in the first syllable is usually short.

rapid rap/id The **a** has a short **a** sound.

MY TURN Read, or decode, the VC/V words in the box. Divide the words into two syllables.

pedal

limit

robin

punish

ped/al, lim/it, rob/in, pun/ish

TURN and TALK Take turns with a partner. For each word in the box, read each syllable separately. Then blend the syllables to read the word.

Interact with Sources

OBJECTIVES

Make connections to personal experiences, ideas in other texts, and society.

Interact with sources in meaningful ways such as illustrating or writing.

ACADEMIC VOCABULARY

Language of Ideas Academic language helps students access ideas. After you discuss the infographic, ask: [Are the people you read about responsible people? How did Dr. Shumway improve people's lives?](#)

- discuss
- connect
- responsible
- equal
- improve

Emphasize that these words will be important as students read and write about the Essential Question.

Explore the Infographic

Remind students of the Essential Question for Unit 4: *Why is it important to connect with other people?* Point out the Week 1 Question: *How can others inspire us to reach a goal?*

Have students follow along in their *Student Interactive*, pp. 236–237, as you read aloud “People Who Were First.” Organize students into small groups and have them share information about the people they read about. During the group discussions, encourage students to ask questions to clear up any confusion about the topic of the infographic.

Use the following questions to guide group discussions:

- What does it mean to inspire someone or to be inspired?
- How do people in the infographic inspire others?
- What are their accomplishments?
- Do you think it was easy for them to accomplish what they did? Why or why not?

WEEKLY QUESTION Read the Week 1 Question: *How can others inspire us to reach a goal?* Tell students that they learned about four people who reached their goals and inspired others. Explain that they will learn about more people who were an inspiration to others this week.

My TURN Have students write their thoughts as directed on p. 237 in the *Student Interactive*. Call on volunteers to discuss their responses with the class.

ELL Targeted Support Visual Support Use visual support to help students develop background knowledge to better understand text. Tell students to listen closely as you read the infographic aloud.

To help students develop background knowledge, point out details in the visuals, such as the space shuttle, goggles, baseball, and glove. Ask students to name as many items as they can and tell who would use each one. **EMERGING**

Help students develop background knowledge by having them identify details in each visual that relate to the person's occupation. Ask students to name as many details as they can and tell what they know about each one. **DEVELOPING**

Help students develop background knowledge by having them describe the visuals in precise detail. Tell them to include vocabulary in their descriptions. **EXPANDING**

Have students use the visuals to describe what they know about each occupation. For example, have them tell where doctors work or why baseball players need a glove. **BRIDGING**

STUDENT INTERACTIVE, pp. 236-237

WEEKLY LAUNCH: INFOGRAPHIC

WEEK 1

People Who Were First

Some people are the first to accomplish something important. They inspire others to follow them.

Astronaut Ellen Ochoa was the first Hispanic American woman to fly in space. She spent about 40 days in space on four different missions.



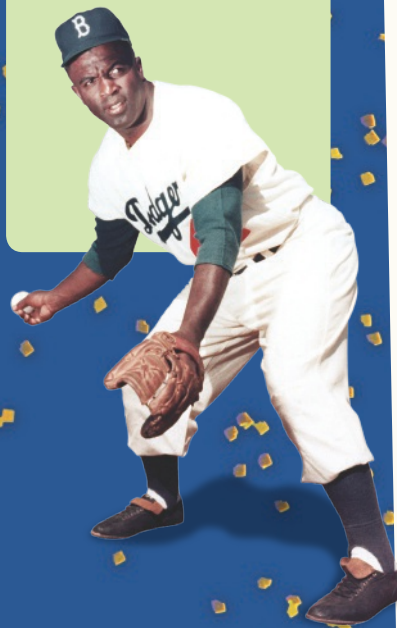
Dr. Norman Shumway was the first doctor in the United States to transplant a human heart. His work helped many people live longer.



Pilot Bessie Coleman was the first African American woman to become a pilot. She also had Native American ancestors. Coleman put on one-woman air shows.



Baseball legend Jackie Robinson was the first African American to play Major League Baseball. Before Robinson, African Americans were not allowed in the league. Robinson became an All-Star.



Weekly Question

How can others inspire us to reach a goal?

MY TURN Do you feel inspired when you read about these people? Who else might inspire you? Write your thoughts here.

Responses might include people familiar to students, such as family members or celebrities.

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Listening Comprehension

OBJECTIVES

Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

Read grade-level text with fluency and comprehension.

Recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.


ELL Language Transfer

Cognates Point out the Spanish cognates in “Jackie Robinson: Opening the Doors.”

- athlete : *atleta*
- history : *historia*
- baseball : *béisbol*

FLUENCY

After completing the Read Aloud Routine, show students the story, “Jackie Robinson: Opening the Doors.” Read a short section of the story aloud, and ask students to pay attention to your prosody, or expression. Remind students that fluency is about reading for meaning, not speed. Invite partners to practice expressive reading using their favorite sentences from the biography.

 **THINK ALOUD** Analyze **Biography** I notice that this reads like a story. It tells me about a real person, Jackie Robinson. It gives facts about him. I think this is a biography. It is a true story about a real person and important events in the person’s life.

Narrative Nonfiction: Biography

Tell students you are going to read a biography called “Jackie Robinson: Opening the Doors.” Explain that students should listen actively, paying careful attention to why this person is amazing. Prompt them to ask questions to clarify information and follow agreed-upon discussion rules. Then have students recount key ideas and details from the read aloud.

START-UP

READ-ALOUD ROUTINE

Purpose Have students listen for elements of narrative nonfiction.

READ the whole passage aloud without stopping.

REREAD the text aloud a second time. This time model Think Aloud strategies related to the genre and the subject of the biography.

Jackie Robinson: Opening the Doors

Jackie Robinson became one of the most well-known baseball players ever. He opened doors for many other African American athletes who followed him.

Robinson was born in 1919 in Georgia, the youngest of five siblings. He was an athlete from the start. He played baseball, basketball, and football and ran track at UCLA where he was the first athlete to win letters in all four sports.

Unfortunately, Robinson had to leave college before he graduated due to financial difficulties. He went into the Army for two years. While there, he started speaking out about civil rights.



“Jackie Robinson: Opening the Doors,” continued

In 1947, he made history when he joined the Brooklyn Dodgers as the first African American player in Major League Baseball.

Times were tough for Robinson. Many people did not think baseball should be integrated. But Robinson and Branch Rickey, president of the Dodgers, stood strong. They fought for Robinson’s right to play.

Robinson was a stand-out player. He received the National League Rookie of the Year award in 1947 and the National League Most Valuable Player award in 1949. In 1955, he helped his team win the World Series.

When he retired from baseball, Robinson worked in business and became a leader in the Civil Rights Movement. He was inducted into the Baseball Hall of Fame in 1962. Jackie Robinson died in 1972, but he will always be remembered as the first African American player to play for a Major League team.

THINK ALOUD Analyze **Biography** As I read the second half of the biography I’m noticing that the events are described in chronological order, or in the order that they happened. Biography is a kind of narrative nonfiction. It retells a true story with events in the order in which they happened.

ELL ACCESS

To help prepare students for the oral reading of “Jackie Robinson: Opening the Doors,” read aloud this short summary:

Jackie Robinson was an athlete who won awards in many sports when he was in college. He became famous when he joined the Brooklyn Dodgers as the first African American baseball player in the major leagues. He fought for civil rights while playing baseball and afterward when he worked in business. He is remembered for breaking the color barrier in Major League Baseball.

FLEXIBLE OPTION

INTERACTIVE

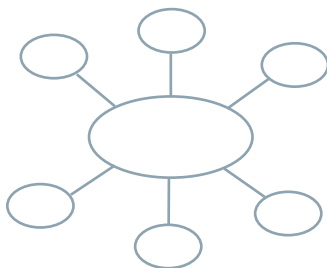
Trade Book Read Aloud

Conduct an interactive read aloud of a full-length trade book.

- Choose a book from the *Read Aloud Trade Book Library* or the school or classroom library.
- Select an **INTERACTIVE Read Aloud Lesson Plan Guide** and **Student Response** available on SavvasRealize.com.
- Preview the book you select for appropriateness for your students.



WRAP-UP



Use a circle web to help students identify the key events in the biography of Jackie Robinson, placing his name in the center oval.



SPOTLIGHT ON GENRE

Biography

LEARNING GOAL

I know about narrative nonfiction and understand its elements.

OBJECTIVE

Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and cause and effect stated explicitly.

LANGUAGE OF THE GENRE

After discussing the genre and anchor chart, remind students to use words related to narrative nonfiction in their discussions.

- biography
- chronological
- influence

FLEXIBLE OPTION 
ANCHOR CHARTS

- Display a blank poster-sized anchor chart in the classroom.
- Draw a large circle in the center of the chart and write *Biography* inside.
- Have students suggest characteristics of a biography. Write these on lines coming out of the circle.
- Review the genre throughout the week by having students work with you to add examples of the type of people who might be featured in a biography.

ELL Language Transfer

Cognates Point out the Spanish cognates related to biography:

- biography : *biografía*
- event : *evento*
- influence : *influencia*

Minilesson

FOCUS ON STRATEGIES Biography is a type of narrative nonfiction that tells about a real person. The author of a biography is someone other than the person featured in the text. A biography is written to inform readers about a real person's life. To determine if a text is a biography, ask yourself these questions:

- Does the text include important events from the person's life?
- Are the events written in chronological order, or in the order they happened?
- Does the text tell what influenced the person's life?

MODEL AND PRACTICE Model determining that a story is a biography. In “Jackie Robinson: Opening the Doors,” the text tells us about Jackie Robinson's life as a child and a young athlete. We learn about his college awards, life in the army, and joining a professional baseball team. Do we learn important events from his life? Yes, we do. We first learned that he was the first African American to play baseball in the Major Leagues, that he won National League awards, and that he was a leader in the Civil Rights Movement. “Jackie Robinson: Opening the Doors” is a biography.

ELL Targeted Support Supporting Ideas Help students describe the life of a person they know or a famous person they know about.

Prompt students to start their descriptions with information of the person's birth or early years. Write words and phrases from their descriptions and use these words to give examples of chronological events in the person's life. Have students number the order of the events. **EMERGING/DEVELOPING**

Ask students to think of a person they know well. Have them list important events in that person's life. Then have students share their lists and state the events in chronological order. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify biography.

OPTION 1 TURN, TALK, AND SHARE Have students work with a partner to complete the Turn, Talk, and Share activity on p. 242 in the *Student Interactive*. Circulate to observe and discover if students can identify the features of biography.

OPTION 2 Use Independent Text Have students use sticky notes to mark places in the text where they notice a feature of biography. Direct them to describe the feature on the sticky note.

✓ QUICK CHECK

Notice and Assess Can students identify biography?

Decide

- **If students struggle**, revisit instruction about biography in Small Group on pp. T30–T31.
- **If students show understanding**, have them continue practicing the strategies for biography in Small Group on pp. T30–T31.

STUDENT INTERACTIVE, pp. 242–243

GENRE: NARRATIVE NONFICTION

READING WORKSHOP

My Learning Goal
I know about narrative nonfiction and understand its elements.

Spotlight on Genre

Biography

A **biography** is the true story of a real person's life written by someone else. It can be about a person's whole life or just a part of it. In a biography, the author

- tells about events in chronological order, or the order in which they happened.
- uses words such as **once**, **at first**, and **finally** to talk about when events happened.
- often tells about the person's achievements.

TURN and TALK Tell a partner about a text you have read. Look back at the features of a biography. Discuss with your partner why the text you read was or was not a biography. Take notes on your discussion.

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Academic Vocabulary

LEARNING GOAL

I can use language to make connections between reading and writing narrative nonfiction.

OBJECTIVES

Identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion/tion/sion*.

Respond using newly acquired vocabulary as appropriate.

ELL Access

To master academic language, students must be able to recognize the same word parts in related words. Display related words to give students practice in identifying word parts that are the same. Have students share this information in cooperative learning interactions.

Related Words

Minilesson

FOCUS ON STRATEGIES Words that are connected in some way are called related words. When a suffix is added to the end of a base word, the base word and the word with a suffix are related. The suffixes *-ion*, *-tion*, and *-sion* all mean “the act of.” Because of that meaning, a word with one of these suffixes is related to the base word. For example, *decision* is related to the base word *decide* because *decision* means “the act of deciding.” You can identify the meanings of words with any of these suffixes by combining the meaning of the base word and the meaning of the suffix. You can use the words when you know what they mean.

MODEL AND PRACTICE Model this strategy using the chart on *SI* p. 271.

- I see the word *connection*. I know that the base word *connect* means “to link or join together.” I also know that the suffix *-ion* means “the act of.” So I can identify the meaning of *connection*: “the act of connecting or joining together.” Now I can use this word to say, for example, “I make a connection between texts.”
- Have students apply this strategy to the words *revision*, *addition*, and *conclusion*.

Handwriting

OBJECTIVE

Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

Write Words

FOCUS Accurately form all cursive letters when writing words.

MODEL Remind students of the individual cursive letters they have learned. Tell them that they can join their cursive letters to form words. Demonstrate how to join letters by connecting the end of one letter to the beginning of the next letter. Then have students try the technique, beginning with short words, such as *in* or *at*. Have students practice with other small words.



ASSESS UNDERSTANDING

Apply

My TURN Have students complete the activity on p. 271 in the *Student Interactive*.


STUDENT INTERACTIVE, p. 271

VOCABULARY

READING-WRITING BRIDGE

I can use language to make connections between reading and writing narrative nonfiction.

My Learning Goal



Academic Vocabulary

When you add a suffix to a base word, the base word and the word with a suffix are related. Learning related words can help you grow your vocabulary.

The word **discuss** is a verb. When you add the suffix **-ion** to **discuss**, the new, related word is **discussion**. The suffixes **-ion**, **-tion**, and **-sion** all mean "the act of," so **discussion** means "the act of discussing."

MY TURN Read each verb and the related word with a suffix. Write what the new word means. Then use each word with a suffix in a sentence.

| Verb | Related Word with Suffix | What the New Word Means |
|----------|--------------------------|------------------------------|
| connect | connection | the act of connecting |
| complete | completion | the act of completing |
| divide | division | the act of dividing |

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PRACTICE Have students use *Handwriting* p. 199 in the *Resource Download Center* to practice writing cursive words correctly.

WEEKLY STANDARDS PRACTICE

To assess student progress on Academic Vocabulary, use the Weekly Standards Practice online at Savvas.Realize.com



Name _____

Handwriting

Write Words

An important part of cursive writing is correctly joining letters in a word. Look at the word *wave* below. As the letter *w* is finished, it goes right into the beginning of the letter *a*. The letter *a* goes into the *v*, and the *v* goes into the *e*. Trace the word. *wave*

MY TURN Trace each word. Then write each word on your own. Work carefully to make sure the letters are joined correctly.

wave

year

quest

quest

quest

quest

quest

quest

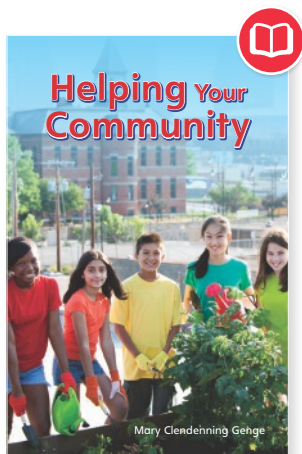
Grade 2 • Unit 4 • Week 1
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Handwriting p. 199

Matching Texts to Learning

To select other texts that match your instructional focus and your groups' instructional range, use the **Leveled Reader Search** functionality at SavvasRealize.com.



LEVEL I

Genre Expository Text

Text Elements

- Table of Contents
- Multisyllable words

Text Structure

- Compare and Contrast



LEVEL J

Genre Narrative Nonfiction

Text Elements

- Some ideas new to most readers
- Many lines of print per page

Text Structure

- Description



LEVEL K

Genre Narrative Nonfiction

Text Elements

- Longer, more complex sentences
- Varied organization

Text Structure

- Description

Guided Reading Instruction Prompts

Use these prompts to support the instruction in this week's minilessons.

Identify Narrative Nonfiction

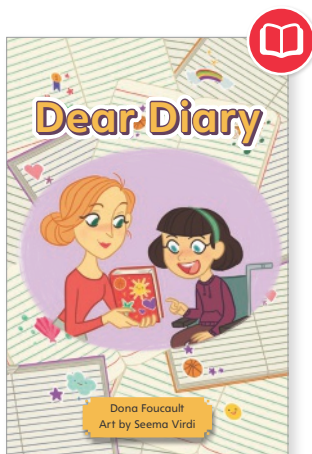
- What identifies this selection as narrative nonfiction?
- Does it tell about a real person, animal, place, or event?

Develop Vocabulary

- Are there any illustrations that help you understand what a word means?
- What does the word _____ tell us about the subject of the text?
- Why does this author use the word _____?

Identify Text Structure

- What words give clues about the text structure the author uses?
- What text structure does the author use?
- What graphic organizer can you use to keep track of the details based on the text structure?



LEVEL K

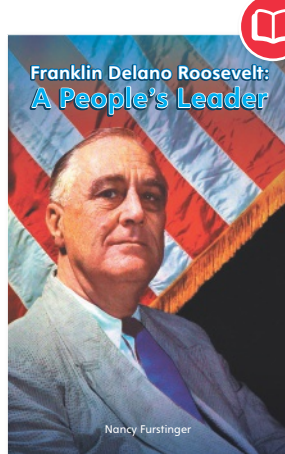
Genre Realistic Fiction

Text Elements

- Longer, more complex sentences
- Variety of words used to assign dialogue

Text Structure

- Chronological with Diary Entries



LEVEL L

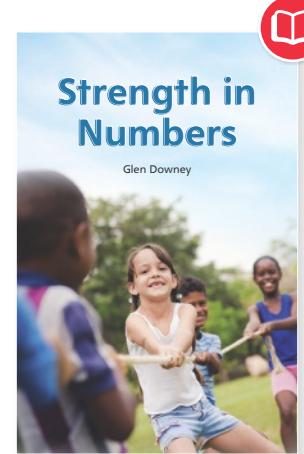
Genre Narrative Nonfiction

Text Elements

- Table of Contents, Glossary, and Index
- Longer sentences carry over three lines

Text Structure

- Description



LEVEL M

Genre Narrative Nonfiction

Text Elements

- Some new vocabulary explained in the text
- Most content carried by text

Text Structure

- Description

Ask and Answer Questions

- What questions did you have before reading the text?
- What questions did you have while you were reading?
- What questions do you have now that you have finished the text?

Compare Texts

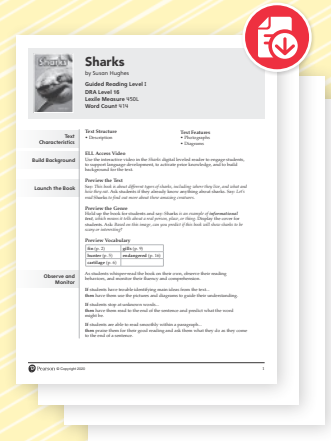
- What connections can you make to other books you have read?
- Are both texts written in story form with facts about the subject?

Word Work

See Possible Teaching Points in the *Leveled Reader Teacher's Guide*.

Leveled Reader Teacher's Guide

For full lesson plans for these and other leveled readers, go online to SavvasRealize.com.



Use the  **QUICK CHECK** on p. T25 to determine small group instruction.

Teacher-Led Options

Strategy Group

IDENTIFY NARRATIVE NONFICTION

Teaching Point Readers of narrative nonfiction notice that the story retells something that is true. It gives facts, and often events are told in the order in which they happened. Look back at “Jackie Robinson: Opening the Doors” with students and discuss why it is narrative nonfiction.

ELL Targeted Support

Help students tell events in order.

Ask students to tell you three things they did before they entered the classroom. Write their responses and have students copy them. Then ask pairs of students to cooperate and number the activities in the order they happened.

EMERGING

Ask students to describe the events in “Jackie Robinson: Opening the Doors.” Help small groups of students orally list the events in the order they occurred in his life. **DEVELOPING**

Have students work in small groups to identify three events that occurred in Jackie Robinson’s life. Have groups write the events in order and orally present the events to the class.

EXPANDING

Have students work with a partner to create a timeline of the events in “Jackie Robinson: Opening the Doors” and compare timelines with different sets of partners. **BRIDGING**



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity

IDENTIFY NARRATIVE NONFICTION

Use Lesson 28, pp. T163–T168, in the *myFocus Intervention Teacher’s Guide* to instruct students on the characteristics of narrative nonfiction.

LEVEL C • READ

Lesson 28 Genre: Fiction and Narrative Nonfiction

DIRECTIONS Read the following texts. Note details that help you understand the genre of each.

Lots of Choices

- 1 Jen walked across the street to her neighbor’s house. She didn’t want to, but Mom had insisted. *What a great Saturday*, Jen thought.
- 2 “Mrs. Tapp needs your help,” Mom said. “She’s taking food to the shelter today.”
- 3 “Come in!” Mrs. Tapp called out when she saw Jen at the door. Jen looked around. Pots, pans, and bowls covered every surface. Mrs. Tapp stood in the middle holding a spoon.
- 4 “Thanks for helping,” she said. “It’s my turn to cook for the shelter.”
- 5 “This is a lot of food!” Jen said. A quick look showed three kinds of soup. She saw three stacks of sandwiches labeled peanut butter, cheese, and ham. On another table Jen saw three huge bowls each holding a different kind of salad.
- 6 “Why are you making so many different things?” Jen asked. “Wouldn’t it be easier to make one kind of soup, sandwich, and salad?”
- 7 Mrs. Tapp seemed to ignore the question. “I’m thinking of going to Chuck’s Diner tonight,” she said. “Have you been?”
- 8 “Yes!” Jen said. “We go there all the time.”
- 9 “What’s on the menu?” Mrs. Tapp asked.
- 10 “Lots of things! My favorite is mac and cheese. But, sometimes I order spaghetti. They have ten different kinds of ice cream!”
- 11 “Choosing is fun,” Mrs. Tapp said. “I think that people at the shelter like to have choices, too, don’t you?” Jen thought about this. Suddenly she told Mrs. Tapp that she would be right back.
- 12 Jen returned with paper and markers. “I’m going to make menus,” she said. “That will make choosing even more fun!”

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On-Level and Advanced

INQUIRY

Question and Investigate Have students use the infographic on SI pp. 236–237 to generate questions about people who are the first to do something important. Throughout the week, have them investigate a person’s life to determine its potential as narrative nonfiction. See *Extension Activities* pp. 242–246 in the *Resource Download Center*.



Conferring

3 students/3-4 minutes per conference

IDENTIFY NARRATIVE NONFICTION

Talk about Independent Reading Ask students to use their sticky notes to explain why the book they are reading is narrative nonfiction.

Possible Conference Prompts

- Could this be a retelling of a true story?
- How are the events in the text organized?
- How did you use what you know about narrative nonfiction to understand the text?

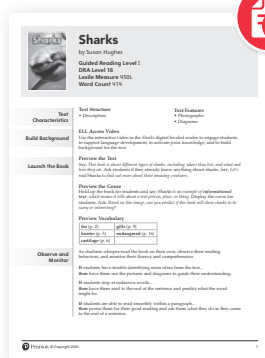
Possible Teaching Point Think about the story elements of realistic fiction. Just like realistic fiction, narrative nonfiction has story elements, but they are based on a true story.

Leveled Readers



IDENTIFY NARRATIVE NONFICTION

- For suggested titles, see Matching Texts to Learning, pp. T28–T29.
- For instructional support on the characteristics of narrative nonfiction, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together in whole group. Invite one or two students to share characteristics of narrative nonfiction from their texts. Reinforce with students the reading strategies they used.

Independent/Collaborative

Independent Reading



Students can

- read a self-selected trade book.
- read and listen to a previously read leveled reader or eText.
- begin reading their Book Club text.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



Students can

- write about their reading in a reading notebook.
- play the *myView* games.
- refer to the anchor chart on SI/ p. 243 and tell a partner about a person who could be the subject of a biography.

BOOK CLUB



See Book Club, pp. T510–T515, for

- ideas for launching Book Club.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups' collaboration.
- facilitating use of the trade book *John Chapman: Planter and Pioneer*.

Word Work

OBJECTIVES

Decode and write multisyllabic words with closed syllables.

Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

Identify and read high-frequency words.

ELL Language Transfer

Cognates Point out the Spanish cognates for words in this week's phonics lesson on p. 239:

- lemon : *limón*
- visit : *visitar*

ADDITIONAL PRACTICE



For additional student practice with closed syllables VC/V, use *Phonics* p. 187 from the *Resource Download Center*.

Phonics: Decode and Write Words with Closed Syllables VC/V

Minilesson

FOCUS Remind students that words are made up of syllables and that each syllable in a word has only one vowel sound. A syllable that ends in a consonant is called a closed syllable.

MODEL AND PRACTICE Point to *wagon* on *SI* p. 239 and have students say the word with you. Say: *I can hear two vowel sounds in wagon, so I know it has two syllables. I can see the VCV vowel pattern in the word. I will break this word into syllables by dividing it after the g. The first syllable, wag, is a closed syllable.* Write *wag on*, leaving a space between the syllables. Say the word in syllables. Have students say it with you. Then blend the syllables to read the word. Have students practice writing closed syllable words with the VCV pattern, such as *solid* and *cabin*. Tell them to use a slash between the syllables.

APPLY My TURN Have students divide each VCV word on *SI* p. 239. Tell them to write the syllables in the boxes and blend the syllables to read the words.

ELL Targeted Support Closed Syllables VC/V In some languages, the writing systems do not clearly indicate short vowels. Speakers of Arabic and Hebrew languages may need extra help in finding the short vowel sounds with the VC/V pattern.

Write: *wagon, finish, and salad*. Say the words aloud with students, pointing to the VC/V pattern in each. Help students complete this sentence: *The letter a in wagon has the (short) vowel sound because wagon has the (VCV) pattern.* Repeat with the other words. **EMERGING**

Have pairs work together to break the words *wagon, finish, and salad* into syllables by writing each word with a slash to show how it is divided. Then ask students to blend each word. **DEVELOPING**

Have students work with a partner to make word cards for *wagon, finish, and salad*. Then have them cut the cards apart to show how each word divides into two syllables. Then have students mix up the cards and work together to form the words from the syllables. Ask them to pronounce each word. **EXPANDING**

FOUNDATIONAL SKILLS

Name _____

Phonics

Closed Syllables VC/V
A closed syllable ends with a consonant. A syllable that ends with a consonant usually has a short vowel sound.

MY TURN Pick a word from the two choices next to each sentence. Write the word on the line. Then read the sentences.

1. Earth is one of seven planets. planets planes
2. Matt has to finish his homework. fitness finish
3. This book has a pretty cover. closet cover
4. A camel has humps on its back. camel camper
5. I try to be honest and never lie. honest oven
6. Snakes and lizards live in the desert. legends lizards
7. We will visit my grandmother soon. visit victim
8. Look at the robins flying by! ropes robins
9. Put your clothes in the closet. closet closest

Grade 2, Unit 4, Week 1
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Phonics p. 187



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use these strategies for decoding multisyllabic words with closed syllables VC/V.

OPTION 1 Have students read the words on pp. 238 and 239 chorally. Then have volunteers identify the syllables in each word.

OPTION 2 Independent Activity Have students use letter tiles to show the syllable breaks in *lizard*, *lemon*, *cabin*, and *topic*.

QUICK CHECK

Notice and Assess Are students able to decode and write words with the closed syllable VC/V pattern?

Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T58–T59.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T58–T59.

HIGH-FREQUENCY WORDS



Display the high-frequency words *sometimes*, *mountains*, and *young*.

- Ask students to read and spell the words.
- Have students use the words in sentences.
- Have students identify which word is a compound word. (*sometimes*)

sometimes

mountains

young

STUDENT INTERACTIVE, p. 239

FOUNDATIONAL SKILLS

Closed Syllables VC/V

MY TURN Divide each VC/V word. Write the syllables in the boxes next to the word. Blend the syllables and read each word.

- wagon

| | |
|-----|----|
| wag | on |
|-----|----|
- finish

| | |
|-----|-----|
| fin | ish |
|-----|-----|
- salad

| | |
|-----|----|
| sal | ad |
|-----|----|
- habit

| | |
|-----|----|
| hab | it |
|-----|----|
- closet

| | |
|------|----|
| clos | et |
|------|----|
- lemon

| | |
|-----|----|
| lem | on |
|-----|----|
- model

| | |
|-----|----|
| mod | el |
|-----|----|
- visit

| | |
|-----|----|
| vis | it |
|-----|----|

Introduce the Text



Who Says Women Can't Be Doctors?

OBJECTIVES

Establish purpose for reading assigned and self-selected texts.

Generate questions about text before, during, and after reading to deepen understanding and gain information.

ELL Access

Prior Knowledge

Help students connect what they already know about narrative nonfiction to the text. Encourage students to share information from narrative nonfiction that they have read.

Shared Read Plan

First Read Read the text. Pause to discuss the First Read notes with students.

Close Read Use the Close Read notes to guide your instruction for Lessons 3 and 4.

Preview Vocabulary

- Introduce the vocabulary words on p. 244 in the *Student Interactive* and define them as needed.
 - allowed:** told you could do or have something
 - challenge:** something difficult that requires extra work
 - determined:** showing strong purpose; unwilling to quit
 - refused:** did not do something
 - accept:** to take something that is offered; to see something as right or correct
- *These words will help you understand the characters in **Who Says Women Can't Be Doctors?** As you read, highlight the words when you see them in the text. Ask yourself what they tell you about the main character.*

Read

Discuss the First Read Strategies. Prompt students to establish that the purpose for reading this selection is for understanding and enjoyment.

FIRST READ STRATEGIES

READ Have students note what they learn about Elizabeth Blackwell as they read.

LOOK Remind students to look at the title and illustrations to help them understand what they read.

ASK Before reading, have students use the title and images to generate questions about the text that will help them deepen understanding and gain information.

TALK Have partners discuss what they found most interesting.

Students may read the text independently, in pairs, or as a whole class. Use the First Read notes to help students connect with the text and guide their understanding.



EXPERT'S VIEW P. David Pearson, Professor Emeritus of Instructional Science, University of California, Berkeley

“An essential element of comprehension is to understand what the author wants you to learn from the text. But comprehension is more than just that. It is important for the reader to integrate the information that is new from the text with what he or she already knows about the topic—reading from the known to the new. This is how kids add new knowledge to the knowledge that they already have.”

See SavvasRealize.com for more professional development on research-based best practices.



ELL Targeted Support Preview Vocabulary Provide linguistic accommodations to help students preview vocabulary.

Display the vocabulary words and their definitions. Help students read the glossary aloud, and discuss the meaning of each word. Provide examples of how the words are used. **EMERGING**

Display the vocabulary words and their definitions. Have students read the glossary. Then have them create sentences to show how each word is used. **DEVELOPING**

Help students read the vocabulary words and definitions in the text margins. Then have them write a sentence that shows the meaning of each word. **EXPANDING**

Have students find and read the vocabulary words and definitions in the text margins. Then have them restate each definition in their own words and write a sentence that demonstrates the meaning of each word. **BRIDGING**

STUDENT INTERACTIVE, pp. 244–245

Who Says Women Can't Be Doctors?

Preview Vocabulary

Look for these words as you read *Who Says Women Can't Be Doctors? The Story of Elizabeth Blackwell*.

allowed challenge determined refused accept

First Read

Look at the title and the illustrations.

Ask questions about the text before you read it

Read to learn about Elizabeth Blackwell.

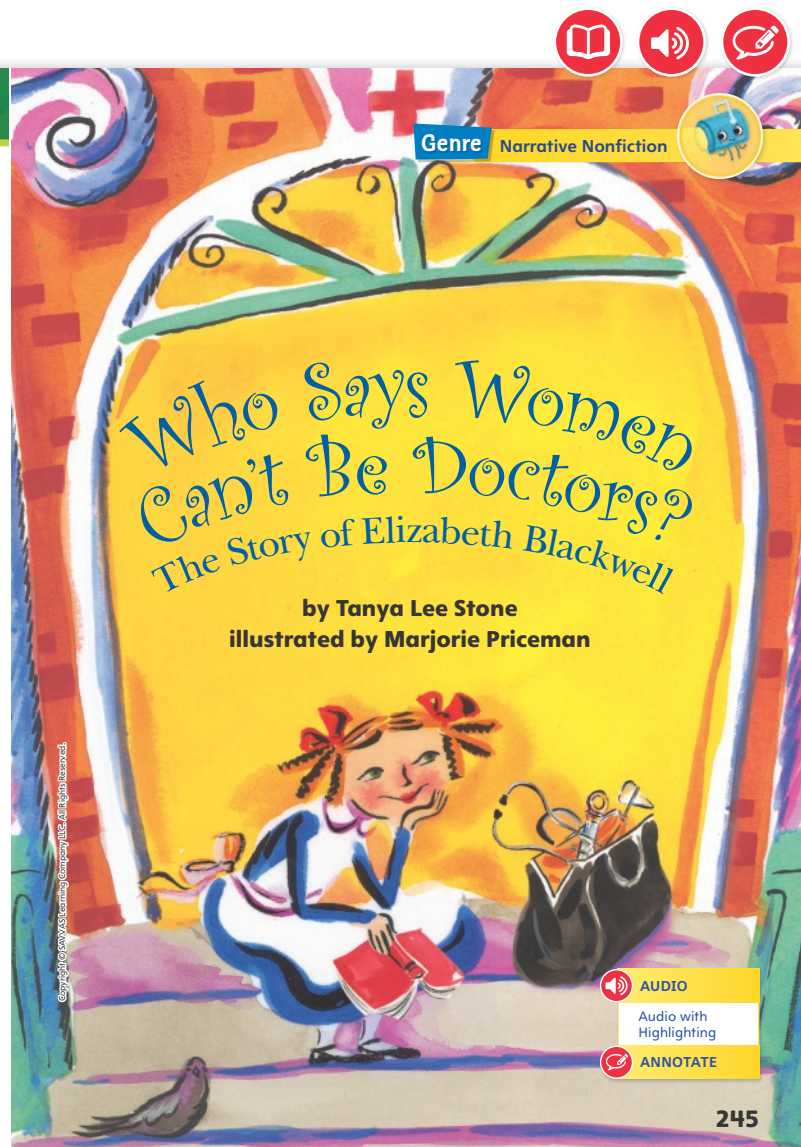
Talk about what you found most interesting.

Meet the Author



Tanya Lee Stone is an award-winning author of many books for children and teens. She likes to write books that tell the stories of unknown or not well-known women and people of color.

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First Read

Look

THINK ALOUD The first thing I do when I'm about to read a text is look at the title and pictures. The title is *Who Says Women Can't Be Doctors?* The picture shows a red cross on a building, so I know it's a hospital. A man at the door is keeping a woman from going inside. The picture connects to the title.

Since this is narrative nonfiction, I know that there will be a story about why she isn't allowed to enter. If I read more, I will find out about why women were not allowed to be doctors.

CLOSE READ



allowed told you could do or have something

- 1 I'll bet you've met plenty of doctors in your life. And I'll bet lots of them were women.
- 2 Well, you might find this hard to believe, but there once was a time when girls weren't *allowed* to become doctors.



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CROSS-CURRICULAR PERSPECTIVES

Social Studies



Before women were allowed to become doctors, many women helped the sick and injured by working as nurses. Florence Nightingale was one such nurse. Her wealthy parents did not want her to be a nurse since most nurses at the time came from poor families. Florence was trained as a nurse in Germany then worked in London hospitals. She is most famous for her work during the Crimean War, where she organized a group of nurses to care for wounded soldiers. This experience led her to fight for clean and improved conditions in military hospitals. Later in life, Florence wrote a book that many use as an introduction to nursing today.



First Read

Read

THINK ALOUD I know more now about why the woman was not allowed in the building. The author tells me what life was like for women in the 1830s. The author included this information to let us know when the story takes place. I think the main character will be a woman who lived in the 1830s. The woman was not allowed in the hospital because women weren't allowed to be doctors.

- 3 Back in the 1830s, there were lots of things girls couldn't be. Girls were only supposed to become wives and mothers. Or maybe teachers, or seamstresses.
- 4 Being a doctor was definitely not an option.
- 5 What do you think changed all that? Or should I say ... WHO?

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CLOSE READ



Identify Text Structure

A biography is written in time, or chronological, order. The author starts when the person is young. Underline the words that tell when this biography begins.

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Close Read

Identify Text Structure

Explain that authors organize information in a text to give clues about what is important. Biographies are written in time order, or chronological order, similar to a timeline format.

Have students read **paragraph 3** to underline the words that tell when the biography begins. **See student page for possible response.**

Ask students to consider what the reader can tell about the time period they identified. Have them support their responses with evidence from the text and pictures.

Possible Response: From the words “Back in the 1830s” we can tell that the biography takes place in the 1830s. The pictures show people in old-fashioned clothes.

DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and cause and effect stated explicitly.

ELL Targeted Support Contractions Check students' understanding of contractions used in the text.

Point out the contraction *couldn't* on p. 247. Explain that the word *couldn't* is a shortened form of the phrase *could not*. Model combining the two words and placing the apostrophe in the correct location. **EMERGING/DEVELOPING**

Direct students to the phrase “was definitely not” on p. 247. Challenge students to rewrite the phrase using a contraction (*definitely wasn't*).

EXPANDING/BRIDGING

First Read

Ask

THINK ALOUD Before I read the text on a page, I look at the pictures and ask questions about what they mean and what they tell me about the story.

I see a picture of a girl. I wonder who she is. Is she the main character?

The girl is in trouble! She's hanging from a tree and a chair is tipped over on the ground. Why did she try to climb the tree?

Oh! I see a hat in the tree. I think she was trying to get it. That's brave! I wonder what the girl is like. Is she someone who isn't afraid of anything?

CLOSE READ



- 6 Elizabeth Blackwell, that's who. A tiny wisp of a girl who wanted to explore around every corner and who never walked away from a challenge.

challenge
something difficult that requires extra work



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Foundational Skills Extension

Closed Syllables VC/V

Help students find words on p. 248 that have the closed syllable VC/V pattern. Direct students to the word *never*. Have students read the word aloud. Help students understand that with this pattern, the first vowel in the word has a short sound. Emphasize the short /e/ sound in *never*.



- 7 This was a girl who had once carried her brother over her head until he backed down from their fight.
- 8 A girl who tried sleeping on the hard floor with no covers, just to toughen herself up.
- 9 A girl who climbed up to her roof and stretched out as far as possible with a spyglass to see what was happening on the other side of town.

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CLOSE READ

Ask and
Answer
Questions

Highlight any text that you can ask questions about. What is one question you might ask about the text you highlighted?

First Read

Talk

THINK ALOUD The author shows us how the character acts rather than telling us about the character. I read that the girl slept on the hard floor just to toughen up. This makes me think the girl is trying to be a strong person. I think these examples make the story more interesting than if the author just told us the girl was strong and tough.

Close Read

Ask and Answer Questions

Explain that students should ask questions about what they read to help them understand more about the story. Point out that questions start with words such as *why*, *who*, *when*, or *how*. Write these words on the board. Have students read **paragraphs 7, 8, and 9** and underline information in the text that they want to know more about. **See student page for possible responses.** Then have students use a question word to ask a question about the ideas on the page. Model asking questions such as: “Who is the girl the author is talking about?” “Why does she sleep on the hard floor?”

DOK 2

OBJECTIVE

Generate questions about text before, during, and after reading to deepen understanding and gain information.

249

Possible Teaching Point



Read Like a Writer | Author's Craft

Picture Walk Guide students through a picture walk. Have them make predictions based on the cover of the book, including the title and illustrations. Then have students examine the illustration on page 249 and discuss the characters and setting. For more instruction on Author's Craft, see pp. T66–T67.

First Read

Look

THINK ALOUD Before I read the text on this page, I look at the picture to learn more. I see Elizabeth curled up and hiding on the floor. It looks like she's in a closet. I can tell by her expression that she is sad. I think the text will tell me about times when Elizabeth was not always tough and strong. I'll keep reading to find out more.



- 10 But she hadn't always wanted to be a doctor. Actually, blood made her queasy. One time, her teacher used a bull's eyeball to show students how eyes work. Elizabeth was repulsed.
- 11 And she hadn't always wanted to help the sick. She had no patience for being sick herself. Whenever she felt ill, she simply went outside for a walk. Once, when she was little, she hid in a closet until she felt better. She hated anyone fussing over her.

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Possible Teaching Point



Language & Conventions | Adjectives and Adverbs

Use the Language & Conventions lesson on p. T373 in the Reading-Writing Workshop Bridge to review adjectives and adverbs. Point out the adjective *queasy* on page 250 and read aloud the sentence that contains it. Ask: **Does *queasy* describe a person, a place, or a thing?** Make sure students understand that *queasy* is a word that describes Elizabeth when she saw blood. **Did Elizabeth feel comfortable seeing blood? Did she always want to be a doctor?**



- 12 So why did she become the first woman doctor? Because one person believed she could and told Elizabeth she was just the kind of smart, determined girl who would change the world.
- 13 That person was Mary Donaldson. When Elizabeth was twenty-four, she went to visit her friend who was very ill. Mary told Elizabeth that she would have much preferred being examined by a woman. She urged Elizabeth to consider becoming a doctor.



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CLOSE READ

**Identify Text Structure**

Underline the words that tell why Elizabeth Blackwell decided to become a doctor.

determined

showing strong purpose; unwilling to quit

First Read**Read**

THINK ALOUD I know that biographies often tell readers about the people who were important in the main subject's life. I know that often, successful people have friends and teachers who inspire and encourage them. For Elizabeth, that person was Mary Donaldson. She believed in Elizabeth and told her she should become a doctor.

Close Read**Identify Text Structure**

Explain that when students want to answer the question *why*, they should look for the reasons something happened. Explain that Elizabeth did not always want to become a doctor. There were certain events and people in her life that caused her to make that decision. Ask: **What person caused Elizabeth to want to become a doctor? What event happened that caused Elizabeth to want to become a doctor?** Have students read **paragraph 13** and underline details in the text that support their answers. **See student page for possible responses.**

DOK 3

OBJECTIVE

Recognize characteristics and structures of informational text, including chronological order and cause and effect stated explicitly.

251

ELL Targeted Support Adjectives Remind students that adjectives are words that describe. Read aloud paragraph 12 and have students listen for words that describe Elizabeth.

Guide students to identify the words *kind* and *determined*. Help them to use the words in a sentence: Elizabeth was _____. **EMERGING**

Have students point to adjectives in the text that describe Elizabeth (*smart*, *determined*). Have students brainstorm synonyms. Then have them use the synonyms to write a sentence about Elizabeth. **DEVELOPING/EXPANDING**

First Read

Look

THINK ALOUD On this page, I see an illustration of Elizabeth with no words. Elizabeth looks like she is thinking about something. I wonder what she's thinking about. On the last page, I learned that Mary Donaldson urged Elizabeth to become a doctor. I think Elizabeth is probably thinking about Mary Donaldson's words. Maybe Elizabeth is deciding to become a doctor.



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CROSS-CURRICULAR PERSPECTIVES

Social Studies



Clara Barton spent much of her life helping other people. As a young teacher, she opened a free public school in New Jersey. Later, she moved to Washington, D.C. to work in the U.S. Patent Office. During the Civil War, Clara was a nurse. While traveling overseas, she learned about the International Red Cross and how they helped wounded soldiers. Upon her return to the United States, she established the American Red Cross in 1881. Since then, the American Red Cross has provided many services to help people, including disaster relief and emergency assistance.



- 14 At first, Elizabeth could not believe her ears. Even if a girl *could* be a doctor, why would *she* want to be one?
- 15 But Mary's idea gnawed at Elizabeth.
- 16 A female doctor.



- 17 Elizabeth thought about it the second she got up in the morning.
- 18 She thought about it during sewing circles.



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CLOSE READ

**Vocabulary in Context**

Underline the words on this page that help you know what **gnawed at** means.

First Read**Ask**

THINK ALOUD As I read, I ask questions to better understand Elizabeth and her actions. I know that at first, Elizabeth didn't want to become a doctor. But the text also tells me she eventually became the first woman doctor. I wonder what caused Elizabeth to change her mind. Why did she finally decide to become a doctor? I'll keep looking for answers to my questions as I read.

Close Read**Vocabulary In Context**

Have students read **paragraphs 15, 16, and 17**. Tell them to underline clues to help them know what the word *gnawed* means. Point out that Mary's idea has a certain effect on Elizabeth. Ask students to think about the effect of Mary's words on Elizabeth to help them understand the meaning of the word *gnawed*. **See student page for possible response.**

DOK 2

Possible Response: I look at Elizabeth's response to Mary's idea to help me understand the meaning of *gnawed*. The writer repeats the phrase *thought about it* on the page. This tells me she thought about it a lot. The idea kept bothering Elizabeth and wouldn't go away.

OBJECTIVE

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

253

Possible Teaching Point**Read Like a Writer | Author's Craft**

Idioms Authors sometimes use figurative language to help create a picture in our mind or provide dramatic effect. Display the following example from paragraph 14: "At first, Elizabeth could not believe her ears."

Discuss the meaning of the idiom, correcting any misconceptions that students may have. Ask why the author might have chosen to use figurative language. For more instruction on Author's Craft, see pp. T66–T67.

First Read

Look

THINK ALOUD As I look at the pictures, I can see that Elizabeth is getting distracted by thoughts of becoming a doctor. She thinks about it all the time. In the illustration, she is trying to pour tea but she misses the cup. This tells me she isn't thinking about what she's doing. She's daydreaming about becoming a doctor.



- 19 She thought about it over tea.
20 She even dreamed about it at night.



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ELL Targeted Support Retelling Tell students that retelling a text can help them remember what they read and check their understanding.

Have students use the illustrations to retell a section of the text. Provide oral sentence frames: *Elizabeth thinks a lot about becoming a _____.* *She sits with a _____.* *She thinks about _____.* *She spills _____.* **EMERGING/DEVELOPING**

Have students use the illustrations and text to retell several sections from the selection. Encourage students to use a graphic organizer to jot down key details in order. Then have students use their graphic organizer to write a short retelling. **EXPANDING/BRIDGING**



21 Finally, Elizabeth asked doctors and friends. Some thought it was a good idea, but didn't think there was any way it could be done. Others said it wasn't right.



CLOSE READ

Ask and Answer Questions

Highlight any text on this page that you can ask a question about.



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First Read

Read

THINK ALOUD I've learned many facts about Elizabeth's life from the text. Elizabeth's friend Mary supported her in becoming a doctor, but almost everyone else told her she couldn't do it. They said women couldn't become doctors because they weren't smart enough and they were too weak. From what I've read about Elizabeth, I know that she was smart and strong. I think she will prove them wrong.

Close Read

Ask and Answer Questions

Good readers ask questions as they read to help them understand purpose and meaning. Remind students that question words include *who*, *what*, *where*, *when*, *why*, and *how*. Students can ask questions to find out the reason something happened, or to find out more about an event or character. Have students read **paragraph 21** and highlight text on page 255 they can ask a question about. **See student page for possible responses.** Then have students use a question word from the list to ask a question about the text.

Possible Response: I underlined "didn't think it could be done" because I want to know: Why did people think women couldn't become doctors?

DOK 2

OBJECTIVE

Generate questions about text before, during, and after reading to deepen understanding and gain information.

Possible Teaching Point



Read Like a Writer | Text Features

Text Features Point out the quotations in blue text on p. 255. Explain that the quotations are connected to both the illustration and the text on the page. Ask: **Who said these words?** (people who believed it was not right for women to become doctors). Point out that the author separates the quotations from the rest of the text to emphasize their importance. For more instruction on Author's Craft, see pp. T66–T67.

First Read

Ask

THINK ALOUD Biographies tell us about a subject's viewpoints and ideas. I wonder how Elizabeth will react to people laughing at her. I ask myself if this will stop her from becoming a doctor.

Close Read

Identify Text Structure

Help students identify the use of cause-and-effect text structure. Explain that when students read about an event, they should look for a reason why the event happened. Have students read **paragraph 25** and underline the words that tell the reason why Elizabeth became a teacher. Ask: *What words do you see that tell about Elizabeth becoming a teacher?*

Possible Response: The phrase "to earn money" tells why she worked as a teacher.

DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and cause and effect stated explicitly.

CLOSE READ



Identify Text Structure

Underline the words that tell the reason why Elizabeth became a teacher.



- 24 Some people actually laughed at her. They thought she was joking! Elizabeth didn't see *anything* funny about a woman becoming a doctor.
- 25 Elizabeth thought it was a fine idea, and her family supported her. She worked as a teacher to earn money and applied to a handful of medical schools. But they all sent back the same answer:

NO.

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256

Foundational Skills Extension

Closed Syllables VC/V

Help students find words on p. 256 that have the closed syllable VC/V pattern. Direct students to the word *family*. Have students read the word aloud. Point out that because the word follows the VC/V pattern, the first vowel sound is short. Model the short /a/ sound and have students identify the short /a/ sound in the word *family*.



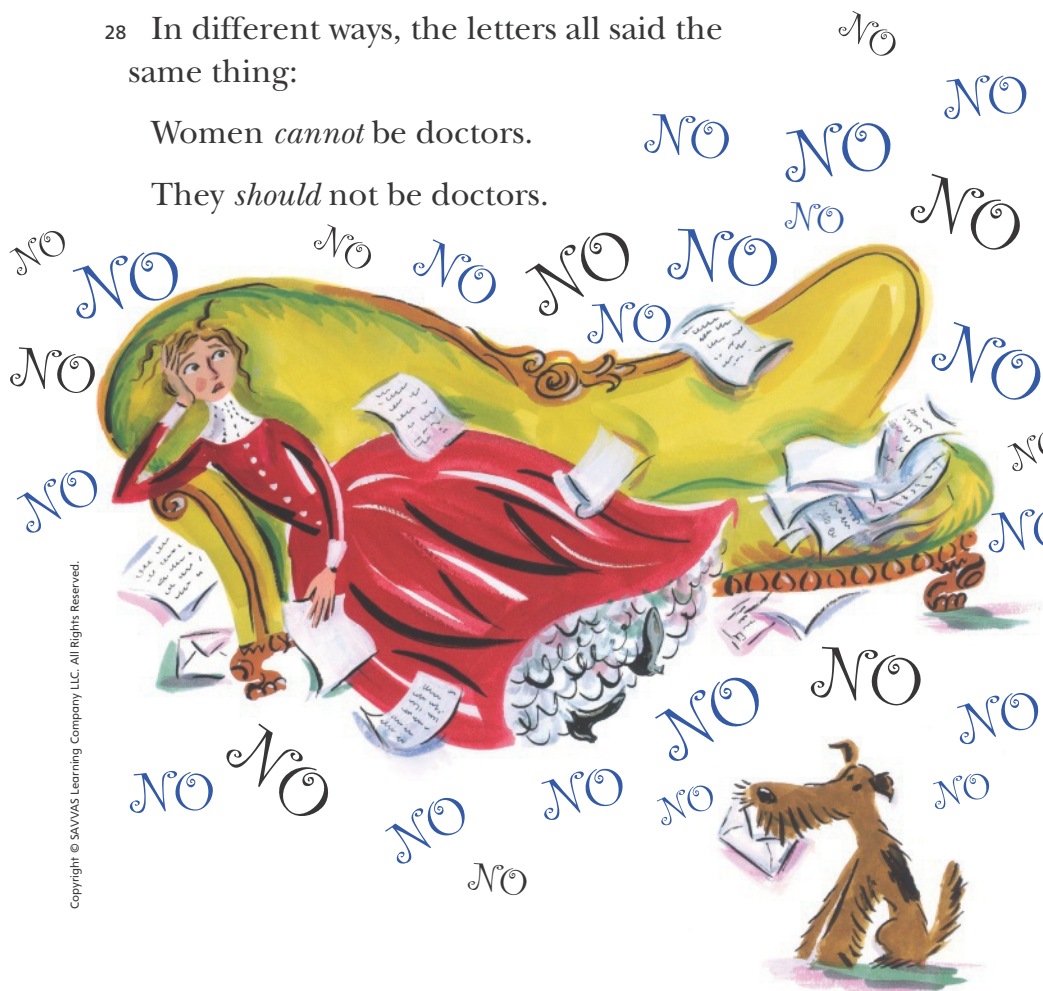
26 No women allowed. She tried other schools. More letters arrived at her door. One by one, the answer was always the same.

27 Twenty-eight NOs in all.

28 In different ways, the letters all said the same thing:

Women *cannot* be doctors.

They *should not* be doctors.



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First Read

Talk

THINK ALOUD I know that Elizabeth was determined, but she received so many negative replies from medical schools. It's interesting to hear about the response to Elizabeth's actions a long time ago, when I know so many women go to medical school today. I know that biographies often tell about a subject's setbacks that finally led to success. I think these letters were just setbacks that inspired Elizabeth even more. I'll talk with a partner about how I think the negative responses could inspire Elizabeth.

Possible Teaching Point



Read Like a Writer | Author's Craft

Adding Emphasis Point out the use of italics to add emphasis on p. 257. Direct students to the words *cannot* and *should not*. Ask: **Why do you think the author decided to put *cannot* and *should not* in italics?** Explain that writers use italics to emphasize a point, or to show that certain words are important. The writer wanted to draw attention to the fact that people believed women in general could not be doctors. For more instruction on Author's Craft, see pp. T66–T67.

First Read

Look

THINK ALOUD As I'm reading, I realize that the author doesn't tell me that Elizabeth is happy to find out she has been accepted into medical school. But I can tell from the picture of her smiling and the large, colorful text with the word "YES!" that she is excited.

Close Read

Identify Text Structure

Help students identify cause-and-effect relationships to understand why events happen. Explain that because Elizabeth did not give up, something happened. Point out the phrase "Quite rightly!" Explain that the author is saying Elizabeth was right to be stubborn.

Remind students that they can identify characteristics of cause and effect relationships. One characteristic they should look for is an effect, or the result of an action, feeling, or decision. Have students read **paragraph 30** and underline the words that tell the effect, or result, of Elizabeth not giving up. **See student page for possible responses.** Ask: *What words tell us the result of Elizabeth not giving up?*

Possible Response: "One day, an envelope arrived from a college. She opened it and everything changed. The answer was... YES!" tell us that she succeeded.

DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and cause and effect stated explicitly.

CLOSE READ



Identify Text Structure

Underline the words that tell the effect, or result, of Elizabeth not giving up.

refused did not do something



29 But Elizabeth didn't believe in *couldn't* or *shouldn't*. She refused to give up. She was as stubborn as a mule. Quite rightly!

30 One day, an envelope arrived from a college. She opened it and everything changed. The answer was . . .

YES!

31 Elizabeth packed her bags for Geneva Medical School in upstate New York.



258

Possible Teaching Point



Read Like a Writer | Author's Craft

Informal Language Direct students to the contractions *couldn't* and *shouldn't* on p. 258. Ask students to write out each contraction (*could not, should not*). Then have students consider the meaning of each word in context. Explain that Elizabeth does not believe others who are telling her she should not or cannot become a doctor. For more instruction on Author's Craft, see pp. T66–T67.



- 32 The townspeople were expecting her.
- 33 As she walked down the street, some pointed and stared. They whispered to themselves that she must be wicked—or crazy.
- 34 Elizabeth thought that at least the students wanted her there.
- 35 Except they didn't.

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First Read

Ask

THINK ALOUD As I read, I ask questions and make predictions or guesses about what will happen next. On this page, I learn that Elizabeth thought at least the students would be happy she was coming to the school. But, the author tells me they were not. I wonder what the students will do. How will they act toward Elizabeth? How did she get into the school if no one wanted her to be there? As I read, I'll look for answers to my questions.

Possible Teaching Point



Academic Vocabulary | Related Words

Use the Academic Vocabulary lesson on pp. T26–T27 in the Reading-Writing Workshop Bridge to review related words. Point out the word *expecting* on p. 259 and identify the base word *expect*. Guide students to form the related noun *expectation* by adding the ending *-tion*. Model using the related word *expectation* in a sentence by asking the question: **What were the townspeople's expectations about Elizabeth?**

First Read

Read

THINK ALOUD Getting into medical school was an important life event for Elizabeth. I am thinking her determination will help her. As I read paragraph 36, I think about why the boys said yes to allowing Elizabeth into their school. They only wanted Elizabeth to come to school so they could make it into a joke. But, I read in paragraph 37 that the “joke was on them.” I think Elizabeth will prove that she belongs in medical school.

Close Read

Ask and Answer Questions

Guide students to ask questions about the text related to cause and effect. Write the word *why* on the board. Explain that the question word *why* asks about cause and effect, or the reason something happens. Have students read **paragraph 36** and underline ideas or events they would like to learn more about. Then guide students to write a question using the word *why* to ask about cause and effect.

Possible Response: Why did the boys think the school wouldn't accept Elizabeth even if they voted yes?

DOK 3

OBJECTIVE

Generate questions about text before, during, and after reading to deepen understanding and gain information.

CLOSE READ



Ask and Answer Questions

Highlight any details that you have questions about.

accept to take something that is offered; to see something as right or correct

- 36 The teachers had let the students vote on whether or not to allow Elizabeth to come. And the boys, figuring the school would never really accept a girl, said yes. They planned to turn the whole thing into a big joke.
- 37 But the joke was on them!



260

Possible Teaching Point



Read Like a Writer | Author's Craft

Idioms Point out the use of the idiom “the joke was on them.” Explain that the boys thought they were going to play a joke on Elizabeth. They were going to accept her into the school but then laugh at her and make it impossible for her to succeed. But, Elizabeth did not respond to their teasing. Their joke backfired; it did not work. For more instruction on Author's Craft, see pp. T66–T67.



38 Their raucous laughter turned to
silence as the ladylike Elizabeth took her
seat.

39 They wondered what kind of girl she
was.

40 The kind of girl who wouldn't take
the bait.



First Read

Talk

THINK ALOUD As I read, I pay attention to parts that are surprising or interesting to me. I think it's interesting that the boys became silent as soon as Elizabeth sat down. I'm surprised that they stopped laughing. I wonder what changed their behavior. I'll look at the illustration and talk with a partner about why I think the boys changed their opinion, or what they thought of Elizabeth.

Possible Teaching Point



Read Like a Writer | Author's Craft

Figurative Language Write the following “The kind of girl who wouldn't take the bait.” Explain that when a person takes the bait, they are doing what someone meant for them to do. The boys were hoping to get a reaction from Elizabeth. They thought the teasing would upset Elizabeth, but she is calm and does not react, which is not what the boys expected. For more instruction on Author's Craft, see pp. T66–T67.

First Read

Look

THINK ALOUD As I look at the illustration, I pay attention to details that help me learn more about Elizabeth. I think it must be night, because it looks like the lamp is the only light in the room. She is probably studying late at night. I see little jars, books, bones, and skeletons in the room. These must be the things Elizabeth is studying. It looks like Elizabeth is working very hard.



- 41 Some thought a girl wouldn't be able to keep up.
- 42 Except Elizabeth did keep up, often studying past midnight.

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ELL Targeted Support Phrasal Verbs Tell students that some phrases are expressions that mean something other than the meaning of the individual words. Point out the phrasal verb *keep up* in both paragraphs on p. 262. Explain that to “keep up” means to continue without giving up.

Provide sentence frames for students to use the phrasal verb in oral sentences: *I walked slow, and my mom said, “ _____!” I ran faster to _____ with the other runners.* **EMERGING/DEVELOPING**

Have students make a list of scenarios where they have had to “keep up.” Then have students write a sentence for each scenario. **EXPANDING/BRIDGING**



- 43 Elizabeth proved she was as smart as any boy.
- 44 And soon the boys wanted to know what Elizabeth thought about this or that.
- 45 It took the townspeople longer to accept her. Some people are afraid of anything new or different.
- 46 Not Elizabeth.



CLOSE READ

Ask and Answer Questions

Highlight any detail you can ask a question about to deepen your understanding.

First Read

Read

THINK ALOUD When I read this page, I understand the boys accept Elizabeth by asking her what she thinks. The picture supports this. The boys are standing around Elizabeth asking her questions. But, I also read that the townspeople haven't accepted Elizabeth yet. I see a townswoman and a girl standing away from Elizabeth as though they are afraid of her. I notice that the way people react and respond to Elizabeth is very important to understanding her story.

Close Read

Ask and Answer Questions

Remind students that they can ask questions to understand why events happen, or to get more information about an event or person. Explain that students can ask questions about a part that is confusing, or about an idea or subject they are interested in. Have students read **paragraph 45**. Ask them to underline words and ideas that they would like to know more about. **See student page for possible response.**

DOK 2

OBJECTIVE

Generate questions about text before, during, and after reading to deepen understanding and gain information.

263

Possible Teaching Point



Language & Conventions | Adjectives and Adverbs

Use the Language & Conventions lesson on p. T373 in the Reading-Writing Workshop Bridge to review adjectives and adverbs. Help students identify adjectives on p. 263. Remind students that adjectives give more information about a noun. Ask: **What adjective on p. 263 describes Elizabeth?** (*smart*) **What adjectives describe the things some people are afraid of?** (*new* and *different*) Explain that these words help the reader understand more about people and ideas in the text.

First Read

Read

THINK ALOUD Elizabeth not only graduated from medical school, she graduated with the highest grades of everyone in her class. Elizabeth was clearly smart enough to become a doctor. Still, I read that some people were angry about her success. One doctor even said he hopes she “will be the last.” I think other people felt threatened by Elizabeth becoming a doctor. They didn’t want women to be able to do the same things as men.

Close Read

Identify Text Structure

Explain that in a biography, authors tell about the order of events in a person’s life. They often tell about events in the order they happen. To do this, writers give specific information such as dates and years to help the reader create a timeline of events. Have students read **paragraph 47** and find the date Elizabeth graduates from medical school. Direct students to also find the date in the illustration. **See student page for possible response.**

DOK 1

OBJECTIVE

Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and cause and effect stated explicitly.

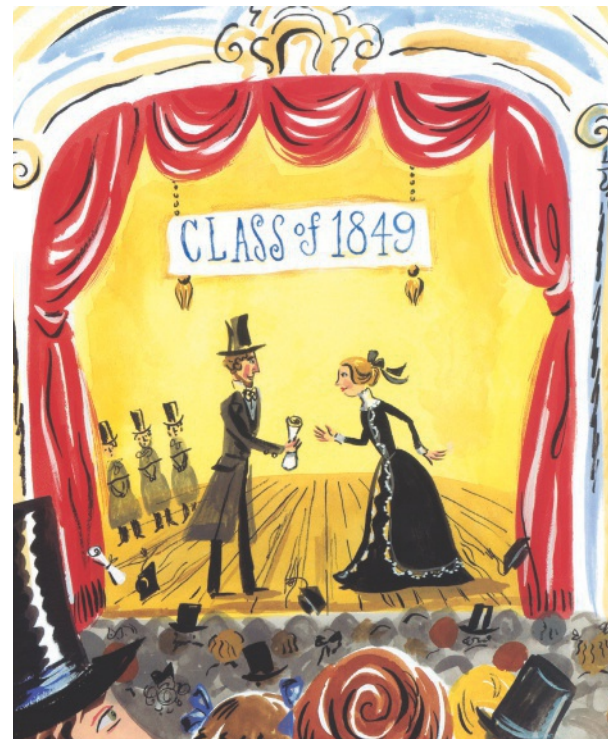
CLOSE READ



Identify Text Structure

Underline the part of the text that tells when Elizabeth became a doctor.

- 47 On January 23, 1849, Elizabeth graduated ... with the highest grades in the whole class!
- 48 She had become the first woman doctor in America.
- 49 Although many people were proud, others were angry. One doctor even wrote, “I hope, for the honor of humanity, that [she] will be the last.”



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Possible Teaching Point



Read Like a Writer | Author’s Craft

Text Structure Point out the author’s use of compare and contrast text structure on p. 264. Explain that authors can use compare and contrast structure to point out differences, such as the different reactions people had to Elizabeth becoming a doctor. Point to the words *although* and *others* and explain that these words help introduce opposite opinions or ideas. Have students contrast the two different opinions expressed on p. 264. For more instruction on Author’s Craft, see pp. T66–T67.



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50 But as you know, she certainly was

NOT.



265

Possible Teaching Point



Read Like a Writer | Author's Craft

Point of View Point out how the writer addresses the reader directly on p. 265 with the word *you*. Direct students to the phrase *as you know*. Explain that by bringing the reader into the story, the writer makes a connection between Elizabeth's time and present day. Ask students to think about the author's statement in the last line of the text. Explain that students know that Elizabeth was not the last woman doctor because many women today are doctors. For more instruction on Author's Craft, see pp. T66–T67.

First Read

Ask

THINK ALOUD I know that biographies tell us about a person's accomplishments. Biographies also tell about the events and people in a person's life that helped them succeed. I will ask myself these questions to deepen my understanding of the text: What did Elizabeth accomplish? What challenges did she overcome? How did Elizabeth's accomplishments help other women? As I reread the text, I will answer these questions.

Respond and Analyze



Who Says Women Can't Be Doctors?

OBJECTIVES

Write brief comments on literary or informational texts that demonstrate an understanding of the text.

Respond using newly acquired vocabulary as appropriate.

Discuss the author's use of print and graphic features to achieve specific purposes.

My View

Use these suggestions to prompt students' initial responses to reading *Who Says Women Can't Be Doctors?*

- **Brainstorm** What are some words that describe Elizabeth Blackwell?
- **Write** How did Elizabeth Blackwell change the world of medicine?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Explain that some related words have slight differences in meaning known as shades of meaning. Understanding shades of meaning helps build a strong vocabulary.

- Remind yourself of each word's meaning.
- For each word, think of another word that has a similar but slightly different meaning.

MODEL AND PRACTICE Model filling out the chart on p. 266.

- I see that the first word in the chart is *stopped*. I'm going to look at the five vocabulary words and choose a similar word.
- I see on page 258 that *refused* means "did not do something." The meaning of the word *stopped* is "no longer did something." These meanings are similar, so I'm going to add *refused* to the chart.

TURN, TALK, AND SHARE Tell students to work with a partner to complete the first column of the chart on p. 266 in the *Student Interactive*.

ELL Targeted Support Vocabulary Support students by guiding them through words with shades of meaning.

Display the word *walk* and have students read it. Ask students to think of another word for a way to move. List all the words. **EMERGING/DEVELOPING**

Display the words: *walk*, *jog*, and *run*. Have students read the words and compare and contrast their meanings. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 TURN, TALK, AND SHARE Have students respond using newly acquired vocabulary as they complete p. 266 of the *Student Interactive*.

OPTION 2 Use Independent Text Have students find words with shades of meaning in their independent reading. Then have them list the words in their reading notebooks.

QUICK CHECK

Read and Ask Can students identify words with shades of meaning in *Who Says Women Can't Be Doctors?*

Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T60–T61.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on pp. T60–T61.

Check for Understanding MyTURN Have students complete p. 267 of the *Student Interactive*.

STUDENT INTERACTIVE pp. 266–267

| VOCABULARY | COMPREHENSION | READING WORKSHOP | | | | | | | | | | | | | | | | | | |
|---|-----------------|-------------------------------------|---------|---------|---------|----------------------|--------|------------|----------------------|---------|--------|--------------------------------|-----|---------|-------------------------------------|------|-----------|---------------------------------|---|--|
| <p>Develop Vocabulary</p> <p>TURN and TALK Words can have shades of meaning. Walk and run both tell ways to move, but they mean slightly different things. Work with a partner. Look back in the Close Read notes to find a vocabulary word that has a similar meaning to each word in the chart. Then work with your class to write the definition of each vocabulary word.</p> <p>allowed challenge determined refused accept</p> <table border="1"> <thead> <tr> <th>Word</th> <th>Vocabulary Word</th> <th>Meaning</th> </tr> </thead> <tbody> <tr> <td>stopped</td> <td>refused</td> <td>did not do something</td> </tr> <tr> <td>steady</td> <td>determined</td> <td>unwilling to give up</td> </tr> <tr> <td>welcome</td> <td>accept</td> <td>take something that is offered</td> </tr> <tr> <td>let</td> <td>allowed</td> <td>told you could have or do something</td> </tr> <tr> <td>test</td> <td>challenge</td> <td>a task that requires extra work</td> </tr> </tbody> </table> | Word | Vocabulary Word | Meaning | stopped | refused | did not do something | steady | determined | unwilling to give up | welcome | accept | take something that is offered | let | allowed | told you could have or do something | test | challenge | a task that requires extra work | <p>Check for Understanding</p> <p>MYTURN Look back at the text to answer the questions. Write the answers.</p> <p>DOK 2 1. What makes this text a biography? It is the true story of a person's life, written by someone else.</p> <p>2. How do the illustrations help you understand the text? DOK 2 Possible response: They show what kind of girl Elizabeth was and how other people reacted to her.</p> <p>3. Someone who inspires you makes you work harder. DOK 1 Who inspired Elizabeth Blackwell to reach her goal of becoming a doctor? Possible response: Blackwell was inspired by her friend, who first suggested she become a doctor. She was also inspired by everyone who told her she couldn't be a doctor.</p> | |
| Word | Vocabulary Word | Meaning | | | | | | | | | | | | | | | | | | |
| stopped | refused | did not do something | | | | | | | | | | | | | | | | | | |
| steady | determined | unwilling to give up | | | | | | | | | | | | | | | | | | |
| welcome | accept | take something that is offered | | | | | | | | | | | | | | | | | | |
| let | allowed | told you could have or do something | | | | | | | | | | | | | | | | | | |
| test | challenge | a task that requires extra work | | | | | | | | | | | | | | | | | | |
| 266 | | 267 | | | | | | | | | | | | | | | | | | |

Use the  **QUICK CHECK** on p. T33 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group

DECODE WORDS WITH CLOSED SYLLABLES VC/V

Write the word *comet* and read it aloud several times, stressing the short vowel sounds. Say: *The word comet has two vowel sounds, so it has two syllables.* Have students tell you how to break the word into syllables. Say each syllable with students. Then have them blend the syllables to say the word. Ask: *What other words do you know that have syllables like comet?*

Refer students to pp. 238 and 239 of the *Student Interactive*. Read the pages together to identify words with the VC/V pattern. Have students tell how to break each word into syllables.

ELL Targeted Support

Review the VC/V pattern. Display the words: *hat*, *pedal*, and *travel*. Read each word with students and have them tell how many vowel sounds they hear in it.

Have students tell how many syllables each word has and then draw a line to show each syllable in the two-syllable words. **EMERGING/DEVELOPING**

Challenge students to look through their books to find other words that can be divided into syllables using the VC/V pattern. Have them write the words and draw a line between each syllable. **EXPANDING/BRIDGING**



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity

DECODE WORDS WITH CLOSED SYLLABLES VC/V

Use Lesson 11, pages T79–T80, in the *myFocus Intervention Teacher's Guide* for instruction on syllable patterns.

LEVEL C • MODEL AND TEACH

Lesson 11 Syllable Patterns: Long Vowels in Open and Closed Syllables

INTRODUCE Remind students that they have learned some syllable patterns and have used these patterns to divide words into syllables. Today we will learn to recognize more syllable patterns in words, such as those in the words *mean*, *lion*, and *trainer*.

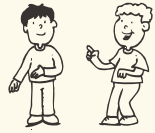
MODEL Display or share copies of "Leon and Ben" from Student Page S79 and read it aloud.

OBJECTIVES:

- Review vowel teams in CVC words.
- Recognize the VV syllable pattern.
- Recognize the VC/V syllable pattern.
- Read open and closed syllables.

Leon and Ben

Leon told Ben that he was a lion trainer. Leon said it was easy to train a lion. "They like to eat peanuts!" said Leon. Ben did not believe Leon, so he did not react. Leon told a lot of tall tales, but he was never mean.



TEACH Reread the passage with students. Point out the word *mean* in the last line. Listen to this word: *mean*. Say it with me: *mean*. *Mean* is spelled with the vowel team *ea*. It has a long *e* sound.

Point out the word *lion* in the first line and read it aloud. Let's say this word together: *lion*. *Lion* has two syllables: *li* and *on*. We divide the word *lion* between the two vowels in the middle: the *i* and the *o*. Explain that when a syllable ends in a vowel sound and has only one vowel letter, it is called an open syllable. Open syllables always have a long vowel sound. When a syllable has a short vowel sound and ends in one or more consonant, it is called a closed syllable. In the word *lion*, the syllable *li-* is open and the syllable *-on* is closed.

Point out the word *peanuts* and read it aloud with students. We divide the word *peanuts* after the long vowel sound and before the consonant *n*. Write *peanuts* on the board and point out the VC/V pattern. Show students how to divide the word into syllables by drawing a line after the *a* as you repeat the word, emphasizing the long *e* sound. Guide students to recognize that the first syllable has a vowel team and the second syllable is a closed syllable.

Phonics, Morphology, and Spelling T • 79

Fluency

Assess 2–4 students



PROSODY

Have students practice reading a short passage with expression.

ORAL READING RATE AND ACCURACY

Use pp. 91–96 in Unit 4, Week 1 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.



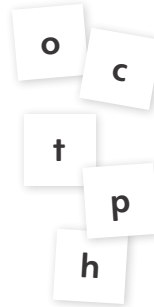
Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Have students work together with letter tiles to practice making words with the VC/V syllable pattern. Students can also play the letter tile game in the *myView* games at [SavvasRealize.com](https://www.savvasrealize.com).



Decodable Reader



Students can read the decodable reader, *Talent Show*, to practice reading words with the VC/V syllable pattern and high-frequency words.

Before reading, display this week's high-frequency words: *sometimes*, *mountains*, *young*. Tell students they will practice reading these words. Say: **When you see these words in a story, you will know how to read them.**

Have students pair up to read and listen carefully as they use letter-sound relationships to decode. One student begins. Students read the entire story, switching readers after each page. Partners reread the story with the other student beginning this time.

High-Frequency Words

Direct students to notice how often they say this week's high-frequency words: *sometimes*, *mountains*, *young*. Ask them to use the words as many times as they can in one day and record each time they used a word on a note card.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Decodable Reader

Talent Show
Written by Tamara Albertson

Decodable Reader
19

Closed Syllables VC/V

| | | |
|--------|-------|--------|
| closet | model | salad |
| level | never | talent |
| limit | River | vanish |
| magic | Robin | |

High-Frequency Words

| | |
|-----------|-----------|
| every | sometimes |
| from | there |
| have | young |
| mountains | |

145

It is time for the school talent show. Every level of young talent will be on stage.

146

Robin will do some magic tricks. The cats will vanish from the closet. But sometimes the tricks don't work!

147

Max will bring his young dog, River. River will go up and down a pup ramp.

148

Jess will show her model train set. The train will go by mountains and lakes.

149

Lee will make a salad on stage. He will never open his eyes while making it.

150

Monika is a model. She will model a dress that she and her mom made.

151

TALENT SHOW

| Name | Talent |
|------|--------|
| | |
| | |

There is no limit to the talent you will see!
Do you have a talent you like to do sometimes?

152

Use the  **QUICK CHECK** on p. T57 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Today we're going to talk about words with shades of meaning. When you see two words that have similar meanings, pay close attention to how they are different. Remember that even a slight difference between the meanings of two words is important. Look back at p. 258 in *Who Says Women Can't Be Doctors?* to demonstrate with the words *stopped* and *refused*.

ELL Targeted Support

Remind students that words can have shades of meaning, or similar but slightly different meanings. Display the words *stopped* and *refused*. Have students echo-read the words with you. Discuss the definition of each word.

Use sentence starters to help students determine when they would use each word: *She _____ running. He _____ the extra piece of cake.* Then help them take notes on how the words differ in meaning. **EMERGING**

Have pairs write a sentence using each word. Ask them to review their sentences and take notes on how the words differ in meaning.

DEVELOPING

Have pairs use a dictionary to compare and contrast the definitions of the words. Have them take notes on their findings. **EXPANDING**

Have pairs complete the Expanding activity. Then have them use their notes to explain the words' shades of meaning. **BRIDGING**



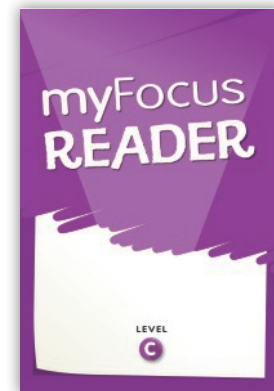
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



DEVELOP VOCABULARY

Read pp. 42–43 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students. Provide instructional support for decoding, comprehension, word study, and Academic Vocabulary.



Fluency

Assess 2–4 students



PROSODY

Help students choose a short passage in an appropriate leveled reader. Ask partners to work together, practicing reading their passage until it sounds like conversation. Remind them to use punctuation as a clue to the type of expression to use for each sentence.

ORAL READING RATE AND ACCURACY

Use pp. 91–96 in Unit 4, Week 1 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students/ 3-4 minutes
per conference

DEVELOP VOCABULARY

Talk About Independent Reading Ask students to share the words they found with shades of meaning. Ask them to share the strategies they used to determine the meanings of these words.

Possible Conference Prompts

- What words with shades of meaning did you find in the text?
- How did you figure out the meanings?
- Why do you think the author chose those words?

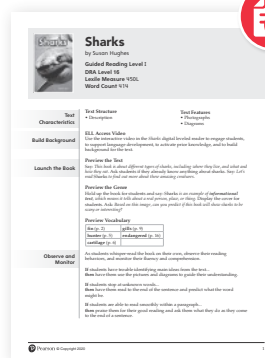
Possible Teaching Point Strong readers notice even slight differences between the meanings of similar words.

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see Matching Texts to Learning, pp. T28–T29.
- For instructional support on words with shades of meaning, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together in whole group. Invite students to share some of the words with shades of meaning they found, and celebrate what they learned.

Independent/Collaborative

Independent Reading



Students can

- reread and listen to *Who Says Women Can't Be Doctors?*
- read a self-selected trade book or their Book Club text.
- partner-read a text, coaching each other as they read the book.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



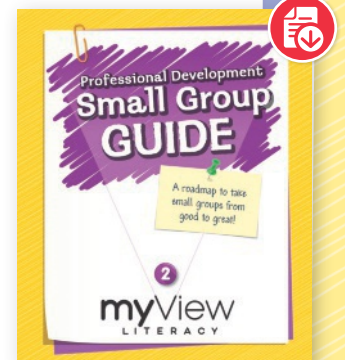
Students can

- work with a partner to discuss and answer the questions on *Student Interactive* p. 267.
- choose a passage from the story and take turns reading it with a partner, making sure to use appropriate expression.
- play the *myView* games.
- complete p. 193 in the *Resource Download Center*.

SUPPORT COLLABORATION

Students will need to practice collaboration throughout the unit. See Collaborative Conversations in the *Resource Download Center*.

See the *Small Group Guide* for additional support and resources to target your students' specific instructional needs.



Word Work

OBJECTIVES

Decode multisyllabic words with closed syllables.

Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

Identify and read high-frequency words.



Sound-Spelling Card 148

Phonics: Closed Syllables VC/V

FOCUS Remind students that a syllable is a word part that has just one vowel sound and that when a syllable ends with a consonant, it is called a closed syllable and has a short vowel sound.

Use Sound-Spelling Card 148 *lemon* to review the closed syllable VCV pattern. Have students say *lemon* several times as you point to the vowel-consonant-vowel pattern. Point out that *lemon* is a two-syllable word. Many two-syllable words with the VCV spelling pattern are divided after the consonant. The vowel sound is usually short.

MODEL AND PRACTICE Model dividing a word into syllables. Write *planet*. Say: A two-syllable word with the spelling pattern VCV is often divided after the consonant. The first syllable usually has a short vowel sound. The word *planet* is divided after the consonant *n*. Draw a vertical line between *plan* and *et* to show the syllables in the word.

Write or display the following syllables that spell the words: *topic*, *level*, *limit*, and *river*. Have students work in pairs to put two syllables together to make a word. Ask them to use each word in a sentence.



APPLY Have students practice by writing the following words and drawing a vertical line to divide them into syllables: *camel*, *radish*, *body*, and *travel*. Have students explain to partners why they divided the words where they did.



High-Frequency Words

Minilesson

FOCUS ON STRATEGIES Remind students what high-frequency words are, and review this week's words.

MODEL AND PRACTICE Write: *sometimes*. This is the word *sometimes*. It is a compound word formed from the words *some* and *times*. Have students say and spell the word. Repeat with the remaining high-frequency words.


APPLY MY TURN Have students identify, read, and write the words on *SI* p. 240.

TURN, TALK, AND SHARE Demonstrate using appropriate strokes to form and connect cursive letters. Then have partners take turns writing the words in cursive.

STUDENT INTERACTIVE, p. 240

HIGH-FREQUENCY WORDS | DECODABLE TEXT

My Words to Know


 **MY TURN** Some words you will see a lot when you read. These words are called high-frequency words. Read the words in the box. Identify and underline the words in the paragraph.

sometimes

mountains

young

When Rick was young, he lived near mountains. Sometimes he climbed to the top of the highest peak. The view was amazing!

 **TURN and TALK** Work with a partner. Decide which word from the box goes with each clue. Form the letters correctly as you write each word. Use connecting strokes to connect the letters.

1. the opposite of old young
2. very tall, steep hills mountains
3. not all the time sometimes

Identify Text Structure



Who Says Women
Can't Be Doctors?

OBJECTIVE

Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and cause and effect stated explicitly.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to talk about causes and effects. Give students sentence starters, such as:

- The woman responsible for urging Elizabeth to become a doctor was ____.
- Elizabeth helped improve the world of medicine by ____.

ELL Access

Discuss with students the purpose of understanding causes and effects. Students might benefit from using a graphic organizer to list causes and effects they identify in the text. Guide students by asking them questions such as: *What was the effect of Elizabeth's hard work at medical school?* and *What caused Elizabeth to change her mind about becoming a doctor?*

Minilesson

FOCUS ON STRATEGIES Authors organize information in a text to make it easy to read. The way a text is organized is called text structure.

- One text structure authors use in biographies and other informational texts is cause and effect.
- To identify a cause-and-effect text structure, look for clue words, such as *because*, *then*, and *so*. Then connect each cause to an effect by asking yourself what happened and why it happened.

MODEL AND PRACTICE Use the Close Read note on p. 251 of the *Student Interactive* to model how to annotate the text to help identify a cause-and-effect text structure. Say: *On page 251, I see the sentences "Mary told Elizabeth that she would have much preferred being examined by a woman. She urged Elizabeth to consider becoming a doctor." I'm going to underline these sentences because they explain why Elizabeth decided to become a doctor. In the chart on page 268, I'll read the effect, or what happened: Elizabeth decided to become a doctor. Then I'll write the cause, or why it happened: Mary urged Elizabeth to become a doctor. This event indicates that the text structure of this section is cause and effect.* Help students fill in the first row of the chart. Then have them use the process you modeled to identify a cause-and-effect text structure in another section of the text.

ELL Targeted Support Take Notes Have students take and use notes about the structure of paragraphs 12–13 in the selection.

Have students work in pairs to complete these sentences: *Elizabeth deciding to become a doctor is what happened, or the ____.* *Mary urging Elizabeth to consider becoming a doctor is why that happened, or the ____.* *The text structure of paragraphs 12–13 is ____.* **EMERGING/DEVELOPING**

Ask students to write notes about what they learned about Elizabeth from paragraphs 12–13. Then help them connect what they learned to the cause-and-effect structure of the paragraphs. **EXPANDING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for identifying text structure.

OPTION 1 My TURN Have students annotate the text using the other Close Read notes for Identify Text Structure and then use their annotations to complete the chart on p. 268 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students use sticky notes to mark places in the text where they notice cause-and-effect structure. Direct them to write on the sticky note what happens and why it happens.

QUICK CHECK

Notice and Assess Can students identify text structure?

Decide

- **If students struggle**, revisit instruction for identifying text structure in Small Group on pp. T68–T69.
- **If students show understanding**, extend instruction for identifying text structure in Small Group on pp. T68–T69.

STUDENT INTERACTIVE, p. 268

CLOSE READ

Identify Text Structure

Information in a text can be organized in many ways. In a cause-and-effect structure, a writer shows how one thing (a cause) leads to another (an effect).
You can recognize an effect by asking “What happens?”
You can recognize a cause by asking “Why does it happen?”

MY TURN Go to the Close Read notes on Text Structure. Underline evidence related to cause and effect. Use what you underline to complete the chart.

| Cause: Why did it happen? | Effect: What happened? |
|--|--|
| Mary urged Elizabeth to become a doctor. | Elizabeth decided to become a doctor. |
| Elizabeth needed to earn money to apply to medical school. | Elizabeth became a teacher. |
| Elizabeth refused to give up. | She finally got into a medical school. |

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Read Like a Writer, Write for a Reader

OBJECTIVES

Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

Discuss the use of descriptive, literal, and figurative language.

ELL Access

Figurative Language Tell students that authors will sometimes use words that do not match the words' regular meanings. Explain how this is used to emphasize a feeling about the subject. Connect this to an idiom about feeling nervous: *butterflies in my stomach*. Discuss the meaning of the idiom. Then have students work in peer groups to discuss how this idiom effectively conveys the idea of feeling nervous.

Literal and Figurative Language

Minilesson

FOCUS ON STRATEGIES Authors use literal language, or language that means exactly what it says. Authors also use figurative language, or language that gives words a meaning beyond their usual, everyday definitions. Figurative language expresses ideas in imaginative ways. An idiom is one type of figurative language. It is a common saying that has a figurative meaning.

MODEL AND PRACTICE Use this sentence to model identifying and explaining idioms: *I will keep an eye on the dog so he doesn't run away.* *I don't think this means that the speaker will put his or her actual eye on the dog. In this sentence, keep an eye on is an idiom that means "watch."* Have students identify and explain the idiom in the sentence *Camp is so much fun that time flies!* Offer support as needed.

Handwriting

OBJECTIVE

Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

Letters A and O

FOCUS Display cursive letters A and O.

MODEL Model sitting upright in a chair with both feet flat on the floor. Tell students that their pencil will lift off their paper twice when they write uppercase A. First they will make the diagonal downstroke to the left. Next, they will lift their pencil, move it to the top of that stroke, and pull down to the right. Then they will lift their pencil to draw a line that connects the first two. Model writing the letter. For the uppercase O, remind students that they do not lift their pencil off the paper. They start at a point at the top of O and draw a circle.



ASSESS UNDERSTANDING

Apply

TURN, TALK, AND SHARE Have students complete the activity on p. 272 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 272

AUTHOR'S CRAFT

Read Like a Writer, Write for a Reader

Often authors use words to mean exactly what they say, or **literal** language. But sometimes they use words that do not have their regular meaning, or **figurative** language. One kind of very common figurative language is called an **idiom**.

| Author's Words | What the Words Mean |
|---|---|
| "... girls weren't allowed to become doctors. Mary's idea gnawed at Elizabeth." | Girls could not be doctors. (literal) Elizabeth kept thinking about the idea. (figurative) |

TURN and TALK With your teacher's help, identify whether each sentence uses literal or figurative language. Discuss the difference.

She worked as a teacher to earn money. literal

At first Elizabeth could not believe her ears. figurative

Underline the idiom in this sentence. Explain what it means.

She was the kind of girl who wouldn't take the bait.
wouldn't argue when others tried to make her angry

Write a sentence with figurative language. Write another with the idiom **make up my mind**.

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Writing Workshop

Brainstorm idioms with students to include in their Writing Workshop texts. If they need prompting, suggest a few, such as "couch potato," "piece of cake," "feeling blue," and "pulling my leg." Have students choose an idiom and draw a picture to show its literal meaning. Then have them draw a picture to show its figurative meaning and/or use it in a sentence. Help students find ways to incorporate idioms into their writing.

PRACTICE Have students use *Handwriting* p. 200 in the *Resource Download Center* to practice writing cursive letters A and O.

Name _____

Handwriting

Cursive Letters A, O

Look at the uppercase cursive A in the box. What kinds of strokes are used? Where do you start an uppercase cursive A? How do you finish it?

MY TURN Trace the cursive letters.

MY TURN Write uppercase cursive letter A.

Look at the uppercase cursive O in the box. What kinds of strokes are used? Where do you start an uppercase cursive O? What do you do next? How do you finish it?

MY TURN Write uppercase cursive letter O.

Grade 2 • Unit 1 • Week 1
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Handwriting p. 200

Use the  **QUICK CHECK** on p. T65 to determine small group instruction.

Teacher-Led Options

Strategy Group



IDENTIFY TEXT STRUCTURE

Teaching Point Today, we have talked about text structure, which is the way the information in a text is organized. One structure we discussed is cause and effect. As you read, look for an effect by asking, “What happened?” Then look for the cause by asking, “Why did that happen?” Look back at *Who Says Women Can’t Be Doctors?* with students and discuss the text structure.

ELL Targeted Support

Have students discuss the text structure in *Who Says Women Can’t Be Doctors?* by asking for information and answering the questions they pose.

Help students ask and answer yes/no questions about the text structure, such as: *Does Elizabeth become a doctor? Did Mary want her to become a doctor?* **EMERGING**

Help students use a limited number of high-frequency words and concrete vocabulary terms to ask and answer questions about the text structure. **DEVELOPING**

Help students use some abstract and content-based vocabulary terms to ask and answer questions about the text structure. **EXPANDING**

Have pairs take turns asking and answering questions about the text structure using a variety of abstract and content-based vocabulary terms.

BRIDGING



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



IDENTIFY TEXT STRUCTURE

Use Lesson 38, pp. T229–T234, in the *myFocus Intervention Teacher’s Guide* for instruction on identifying text structure.

LEVEL C • READ

Lesson 38 Recognize Text Structure


DIRECTIONS Read “The Wonderful Water Cycle.”

The Wonderful Water Cycle

- 1 Do you know that most scientists believe that the amount of water on Earth has remained constant since the beginning of time? The reason is the water cycle.
- 2 In the water cycle, water goes from the oceans to the air. Then it falls on the land. Water on the land runs back into the oceans. From there, it goes into the air again.
- 3 This cycle never ends. Think of it as recycling Earth’s water. The same water gets reused. Just think—some day, you might drink the water a dinosaur walked through ages ago.

Where Water Is

- 4 Most of the water on Earth is in the oceans. They cover almost three-fourths of Earth’s surface. There is also water in rivers and lakes.
- 5 Some water is in ice. Some water is in the air. For example, clouds and fog are made of water. Some water in air you can’t see.
- 6 Both ice and fog are forms of water, but they look different. Changes in air temperatures and conditions cause water to take a different form.



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Reading Informational Text T • 229

Fluency

Assess 2–4 students



PROSODY

Have student pairs practice reading a short passage smoothly and with proper expression.

ORAL READING RATE AND ACCURACY

Use pp. 91–96 in Unit 4, Week 1 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students/ 3-4 minutes per conference

IDENTIFY TEXT STRUCTURE

Talk About Independent Reading Have students share some instances of cause-and-effect text structure they identified in their independent reading.

Possible Conference Prompts

- What is one effect in the text?
- What is the cause of this effect?

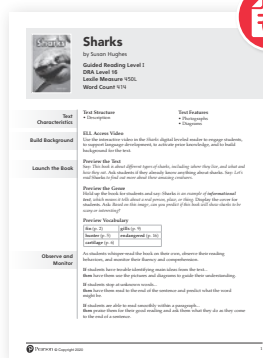
Possible Teaching Point Identifying causes and effects in a text helps readers understand how one thing leads to another.

Leveled Readers



IDENTIFY TEXT STRUCTURE

- For suggested titles, see Matching Texts to Learning, pp. T28–T29.
- For instructional support on recognizing details that give clues about text structure, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share some examples of cause and effect from their texts. Reinforce with students the reading strategies they used.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Who Says Women Can't Be Doctors?*
- read a self-selected trade book or their Book Club text.
- partner-read a text, coaching each other about the text structure as they read.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



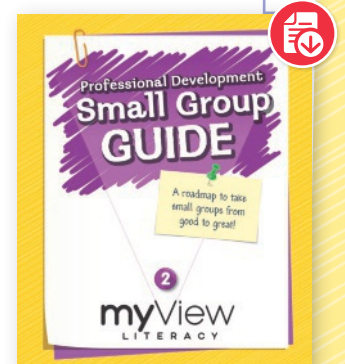
Students can

- work with a partner to complete the chart on *Student Interactive* p. 268.
- choose a passage from the story and take turns reading it with a partner, making sure to use appropriate expression.
- play the *myView* games at SavvasRealize.com.
- complete p. 209 in the *Resource Download Center*.

SUPPORT INDEPENDENT READING

Help students set goals for their reading. Tell them they should track progress toward their goals.

See the *Small Group Guide* for additional support and resources for independent reading.



Decodable Text

OBJECTIVES

Use text evidence to support an appropriate response.

Retell and paraphrase texts in ways that maintain meaning and logical order.

Read *Helen's Story*

FOCUS Have students turn to p. 241 in the *Student Interactive*. Say: *We are going to read a story today about a young girl who finds out that she can be good at sports.*

READ Pair students for reading. Remind them to use commas, periods, and exclamation marks to express meaning when they read aloud. A period indicates the end of a complete thought, a comma shows when to pause, and an exclamation mark shows strong feeling. Listen carefully to students' expression as they read. One student begins. Students read the entire story, switching readers for each paragraph. Partners reread the story. This time the other student begins.





Reread *Helen's Story*

FOCUS ON COMPREHENSION Say: We read about a girl named Helen. We now know things about Helen that we didn't know before we read the story. Reread the story aloud with students.

Ask: **What is Helen's problem at the beginning of this story?** Have students read aloud the sentence that tells Helen's problem. Read question 1. Have students answer the question and read aloud the section of the story that contains the answer. Repeat the process for question 2.

RETELL Have partners reread and retell *Helen's Story*.

STUDENT INTERACTIVE, p. 241



FOUNDATIONAL SKILLS

Helen's Story

Helen was never good at sports. Then her dad took her to the pool in the park. "They can teach you to swim here," he told Helen.

Now she's a star on the swim team! She wins medals!

Sometimes Helen hears a young child say, "I'm not good at sports."

Helen says, "Try swimming!"

1. How did Helen's dad help her?

He took her to the pool so she could learn to swim.

2. How does Helen try to help others?

If they say they aren't good at sports, she tells them to try swimming.

3. Draw a line between the syllables in these words. Read the words. Then underline them in the story.

never nev/er medals med/als

Ask and Answer Questions

OBJECTIVE

Generate questions about text before, during, and after reading to deepen understanding and gain information.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the Academic Vocabulary words to answer questions. Ask:

- Why did the townspeople discuss Elizabeth when she arrived in upstate New York for medical school?
- How did Elizabeth show the boys at medical school that her skills were equal to theirs?

Minilesson

FOCUS ON STRATEGIES Readers deepen their thinking about a text by asking questions before, during, and after reading.

- Think about questions you had before you started reading, and write them down.
- As you read the text, highlight or underline details that you can ask questions about. Look for details that answer your questions.
- After you finish reading the text, write down any questions you still have.

MODEL AND PRACTICE Use the Close Read note on p. 255 of the *Student Interactive* to model how to annotate the text to ask and answer questions.

- As I read, I'm going to highlight parts of the text that I have questions about. In paragraph 21, I see that when Elizabeth asked people what they thought about her becoming a doctor, some "didn't think there was any way it could be done" and others "said it wasn't right." I wonder why people thought that. I'm going to write my question: Why did others think it would be hard for Elizabeth to become a doctor?
- Next, I'm going to look for an answer to my question as I continue reading.

Have students help you find answers in paragraphs 22–23.

ELL Targeted Support Practice Speaking Help students give information.

Have students study the cover of the text on *SI* p. 244. Ask: **Before you read the text, what did you think it would be about?** Have students turn the pages of the text. Then ask: **After reading the text, what would you like to learn more about?** **EMERGING/DEVELOPING**

Have students reread p. 249. Then have them work in small groups, taking turns asking one another questions about the text and giving information in their answers. **EXPANDING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for asking and answering questions.

OPTION 1 My TURN Have students annotate the text using the other Close Read notes for Ask and Answer Questions, and then use the text evidence from their annotations to complete the chart on p. 269.

OPTION 2 Use Independent Text Have students use sticky notes to mark places where they may have questions about the text and write their questions on the sticky notes.

QUICK CHECK

Notice and Assess Can students generate questions about text before, during, and after reading?

Decide


- **If students struggle**, review instruction for asking and answering questions in Small Group on pp. T74–T75.
- **If students show understanding**, extend instruction for asking and answering questions in Small Group on pp. T74–T75.

STUDENT INTERACTIVE, p. 269

READING WORKSHOP

Ask and Answer Questions

When you generate, or ask, questions before, during, and after reading, you deepen your understanding.

 **MY TURN** Write a question you had before reading. Go back to the Close Read notes and highlight text. Write a question about a detail you highlighted. Then write a question you still have after reading. **Possible responses:**

| | |
|--|---|
| Before Reading | |
| Question: Who was Elizabeth Blackwell? Why is she important? | Answer: She was the first woman doctor in the U.S. |
| During Reading | |
| Question: Why did others think it would be hard for Elizabeth to become a doctor? | Answer: Many people thought women were weaker and not as smart as men. |
| After Reading | |
| Question: Did Elizabeth Blackwell have many patients? | Answer: I can do research to find the answer. |

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Use the  **QUICK CHECK** on p. T73 to determine small group instruction.

Teacher-Led Options

Strategy Group



ASK AND ANSWER QUESTIONS

Teaching Point Today, we talked about how to ask questions about a text before, during, and after reading to make sure you understand everything you read. Skilled readers ask questions and then look for details in the text to answer those questions. Look back at *Who Says Women Can't Be Doctors?* with students and discuss the questions they still have. Help them find details in the text that answer their questions.

ELL Targeted Support

Help students share information about *Who Says Women Can't Be Doctors?* in cooperative learning groups. Encourage interaction among students.

Have students orally complete these sentences:
*This text is about _____. The genre of the text is _____. The text structure is _____. **EMERGING***

Have partners ask and answer questions about the text. Offer them some ideas, such as: *What is this text about?* **DEVELOPING/EXPANDING**

Have groups write questions and answers about the text and its structure. **BRIDGING**



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



ASK AND ANSWER QUESTIONS

Use Lesson 31, pages T183–T188, in the *myFocus Intervention Teacher's Guide* for instruction on applying reading strategies.


LEVEL C • READ

Lesson 31 Apply Reading Strategies

DIRECTIONS Read the story "A Trip to the Library."

A Trip to the Library

- 1 Sam hopped into the car and said, "Let's go!"
- 2 Mom was taking him and his sisters to City Library. Grandpa was coming, too. Sam could not wait! He had been to the library at school many times. He often went there to take out books or use a computer. But Sam had never been to the big library downtown.
- 3 City Library was huge. It had three floors. The children's room was on Floor 3. One side of the room was filled with books. The other side was for story time. Kids were sitting on a rug. A nice lady was reading a book to them. It was a funny story about a cat named Pete.
- 4 Sam's little sister wanted to hear the story, so she and Mom sat down. Sam's big sister went to find some books about trains. Sam stayed with Grandpa.
- 5 Grandpa and Sam walked down to Floor 2. That was where the computers were. There were rows and rows of them! Grandpa wanted to look up news about some baseball games. He wanted to find out the scores of the games. Grandpa typed quickly, then grinned as he saw that his favorite teams had won.



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Fluency

Assess 2–4 students



PROSODY

Have partners choral-read a short passage smoothly.

ORAL READING RATE AND ACCURACY

Use pp. 91–96 in Unit 4, Week 1 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students/ 3-4 minutes per conference

ASK AND ANSWER QUESTIONS

Talk About Independent Reading Ask students to share some of the questions they wrote down while reading their independent text.

Possible Conference Prompts

- What questions did you write as you read?
- What answers did you find as you kept reading?

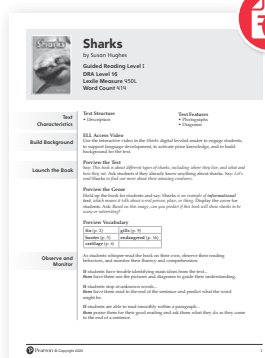
Possible Teaching Point Readers can learn a lot about the topic of a text by asking questions before, during, and after they read it.

Leveled Readers



ASK AND ANSWER QUESTIONS

- For suggested titles, see Matching Texts to Learning, pp. T28–T29.
- For instructional support on asking and answering questions while reading, see the *Leveled Reader Teacher's Guide*.



Independent/Collaborative

Independent Reading



Students can

- read a self-selected trade book.
- read and listen to a previously read leveled reader or eText.
- begin reading their Book Club text.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



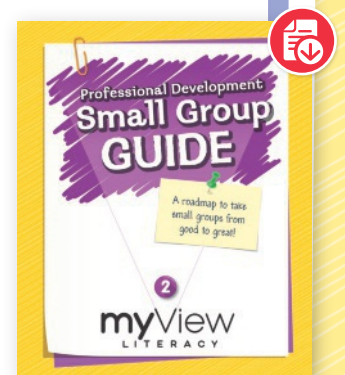
Students can

- complete the graphic organizer on *Student Interactive* p. 269.
- write about their book in their reading notebook.
- play the *myView* games.
- with a partner, take turns reading a text with appropriate expression.

SUPPORT INDEPENDENT READING

As you listen to readers, look for opportunities to tell them what they are doing well.

See the *Small Group Guide* for additional support and resources to target your students' specific instructional needs.



Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share some of the questions they generated while reading.

Decodable Text

OBJECTIVES

Demonstrate and apply phonetic knowledge.

Decode multisyllabic words with closed syllables.

Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

Identify and read high-frequency words.

ADDITIONAL PRACTICE

For additional practice with high-frequency words, have students complete *My Words to Know*, p. 193 in the *Resource Download Center*.

Revisit *Helen's Story*

FOCUS Have students turn to p. 241 in the *Student Interactive*. Say: *We are going to revisit a story today about a young girl who finds out that she can be good at sports. In this story, we will read words with the CVC syllable pattern. Watch for words with this pattern as we read.*

READ Call students' attention to the words *Helen* and *never* in the first sentence in the story. Read the word *Helen* aloud. Say: *I hear two vowel sounds in the word Helen so I know it has two syllables. I see the VCV pattern in the word. Where would we break this word into syllables?* Have students supply the answer, after the *l*, and then read the word in syllables, *Hell/en*. Have students underline the word. Repeat for the word *never*.

My Words to Know, p. 193



Reread *Helen's Story*

FOCUS ON PHONICS AND FLUENCY Remind students that learning the way that words are pronounced and learning to read fluently help us read for meaning. Ask students to summarize the story.

Remind students that they learned how to decode words with multiple syllables. Challenge them to use this knowledge by completing the activity in question 3.

Then write the words *sometimes*, *mountains*, and *young* and read them together. Have students identify and read the high-frequency word in the story.

PRACTICE Have partners reread *Helen's Story*. As students read aloud, monitor to ensure that they are applying phonetic knowledge, including decoding multisyllabic words with closed syllables and reading the research-based high-frequency word.

STUDENT INTERACTIVE, p. 241



FOUNDATIONAL SKILLS

Helen's Story

Helen was never good at sports. Then her dad took her to the pool in the park. "They can teach you to swim here," he told Helen.

Now she's a star on the swim team! She wins medals!

Sometimes Helen hears a young child say, "I'm not good at sports."

Helen says, "Try swimming!"

1. How did Helen's dad help her?

He took her to the pool so she could learn to swim.

2. How does Helen try to help others?

If they say they aren't good at sports, she tells them to try swimming.

3. Draw a line between the syllables in these words. Read the words. Then underline them in the story.

never nev/er medals med/als

Fluency

PROSODY

Display *Helen's Story*. Read aloud the first paragraph of the text, asking students to pay attention to your reading accuracy and how you read. Explain that fluency is about reading for meaning, not speed. Tell students that this week they will read a text called *Who Says Women Can't Be Doctors?* When it is time to read, they should practice reading for meaning.

Reflect and Share

OBJECTIVE

Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to reflect on the text and make connections to other texts, the unit theme, and the Essential Question. Ask:

- How did Elizabeth improve women's job choices in the 1800s?
- How is Elizabeth's story an example of why it is worthwhile to connect with other people?

Talk About It

Minilesson

FOCUS ON STRATEGIES Tell students to take turns speaking, because a good discussion involves both give and take. When they are not speaking, they should be listening.

- Before sharing your opinion, make sure others have finished speaking.
- When it is your turn to speak, state your opinion clearly and share your reasons, including any supporting evidence from the text.

MODEL AND PRACTICE Model sharing opinions using the Talk About It prompt on p. 270 in the *Student Interactive*.

- Before I share my opinion with the group, I think about what I want to say and make sure I have text evidence to support it. When I am ready to speak, I make sure to wait my turn.
- I state my opinion clearly and include my evidence. I say: My opinion is that people are motivated by someone saying they can do something. Then I give an example from the text that supports my opinion.
- After I finish, I listen carefully as others share their opinions.

ELL Targeted Support Express Opinions Help students express their opinions about *Who Says Women Can't Be Doctors?*

Help students express their ideas through short phrases: *I think _____. I think this because _____.* **EMERGING**

Have students complete the sentences above in writing and read them aloud. Then have them complete this sentence orally: *One detail from the text that supports this is _____.* **DEVELOPING**

Have students use the three sentences above to discuss their opinions with a partner. **EXPANDING**

Write: *In my opinion, I think this because, and For example.* Place students in groups of three or four and have them use these phrases as they discuss their opinions. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for sharing opinions.

OPTION 1 Use the Shared Read Have students use evidence from *Who Says Women Can't Be Doctors?* and other texts to discuss their opinions of how others inspire us to reach a goal.

OPTION 2 Use Independent Text Students should use evidence from their self-selected independent-reading texts to discuss their opinions of how others inspire us to reach a goal.

QUICK CHECK

Notice and Assess Can students share opinions?

Decide

- **If students struggle**, revisit instruction for sharing opinions in Small Group on pp. T80–T81.
- **If students show understanding**, extend instruction for sharing opinions in Small Group on pp. T80–T81.


WEEKLY QUESTION Have students use evidence from the texts they have read this week to respond to the Weekly Question. Tell them to write their response on a separate sheet of paper or discuss in small groups.

STUDENT INTERACTIVE, p. 270

RESPOND TO TEXT

Reflect and Share

Talk About It
Do you think people are motivated by someone saying that they **can** do something or that they **cannot**? Use examples from the texts to support your response.



Sharing Opinions
When sharing your opinion, ask politely whether you may speak. State your position, and then listen to what others have to say. You might change your mind, and that's okay!

- State your opinion clearly and give your reasons.
- Listen to the opinions of others with an open mind.

Use these sentence starters to help you share opinions.
Now you share your ideas.

I think that . . .
because . . .
You made a very good point about . . .

Weekly Question
How can others inspire us to reach a goal?

270

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Use the  **QUICK CHECK** on p. T79 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point When readers look for text evidence to support an opinion, they often look in more than one text. Skilled readers often read multiple texts about the same topic so that they learn a lot of information about that topic. Then they compare all the pieces of information they learned and decide which pieces to use to support their opinion. Have students compare the infographic “People Who Were First” to *Who Says Women Can’t Be Doctors?*

ELL Targeted Support

Use the Talk About It prompt to help students form an opinion. Then help students acquire basic vocabulary as they find examples that support their opinions.

Guide students to complete these sentences:
*One supporting example in the infographic is _____. One supporting example in Who Says Women Can’t Be Doctors? is _____. **EMERGING***

Have students work with a partner to identify examples in the infographic and *Who Says Women Can’t Be Doctors?* to support their opinions. **DEVELOPING/EXPANDING**

Have students work in small groups to state their opinions and then identify examples to support their opinions. Prompt them with questions such as: *What text evidence is the best support for your opinion? What supporting evidence is in both texts?* **BRIDGING**



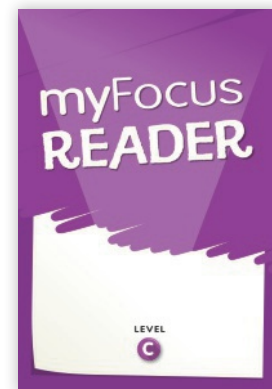
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



COMPARE TEXTS

Reread pp. 42–43 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to engage students in a conversation that demonstrates how the texts they have read this week support their understanding of how others can inspire us to reach a goal and encourage them to use the Academic Vocabulary words.



On-Level and Advanced



INQUIRY

Organize Information and Communicate Help students organize their findings on how others can inspire us to reach a goal into a format to share.

Critical Thinking Talk with students about what they learned and the process they used.

See *Extension Activities* pp. 242–246 in the *Resource Download Center*.



Conferring

3 students/ 3-4 minutes
per conference

COMPARE TEXTS

Talk About Independent Reading Ask students to compare *Who Says Women Can't Be Doctors?* with one of their independent reading texts.

Possible Conference Prompt

- What did *Who Says Women Can't Be Doctors?* and another text you read this week teach you about how others can inspire us?

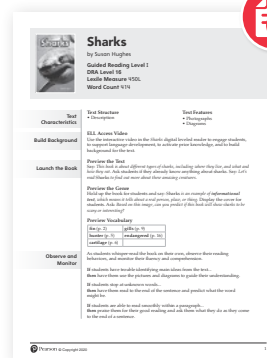
Possible Teaching Point By making connections across texts, readers can use evidence from multiple texts to support their ideas and opinions.

Leveled Readers



COMPARE TEXTS

- For suggested titles, see Matching Texts to Learning, pp. T28–T29.
- For instructional support on recognizing theme, see the *Leveled Reader Teacher's Guide*.



Independent/Collaborative

Independent Reading



Students can

- reread the infographic “People Who Were First” with a partner.
- read a self-selected text.
- reread and/or listen to their leveled reader.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



Students can

- write about the comparisons they make between texts in a reading notebook.
- name other people who inspire them based on the infographic.
- play the *myView* games at SavvasRealize.com.
- complete p. 242 in the *Resource Download Center*.

BOOK CLUB



See Book Club, pp. T510–T515, for

- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for incorporating the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

Whole Group

Share Bring the class back together in whole group. Invite one or two students to share some of the comparisons and connections they made across texts.

UNIT 4 WEEK 2

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

| | |
|---------------------|------------|
| FOUNDATIONAL SKILLS | 20–30 min. |
| SHARED READING | 40–50 min. |
| READING BRIDGE | 5–10 min. |
| SMALL GROUP | 25–30 min. |

WRITING WORKSHOP

| | |
|---------------------|------------|
| MINILESSON | 10 min. |
| INDEPENDENT WRITING | 30–40 min. |
| WRITING BRIDGE | 5–10 min. |

Learning Goals

- I can read a biography and use print and graphic features.
- I can use language to make connections between reading and writing narrative nonfiction.
- I can use elements of narrative nonfiction to write a personal narrative.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options
- Progress Check-Ups on SavvasRealize.com
- Cold Reads on SavvasRealize.com

Materials

Turn the page for a list of materials that will support planning for the week.

LESSON 1

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T86–T87
 - » Phonics: Decode Words with Open Syllables V/CV
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic Weekly Question T88–T89
- Listening Comprehension: Read Aloud: “The Leaning Tower of Pisa” T90–T91
- Biography T92–T93
 - ☑ Quick Check T93

READING BRIDGE

- Academic Vocabulary: Antonyms T94–T95
- Handwriting: Letters *D* and *C* T94–T95

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T99
- Strategy, Intervention, and On-Level/Advanced Activities T98
- ELL Targeted Support T98
- Conferring T99

INDEPENDENT/COLLABORATIVE

- Independent Reading T99
- Literacy Activities T99

BOOK CLUB T99 **SEL**

WRITING WORKSHOP

MINILESSON

- Personal Narrative T386–T387
 - » Compose Setting
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T386–T387
- Conferences T384

WRITING BRIDGE

- Spelling: Words with Open Syllables V/CV T388
 - ☑ Assess Prior Knowledge T388
- Language and Conventions: Spiral Review: Adjectives and Adverbs T389
 - FLEXIBLE OPTION

LESSON 2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T100–T101
 - » Phonics: Decode and Write Words with Open Syllables V/CV
 - ☑ Quick Check T101
 - » High-Frequency Words

SHARED READ

- Introduce the Text T102–T123
 - » Preview Vocabulary
 - » Read: *Building on Nature: The Life of Antoni Gaudí*
- Respond and Analyze T124–T125
 - » My View
 - » Develop Vocabulary
 - ☑ Quick Check T125
 - » Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T126
- Guided Reading/Leveled Readers T129
- Strategy and Intervention Activities T126, T128
- Fluency T126, T128
- ELL Targeted Support T126, T128
- Conferring T129

INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T127
- Independent Reading T129
- Literacy Activities T129

WRITING WORKSHOP

MINILESSON

- Personal Narrative T390–T391
 - » Explore the Main Character: You
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T390–T391
- Conferences T384

WRITING BRIDGE

- Spelling: Teach Words with Open Syllables V/CV T392
- Language and Conventions: Oral Language: Comparative and Superlative Adjectives T393
 - FLEXIBLE OPTION

LESSON 3

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T130–T131
 - » Phonics: Open Syllables V/CV
 - » High-Frequency Words

CLOSE READ

- Use Text Features T132–T133
- Close Read: *Building on Nature: The Life of Antoni Gaudí*
 - Quick Check** T133

READING BRIDGE

- Read Like a Writer, Write for a Reader: Descriptive Language T134–T135
- Handwriting: Letters *E* and *N* T134–T135

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T137
- Strategy and Intervention Activities T136
- Fluency T136
- ELL Targeted Support T136
- Conferring T137

INDEPENDENT/COLLABORATIVE

- Independent Reading T137
- Literacy Activities T137

WRITING WORKSHOP

MINILESSON

- Personal Narrative T394–T395
 - » Apply the Main Character: You
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T394–T395
- Conferences T384

WRITING BRIDGE

- Spelling: Review and More Practice: Words with Open Syllables V/CV T396 **FLEXIBLE OPTION**
- Language and Conventions: Teach Comparative and Superlative Adjectives T397

LESSON 4

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T138–T139
 - » Read Decodable Text: *Spider's Web*
 - » Fluency

CLOSE READ

- Make Connections T140–T141
- Close Read: *Building on Nature: The Life of Antoni Gaudí*
 - Quick Check** T141

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T143
- Strategy and Intervention Activities T142
- Fluency T142
- ELL Targeted Support T142
- Conferring T143

INDEPENDENT/COLLABORATIVE

- Independent Reading T143
- Literacy Activities T143

WRITING WORKSHOP

MINILESSON

- Personal Narrative T398–T399
 - » Explore Problem and Resolution
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T398–T399
- Conferences T384

WRITING BRIDGE

- Spelling: Spiral Review: Words with Closed Syllables VC/V T400 **FLEXIBLE OPTION**
- Language and Conventions: Practice Comparative and Superlative Adjectives T401

LESSON 5

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T144–T145
 - » Read Decodable Text: *Spider's Web*
 - » Fluency

COMPARE TEXTS

- Reflect and Share T146–T147
 - » Write to Sources
 - Quick Check** T147
 - » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T149
- Strategy, Intervention, and On-Level/Advanced Activities T148
- ELL Targeted Support T148
- Conferring T149

INDEPENDENT/COLLABORATIVE

- Independent Reading T149
- Literacy Activities T149

BOOK CLUB T149 **SEL**

WRITING WORKSHOP

MINILESSON

- Personal Narrative T402
 - » Apply Problem and Resolution
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T402–T403 **SEL**
- Conferences T384

WRITING BRIDGE

- Spelling: Words with Open Syllables V/CV
 - Assess Understanding** T404
- Language and Conventions: Standards Practice T405 **FLEXIBLE OPTION**

Materials

WEEKLY LAUNCH: INFOGRAPHIC

Creative Places
Art is not just pictures hanging on a wall. Buildings are creative works of art as well.

The CN Tower in Toronto, Ontario, Canada, has a round pod for great views and a place to eat. It was mostly designed by John Andrews.

The Pritzker Pavilion in Chicago is used for outdoor shows. It was designed by architect Frank Gehry.

The Guggenheim Art Museum in New York City is a work of art itself. Frank Lloyd Wright was the architect.

The Taj Mahal in Agra, India, was built by the emperor Shah Jahan to remember his wife.

Weekly Question
How can our creations affect others?

MY TURN
How do buildings affect us as a community? Is there a building that you think helps your community? Draw the building on a sheet of paper. Or, illustrate a building that you would like to see built someday.

Responses should be drawings of known or imagined buildings that could be considered helpful to a community.

INFOGRAPHIC
“Creative Places”

READING WORKSHOP

Biography Anchor Chart
A biography
is about the life of a real person, has images like photos or illustrations, gives facts about the person, explains what makes him or her special.

Abraham Lincoln was the first president elected by the people.

Amelia Earhart was the first woman to fly across the Atlantic Ocean.

READING ANCHOR CHART
Biography

Biography Anchor Chart
A biography
is about the life of a real person, has images like photos or illustrations, gives facts about the person, explains what makes him or her special.

EDITABLE ANCHOR CHART
Biography

Decodable READER

DECODABLE READER

Handwriting
Write the following words.

Writing Workshop
Write a paragraph about your favorite animal.

My Words to Know
any come play

Language and Conventions
An imperative sentence gives a command or makes a request. It starts with a capital letter and ends with a period.

Write two ideas to complete each imperative sentence.

1. _____ the black shoes.
2. _____ the shoes on please.
3. _____ the tires.
4. _____ socks with those shoes.
5. _____ the waters.
6. _____ eat on the road.

RESOURCE DOWNLOAD CENTER
Additional Practice

Leveled Readers

Sharks
by Susan Hughes
Guided Reading Level 1
Oral Level 16
Lexia Measure 155
Word Count 914

Test Features
• Comprehension
• Fluency

Build Background
Use the information about the shark's life cycle to engage students in an open-ended discussion to share prior knowledge and to build background for this text.

Preview the Text
Read the text and answer different types of questions, including when they like and what they like to do. Discuss the questions they already know something about sharks. Say, "Let's read 'Sharks' to find out more about these amazing animals."

Preview the Content
Read the text to students and say, "Sharks are an example of informational text. We'll discuss the text and answer questions after we finish. Explain the text to the students. Ask, 'Based on the images, can you predict if this text will cover sharks in the water or on land?'"

Preview Vocabulary
List 1: shark, fin, gills, scales
List 2: predator, prey, hunt, camouflage

Observe and Monitor
As students reread the text on their own, observe their reading fluency and comprehension.
If students have trouble identifying main ideas from the text, have them use the pictures and diagrams to guide their understanding.
If students struggle with content words, have them read to the end of the sentence and predict what the word might be.
If students are able to read smoothly within a paragraph, have them read to the end of the paragraph and ask them what they do as they read to the end of a sentence.

LEVELED READER TEACHER'S GUIDE

Words of the Week

High-Frequency Words

being
song
talk

Develop Vocabulary

observes
architect
monuments
creations
arches

Spelling Words

bonus
tulip
bacon
diner
crater
lazy
meter
human
silent
cubic

Unit Academic Vocabulary

discuss
connect
responsible
equal
improve

WEEK 2 LESSON 1 READING WORKSHOP GENRE & THEME

Listening Comprehension

Informational Text

OBJECTIVES
Listen actively, use relevant strategies to clarify information, and answer questions with a clear and complete response.
Develop and sustain functional academic language fluently, speaking, making writing, and thinking clearly. The student will communicate with fluency and comprehension.

ELL Language Transfer
Objective: Point out the Spanish cognates in "The Leaning Tower of Pisa."
• cathedral • cathedral • monument • monument • public • public

FLUENCY
After completing the Read Aloud Routine Activity, "The Leaning Tower of Pisa," have students read about a famous building in their own state and describe it. Encourage students to use the strategies they learned in the Read Aloud Routine to help them understand the text.

THE LEANING TOWER OF PISA
The Leaning Tower of Pisa was built back in 1173 and took about 200 years to finish. But its historical significance is not why it's so famous. The tower is made of white marble and is eight stories tall. It is one of four buildings in the cathedral complex in Pisa, Italy. What makes the tower so famous is that the Leaning Tower of Pisa actually does lean. At its worst, the tower leaned 5.5 degrees, or about 15 feet. No one knows for sure who the original architect was. However, the fact that it leans cannot be blamed on him or the tower's many other engineers or architects. Its foundation settled, which means

READ ALOUD
"The Leaning Tower of Pisa"



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

WHY
Interactive Read Aloud:
• engages students to learn about their independent reading level.
• allows students to learn language development.
• provides an opportunity to build fluency and improve reading.
• fosters a love and enjoyment of reading.

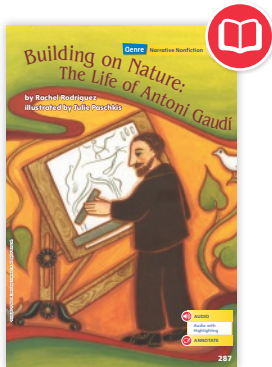
PLANNING
• Select a text from the Read Aloud Trade Book Library or the school or classroom library.
• Read the text aloud to the students.
• Determine the Teaching Point.
• Write the key points of the text.
• Write your own questions and record them on the Read Aloud chart, and place in the book at the points where you plan to stop to interact with students.

BEFORE READING
• Show the cover of the book to introduce the title, author, illustrator, and genre.
• Ask the students to predict the story.
• Point out interesting artwork or photos.
• Gather prior knowledge and provide essential background necessary for understanding.
• Discuss key vocabulary essential for understanding.

DURING READING
• You can choose to stop and reading to students part of the story and apply Think Aloud and open-ended questioning for a deeper dive into the text.
• Read with expression to draw in listeners.
• Ask questions to guide the discussion and draw attention to the teaching point.
• Use Think Aloud to model strategies and make use of student comprehension and connect reading to real life.
• Help students make connections to their own experiences, think they have read or learned in the past, or in the world.

AFTER READING
• Summarize and allow students to share thoughts about the story.
• Request student comprehension by reading the text or by asking the story.
• Choose one assign a Student Response form available on Read.com.

INTERACTIVE READ ALOUD LESSON PLAN GUIDE



SHARED READ
Building on Nature: The Life of Antoni Gaudi

BOOK CLUB

Titles related to Spotlight Genre and Theme: T516-T519

Mentor STACK

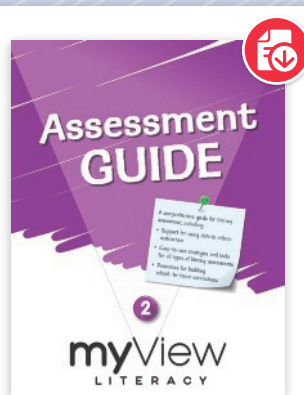
Writing Workshop T383

LITERACY STATIONS

SCOUT

Assessment Options for the Week

- Daily Formative Assessment Options
- Progress Check-Ups on SavvasRealize.com
- Cold Reads on SavvasRealize.com



ASSESSMENT GUIDE

Word Work

OBJECTIVES

Decode multisyllabic words with closed syllables and open syllables.

Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

Identify and read high-frequency words.

FOUNDATIONAL SKILLS EXTENSION

See p. T113 for an open syllable extension activity students can use while reading the text in Lessons 2 and 3.

Phonics: Decode Words with Open Syllables V/CV

Minilesson

FOCUS Remind students that words are made up of syllables, that a syllable is a word part with one vowel sound, and that a syllable that ends with a consonant is called a closed syllable.

Point to the word *go* on p. 280 in the *Student Interactive*. Say the word, emphasizing the long vowel sound. Say: *Go has one vowel sound, so it is one syllable.* Point to the *o*. Say: *When a syllable ends with a vowel, it is called an open syllable, and the vowel sound in the syllable is usually long.* Say *go* again and have students say it with you.

Point to and say the word *paper*. Say: *Paper has two vowel sounds so it has two syllables.* Say the word again in syllables, *pa/per*. Say: *Paper has the vowel a, the consonant p, and the vowel e.* As you say *vowel, consonant, vowel*, write *VCV*. *When we see this pattern and hear the long vowel sound, we divide the syllables after the first vowel, V/CV. When we divide a word this way, the first syllable ends with a vowel and is an open syllable. The vowel sound is long.* Say *paper* again, stressing the long vowel sound.

MODEL AND PRACTICE Point to and say the word *bonus* in the chart on p. 280 in the *Student Interactive*. Then say, *I can hear two vowel sounds in bonus, and the first vowel sound is long. I can see the vowel, consonant, vowel pattern in bonus. I will break the word into syllables after the first vowel, o.* Have students say the word in syllables, *bo/nus*. Then have students blend the syllables to say the word.

APPLY My TURN Have students read the words in the chart at the bottom of p. 280 in the *Student Interactive*. Then tell students to divide the words into syllables and underline the open syllable in each word.

TURN, TALK, AND SHARE Have partners take turns rereading the words in the chart on p. 280 in the *Student Interactive*. Tell students to read each syllable of a word separately and then blend the syllables to read the word.



ELL Targeted Support Open Syllables V/CV Help students hear syllables and long vowel sounds. Write *no* and *notice*.

Say the word *no*, emphasizing the long /o/ sound. Have students repeat the word. Then say *notice* and have students repeat it. Ask pairs to repeat the words and tell how many syllables they hear in each word. **EMERGING**

Say: *bonus*, *so*, *spider*, *no*, *hotel*, and *music*. Ask students to repeat each one and tell if it has one or two syllables. **DEVELOPING**

Have students work with a partner to break the following words into syllables: *rodent*, *acorn*, *music*, *open* and *pilot*. Have them identify and say the long vowel sounds. Then have them use each word in a sentence. **EXPANDING**

HIGH-FREQUENCY WORDS



Display the high-frequency words *being*, *song*, and *talk*.

- Point to *being* and have students read and spell the word.
- Repeat for each word.
- Have students choose a word and use it in a sentence.

being

talk

song

STUDENT INTERACTIVE, p. 280

PHONICS

Open Syllables V/CV

When a syllable ends with a vowel, it is called an open syllable. The vowel usually has a long vowel sound.

go The **o** has the long **o** sound.

Some two-syllable words have a vowel-consonant-vowel (VCV) pattern. When you divide the word into syllables after the first vowel (V/CV), the vowel in that open syllable is long.

paper pa/per The **a** has the long **a** sound.

MY TURN Read, or decode, the V/CV words in the chart. Divide the words into syllables. Underline the open syllable.

bonus

spider

hotel

music

TURN and TALK Reread the words in the chart with a partner. First, say each syllable. Then blend them to read the words.

Interact with Sources

OBJECTIVES

Make connections to personal experiences, ideas in other texts, and society.

Interact with sources in meaningful ways such as illustrating or writing.

ACADEMIC VOCABULARY

Language of Ideas Academic language helps students access ideas. After you discuss the infographic, ask: [What does the infographic discuss?](#) [How do these buildings connect to each other?](#) [Who was responsible for building the Taj Mahal?](#) [Do you think the Guggenheim Museum and the Pritzker Pavilion are equal in size?](#) [Can buildings improve a way a city looks?](#)

- discuss
- connect
- responsible
- equal
- improve

Explore the Infographic

Remind students of the Essential Question for Unit 4: *Why is it important to connect with other people?* Point out the Week 2 Question: *How can our creations affect others?*

Have students read the infographic on pp. 278–279 in the *Student Interactive*. Then discuss how a building can be a work of art. Use the following questions to guide your discussion.

- What is a work of art?
- How can a building be a work of art?
- What do you like about this building?
- How does this building bring people together?

WEEKLY QUESTION Remind students that the Weekly Question is about how our creations affect others. Tell students that they just learned about how buildings affect people. Explain that this week they will read more about the effect of creations on people.

My TURN Read the My Turn activity aloud. Tell students to think about the questions before they begin drawing. When they have finished their drawings, allow time for students to share and explain how their building might affect the community they live in.



EXPERT'S VIEW Ernest Morrell, University of Notre Dame

“There are two types of readers—those who love to read and those who haven’t found the right book yet. Half of the battle is getting kids to open a book. We need to invite children into the world of stories. When we read aloud to students, it is an opportunity for them to see our passion and joy for reading. When we give students the opportunity to choose their own stories, it helps build their joy and helps them understand they too have stories. This is a key component to literacy.”

See SavvasRealize.com for more professional development on research-based best practices.

ELL Targeted Support Visual Support Use visual support to enhance and confirm students' understanding of spoken language. Have students listen closely as you read the infographic aloud.

Confirm students' understanding of the text by asking them to describe each building. Talk about how people use each building. Provide sentence frames such as these: *People ____ in this building. This building is _____. I like this building because _____.* Encourage students to use the visuals for support. **EMERGING**

Preview the visuals and discuss how they relate to the topic. To confirm students' understanding, ask them to describe each building and identify some of its features. Encourage students to use the visuals for support. **DEVELOPING**

Confirm students' understanding by having them use the visuals to describe each building in as much detail as they can. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 278-279

WEEKLY LAUNCH: INFOGRAPHIC

Creative Places

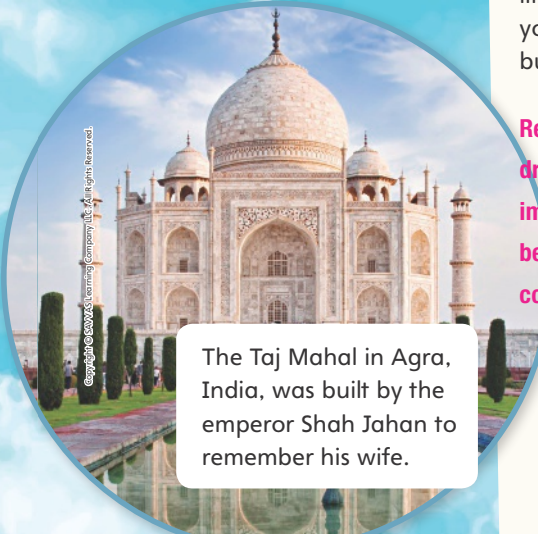
Art is not just pictures hanging on a wall.
Buildings are creative works of art as well.

The CN Tower in Toronto, Ontario, Canada, has a round pod for great views and a place to eat. It was mostly designed by John Andrews.



The Guggenheim Art Museum in New York City is a work of art itself. Frank Lloyd Wright was the architect.

The Pritzker Pavilion in Chicago is used for outdoor shows. It was designed by architect Frank Gehry.



The Taj Mahal in Agra, India, was built by the emperor Shah Jahan to remember his wife.

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WEEK
2

Weekly Question

How can our creations affect others?

MY TURN How do buildings affect us as a community? Is there a building that you think helps your community? Draw the building on a sheet of paper. Or illustrate a building that you would like to see built someday.

Responses should be drawings of known or imagined buildings that could be considered helpful to a community.

Listening Comprehension

OBJECTIVES

Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

Develop and sustain foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension.

Recognize characteristics and structures of informational text.


ELL Language Transfer

Cognates Point out the Spanish cognates in “The Leaning Tower of Pisa.”

- cathedral : *catedral*
- famous : *famoso*
- movement : *movimiento*
- public : *público*

FLUENCY

After completing the Read Aloud Routine, display “The Leaning Tower of Pisa.” Model reading aloud a short section of the text, asking students to pay attention to your rate and expression. Remind students that their rate of reading should not be too fast or too slow. Help them remember to pause at a comma and stop at periods before continuing to read.

 **THINK ALOUD** Analyze Informational Text I notice that the author gives information about how the Leaning Tower of Pisa looks and that it really does lean. This seems to be an important, or main, idea. I also notice that the author explains why the tower leans. That must be important too.

Informational Text

Tell students you are going to read an informational text aloud. Have students listen as you read “The Leaning Tower of Pisa.” Explain that students should listen actively, paying careful attention to the main idea and important details of the informational text. Prompt them to ask questions to clarify information and follow agreed-upon discussion rules.

START-UP

READ-ALOUD ROUTINE

Purpose Have students actively listen for elements of informational text.

READ the entire text aloud without stopping for the Think Aloud callouts.

REREAD the text aloud, pausing to model Think Aloud strategies related to the genre and the main idea and details in the text.

The Leaning Tower of Pisa

The Leaning Tower of Pisa was built back in 1173 and took about 200 years to finish. But its historical significance is not why it’s so famous.

The Tower of Pisa is made of white marble and is eight stories tall. It is one of four buildings in the cathedral complex in Pisa, Italy. What makes the tower so famous is that the Leaning Tower of Pisa actually does lean. At its worst, the tower leaned 5.5 degrees, or about 15 feet.

No one knows for sure who the original architect was. However, the fact that it leans cannot be blamed on him or the tower’s many other engineers or architects. Its foundation settled, which means



“The Leaning Tower of Pisa” continued

that the weight of parts of the building caused it to shift. And that made the building very unstable, or unsafe. This happened over many, many years in part because of the weight of the building materials.

As part of a cathedral, or church, the tower has seven large bells. Each bell weighed almost 8,000 pounds. In the early 1900s, the larger bells were stopped from ringing because it was feared the movement could make the tower lean even more.

Over the years, many efforts have been made to try to stabilize the building and to get it to stand up straight. Starting in 1990, the building was closed and earth was taken from below the building to decrease the lean. The work took more than 10 years, but it was successful.

Today, the Leaning Tower of Pisa still leans, but engineers have made it safe enough to reopen to the public. They think it could last another 200 years before more repairs are needed.

THINK ALOUD Analyzing informational Text It's important, I think, that the Tower of Pisa was leaning so much that it was dangerous and could have fallen. I notice the author talks about ways people tried to make the Tower of Pisa safer. It took a long time, but the engineers did a good job. The author says that the Tower of Pisa might not need repairs for 200 years.

ELL Access

To help prepare students for the oral reading of “The Leaning Tower of Pisa,” read aloud this short summary.

The Leaning Tower is in Pisa, Italy. It leans because the heavy marble and church bells made the foundation move. The larger bells were stopped from ringing long ago to prevent the tower from leaning even more, and later it was closed to the public. For years earth was slowly removed from below the building. This worked. Now the tower is safe for visitors.

FLEXIBLE OPTION

INTERACTIVE

Trade Book Read Aloud

Conduct an interactive read aloud of a full-length trade book.

- Choose a book from the *Read Aloud Trade Book Library* or the school or classroom library.
- Select an **INTERACTIVE Read Aloud Lesson Plan Guide** and **Student Response** available on SavvasRealize.com.
- Preview the book you select for appropriateness for your students.



WRAP-UP

The Leaning Tower of Pisa

The Leaning Tower of Pisa is famous because it really leans.

The building was too heavy. Earth was removed from under it. Now the tower is safe.

Ask students: What is the main idea? What are the details? Use a two-column chart to list the main idea in one column and the supporting details in the other.



SPOTLIGHT ON GENRE

Biography

LEARNING GOAL

I can read a biography and use print and graphic features.

OBJECTIVES

Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Recognize the characteristics and structures of informational text, including features and graphics to locate and gain information.

LANGUAGE OF THE GENRE

Discuss the genre and anchor chart. Remind students to use words related to biographies in their discussions.

- main idea
- details
- graphic features
- illustrations

FLEXIBLE OPTION

ANCHOR CHARTS

- Display a poster-sized anchor chart in the classroom.
- Review the genre throughout the week by having students work with you to add examples to the class anchor chart.
- Have students add specific titles as they read new texts.

ELL Language Transfer

Cognates Point out the Spanish cognates related to biography:

- biography : *biografía*
- information : *información*
- special : *especial*

Minilesson

FOCUS ON STRATEGIES Biographies are a type of nonfiction. They are an account of a real person's life written by someone else. Biographies include facts and events that focus on why the subject's life was important or meaningful. Biographies are usually written in time order.

- Does this text tell about part or all of the person's life? How do I know?
- What graphic features might a biography include?
- How do the graphic features help readers understand the biography?

MODEL AND PRACTICE Say: *The infographic is an informational text. It has graphic features such as photos. Is it a biography?* Ask students to explain why the infographic is not a biography. Elicit that it is not a biography because it does not tell about the life of a person.

BE A FLUENT READER Explain to students that skilled readers use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. Remind them to read at a rate that sounds like conversation. Have students reread text several times for accuracy and to find an appropriate rate. If students are struggling, read the text to them and have them echo you.

ELL Targeted Support Expand Vocabulary Have students use the illustrations and captions on S/ p. 285 to retell basic information and expand their vocabularies.

Have students echo-read the Abraham Lincoln caption with you. Then point to the illustration and ask: *Who was Abraham Lincoln?* Help students retell the caption. Then ask: *Who was president of the United States from 1861 to 1865?* and have students answer. Repeat the routine with the caption under the drawing of Amelia Earhart. **EMERGING/DEVELOPING**

Have students work with a partner to read aloud the caption under each drawing and retell it in their own words. Direct students to ask each other questions about the drawings to elicit information about Abraham Lincoln and Amelia Earhart. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify biography.

OPTION 1 Have students take turns reading the information in the anchor chart, beginning each sentence with “A biography.”

OPTION 2 Use Independent Text Have students talk about a biography they are reading. Remind them to identify main ideas and details about the subject.

Be a Fluent Reader Have students work with a partner to complete the fluency activity on p. 284 of the *Student Interactive*.

✓ QUICK CHECK

Notice and Assess Can students identify the characteristics of a biography?

Decide

- **If students struggle**, revisit instruction in Small Group on pp. T98–T99.
- **If students show understanding**, extend instruction in Small Group on pp. T98–T99.

STUDENT INTERACTIVE, pp. 284–285

GENRE: NARRATIVE NONFICTION

READING WORKSHOP

My Learning Goal
I can read a biography and use print and graphic features.

Spotlight on Genre

Biography

A **biography** is a type of informational text. It tells the story of a real person’s life, but it is written by another person. A biography includes **main ideas** and important **details** about the person.

- It may cover a person’s whole life or part of the person’s life.
- It may include **graphic features**, such as **photos** and **illustrations**, that make a text easier to understand.


Be a Fluent Reader When you practice appropriate fluency, read at the same rate you talk, not faster or slower. Also, read in a voice that matches the feeling of the text and the punctuation. For example, raise your voice for question marks. Reading with expression that sounds like speech is called prosody.


In a biography, I can look at the pictures to learn more about the person.

Biography Anchor Chart

A biography

is about the life of a real person.
has images like photos or illustrations.
gives facts about the person.
explores what makes him or her special.


Abraham Lincoln was the president of the United States from 1861 to 1865.


Amelia Earhart was the first woman pilot to fly alone across the Atlantic Ocean.

284

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Academic Vocabulary

LEARNING GOAL

I can use language to make connections between reading and writing narrative nonfiction.

OBJECTIVES

Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

Respond using newly acquired vocabulary as appropriate.

ELL Access

Display several words, such as: *up*, *in*, *quiet*, and *clean*. Have students write each word on an index card and draw it to acquire basic vocabulary. Then have them write an antonym on the reverse side of the card, along with a drawing to illustrate its meaning.

Antonyms

Minilesson

FOCUS ON STRATEGIES Remind students that synonyms are words with the same or nearly the same meaning. Then introduce antonyms. Explain that antonyms are words that have opposite meanings.

- Antonyms have opposite meanings. Antonyms are the opposite of synonyms.
- A thesaurus is a special kind of dictionary. Instead of giving a word's definition, it gives the word's synonyms and antonyms.

MODEL AND PRACTICE *Up and down are antonyms; so are open and closed. These are words I just know. But sometimes I read a word that I do not know. If that word has a prefix, sometimes I can use that to help me figure out the word's meaning. I can do this by figuring out what the antonym, or opposite word, is. Write dislike. If I dislike something, it means I do not like it. I know this because I know that the prefix dis- means "not." So, if dislike means I do not like, then the antonym, or opposite, is like because like means I do like. Write other prefixes that mean "not," such as un-, in-, and ir- and review them. Write agree, unhappy, disagree, and happy, and have students identify the antonyms. Then write appear, incomplete, lucky, and irresistible. Help students add or delete a prefix to make each word's antonym. Then talk about each word's meaning.*

Handwriting

OBJECTIVE

Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

Letters D and C

FOCUS Display cursive letters *D* and *C*.

MODEL Model writing the uppercase letters *D* and *C*. Point out the loop in each letter. Remind students that uppercase letters take up the entire space between the lines on the paper. Write several of each letter in a row on the board. Air-write the letters and have students follow along with you.



ASSESS UNDERSTANDING

Apply

My TURN Have students complete the activity on p. 313 in the *Student Interactive*.

WEEKLY STANDARDS PRACTICE



To assess student progress on Academic Vocabulary, use the Weekly Standards Practice online at SavvasRealize.com

STUDENT INTERACTIVE, p. 313

VOCABULARY READING-WRITING BRIDGE

I can use language to make connections between reading and writing narrative nonfiction. **My Learning Goal**

Academic Vocabulary

Antonyms are words with opposite meanings. You can find antonyms in a thesaurus and use them in your writing.

MY TURN Explain the meaning of each bold word. Then identify an antonym for it. Use a thesaurus if you need to. On a piece of paper, write a sentence that uses a word and its antonym. **Possible responses:**

| Word | Meaning | Antonym |
|----------------------|----------------------------|--------------------|
| disconnect the wires | separate; detach | connect |
| irresponsible person | not to be relied on | responsible |
| destroy a building | tear down; ruin | create |
| argue with her | disagree | agree |

313

PRACTICE Have students use *Handwriting* p. 201 in the *Resource Download Center* to practice writing cursive letters *D* and *C*.

Name _____ **Real Together**

Handwriting
Cursive Letters D, C

Look at the uppercase cursive **D** in the box. What kinds of strokes are used? Where do you start an uppercase cursive **D**? How do you finish it?

MY TURN Trace the cursive letters.

MY TURN Write uppercase cursive letter **D**.

Look at the uppercase cursive **C** in the box. What kinds of strokes are used? Where do you start an uppercase cursive **C**? What do you do next? How do you finish it?

MY TURN Write uppercase cursive letter **C**.

Grade 2 • Unit 1 • Week 2 201

Handwriting p. 201

Matching Texts to Learning

To select other texts that match your instructional focus and your groups' instructional range use the **Leveled Reader Search** functionality at SavvasRealize.com.



LEVEL J

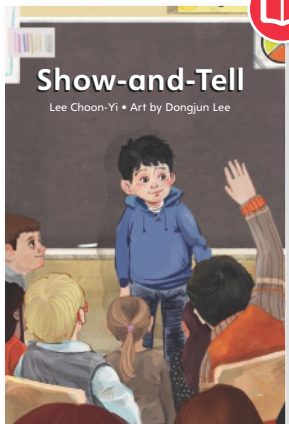
Genre Narrative Nonfiction

Text Elements

- Some ideas new to most readers
- Many lines of print per page

Text Structure

- Description



LEVEL J

Genre Narrative

Text Elements

- Complex letter-sound relationships
- Many lines of print per page

Text Structure

- Chronological



LEVEL K

Genre Narrative Nonfiction

Text Elements

- Longer, more complex sentences
- Varied organization

Text Structure

- Description

Guided Reading Instruction Prompts

To support the instruction in this week's minilessons, use these prompts.

Identify Biographies

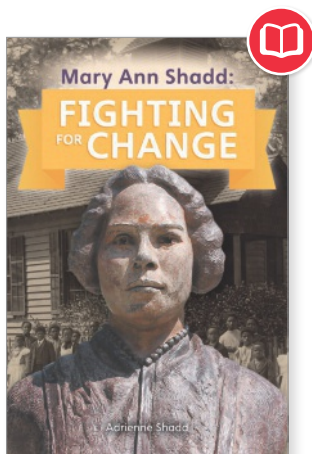
- Who is the biography about?
- Is the biography about part or all of the person's life? How do you know?
- What are the main ideas? What are the supporting details for these main ideas?

Develop Vocabulary

- What new words are used that describe the person's work?
- Are there words that are in darker print or have a definition on the page?
- Are there new words that are from another language?

Use Text Features

- Are there photos or illustrations?
- How do they help you understand the biography?
- What other text features are included in the biography?
- Why are these features included in the biography?



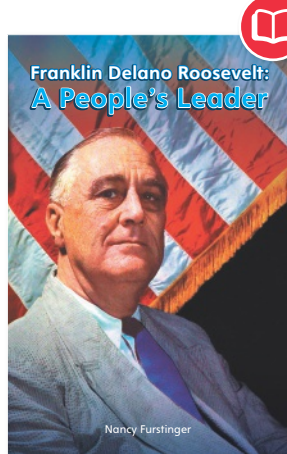
LEVEL L

Genre Narrative Nonfiction**Text Elements**

- Some new vocabulary explained in the text
- Challenging multisyllable words

Text Structure

- Description



LEVEL L

Genre Narrative Nonfiction**Text Elements**

- Table of Contents, Glossary, and Index
- Longer sentences carry over three lines

Text Structure

- Description



LEVEL M

Genre Narrative Nonfiction**Text Elements**

- Most content carried by text
- Multisyllable words that are challenging to decode

Text Structure

- Description

Make Connections

- How can you make a connection to the biography?
- Did this biography help you make a connection to another book you have read or a story you know? How?
- What connections can you make between the information in the biography and society?

Compare Texts

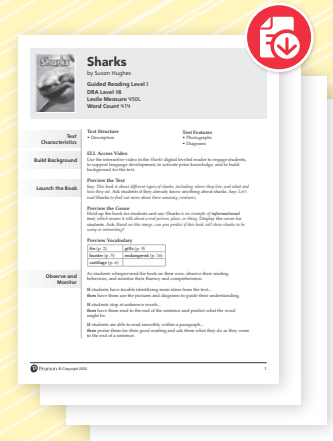
- What do both texts have in common?
- How are the biographies similar? How are they different?

Word Study

See Possible Teaching Points in the *Leveled Reader Teacher's Guide*.

Leveled Reader Teacher's Guide

For full lesson plans for these and other leveled readers, go online to SavvasRealize.com.



Use the  **QUICK CHECK** on p. T93 to determine small group instruction.

Teacher-Led Options

Strategy Group

IDENTIFY BIOGRAPHIES

Teaching Point: A biography is an informational text about the life of a real person written by another person. Look for main ideas and important details as you read. Illustrations, maps, words in bold print, captions, and headings will help you understand the text better. Have students brainstorm a list of biographies they have read and identify graphic elements that helped them understand the information.

ELL Targeted Support

Help students expand and internalize initial English vocabulary by having them retell biographical stories using illustrations from nonfiction picture books they have read.

Have students name a main character. Provide time-order words to help students retell three events. Use the book illustrations as a guide.

EMERGING

Have students complete sentence frames such as: *The book _____ is about a character named _____. When I read the book, I learned _____ about the character's life.* **DEVELOPING**

Have students write sentences that tell the title of a book, describe the main character, and retell what happens to the character. **EXPANDING**

Have partners retell stories to each other, focusing on the main character's actions. Then have each student summarize the other's retelling. **BRIDGING**



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



IDENTIFY BIOGRAPHIES

Use Lesson 28, pp. T163–T168, in the *myFocus Intervention Teacher's Guide* to instruct students on the characteristics of narrative nonfiction.

LEVEL C • READ

Lesson 28 Genre: Fiction and Narrative Nonfiction

DIRECTIONS Read the following texts. Note details that help you understand the genre of each.

Lots of Choices

- 1 Jen walked across the street to her neighbor's house. She didn't want to, but Mom had insisted. *What a great Saturday*, Jen thought.
- 2 "Mrs. Tapp needs your help," Mom said. "She's taking food to the shelter today."
- 3 "Come in!" Mrs. Tapp called out when she saw Jen at the door. Jen looked around. Pots, pans, and bowls covered every surface. Mrs. Tapp stood in the middle holding a spoon.
- 4 "Thanks for helping," she said. "It's my turn to cook for the shelter."
- 5 "This is a lot of food!" Jen said. A quick look showed three kinds of soup. She saw three stacks of sandwiches labeled peanut butter, cheese, and ham. On another table Jen saw three huge bowls each holding a different kind of salad.
- 6 "Why are you making so many different things?" Jen asked. "Wouldn't it be easier to make one kind of soup, sandwich, and salad?"
- 7 Mrs. Tapp seemed to ignore the question. "I'm thinking of going to Chuck's Diner tonight," she said. "Have you been?"
- 8 "Yes!" Jen said. "We go there all the time."
- 9 "What's on the menu?" Mrs. Tapp asked.
- 10 "Lots of things! My favorite is mac and cheese. But, sometimes I order spaghetti. They have ten different kinds of ice cream!"
- 11 "Choosing is fun," Mrs. Tapp said. "I think that people at the shelter like to have choices, too, don't you?" Jen thought about this. Suddenly she told Mrs. Tapp that she would be right back.
- 12 Jen returned with paper and markers. "I'm going to make menus," she said. "That will make choosing even more fun!"

Reading Literature T • 163

On-Level and Advanced



INQUIRY

Question and Investigate Have students use SI pp. 278–279 to generate questions about buildings and choose one to investigate. Throughout the week, have them conduct research about the question.

See Extension Activities pp. 242–246 in the *Resource Download Center*.



Conferring

3 students/3-4 minutes
per conference

IDENTIFY BIOGRAPHIES

Talk about Independent Reading Ask students to explain why the book they are reading is a biography.

Possible Conference Points

- What are some main ideas and details in the biography?
- Which graphic features are included?
- How did the graphic features help you understand the text?

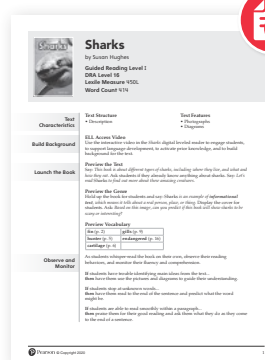
Possible Teaching Point *Biographies tell about the lives of real people. Graphic features can help us understand the main idea and details in the biography.*

Leveled Readers



IDENTIFY BIOGRAPHIES

- For suggested titles, see *Matching Texts to Learning*, pp. 96–97.
- For instructional support on the features of a biography, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class together in whole group. Invite several students to share memorable facts about the people in the biographies they are reading.

Independent/Collaborative

Independent Reading



Students can

- read a self-selected trade book.
- read and listen to a previously read leveled reader or eText.
- continue reading their Book Club text.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



Students can

- write about their reading in a reading notebook.
- retell a biography they have read.
- partner-read *Spider's Web*.
- play the myView games.

BOOK CLUB



See Book Club, pp. T516–T519, for

- ideas for conducting Book Club.
- texts to support the unit theme and Spotlight Genre.
- support for group collaboration.
- facilitating use of the trade book *John Chapman: Planter and Pioneer*.

Word Work

OBJECTIVES

Decode and write multisyllabic words with closed syllables and open syllables.

Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

Identify and read high-frequency words.

ADDITIONAL PRACTICE



For additional student practice with open syllables, see *Phonics* p. 188 from the *Resource Download Center*.

FOUNDATIONAL SKILLS

Name _____

Phonics
Open Syllables V/CV
An open syllable ends with a vowel. The vowel usually has a long sound.

MY TURN Read the sentences below. Decide which word belongs in each sentence. Circle the word and write it on the line.

1. We like to eat bacon. bacon basic

2. He is sick and has a fever. fever flavor

3. The planet Mars is remote. secret remote

4. We were afraid of a tidal wave. liner tidal

5. My aunt is a great pilot. pilot tidal

Grade 2, Unit 4, Week 2
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Phonics, p. 188

Phonics: Decode and Write Words with Open Syllables V/CV

Minilesson

FOCUS Remind students that words have syllables and that each syllable has one vowel sound. A syllable that ends with a vowel is called an open syllable. To decode a multisyllabic word with an open syllable, say the word and listen for a long vowel sound in the first syllable.

MODEL AND PRACTICE Point to *robot* on *SI* p. 281. Have students say the word with you. Say: *I can hear two vowel sounds in the word robot, so I know it has two syllables. I can hear the long o sound at the beginning of the word, and I see the V/CV syllable pattern. I can decode and write the word. I can break it into syllables after the first vowel o.* Write *ro/bot*. Have students say the word in syllables and then blend the syllables to read the word. Then have students write the words *music* and *raven*. Tell them to break the words into syllables and identify the long vowel.

APPLY MY TURN Have students decode and divide each V/CV word on p. 281. Tell them to write the syllables on the lines and circle the open syllables.

ELL Targeted Support Internalize Vocabulary Help students expand their vocabularies by internalizing words through syllable practice. Write: *robot, tiger, human, and label*.

Ask students to listen for the number of vowel sounds they hear in *robot*. Demonstrate by clapping for each syllable as you say *robot*. Have students practice with *robot* and then clap for the syllables in *tiger, human, and label*. **EMERGING**

Have partners read the words: *robot, tiger, human, and label*. Remind them that the syllables in these words are divided after the first vowel. Ask them to choose one of the words to illustrate. Have them label their illustrations once to show where to divide the word into syllables and then again to show the word put back together. **DEVELOPING**

Say the words *robot, tiger, human, and label* and ask students to say them after you. Have students write each word and draw a line between the two syllables. Ask partners to say or write a sentence using each word. **EXPANDING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use these strategies for decoding multisyllabic words with open syllables V/CV.

OPTION 1 Have students complete the rest of p. 281 in the *Student Interactive*.

OPTION 2 Independent Activity

Have students use letter tiles to show the syllable breaks in the following words: *silent*, *apron*, *secret* and *open*. Then have them write and say the words.

QUICK CHECK

Notice and Assess Are students able to decode and write words with the open syllable V/CV pattern?

Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T126–T127.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T126–T127.

HIGH-FREQUENCY WORDS



Display the high-frequency words *being*, *song*, and *talk*.

- Display *being* and have students read and spell it.
- Call on a student to use the word in a sentence.
- Repeat for the words *song* and *talk*.

being

talk

song

STUDENT INTERACTIVE, p. 281

FOUNDATIONAL SKILLS

Open Syllables V/CV

MY TURN Divide each V/CV word. Write each syllable on the lines. Circle the open syllable. Then read the word.

1. robot

ro bot

2. tiger

ti ger

3. human

hu man

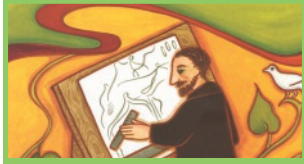
4. label

la bel

5. even

e ven

Introduce the Text



*Building on Nature:
The Life of Antoni
Gaudí*

OBJECTIVES

Establish purpose for reading assigned and self-selected texts.

Generate questions about text before, during, and after reading to deepen understanding and gain information.

Make connections to personal experiences, ideas in other texts, and society.

ELL Access

Background Knowledge

Encourage students to use their prior knowledge to help them learn new things. Ask students to share what they know about Gaudí, Barcelona, or Spain.

Shared Read Plan

First Read Read the text. Pause to discuss the First Read Notes with students.

Close Read Use the Close Read Notes to guide your instruction for Lessons 3 and 4.

Preview Vocabulary

- Introduce the vocabulary words on p. 286 in the *Student Interactive* and define them as needed.

observes: watches carefully

architect: a person who designs buildings

monuments: buildings, statues, and places that honor a person or an event

creations: things that are made or produced

arches: curved structures that often form the tops of doors, windows, and gateways

- These words will help you understand the story in *Building on Nature: The Life of Antoni Gaudí*. Highlight the words as you see them in the text. What do they tell you about the text? What are some famous monuments you know? What kinds of creations do architects make? Where have you seen arches? What kinds of things do artists observe? What do you observe in a new place?

Read

Discuss the First Read Strategies. Prompt students that the purpose for reading the selection is for understanding and enjoyment.

FIRST READ STRATEGIES

READ Remind students to read carefully to understand the kind of art Antoni Gaudí made.

LOOK Have students study the pictures to understand Gaudí's art.

ASK Have students ask *who* and *where* questions to clarify any text that was unclear.

TALK Direct students to discuss what facts and details they found most interesting.

Students may read the text independently, in pairs, or as a whole class. Use the First Read notes to help students connect to the text and guide their understanding.



ELL Targeted Support Learning Strategies Display and say the vocabulary words as students repeat after you. Review the definitions. Give a definition and have students say the word.

Have students draw a picture that represents each vocabulary word. Ask them to share their drawings with a partner who can guess the vocabulary word each drawing represents. **EMERGING/DEVELOPING**

Challenge students to write sentences with the new vocabulary words. Remind students to write sentences that show they understand the meaning of the words. Then ask volunteers to share their sentences with the class. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 286–287



Building on Nature

Preview Vocabulary

Look for these words as you read *Building on Nature: The Life of Antoni Gaudí*.

observes architect monuments creations arches

First Read

Read to understand the kind of art Antoni Gaudí made.

Look at the pictures to help you understand the art.

Ask such questions as **who** and **where** to clarify information.

Talk about what you found interesting.

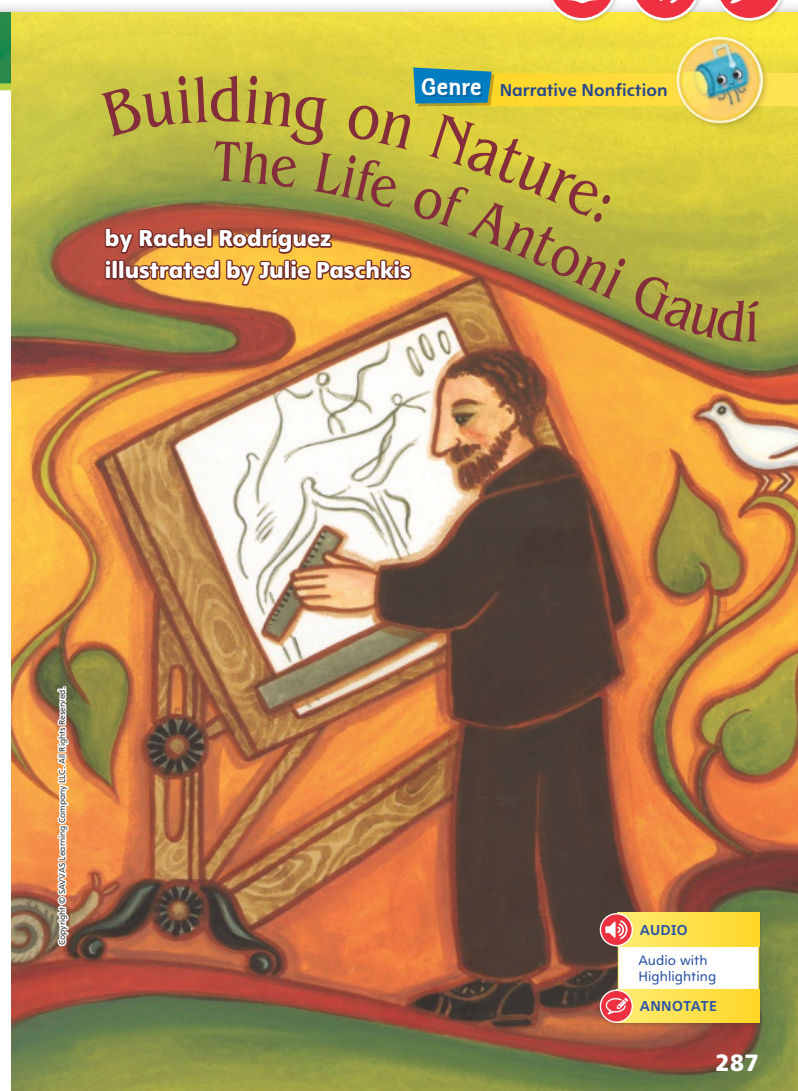
Meet the Author



Rachel Rodríguez attended many different schools because her family moved often. Reading books helped her adjust to being “the new kid.” She now enjoys living in San Francisco.

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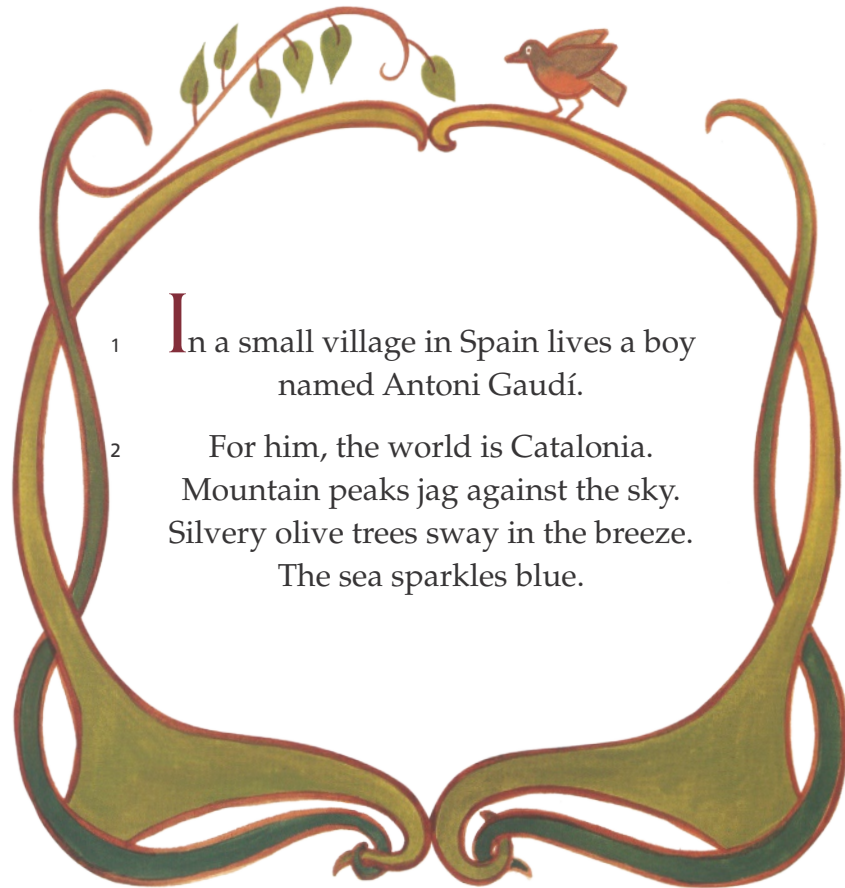
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First Read

Read

THINK ALOUD As I read, I look for details that tell me about the subject. On the first page, I see details that help me see the world through Antoni Gaudí's eyes. I read about mountain peaks, silvery olive trees, and a sparkling sea. The language makes Gaudí's world seem beautiful.



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CROSS-CURRICULAR PERSPECTIVES

Social Studies



Display a map of Europe and ask if students can identify the countries. Point out Spain on the map. Point out Portugal to the west. Then help students find Catalonia. Catalonia is a region in the northeastern part of Spain. It has both mountains and a coast on the Mediterranean Sea.



- 3 Little Gaudí often feels sick.
His bones and joints ache.
He can't always run and play
with his sister and brother.
- 4 But Gaudí has time to notice.
With wide eyes, he observes the world.
All around him is light, form, and
the Great Book of Nature.
He will read from it all his life.



CLOSE READ

Use Text
Features

Underline the words that give more details about the picture.

observes watches carefully



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First Read

Ask

THINK ALOUD As I read, I ask questions to help me understand the text. When I read the phrase “The Great Book of Nature,” I’m not sure what the author means. Is this a real book? I’ll look at the illustration and the rest of the paragraph to help me decide. I read that Gaudí observes the world and I see him holding a leaf in the illustration. I think the writer means that Gaudí is inspired by nature. He’s not reading a real book.

Close Read

Use Text Features

First, have students look at the illustration. With a partner, ask students to describe the illustration in their own words. Then have students read the Close Read note. Ask students to connect the illustration to **paragraph 4**. Ask: *What words do you see in the text that describe the illustration?* See **student page for possible responses**.

DOK 1

OBJECTIVES

Recognize characteristics and structures of informational text, including features and graphics to locate and gain information.

Discuss the author’s use of print and graphic features to achieve specific purposes.

Possible Teaching Point



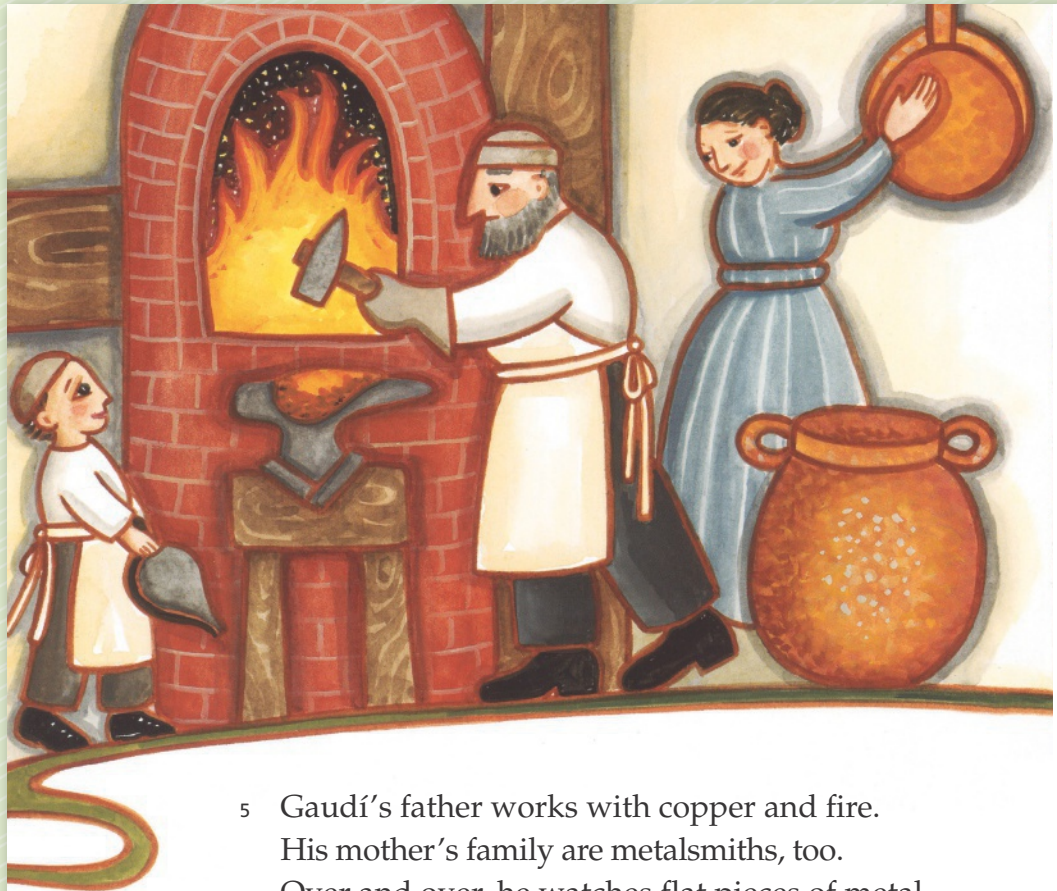
Read Like a Writer | Author’s Craft

Descriptive Language Explain that authors use sensory details to appeal to readers’ senses (sight, hearing, touch, taste, and smell). Have students identify sensory details on p. 289 that describe how Gaudí feels. Ask: *What words help you understand how Gaudí feels as a young boy?* (*sick, ache*) Ask: *What details describe things Gaudí sees?* (*light, form*) For more instruction on Author’s Craft, see pp. T134–T135.

First Read

Look

THINK ALOUD As I read, I look at the illustrations to learn more about Gaudí and his art. I see Gaudí as a young child watching his parents make objects out of metal. It looks like Gaudí is helping his father because they wear the same clothing. It looks like they are creating art. I wonder if these metal shapes will appear in Gaudí's designs when he is older.



- 5 Gaudí's father works with copper and fire. His mother's family are metalsmiths, too. Over and over, he watches flat pieces of metal become shapes with a hollow space inside.

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CROSS-CURRICULAR PERSPECTIVES

Social Studies



Copper is a metal that people mine underground. It is used for pipes in buildings and for personal objects such as cooking pots, bowls, vases, and jewelry. The copper is taken from the ground, melted, and then formed into small bricks. Metalsmiths take these bricks and use fire to shape them into bowls, pans, vases, wires, and other objects.



- 6 Gaudí grows stronger.
He makes friends with two boys.
Together, they explore an ancient monastery.
He dreams of rebuilding the ruins.

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CLOSE READ

Vocabulary in Context

Sometimes you can figure out the meaning of a word by looking at words around it. Underline the words that help you understand the meaning of **ruins**.

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First Read

Talk

THINK ALOUD I think it's interesting that even as a young child, Gaudí was imagining things he wanted to create. He always thought like an artist. Sometimes when I visit a place, I use my imagination while I explore and learn about its history. I imagine what a place was like in the past.

Close Read

Vocabulary in Context

Remind students that they can use words and phrases around an unfamiliar word to help them understand the word's meaning. Ask: **What do you know about the place the boys explore? Find words in the text and use the illustration to support your answer.** Help students use the illustration to understand the meaning of the words *ancient* and *monastery*. Then have students complete the Close Read activity. **See student page for possible responses.**

DOK 2

OBJECTIVE

Use context within and beyond a sentence to determine the meaning of unfamiliar words.

Possible Teaching Point

Read Like a Writer | Author's Craft

Using Visuals to Add Meaning Help students use the illustration on p. 291 to understand more about Gaudí. Have students identify Gaudí and his two friends in the picture. Point out the differences in the boys' actions (the two boys are running and playing, while Gaudí stops to admire the architecture). Point out that the picture connects to the idea in the text that Gaudí was thinking about creating new things even at a young age. For more instruction on Author's Craft, see pp. T134–T135.

First Read

Read

THINK ALOUD As I read, I pay attention to information about Gaudí's art. I want to know more about what kind of art he made. I read that Gaudí studied to become an architect. The note tells me that an architect is someone who designs buildings. So, I know Gaudí's art must have to do with designing buildings.

Close Read

Make Connections

Ask students to read the Close Read note. Explain that *studying* is another word for learning about something. Explain that in order for Gaudí to be an architect, he had to learn from other people. Ask: *What did Gaudí study? Who did he learn from? Where did he go to learn how to be an architect?* Have students read **paragraph 8** and complete the Close Read activity. **See student page for possible responses.**

DOK 2

OBJECTIVE

Make connections to personal experiences, ideas in other texts, and society.

CLOSE READ



Make Connections

Highlight details that tell how Antoni Gaudí learns to be an architect. Who helps him learn?

architect a person who designs buildings

monuments buildings, statues, and places that honor a person or an event

- 7 After high school, Gaudí goes to Barcelona to be an architect.
- 8 He studies important monuments and reads at the library. Other architects teach him.
- 9 Gaudí wears fine top hats and coats. He attends the opera and goes to church, too.
- 10 He designs his own desk. He creates lampposts for the city.
- 11 Soon others ask Gaudí to build for them.



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CROSS-CURRICULAR PERSPECTIVES

Social Studies



Barcelona is the capital of Catalonia and the second largest city in Spain. It is a city of students and artists. People from small towns in the region and all over Spain come to Barcelona to work and go to school. Because Barcelona is on the Mediterranean Sea, its port brings people from other countries to the city. Encourage students to think of major cities in the United States where people come from other places to make a new life.



- 12 His first big project is the Vicens House.
13 Everywhere, zinnia tiles bloom.
The house is a checkerboard of color.
Passersby stop and stare.
They aren't used to Gaudí's bright colors.
- 14 Gaudí brings nature inside the
house, too.
- 15 Leaves climb up walls.
Cherries hang overhead.
Birds wheel around and soar to the sky.

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Possible Teaching Point



Read Like a Writer | Author's Craft

Figurative Language Point out how the writer's use of descriptive verbs brings the artwork to life. Ask students to identify verbs associated with elements of the building. For example: *What do the leaves do?* (climb up the walls) Explain that by describing parts of the artwork as though they are alive and moving, the writer shows how Gaudí's work used nature to bring buildings to life. For more instruction on Author's Craft, see pp. T134–T135.

First Read

Ask

THINK ALOUD As I read, I think of questions about the ideas in the text. I read that people stopped and stared at Gaudí's project. I wonder why the people were so interested in what they saw. What made Gaudí's work different from buildings they had seen before? I'll look for details in the text and the illustrations that answer my questions.

First Read

Look

THINK ALOUD I can use the pictures to help me learn more about what architects do. In this picture, I see Gaudí standing in front of a drawing. It looks like he's holding up a ruler. He's measuring something on the page. This tells me that architects need to take measurements and make drawings before they can start building.

Close Read

Make Connections

Ask students to read the Close Read note. Point out the contrast between the words *function* and *imagination*. Explain that something functional serves a purpose. Ask: **Do you think something functional or imaginative would be more fun?** Guide students to find examples of ways in which Gaudí used imagination in his artwork. Then have students read **paragraphs 18 and 19** and complete the Close Read activity. **See student page for possible responses.**

DOK 2

OBJECTIVE

Make connections to personal experiences, ideas in other texts, and society.

CLOSE READ



Make Connections

Highlight the words that help you understand that Gaudí creates things that other people will find fun to use.



- 16 Gaudí works on several projects at once. He begins to design the Holy Family Church. For years, he will plan and dream it into life. His faith inspires his work.
- 17 For Gaudí, building is serious. Everything must function. But he isn't afraid to use his imagination.
- 18 Each time visitors use a door knocker, they squash a bedbug underneath.
- 19 A peephole looks like a honeycomb.
- 20 Gaudí makes people notice his smallest creations.

creations things that are made or produced

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ELL Targeted Support Compound Words Explain that words such as *backpack* and *bookcase* are compound words, or words made up of two words to make a new word. Students can use the meanings of the individual words to help them determine the meaning of the compound word.

Point out the words *bedbug*, *peephole*, and *honeycomb* on p. 294. Read the words aloud and have students repeat. Display the words and circle the two words contained within each compound. Then draw a picture for each word and use the picture to guide students to the meaning of the word.

EMERGING/DEVELOPING

Have students find the three compound words on p. 294. Ask them to use the two words in each compound word to determine the meanings of the compound words. **EXPANDING/BRIDGING**



- 21 He designs a gate for his friend Güell's country home.
A dragon perches atop diamonds and squares, baring his fangs and slithery tongue.
Gaudí's creations get braver.
- 22 For Güell's Palace in town, Gaudí builds a curving ramp to a basement stable.
Horses clomp down to it.
Upstairs, sunlight enters a domed ceiling.
The family enjoys their salon beneath a starry sky.



First Read

Talk

In pairs, have students respond to the text by discussing their favorite elements of Gaudí's artwork. Ask: *What designs do you think sound the most interesting? Which of Gaudí's designs would you want to have in your home?*

CROSS-CURRICULAR PERSPECTIVES

Social Studies



Dragons are a common decoration in Barcelona. They represent the legend of George, a knight who killed an evil dragon. Look for other dragons in Gaudí's work.

First Read

Ask

THINK ALOUD As I read, I wonder how Gaudí figured out how to build all of his designs. I read on p. 296 that Gaudí tried to figure out how to build a chapel underground. How did he finally figure it out after 10 years? I see that he built an upside-down model. I wonder why building something upside-down would help him solve the problem.

Close Read

Use Text Features

Explain that words and pictures can work together to explain an idea. Before they read the text, have students discuss with a partner what they see in the picture. Ask: **What does Gaudí's model look like? What do you think he was trying to build?** Have students look for answers to their questions in the text. Have students read **paragraph 24** and complete the Close Read note. Ask: **What words in the text describe what you see in the picture? See student page for possible responses.**

DOK 2

OBJECTIVES

Recognize characteristics of informational text, including features and graphics to locate and gain information.

Discuss the author's use of print and graphic features to achieve specific purposes.

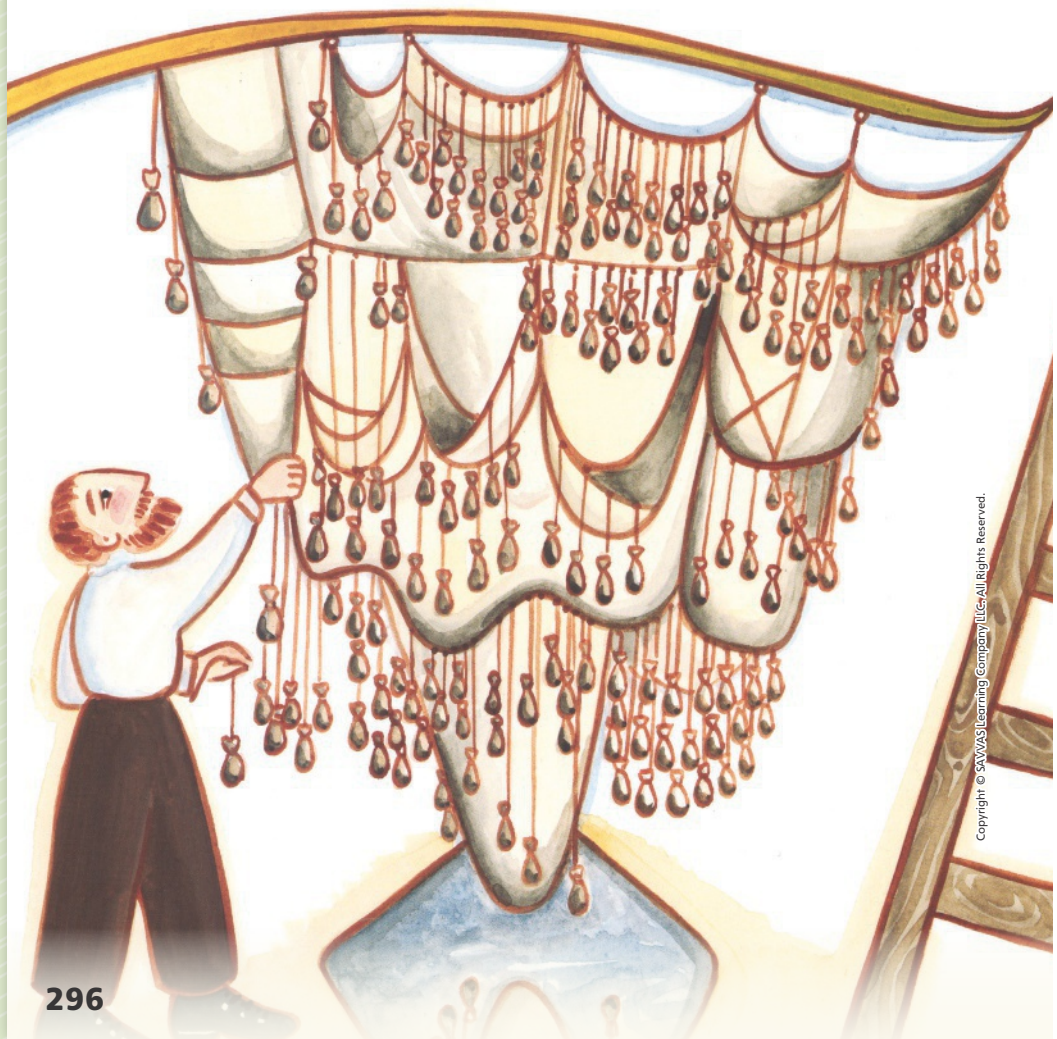
CLOSE READ



Use Text Features

Underline the words that the picture makes easier to understand.

- 23 How do you build a chapel underground? Gaudí studies this giant problem for ten years.
- 24 He creates an upside-down model that resembles a colony of bats.



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Possible Teaching Point



Read Like a Writer | Author's Craft

Figurative Language Point out the comparison the writer makes on p. 296 to explain how Gaudí's model looks. Direct students to the phrase "upside-down model that resembles a colony of bats." Discuss with students how the writer's word choice helps the reader create a mental image of the model. The reader can then use their mental image in combination with the illustration to better understand what Gaudí's model looks like. For more instruction on Author's Craft, see pp. T134–T135.

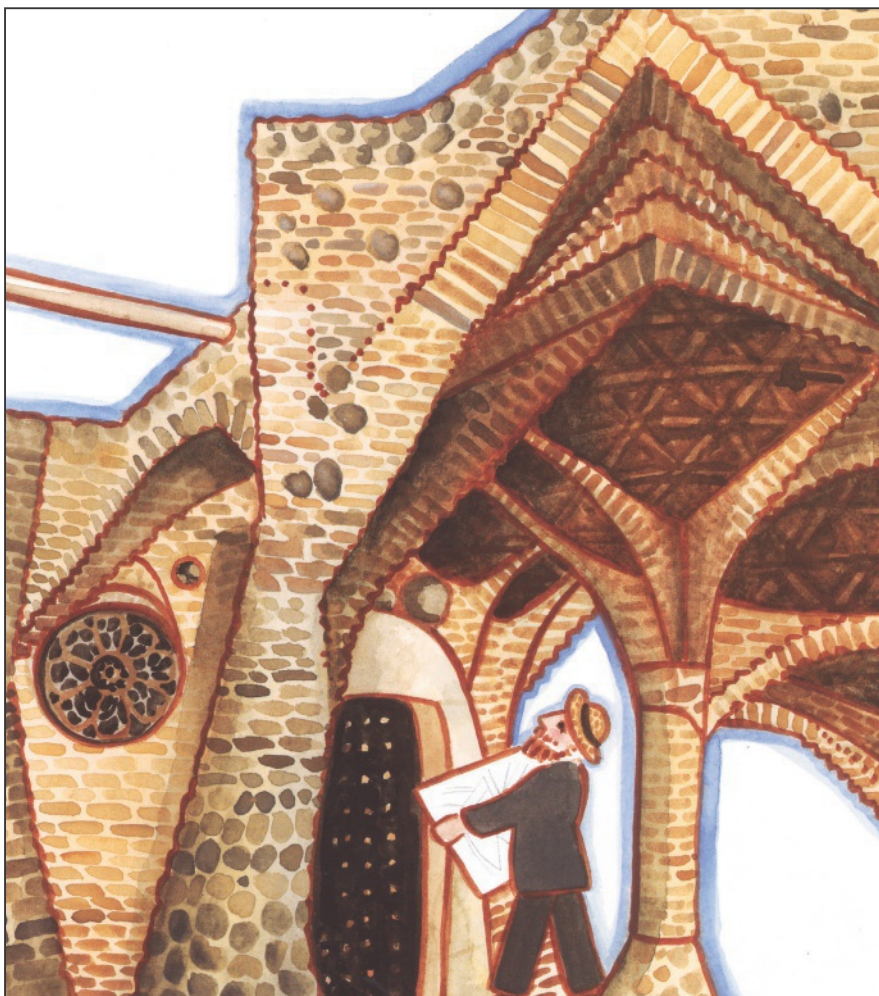


CLOSE READ



- 25 Gaudí learns how the arches and columns will work. He turns it right side up and begins to build the Colonia Crypt.

arches curved structures that often form the tops of doors, windows, and gateways



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First Read

Look

THINK ALOUD I can use the picture to help me understand the description in the text. The text tells me Gaudí learned how to create arches and columns. I find the definition for arches. It tells me arches are curved structures at the top of windows or doorways. I'll find the arches in the illustration. They must be the curved parts of the building above the open space.

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Foundational Skills Extension

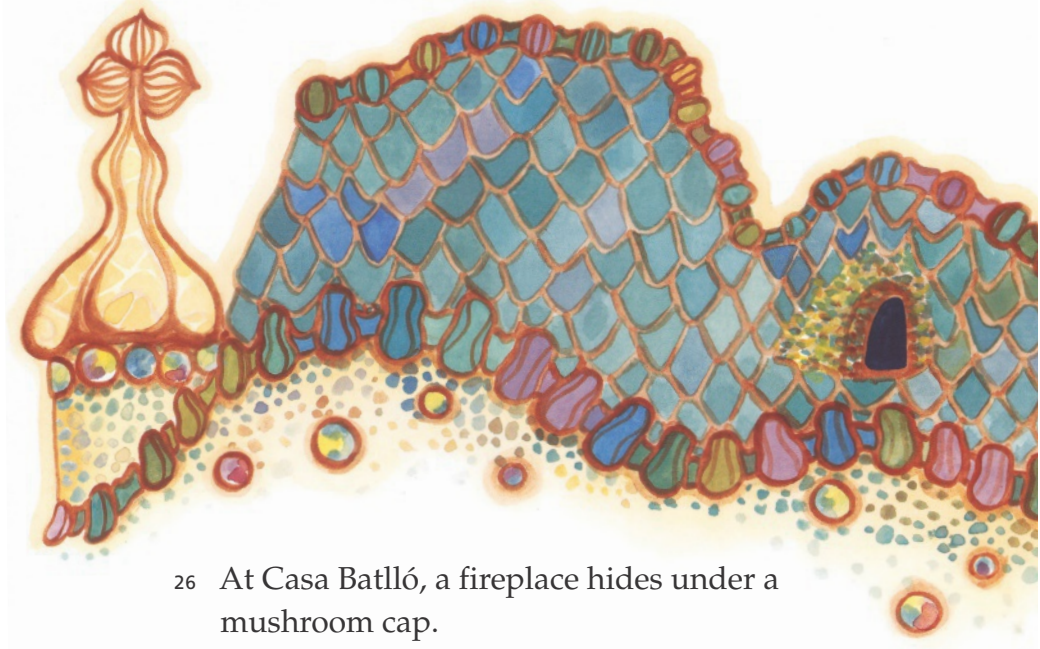
Open Syllables V/CV

Help students find the word on p. 297 that has the open syllable V/CV pattern. Direct students to the word *begins*. Have students read the word aloud. Help students understand that with this pattern, the first vowel in the word has a long sound. Emphasize the long e sound in *begins*.

First Read

Read

Think Aloud One of my goals for reading is to find out about the kind of art Gaudí made. The descriptions on this page compare parts of Gaudí's buildings to the sea and to underwater caverns. The writer makes comparisons between Gaudí's work and natural things like a mushroom and the ocean. I can tell that Gaudí was inspired by nature, including plants and animals, and he tried to include these things in his work.



- 26 At Casa Batlló, a fireplace hides under a mushroom cap.
Hallways look like underwater caverns.
The house sparkles like the sea.



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Possible Teaching Point



Read Like a Writer | Author's Craft

Figurative Language The author uses figurative language to help the readers imagine Casa Batlló. She says a fireplace hides under a mushroom cap. It is not a real mushroom cap, but it looks like one. She uses similes to compare parts of the house to things found in nature. Say: **Remember that a simile compares two things and uses the words *like* or *as*.** Keep looking for similes as you read. How do these similes help you understand more about Gaudí's art? For more instruction on Author's Craft, see pp. T134–T135.



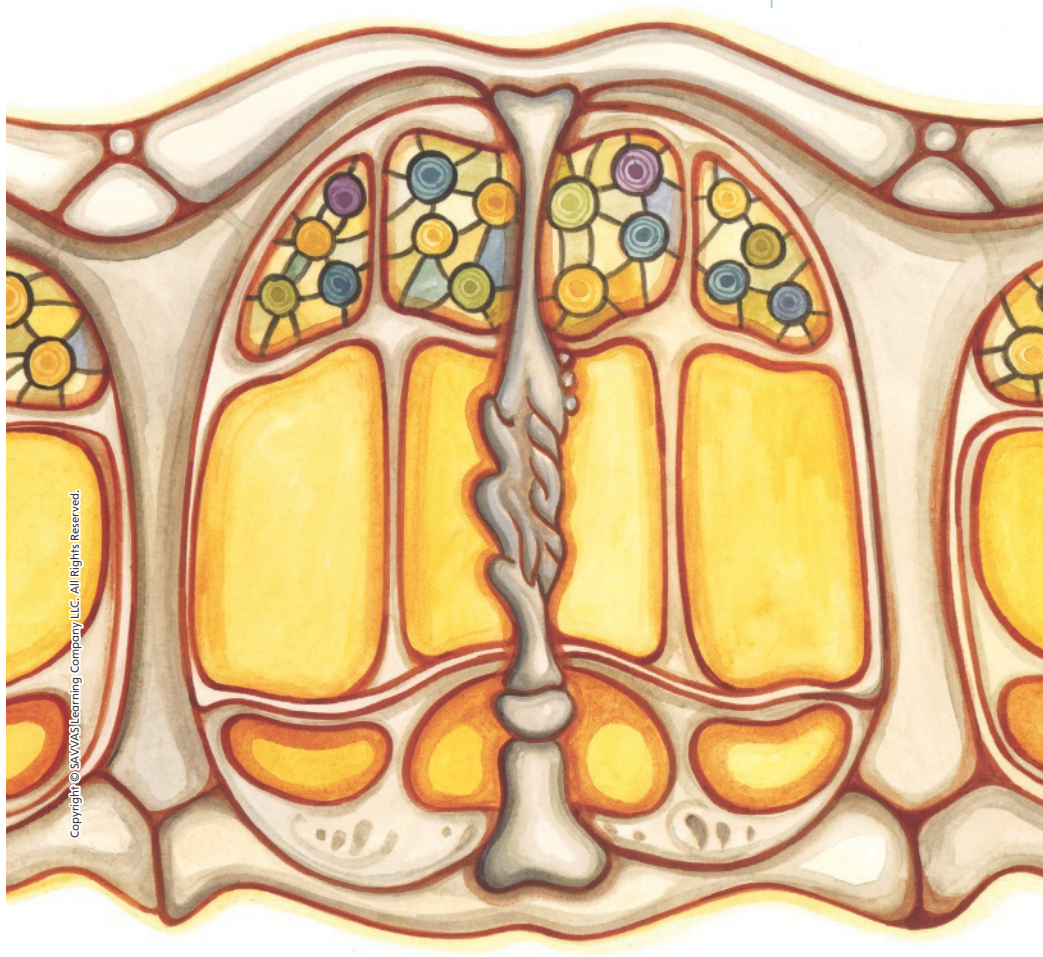
- 27 The roof arches in a dragon's spine.
Pillars are giant animal feet, balconies are
bones, and round walls are smooth
serpent skin.
A sword of a tower slays the beast.



CLOSE READ

Vocabulary in
Context

Underline the
word that helps
you figure out
the meaning
of **slays**.



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First Read

Look

THINK ALOUD As I read, I look at the illustration to try to find the parts of the building the writer describes. I read that the pillars are animal feet. The pillar is the wide pole in the center of the picture. I can see how it looks like an animal's foot or a claw. On either side of the pillar I see structures that look like large white bones. This must be the balcony the writer describes.

Close Read

Vocabulary in Context

Remind students that they can look at the words around an unfamiliar word to determine its meaning. Explain that in the last sentence on the page, the word *slay* tells about an action. Ask: **Who or what does the action?** (a sword of a tower) **What is being slayed?** (a beast) Have students complete the Close Read activity. **See student page for possible responses.**

DOK 2

OBJECTIVE

Use context within and beyond the sentence to determine the meaning of unfamiliar words.

Possible Teaching Point



Read Like a Writer | Author's Craft

Figurative Language The author uses a metaphor on p. 299 to describe the elements of Casa Batlló. Remind students that a metaphor directly compares two things. It says something is like something else, but does not use the words *like* or *as*. Help students understand figurative language in the descriptions; for example, the writer does not mean the balconies are literally bones, but they are constructed to look like bones. The elements of Casa Batlló are constructed to imitate nature. For more instruction on Author's Craft, see pp. T134–T135.

First Read

Talk

THINK ALOUD I think it's surprising that people didn't like Gaudí's buildings. From what I have read, they seem very unusual and beautiful. I think it would have been hard for Gaudí to ignore the people and pay no attention to what people were saying. I'll talk with a partner about why I think people felt the way they did about Gaudí's buildings.

- 28 Everyone gapes at Gaudí's grand twists of imagination.
But not everyone enjoys his strange buildings.
Gaudí pays no attention to the talk.
He listens to himself.



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Possible Teaching Point

Read Like a Writer | Author's Craft

Developing Ideas Help students understand how the author develops Gaudí's internal traits throughout the story. Explain that we can understand a subject's personality through his or her actions. Ask: **How does Gaudí react to the people who don't like his work?** (He ignores them and only pays attention to his work.) **What does this tell you about Gaudí?** Explain that Gaudí's reaction reveals that he is a strong, focused person who is confident in his work. For more instruction on Author's Craft, see pp. T134–T135.



- 29 Casa Milà waves and swells.
Rounded rooms cluster into a giant
beehive.
Gaudí is turning nature into art.
- 30 He decorates chimneys on the roof,
a moving wonderland.
The rooftop courtyard looks like a ship.
Visitors feel rolling ocean waves beneath
their feet.



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CLOSE READ **Use Text Features**

Underline the words for things that the picture helps you understand.

First Read**Look**

Before they read the text on the page, have students look at the illustration. With a partner, have students take turns describing what they see in the picture. Remind students to talk about the different elements of the building. Then have students read the text and find details from the text in the illustration.

Close Read**Use Text Features**

Ask students to read the Close Read note. Explain that students can use the text to help them understand the illustration, and use the illustration to help them better understand the text. Have students first circle each object or element of the building described in the text on p. 301. Ask: **Which of the building parts you circled do you see in the illustration?** Have students read **paragraph 30** and use their answers to complete the Close Read activity. **See student page for possible responses.**

DOK 1

OBJECTIVES

Recognize characteristics and structures of informational texts, including features and graphics to locate and gain information.

Discuss the author's use of print and graphic features to achieve a specific purpose.

ELL Targeted Support Word Use Explain that words can have double meanings. Some words can act as both verbs and nouns depending on context.

Point out the word *cluster*. Explain that *cluster* can be a verb that means forming a small, tight group. Or, *cluster* can be a noun that means a small, tight group. Ask: **On this page, is the word *cluster* a noun or a verb?** (verb)

EMERGING/DEVELOPING

After completing the above activity, point to the word *waves*. Ask: **Is *waves* a noun or a verb in this case?** (verb) Challenge students to use *cluster* and *waves* as nouns in two of their own sentences. **EXPANDING/BRIDGING**

First Read

Read

THINK ALOUD As I read, I notice people's reactions to Gaudí's designs. I learn that some people hate Casa Milà. They all try to figure out what it is supposed to be. Still, even though some people hate it, everyone is fascinated by it. They might not like it, but they are talking about it. Everyone has a reaction to Gaudí's art because it is new and different.



- 31 Casa Milà causes an uproar.
A few people even hate it.
“What is this?” they ask.
“A mountain,” some guess.
“Or a hornet’s nest.”
- 32 Maybe it’s a sand castle or a giant cake.
- 33 Some say Gaudí’s building is laughing at the others on its street.
- Casa Milà fascinates everyone.

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Possible Teaching Point



Academic Vocabulary | Synonyms and Antonyms

Use the Academic Vocabulary lesson on pp. T94–T95 in the Reading-Writing Workshop Bridge to review synonyms and antonyms. Help students identify antonyms to demonstrate understanding of vocabulary in the text. Write the following words on the board: *love*, *crying*, and *bores*. Working in pairs, have students find an antonym for each word on p. 302 (*hate*, *laughing*, *fascinates*). Remind students that antonyms are words with opposite meanings.



CLOSE READ

Use Text
Features

Underline three examples of things in the text that the picture shows in a colorful way.

- 34 Park Güell is a fantasyland set on a hillside.
Gatehouses warp and wave hello.
A mosaic lizard stands guard.
- 35 A long bench snakes around a playground.
Gaudí's workers smash old tiles, glass, and plates to bits.
They decorate the endless curving bench.
Gaudí praises his talented craftsmen.
- 36 Visitors pour in to celebrate Gaudí's vision of Catalonia.



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First Read

Talk

In pairs, have students discuss what they find interesting about Gaudí's work, including the park on p. 303. Guide discussion by asking: *What do you like best about the park? What would you want to see in person?*

Close Read

Use Text Features

Have students read the Close Read note. Have them read the text on p. 303, circling words that describe something in the park. Have students look for the item or element described in each circled word in the illustration. Then have students reread **paragraphs 34 and 35** and complete the Close Read activity. Ask: *How does the illustration add to what you read in the text?*
Possible response: The illustration helps me visualize the park. It shows the bright colors of the park, which aren't described in the text.

DOK 2

OBJECTIVES

Recognize characteristics of informational text, including features and graphics to locate and gain information.

Discuss the author's use of print and graphic features to achieve a specific purpose.

Possible Teaching Point



Read Like a Writer | Author's Craft

Word Choice Point out the author's use of specific, descriptive words on p. 303. Have students identify the verbs on the page and discuss how each verb helps the reader create a mental image of the park. For example, point to the phrase "A long bench snakes around a playground." Ask students to draw a picture of the bench based on the description. Point out that the verb *snakes* gives clues about how the bench looks. For more instruction on Author's Craft, see pp. T134–T135.

First Read

Ask

Guide students to form questions about the text on p. 304. Ask students to write two questions they have about Holy Family Church. Encourage students to write one question that begins with the word *why* and one that begins with the word *when*. Remind students to look for answers to their questions as they read.

Close Read

Use Text Features

Ask students to read the Close Read note. Have students first describe what they see in the picture. Guide students with questions such as: *What do you notice about Gaudí? What is he doing in the picture? Where is he?* Explain that the text can help students answer these questions. Have students read **paragraph 37** and complete the Close Read activity and explain how the illustration and text work together. **See student page for possible responses.**

DOK 2

OBJECTIVES

Recognize characteristics of informational text, including features and graphics to locate and gain information.

Discuss the author's use of print and graphic features to achieve specific purpose.

CLOSE READ



Use Text Features

Underline the words that the picture shows. How does the picture help the author achieve her purpose?

- 37 Gaudí grows older, and still he works on his Holy Family Church. He uses the lessons from all his other buildings and dedicates his final years to it.
- 38 Tile and Venetian glass encrust soaring towers. Inside, light filters through a stone forest.



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Possible Teaching Point



Read Like a Writer | Author's Craft

Figurative Language An author may use figurative language to paint a picture for the reader. This kind of language may help the text become clearer to the reader. Ask: *What do you think the author means when she says there was a stone forest inside? How does the stone forest help you imagine the inside of the church?* For more instruction on Author's Craft, see pp. T134–T135.



- 39 Gaudí's church shimmers like a dream over Barcelona.



First Read

Look

Have students look at the details in the illustration to describe the church to a partner. Ask: **How would you describe the church?** Challenge students to use figurative language, such as a simile, to describe what they see in the picture. Point out the simile “shimmers like a dream” in the text as an example.

CROSS-CURRICULAR PERSPECTIVES

Social Studies



Show students images of Gaudí's buildings from websites or books. Encourage students to talk about what they see. Then, based on the images you chose, point out features in the pictured buildings that Gaudí used in other buildings mentioned in the selection.

First Read

Read

THINK ALOUD I read about the end of Gaudí's career as an architect. I try to summarize what I know about Gaudí's work. I read that Gaudí made "daring creations" and his buildings "whisper with joy." I think the author wants me to know that Gaudí's buildings were exciting and they seemed alive. He did something new with his buildings that no one had seen before.

Close Read

Make Connections

Have students read the Close Read note. Ask students to think about what people today know about Gaudí. Ask: **What is one thing Gaudí didn't leave behind?** (many drawings or plans) **What is left to tell Gaudí's stories?** (buildings) Have students practice reading **paragraphs 40 and 41** with appropriate fluency. Monitor students for rate. Tell students to increase or decrease their rate based on their understanding of the text. Then have students reread the paragraphs and complete the Close Read activity.

DOK 1

OBJECTIVES

Make connections to personal experiences, ideas in other texts, and society.

Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



CLOSE READ



Make Connections

Highlight the words that help you understand what Gaudí left behind for society.

- 40 Gaudí leaves behind few words or plans. **His daring creations** speak for him. They tell his stories. They are Gaudí's poem to the world.
- 41 **Gaudí's buildings** curve and arch. They sparkle and glitter and whisper with joy.

306

CROSS-CURRICULAR PERSPECTIVES

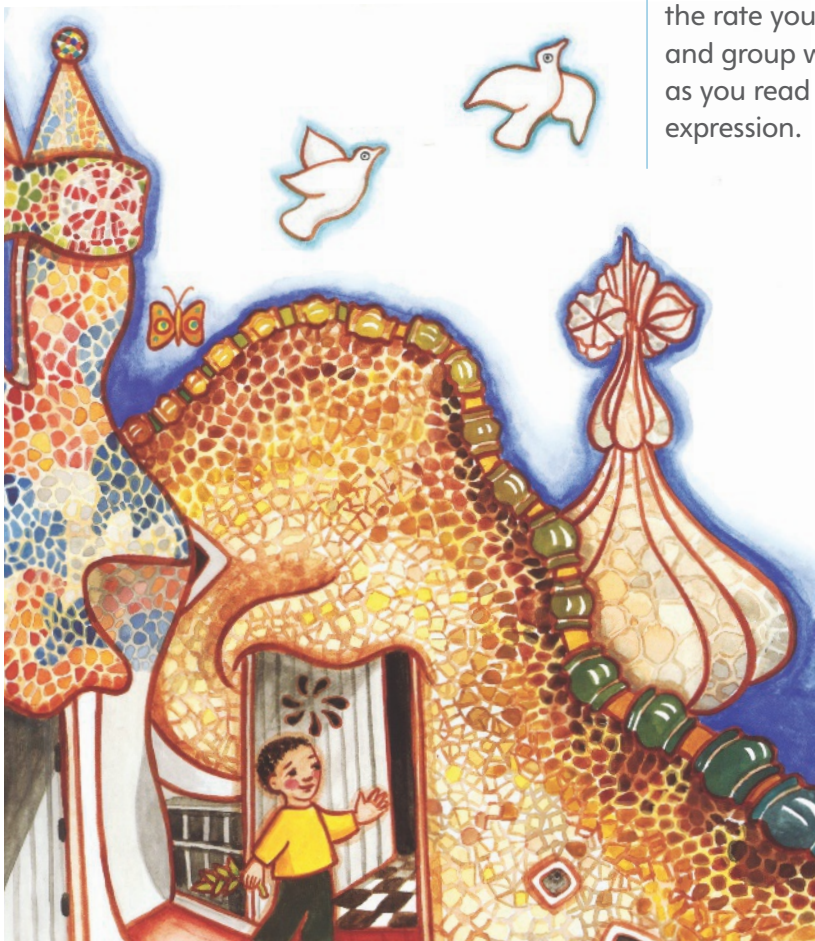
Social Studies



The Church of the Holy Family, or *Basílica de la Sagrada Família*, is still unfinished today. Only about 70% of the church is complete. The church will be made up of 18 towers, but the towers are still incomplete. Each tower has a special symbolic meaning. Gaudí did leave behind plaster models and plans for the church, which were used to continue to build the church after his death in 1926.



- 42 They stand waiting for you to see with your very own eyes.



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CLOSE READ

Fluency

Practice reading fluently. Read aloud paragraphs 28–33 several times with a partner. Read at the rate you talk, and group words as you read with expression.

First Read

Talk

Help students make connections to the text by talking in pairs. Ask: *Which of Gaudí's buildings was the most interesting to you? Which would you want to visit and walk through? Have you seen other interesting buildings before? Where?*

Close Read

Fluency

In pairs, have students read aloud **paragraphs 28–33**. Remind students to read dialogue with appropriate feeling and tone. Remind students that the dialogue on page 302 is spoken by people who do not like Gaudí's work. Remind students to change their pitch when asking a question. Explain that students should pay attention to punctuation marks such as commas that show the reader where to pause.

DOK 1

OBJECTIVE

Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

307

ELL Targeted Support Retelling and Summarizing Have students use a two-column chart to list Gaudí's work in one column and how it looks like nature in the right column. **EMERGING**

Have students create an idea map about how Gaudí used nature in his designs. Display an idea map and complete it with students' ideas. Then have students discuss why the author says Gaudí read from the Great Book of Nature. **DEVELOPING**

Have students look for descriptive and figurative language in the text. Direct them to brainstorm with a partner what the author is trying to say and how the language helps the reader better understand Gaudí's art. **EXPANDING/BRIDGING**

Respond and Analyze



*Building on Nature:
The Life of Antoni
Gaudí*

OBJECTIVES

Write brief comments on literary or informational texts that demonstrate an understanding of the text.

Respond using newly acquired vocabulary as appropriate.

Discuss the author's use of print and graphic features to achieve specific purposes.

My View

Use these suggestions to prompt initial responses to reading *Building on Nature: The Life of Antoni Gaudí*.

- **Discuss** What do you think of Gaudí's buildings?
- **Illustrate** Draw a picture of what you think your home or school would look like if Gaudí built it.

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Tell students they can deepen their understanding of the vocabulary words *monuments*, *creations*, and *arches* by thinking about how they are related.

- Remind yourself of each word's meaning.
- Ask yourself how each word can be an example of one of the other words.

MODEL AND PRACTICE Model filling in the blanks on p. 308 of the *Student Interactive* using the word *architect*:

- The first sentence says, "Jenna Caro is a famous ____ in our town." The name "Jenna Caro" and the words "is a famous" are clues that tell me the sentence needs a word that describes a person. I know from *Building on Nature* that the word *architect* means "a person who designs buildings." I'm going to write *architect* in the first blank.

ELL Targeted Support Help students learn new vocabulary by having them practice using each word in a sentence.

Ask students to use the vocabulary words to complete sentence frames. If needed, offer two options per blank, such as: *Every day, the class (observes, arches) the fish for 10 minutes. She built two (monuments, creations) in honor of the soldiers.* **EMERGING/DEVELOPING**

Ask students to write their own sentences using the words. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 My TURN Have students use newly acquired vocabulary as they complete p. 308 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students list unfamiliar words from their independent reading. Remind them to pay attention to how each word is used in the text.

QUICK CHECK

Notice and Assess Can students use vocabulary words in a sentence?

Decide

- **If students struggle**, revisit instruction for vocabulary in Small Group on pp. T128–T129.
- **If students show understanding**, extend instruction for vocabulary in Small Group on pp. T128–T129.

Check for Understanding My TURN Have students complete p. 309 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 308–309

| VOCABULARY | COMPREHENSION | READING WORKSHOP |
|---|--|------------------|
| <p>Develop Vocabulary</p> <p>MY TURN Write words from the box to complete the newspaper article.</p> <p>observes architect monuments creations arches</p> <p>Meet Jenna Caro</p> <p>Jenna Caro is a famous <u>architect</u> in our town. She <u>observes</u> how people live and work. Then she and her partners design buildings, houses, and other <u>creations</u>. They just finished working on two <u>arches</u> over a <u>monuments</u> that will honor teachers.</p> | <p>Check for Understanding</p> <p>MY TURN Look back at the text to answer the questions. Write the answers.</p> <p>DOK 2 1. How does the title let you know that this text is a biography? <u>The title shows that the book is about the life of Antoni Gaudí.</u></p> <p>2. How do the illustrations help you understand what Gaudí's buildings look like? DOK 2 <u>Possible responses: They show the colorful details and unusual shapes of his buildings. They show how different his buildings look from "normal" buildings.</u></p> <p>DOK 2 3. How did Gaudí's illness as a child affect his work as an architect? <u>As a child, he spent a lot of time observing nature. As an architect, he built nature into his designs.</u></p> | |

Use the  **QUICK CHECK** on p. T101 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group

OPEN SYLLABLES V/CV

Write the word *even* and read it aloud, stressing the long vowel sound followed by the short vowel sound. Say: **The word *even* has two vowel sounds, so it has two syllables.** Have students tell you how the word can be broken into syllables. Say each syllable with students. Then have them blend the syllables to say the word. Ask: **What other words do you know that have syllables like *even*?**

Refer students to pp. 280 and 281 of the *Student Interactive*. Read the pages together to identify words with the V/CV pattern. Have students tell how to break each word into two syllables.

ELL Targeted Support

Help students acquire basic vocabulary by reviewing the V/CV pattern with them.

Write: *so*, *cedar*, and *taken*. Read each word with students and ask how many vowel sounds they hear. Have students tell how many syllables each word has. Then draw a line to show each syllable. **EMERGING/DEVELOPING**

Challenge students to find words that can be divided into syllables using the V/CV pattern. Have them write the words and draw a line to show each syllable. **EXPANDING/BRIDGING**



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity

OPEN SYLLABLES V/CV

Use Lesson 11, pp. T79–T82, in the *myFocus Intervention Teacher's Guide* for instruction on syllable patterns.

LEVEL C • MODEL AND TEACH


Lesson 11 Syllable Patterns: Long Vowels in Open and Closed Syllables

INTRODUCE Remind students that they have learned some syllable patterns and have used these patterns to divide words into syllables. **Today we will learn to recognize more syllable patterns in words, such as those in the words *mean*, *lion*, and *trainer*.**

MODEL Display or share copies of "Leon and Ben" from Student Page S79 and read it aloud.

Leon and Ben

Leon told Ben that he was a lion trainer. Leon said it was easy to train a lion. "They like to eat peanuts!" said Leon. Ben did not believe Leon, so he did not react. Leon told a lot of tall tales, but he was never mean.



TEACH Reread the passage with students. Point out the word *mean* in the last line. Listen to this word: *mean*. Say it with me: *mean*. *Mean* is spelled with the vowel team *ea*. It has a long *e* sound.

Point out the word *lion* in the first line and read it aloud. Let's say this word together: *lion*. *Lion* has two syllables: *li* and *on*. We divide the word *lion* between the two vowels in the middle: the *i* and the *o*. Explain that when a syllable ends in a vowel sound and has only one vowel letter, it is called an open syllable. Open syllables always have a long vowel sound. When a syllable has a short vowel sound and ends in one or more consonant, it is called a closed syllable. In the word *lion*, the syllable *li-* is open and the syllable *-on* is closed.

Point out the word *peanuts* and read it aloud with students. We divide the word *peanuts* after the long vowel sound and before the consonant *n*. Write *peanuts* on the board and point out the VV/CV pattern. Show students how to divide the word into syllables by drawing a line after the *a* as you repeat the word, emphasizing the long *e* sound. Guide students to recognize that the first syllable has a vowel team and the second syllable is a closed syllable.

Phonics, Morphology, and Spelling T • 79

Fluency

Assess 2–4 students



RATE

Have students practice reading a short passage at an appropriate rate.

ORAL READING RATE AND ACCURACY

Use pp. 97–102 in Unit 4, Week 2 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.



Independent/Collaborative

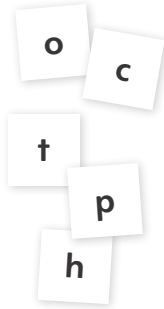
Word Work Activity



BUILD WORDS WITH LETTER TILES

Have a group of students work together with letter tiles to practice making words with the V/CV syllable pattern.

Students can also play the letter tile game in the *myView* games at SavvasRealize.com.



Decodable Reader



Students can read the decodable reader, *Camp Is the Best*, to practice reading words with the V/CV syllable pattern and high-frequency words.

Before reading, display the high-frequency words *being*, *song*, and *talk*. Say: **When you see these words in a text, you will know how to read them.**

Have students pair up to read and listen carefully as they use letter-sound relationships to decode. One student begins. Students read the entire story, switching readers after each page. Partners reread the story, with the other student beginning this time.

High-Frequency Words

Ask student pairs to write three sentences using this week's high-frequency words: *being*, *song*, *talk*. Have partners exchange sentences and take turns reading the sentences aloud.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Decodable Reader

Camp Is the Best!
Written by Nisha Jackson

Decodable Reader
20

| Open Syllables V/CV | |
|---------------------|--------|
| cider | Raven |
| hotel | spider |
| label | super |
| lazy | trophy |
| Major | |

| High-Frequency Words | |
|----------------------|-------|
| about | song |
| being | talk |
| could | they |
| sometimes | there |

153

Being at camp is just the best!
Sometimes we go on hikes outside.

154

We are not lazy at camp!
Seth and I say we are not at a hotel.
We hike, swim, and ride.

155

Sometimes they give a trophy
for races.

156

It is fun to talk with Raven about
her pet spider.

157

Raven named her spider Major.
She put a label on his box.
We could talk for a long time
about Major.

158

There is a camp song that we
like a lot.
We drink sweet cider and sing.

159

We think the song is right.
Camp is a super place to be!

160

Use the  **QUICK CHECK** on p. T125 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Today, we talked about how relating words can deepen your understanding of them. Look back at *Building on Nature* and reread the sentences that use the five weekly vocabulary words. Have students tell you how their meanings connect.

ELL Targeted Support

Provide linguistic support to enhance and confirm students' understanding of spoken language. Display the weekly vocabulary words and their definitions, and read this glossary aloud. Discuss word meanings.

Display the sentences from *Building on Nature* that feature the vocabulary words, but replace each vocabulary word with a write-on line. Read these sentence frames aloud, and have students complete each one. **EMERGING**

Have students complete the Emerging activity. Then have them choose two of the vocabulary words and use them in original sentences.

DEVELOPING

Have students work in groups to create their own sentences using the weekly vocabulary words.

EXPANDING

Have pairs take turns defining the vocabulary terms in their own words and using each term in a sentence that demonstrates its meaning.

BRIDGING



For additional support, see the online *Language Awareness Handbook*.

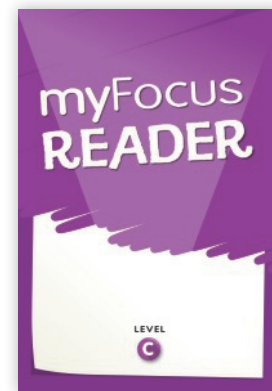
Intervention Activity



DEVELOP VOCABULARY

Read pp. 44–45 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students.

Provide instructional support for decoding, comprehension, word study, and Academic Vocabulary.



Fluency

Assess 2–4 students



RATE

Help students choose a short passage in an appropriate leveled reader. Ask pairs to take turns reading the passage at an appropriate rate. Remind them that they should read at a rate that is similar to their speaking rate.

ORAL READING RATE AND ACCURACY

Use pp. 97–102 in Unit 4, Week 2 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.



Conferring

3 students/3-4 minutes
per conference

DEVELOP VOCABULARY

Talk About Independent Reading Ask students to share some of the unfamiliar words they found in their independent reading.

Possible Conference Prompts

- What unfamiliar words did you find in your reading?
- What do those words mean?
- How did seeing the words used in the text help you understand their meanings?

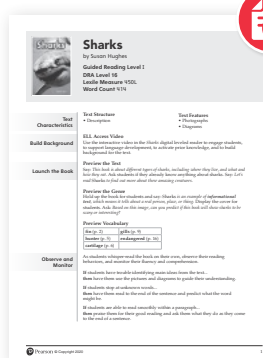
Possible Teaching Point You can look for the meaning of an unknown word in two ways. First, you can see how the word is used in a sentence. Second, you can use the words around it to figure out the unknown word's meaning.

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see *Matching Texts to Learning*, pp. T96–T97.
- For instructional support on using context clues, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together in whole group. Invite students to share the new words they found. Discuss how they learned the meanings of these new words and how they will be able to remember them.

Independent/Collaborative

Independent Reading



Students can

- reread and listen to *Building on Nature: The Life of Antoni Gaudí*.
- read a self-selected trade book or their Book Club text.
- partner-read a text, coaching each other as they read.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



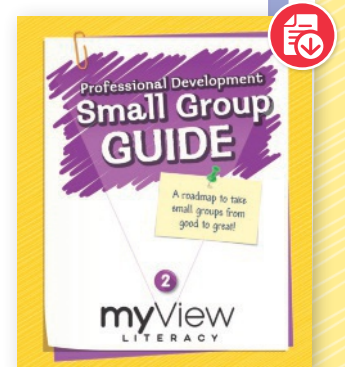
Students can

- work with a partner to discuss and answer the questions on *Student Interactive* p. 309.
- write sentences using new words from their independent reading.
- with a partner, take turns reading a passage at an appropriate rate.
- complete p. 194 in the *Resource Download Center*.

SUPPORT PARTNER READING

Partner reading is a good time for students to tackle unfamiliar books so that they can help each other with difficult parts.

See the *Small Group Guide* for additional support and resources to target your students' specific instructional needs.



Word Work

OBJECTIVES

Decode multisyllabic words with closed syllables and open syllables.

Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

Identify and read high-frequency words.



Sound-Spelling Card 149

Phonics: Open Syllables V/CV

FOCUS Show students Sound-Spelling Card 149 for the open syllable pattern V/CV. Have students say the name of the animal: *tiger*. Ask students to explain where they hear the long *i* sound when they say *tiger*. Point out that this is how to decode a multisyllabic word with an open syllable. Remind students that the long vowel sound in the first syllable of *tiger* shows that *tiger* is divided into syllables after the vowel *i*.

MODEL AND PRACTICE Tell students they are going to decode and write multisyllabic words with open syllables and the V/CV spelling pattern. As you model, write *tiger*. *I want to decode the word tiger and divide it into syllables. I see the vowel i, the consonant g, and the vowel e. I recognize the VCV spelling pattern. When I say the word, I hear the long i sound in the first syllable. When a two-syllable word has a long vowel sound in the first syllable, the word is usually divided after the vowel.* Draw a line between the *i* and the *g* to demonstrate where to divide *tiger*. Write and say the following words: *bacon, begin, final, major, and recess*. Call on individual students to decode a word, write it, and draw a line to show the syllable division.

APPLY Display the following words: *cabin, baby, radish, meter, depot, travel, pilot, oval, siren, and tropic*. Have partners copy the words on cards and then sort the cards into two groups, (1) words with VC/V and the short vowel sound and (2) words with V/CV and the long vowel sound.

| | | | | |
|-------|--------|--------|--------|-------|
| cabin | baby | radish | oval | meter |
| siren | tropic | depot | travel | pilot |



High-Frequency Words

Minilesson

FOCUS ON STRATEGIES Remind students that they will hear and see high-frequency words over and over in texts. If they learn to read these words they will be able to read more fluently. Point out the high-frequency words for the week: *being*, *song*, and *talk*.

MODEL AND PRACTICE Write *being*. *This is the word being*. Have students read and spell the word. Repeat with *song* and *talk*. Then have students turn to *SI* p. 282 and read the words.


APPLY My TURN Have students complete the sentences on *SI* p. 282.

TURN, TALK, AND SHARE Have partners read the completed sentences, write their own, and exchange and read each other's new sentences.

STUDENT INTERACTIVE, p. 282


HIGH-FREQUENCY WORDS/DECODABLE TEXT

My Words to Know

 **MY TURN** Read the words in the box. Complete the sentences using the words.

being song talk

1. My dad is sleeping, so please **talk** softly.
2. That bird is singing a pretty **song**.
3. The puppy is **being** very good.

 **TURN and TALK** Read the sentences aloud with a partner. Then use each word to make up your own sentences. Exchange papers and read each other's sentences.

Use Text Features



*Building on Nature:
The Life of Antoni
Gaudí*

OBJECTIVES

Recognize characteristics and structures of informational text, including features and graphics to locate or gain information.

Discuss the author's use of print and graphic features to achieve specific purposes.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to talk about text features. Give students sentence starters, such as:

- Illustrations connect to the text by ____.
- Headings improve readers' understanding of the text by ____.

ELL Access

Remind students that authors use text features for a reason. Guide students by asking them questions like: *What is the author trying to communicate with this text feature?* and *Why do you think the author decided to add a text feature here?*

Minilesson

FOCUS ON STRATEGIES Authors of informational text often use text features to organize and clarify information. Text features can be print features such as titles, headings, captions, and words in darker print. They also can be graphic features such as illustrations and photos. Titles and headings make a text easier to read, while pictures give readers new information.

- Look for print and graphic features in the text.
- Think about what the text features add to the text.
- Ask yourself why the author used those text features.

MODEL AND PRACTICE Use the Close Read note on p. 289 of the *Student Interactive* to model how to annotate the text to use text features.

- *As I read **Building on Nature**, I'm going to pay attention to the text features and what they tell me. On page 289, I see an illustration. It shows Gaudí as a boy walking through a forest and enjoying nature. What does the illustration tell me about the text?*
- *In paragraph 4, I see the sentence "With wide eyes, he observes the world." I'm going to underline this sentence because it connects to the illustration. It tells me that Gaudí observed the world around him as a child, and the illustration clarifies that he observed nature. I think the author added the illustration to show readers that Gaudí observed nature as a child. I'm going to write that in the chart.*

ELL Targeted Support Visual Support Help students read grade-appropriate text using visual support from graphic text features.

Have students name some of the text features in *Building on Nature* and describe what the features tell them. Use sentence starters, such as: *This text feature is _____. It shows/tells me _____. I think the author used this text feature because _____. **EMERGING/DEVELOPING***

Ask students to list all the text features that appear in the first three pages of *Building on Nature*. Then have them work with a partner to describe what each text feature tells or shows them about the text. Ask them why the author might have used those text features. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for using text features.

OPTION 1 MyTURN Have students annotate the text using the other Close Read notes for Use Text Features and then use the text evidence from their annotations to complete the chart on p. 310 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students create a chart showing text features and how these features help them understand the text, gain information, or locate information. They may use the chart on p. 310 in the *Student Interactive* as a model.

QUICK CHECK

Notice and Assess Can students use text features?

Decide

- **If students struggle**, revisit instruction for using text features in Small Group on pp. T136–T137.
- **If students show understanding**, extend instruction for using text features in Small Group on pp. T136–T137.

STUDENT INTERACTIVE, p. 310

CLOSE READ

Use Text Features

Titles, pictures, captions, headings, and words in darker print are all **text features**. Authors use print and graphic text features for these purposes:

- to give readers extra information
- to make information easier to locate and understand



MYTURN Go to the Close Read notes. Follow the directions to underline text. To complete the chart, choose three illustrations that go with the parts you underlined. Discuss why the author used these pictures.

Possible responses:

| Illustration | Author's Purpose for the Illustration |
|---------------------------------|---|
| Gaudí walking near trees | It shows how Gaudí observes nature as a child. |
| Model of the underground chapel | It shows what the “upside-down model that resembles a bat colony” looks like. |
| Casa Milà | It shows how much the roof looks like a ship. |
| Park Güell | It shows how long the bench is. |

310

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Read Like a Writer, Write for a Reader

OBJECTIVE

Discuss the use of descriptive, literal, and figurative language.

ELL Access

Descriptive Language

Read a descriptive section of text from a familiar book. Guide students in identifying the words and phrases that give them the most information. Then have partners use some of those words and phrases to compose a short descriptive paragraph of their own. Encourage students to add their own descriptive language.

Descriptive Language

Minilesson

FOCUS ON STRATEGIES A good writer uses precise language to make the text clear, interesting, and exciting.

- Descriptive language paints a picture with words.
- Specific verbs, adjectives, and adverbs help the reader see and more fully experience what he or she is reading.

MODEL AND PRACTICE Read aloud the first sentence in the chart on p. 314 of the *Student Interactive*. Say: *The author says the dragon perches. I like that a lot. Imagine that the author had written “the dragon sits.” That would not be nearly as interesting to me. When I read perches, I get a feeling that the dragon is ready for something; it is alert and watching. I think the author did a good job of choosing a precise verb.* Help students identify other examples of descriptive language. Encourage students to discuss what they imagine or visualize when they read these descriptions.

Handwriting

OBJECTIVE

Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

Letters *E* and *N*

FOCUS Display cursive letters *E* and *N*.

MODEL Model writing the letters. Write several letters in a row. Trace the letters. Prompt students to write the letters in the air. Then write the words *Ethan*, *Nathan*, *Ellen*, *Nevada*, *Erie*, and *Nan*. Have students air-write the words.



ASSESS UNDERSTANDING

Apply

My TURN Have students complete the activity on p. 314 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 314

AUTHOR'S CRAFT

Read Like a Writer, Write for a Reader

Authors include descriptive language to help their readers understand and picture what they are writing about. They use clear, precise words. They include details that appeal to the senses: seeing, hearing, smelling, tasting, and touching.

| Author's Details | What the Details Show Me |
|--|---|
| "A dragon perches atop diamonds and squares, baring his fangs and slithery tongue." | I can picture these buildings very clearly. |
| "Pillars are giant animal feet, balconies are bones, and round walls are smooth serpent skin." | I can sense how the smooth, round walls feel. |

TURN and TALK Discuss the author's use of descriptive details. Why did the author use these words?

MY TURN On a sheet of paper, write two or three sentences that describe your classroom. Include details that appeal to the senses.

Responses should include descriptive details about the classroom.

314

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Writing Workshop

Have students use a thesaurus to find more precise words for their writing. This will make their writing more interesting. During conferences, help students identify words they could replace with others that are more descriptive.

PRACTICE Have students use *Handwriting* p. 202 in the *Resource Download Center* to practice writing cursive letters E and N.

Name _____

Handwriting
Cursive Letters E, N

Look at the uppercase cursive E in the box. What kinds of strokes are used? Where do you start an uppercase cursive E? How do you finish it?

MY TURN Trace the cursive letters.

MY TURN Write uppercase cursive letter E.

Look at the uppercase cursive N in the box. What kinds of strokes are used? Where do you start an uppercase cursive N? What do you do next? How do you finish it?

MY TURN Write uppercase cursive letter N.

Grade 2 • Unit 1 • Week 2
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Handwriting p. 202

Use the  **QUICK CHECK** on p. T133 to determine small group instruction.

Teacher-Led Options

Strategy Group



USE TEXT FEATURES

Teaching Point Sometimes, a picture can explain an idea better than words can. That's why authors of informational text often use graphic text features to show or tell information to the reader. Have students look back at *Building on Nature* and select some of their favorite graphic text features. Lead a discussion of what students learned from these text features and what they think the author's purpose was in including them.

ELL Targeted Support

Help students comprehend how to use text features by having them summarize what they learned from the text features in *Building on Nature*.

Ask students to write a sentence that summarizes what they learned from one of the graphic text features in *Building on Nature*. Offer them this sentence frame for support: *I learned ____ from the feature that shows ____.* **EMERGING**

Tell students to select a graphic text feature from the text and summarize how it connects or adds to the text. **DEVELOPING**

Have partners select three text features and discuss what they learn from each. **EXPANDING**

Ask students to make a list of the text features on the last three pages of the text and summarize what they can learn from each feature. **BRIDGING**



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



USE TEXT FEATURES

Use Lesson 41, pp. T249–T254, in the *myFocus Intervention Teacher's Guide* for instruction on using text features.


LEVEL C • READ

Lesson 41 Examine Text Features and Images

DIRECTIONS Preview the text by reading the title and headings, looking at any key terms in bold, and viewing the images. Then read the passage.

Butterflies Go Far!

- 1 Every year, butterflies travel southwest for the winter. Like birds that fly south for the winter, butterflies fly back north when the weather is warmer. This flying south and then north is called **migration**.
- How far do they go?**
- 2 Some monarch butterflies travel 3,000 miles each way! How far each butterfly goes in one day can vary, or change.
- 3 Scientists study butterflies to see how these delicate insects make this incredible journey. They found that many butterflies fly between 50 and 100 miles a day. However, a few fly much farther than 100 miles. Scientists recorded that one butterfly went more than 250 miles in a single day.
- 4 Monarch butterflies travel between eastern North America and Mexico. Butterflies on the west coast of North America spend the winter in southern California, near San Diego and Santa Cruz.
- How do they stay warm?**
- 5 Butterflies feel the cold. If it is too cold, they will die. That is why they go someplace warm for the winter. Butterflies have different ways to stay warm. One way is to cluster into a group with other butterflies.



The pattern on a monarch butterfly's wings warns other animals that the butterfly is not good to eat. This protects the butterfly.

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Fluency

Assess 2–4 students



RATE

Have partners practice reading at a steady rate, giving each other feedback.

ORAL READING RATE AND ACCURACY

Use pp. 97–102 in Unit 4, Week 2 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.



Conferring

3 students/3-4 minutes
per conference

USE TEXT FEATURES

Talk About Independent Reading Ask students to share some of the text features they found in their independent reading. Discuss how the features helped them understand the text.

Possible Conference Prompts

- What text features were in the book?
- Which text features do you think are the most helpful? Why?

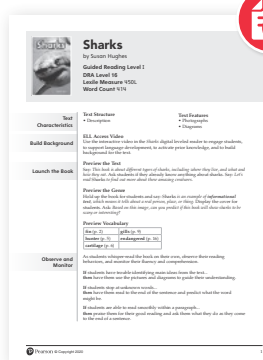
Possible Teaching Point Skilled readers notice how authors use text features to draw attention to parts of the text and share additional information. By paying attention to text features, readers can deepen their understanding of the author's purpose.

Leveled Readers



USE TEXT FEATURES

- For suggested titles, see Matching Texts to Learning, pp. T96–T97.
- For instructional support on text features, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together in whole group. Invite students to discuss the text features of a book they are reading. Encourage students to explain how these text features help them to understand the text.

Independent/Collaborative

Independent Reading



Students can

- reread and listen to *Building on Nature: The Life of Antoni Gaudí*.
- read a self-selected trade book or their Book Club text.
- retell an independent-reading book to a partner.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



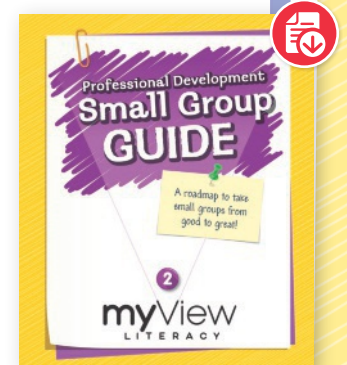
Students can

- work with a partner to complete the chart on p. 310 of the *Student Interactive*.
- choose a passage from the story and with a partner take turns reading the passage at an appropriate rate.

SUPPORT INDEPENDENT READING

Remember to tell students what they are doing right as independent readers. As you listen to them read, look for opportunities to encourage them by telling them what they are doing well.

See the *Small Group Guide* for additional support and resources to target your students' specific instructional needs.



Decodable Text

OBJECTIVES

- Read and paraphrase texts in ways that maintain meaning and logical order.
- Use text evidence to support an appropriate response.

Read *Spider's Web*

FOCUS Have students turn to p. 283 in the *Student Interactive*. Say: *We are going to read a story today about a spider that does something remarkable. Think about other texts you have read about spiders.*

READ Have partners read the entire story, switching readers for each paragraph. Have them reread the story with the other student reading first. Remind students to monitor their comprehension by asking themselves questions as they read. For example, they might ask: “What did Spider do?” “What did Tiger and Fox say?”





Reread *Spider's Web*

FOCUS ON COMPREHENSION Remind students that rereading a story helps them understand and enjoy the story. Ask volunteers to give a short summary of the story.

Ask: **How were all of the animals feeling at the beginning of the story?** Have students point out and read aloud the sentence that tells how the animals were feeling. Point to and read the first question under the story. Have students answer the question, and then read aloud the section of the story that contains the answer to the question. Continue with question 2.

RETELL Have student pairs retell *Spider's Web* to each other.

STUDENT INTERACTIVE, p. 283



FOUNDATIONAL SKILLS

Spider's Web

It had been a long, hot summer. All the animals were grouchy! Spider began to spin a great web. He strung it over the stream. He stretched it to the treetops. He wove flowers into the threads.

The next day, he could hear the animals talk.

"This is art!" said Tiger.

"Stunning!" said Fox.

All the animals were pleased. Spider was very proud.

1. Why were the animals grouchy?

Possible response: It had been a long, hot summer.

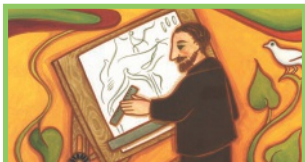
2. How did the web affect the animals?

Possible response: It made them happy.

3. Divide these words into syllables. Then underline them in the story.

Spider **Spi/der** over **o/ver** Tiger **Ti/ger**

Make Connections



*Building on Nature:
The Life of Antoni
Gaudí*

OBJECTIVE

Make connections to personal experiences, ideas in other texts, and society.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to make connections. Ask:

- How does *Building on Nature* connect to another text you have read?
- Discuss how Gaudí's buildings are similar to or different from other art you have seen.

Minilesson

FOCUS ON STRATEGIES Skilled readers connect the texts they read to the world around them. They make connections between the text and their own experiences, other texts they have read, and society.

- Pay attention to what the people in a text do and say, as well as what they think and feel. Think about whether you have ever done, said, thought, or felt that way.
- Think about other texts you have read and how they connect to the text you are reading. Look for similar ideas or topics.
- Ask yourself how the text connects to society. The text might tell you something about people, places, and communities.

MODEL AND PRACTICE Use the Close Read note on p. 292 of the *Student Interactive* to model how to annotate the text to make a connection to another text.

As I read, I look for details in the text that connect to my own life, other texts I have read, or the world around me. On page 292, the text talks about Gaudí's time at school studying to be an architect. What does this remind me of? What other texts have I read about famous people at school? I'm going to highlight the details "He studies important monuments and reads at the library. Other architects teach him" because they remind me of Elizabeth Blackwell from *Who Says Women Can't Be Doctors?* She went to medical school and was the only woman there. I think school was easier for Gaudí, and he probably had more fun there. I'm going to write that in the chart.

ELL Targeted Support Help students make connections to *Building on Nature* by comparing Antoni Gaudí's life to their own experiences.

Ask students questions to help them make a personal connection to the text, such as: *Do you like being outside around nature like Gaudí did when he was a child? Does Gaudí's art remind you of anything you've seen? Have you ever created any art?* **EMERGING/DEVELOPING**

Have students make a Venn diagram to compare Antoni Gaudí with themselves. Remind them to include details from the text in their diagrams.

EXPANDING/BRIDGING

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for making connections.

OPTION 1 My TURN Have students annotate the text using the other Close Read notes for Make Connections and then use the text evidence from their annotations to complete the chart on p. 311 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students make a chart like the one on p. 311 in the *Student Interactive* to make connections to their independent-reading books.

QUICK CHECK

Notice and Assess Can students make connections?

Decide

- **If students struggle**, revisit instruction for making connections in Small Group on pp. T142–T143.
- **If students show understanding**, extend instruction for making connections in Small Group on pp. T142–T143.


STUDENT INTERACTIVE, p. 311

READING WORKSHOP

Make Connections

When you read, you can make connections to

- personal experiences, or things you have done.
- ideas in other texts you have read.
- society, or most people.

 **MY TURN** Go back to the Close Read notes and highlight the text. Complete the chart with connections you made to your own experience, other texts, or society. **Possible responses:**

| When I read . . . | it reminded me . . . |
|---|---|
| about Gaudí's life when he was learning to be an architect, | of the text about Elizabeth Blackwell. Her experience as a student was very different. I think Gaudí had more fun. |
| about things Gaudí created for people to enjoy, | of my neighbor's door knocker that is shaped like a dragonfly. It's really cool! |
| about what Gaudí left behind for society, | that there are many different things people can leave behind when they die. Their creations help us remember them. |

311

Use the  **QUICK CHECK** on p. T141 to determine small group instruction.

Teacher-Led Options

Strategy Group



MAKE CONNECTIONS

Teaching Point Remember that we can make connections to what we read by thinking about our own experiences, other texts we have read, and the world around us. As you read, pay attention to what the people in the text are doing. Think about how they are like you. Ask yourself whether the text reminds you of another text you've read. Is there anything in the text that makes you think of the people, places, or things around you? Look back at the infographic on pp. 278–279 of the *Student Interactive* and help students connect it to themselves, other texts, and society.

ELL Targeted Support

Help students make personal connections to the infographic.

Prompt responses by asking: *Have you ever heard of, read about, or been to any of the creative places in the infographic? Do any of the places remind you of something else?*

EMERGING/DEVELOPING

Have students work with a partner to ask each other questions about how each place in the infographic connects to their personal lives.

EXPANDING/BRIDGING



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



MAKE CONNECTIONS

Use Lesson 31, pp. T183–T188, in the *myFocus Intervention Teacher's Guide* for instruction on applying such reading strategies as making connections.


LEVEL C • READ

Lesson 31 Apply Reading Strategies

DIRECTIONS Read the story "A Trip to the Library."

A Trip to the Library

- 1 Sam hopped into the car and said, "Let's go!"
- 2 Mom was taking him and his sisters to City Library. Grandpa was coming, too. Sam could not wait! He had been to the library at school many times. He often went there to take out books or use a computer. But Sam had never been to the big library downtown.
- 3 City Library was huge. It had three floors. The children's room was on Floor 3. One side of the room was filled with books. The other side was for story time. Kids were sitting on a rug. A nice lady was reading a book to them. It was a funny story about a cat named Pete.
- 4 Sam's little sister wanted to hear the story, so she and Mom sat down. Sam's big sister went to find some books about trains. Sam stayed with Grandpa.
- 5 Grandpa and Sam walked down to Floor 2. That was where the computers were. There were rows and rows of them! Grandpa wanted to look up news about some baseball games. He wanted to find out the scores of the games. Grandpa typed quickly, then grinned as he saw that his favorite teams had won.



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Fluency

Assess 2–4 students



RATE

Have students practice reading a short passage at an appropriate rate.

ORAL READING RATE AND ACCURACY

Use pp. 97–102 in Unit 4, Week 2 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students/3-4 minutes
per conference

MAKE CONNECTIONS

Talk About Independent Reading Ask students to share some of the connections they made.

Possible Conference Prompts

- What details in the text did you use to make connections to your own experiences, other texts you have read, or the world?
- How did the connections you made help you understand the text?

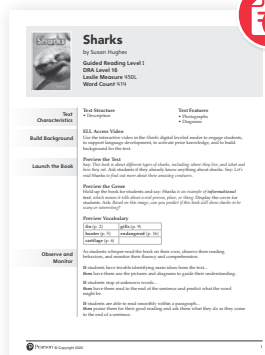
Possible Teaching Point *Strong readers notice details in the texts they read that relate to what they know, what they've seen, and what they've done.*

Leveled Readers



MAKE CONNECTIONS

- For suggested titles, see Matching Texts to Learning, pp. T92–T93.
- For instructional support on making connections during reading, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together and have volunteers share some connections they made to a text. Discuss why making connections can make reading more fun and help them learn.

Independent/Collaborative

Independent Reading



Students can

- reread and/or listen to *Building on Nature: The Life of Antoni Gaudí*.
- read a trade book or their Book Club text.
- partner-read a text, coaching each other as they read.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



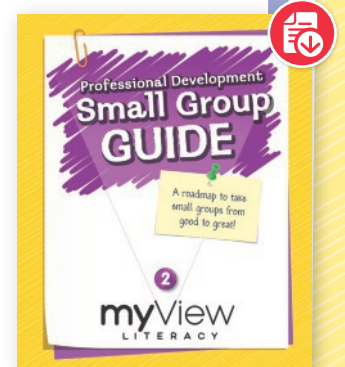
Students can

- play the *myView* games.
- choose a passage from the text and read it aloud at an appropriate rate.
- complete p. 210 in the *Resource Download Center*.

SUPPORT INDEPENDENT READING

Have students check the progress they have made toward their independent reading goals.

See the *Small Group Guide* for additional support and resources to target your students' specific instructional needs.



Decodable Text

OBJECTIVES

Decode multisyllabic words with closed syllables and open syllables.

Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

Identify and read high-frequency words.

ADDITIONAL PRACTICE

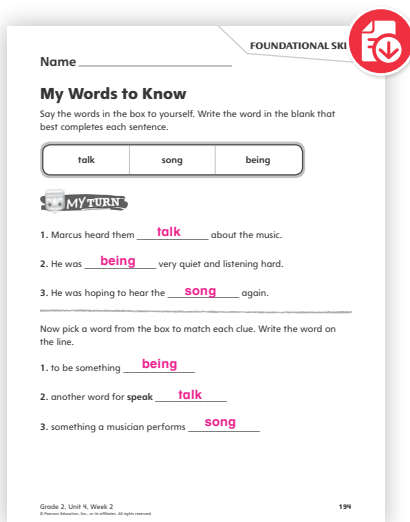
For additional practice with high-frequency words, have students complete *My Words to Know*, p. 194 in the *Resource Download Center*.

Revisit *Spider's Web*

FOCUS Have students turn to p. 283 in the *Student Interactive*. Say: *We are going to revisit a story today about a spider that does something remarkable. We will read words in this story with the V/CV syllable pattern. Watch for these words as you read the story.*

READ Pair students for reading, and listen carefully as they use letter-sound relationships to decode.

Call attention to the word *Spider's* in the title. Read the word aloud. Say: *I hear two vowel sounds in the word spider's, so I know it has two syllables. I hear a long i sound at the beginning of the word, and I see the VCV pattern in the word. Where would we break this word into syllables?* Have students supply the answer: after the first vowel. Then have them read the word in syllables: *spi/der's*.



FOUNDATIONAL SKILLS

Name _____

My Words to Know
Say the words in the box to yourself. Write the word in the blank that best completes each sentence.

| | | |
|------|------|-------|
| talk | song | being |
|------|------|-------|

MY TURN

- Marcus heard them **talk** about the music.
- He was **being** very quiet and listening hard.
- He was hoping to hear the **song** again.

Now pick a word from the box to match each clue. Write the word on the line.

- to be something **being**
- another word for speak **talk**
- something a musician performs **song**

Grade 2, Unit 4, Week 2
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My Words to Know, p. 194



Reread *Spider's Web*

FOCUS ON PHONICS AND FLUENCY Remind students that thinking about what they know about letters and sounds will help them read a story fluently. Talk about what the story *Spider's Web* is mostly about.

Remind students that they learned how to decode words with the V/CV syllable pattern. Guide them to apply that knowledge by completing the activity in question 3.

Then review the high-frequency words *being*, *song*, and *talk*. Have students identify and read the high-frequency word that appears in the story.

PRACTICE Pair students for reading, and have them practice rereading the story with accuracy, expression, and appropriate oral reading rate.

Fluency

PROSODY

Display *Spider's Web*. Read aloud the first paragraph, asking students to pay attention to your reading accuracy and how you emphasize the key words. Remind students that fluency is about reading for meaning at a comfortable rate. Invite partners to practice expressive reading using their favorite sentences from the text.

STUDENT INTERACTIVE, p. 283



FOUNDATIONAL SKILLS

Spider's Web

It had been a long, hot summer. All the animals were grouchy! Spider began to spin a great web. He strung it over the stream. He stretched it to the treetops. He wove flowers into the threads.

The next day, he could hear the animals talk.

"This is art!" said Tiger.

"Stunning!" said Fox.

All the animals were pleased. Spider was very proud.

1. Why were the animals grouchy?

Possible response: It had been a long, hot summer.

2. How did the web affect the animals?

Possible response: It made them happy.

3. Divide these words into syllables. Then underline them in the story.

Spider **Spi/der** over **o/ver** Tiger **Ti/ger**

Reflect and Share



*Building on Nature:
The Life of Antoni
Gaudí*

OBJECTIVES

Describe personal connections to a variety of sources.

Write brief comments on literary or informational texts that demonstrate an understanding of the text.

Interact with sources in meaningful ways such as illustrating or writing.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to reflect on the text and make connections to other texts, the unit theme, and the Essential Question. Ask:

- How did Gaudí connect to other people?
- How did Gaudí improve the city of Barcelona?

Write to Sources

Minilesson

FOCUS ON STRATEGIES Tell students that writers state an opinion using phrases such as “I think,” “my favorite,” “the best,” and “the worst.” These words make it clear that the writer is sharing an opinion, not a fact.

- Think about a personal connection that you have to two of the buildings. Describe that connection.
- Write a sentence that clearly states your opinion.
- Give examples or details from the text that support your opinion.
- Explain how the examples or details you gave support your opinion.

MODEL AND PRACTICE Model making a personal connection and writing an opinion using the Write to Sources prompt on p. 312 of the *Student Interactive*:

- *First, I’m going to make a personal connection: The illustration of Casa Batlló reminds me of jewels, and the illustration of Holy Family Church reminds me of candy.*
- *Next, I’m going to state my opinion clearly: I think Gaudí’s Casa Batlló and Holy Family Church are his best buildings because they are the most beautiful.*
- *After that, I’m going to find details in the text that support my opinion. On page 298, I see a description of Casa Batlló: “Hallways look like underwater caverns. The house sparkles like the sea.” Those details show how Casa Batlló looks like jewels. It sparkles.*

Have students practice making a personal connection, writing an opinion, and finding a supporting detail.

ELL Targeted Support Explain with Detail Help students write about which of Gaudí’s buildings they liked best or liked least.

Ask students to complete these sentence frames: *My favorite building is ____ because ____.* *One detail that supports my opinion is ____.* *I made a connection to this building by ____.* **EMERGING/DEVELOPING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for writing an opinion.

OPTION 1 Use the Shared Read Have students complete the rest of p. 312 in the *Student Interactive*.

OPTION 2 Use Independent Text Students should use their self-selected independent reading texts to write an opinion paragraph. Remind them to give supporting examples and details from the text.

QUICK CHECK

Notice and Assess Can students write an opinion?

Decide

- **If students struggle**, revisit instruction for writing opinions in Small Group on pp. T148–T149.
- **If students show understanding**, extend instruction for writing opinions in Small Group on pp. T148–T149.

WEEKLY QUESTION Have students use evidence from the texts they have read this week to respond to the Weekly Question. Tell them to write their responses on a separate sheet of paper or discuss in small groups.


STUDENT INTERACTIVE, p. 312

RESPOND TO TEXT

Reflect and Share

Write to Sources

This week the sources you read told how Gaudí and others created interesting buildings and objects. Some people liked them, but others did not. Describe your personal connection to two of the buildings. On a sheet of paper, write a paragraph with brief comments that give your opinion on the buildings.



Write an Opinion

Your opinion tells how you think or feel.

- State your opinion clearly.
- Give reasons and examples to support your opinion.
- Use opinion words, such as **I think**, **my favorite**, and **the best** or **the worst**.

Choose two buildings from the texts you read. State your opinion about how the buildings affected you. Use adjectives to describe the buildings. Include details that show your understanding of the texts.

Weekly Question

How can our creations affect others?

312

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Use the  **QUICK CHECK** on p. T147 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point When writers write an opinion, they look for supporting details in more than one text. Then they compare the details to decide which ones best support their opinion. Have students compare the infographic “Creative Places” to *Building on Nature*. Tell them to find details that support their opinions about Gaudí’s buildings.

ELL Targeted Support

Help students practice expressing opinions.

Help students complete sentence starters, such as: *My favorite building in the infographic is ____.*
My favorite building in Building on Nature is ____.

EMERGING

Have students respond orally to these questions: *What is your favorite building in the infographic?* *What is your favorite building in Building on Nature?* *What is one similarity between those two buildings?* **DEVELOPING**

Have students respond to the questions above and then reiterate their answers in discussion with a partner. **EXPANDING**

Place students in small groups. Have them ask one another the questions from the Developing level and cite text evidence in their answers. Finally, have them discuss similarities among the examples they found. **BRIDGING**



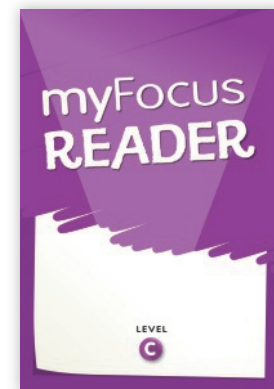
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



COMPARE TEXTS

Reread pp. 42–43 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to engage students in a conversation that demonstrates how the texts they have read this week support their understanding of how our creations can affect others and encourage them to use the Academic Vocabulary words.



On-Level and Advanced



INQUIRY

Organize Information and Communicate

Help students organize their findings on how others can inspire us into an effective format to share with others.

ORAL READING RATE AND ACCURACY

Critical Thinking Discuss with students what they learned and the process they used.

See *Extension Activities* pp. 242–246 in the *Resource Download Center*.



Conferring

3 students/3-4 minutes
per conference

COMPARE TEXTS

Talk About Independent Reading Ask students to compare *Building on Nature* to one of their independent-reading texts.

Possible Conference Prompts

- How does *Building on Nature* connect to another text you read this week?
- What did *Building on Nature* and another text you read this week teach you about how our creations can affect others?

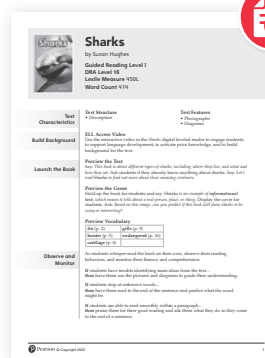
Possible Teaching Point Before writing an opinion, remember to think about all of the texts you've read that helped you form that opinion. Think about how those texts connect. Use those connections to support your opinion.

Leveled Readers



COMPARE TEXTS

- For suggested titles, see Matching Texts to Learning, pp. T96–T97.
- For instructional support on recognizing theme, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together in whole group. Invite one or two students to share connections they made to other texts.

Independent/Collaborative

Independent Reading



Students can

- reread and/or listen to *Building on Nature: The Life of Antoni Gaudí*.
- read a self-selected trade book or their Book Club text.
- partner-read a text, coaching each other as they read.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



Students can

- write in their reader's notebook in response to the Weekly Question.
- complete p. 243 in the *Resource Download Center*.
- choose a passage from the story and with a partner take turns reading the passage at an appropriate rate.

BOOK CLUB



See Book Club, pp. 516–519, for

- facilitating discussion of the trade book *John Chapman: Planter and Pioneer*.
- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for incorporating the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

Suggested Daily Times

READING WORKSHOP

| | |
|---------------------|------------|
| FOUNDATIONAL SKILLS | 20–30 min. |
| SHARED READING | 40–50 min. |
| READING BRIDGE | 5–10 min. |
| SMALL GROUP | 25–30 min. |

WRITING WORKSHOP

| | |
|---------------------|------------|
| MINILESSON | 10 min. |
| INDEPENDENT WRITING | 30–40 min. |
| WRITING BRIDGE | 5–10 min. |

Learning Goals

- I can read informational text and understand text structure.
- I can use language to make connections between reading and writing.
- I can use elements of informational text to write.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options
- Progress Check-Ups on SavvasRealize.com
- Cold Reads on SavvasRealize.com

Materials

Turn the page for a list of materials that will support planning for the week.

LESSON 1

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T154–T155
 - » Phonics: Decode Words with Suffixes *-ly, -ful, -er, -less, -or*
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T156–T157
- Listening Comprehension: Read Aloud: “Making a Difference in Your Community” T158–T159
- Realistic Fiction T160–T161
 - ☑ Quick Check T161

READING BRIDGE

- Academic Vocabulary: Context Clues T162–T163
- Handwriting: Letters *M* and *H* T162–T163

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T167
- Strategy, Intervention, and On-Level/Advanced Activities T166
- ELL Targeted Support T166
- Conferencing T167

INDEPENDENT/COLLABORATIVE

- Independent Reading T167
- Literacy Activities T167

BOOK CLUB T167 **SEL**

WRITING WORKSHOP

MINILESSON

- Personal Narrative T410–T411
 - » Sequence of Events
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T410–T411
- Conferences T408

WRITING BRIDGE

- Spelling: Words with Suffixes *-ly, -ful, -er, -less, -or* T412
 - ☑ Assess Prior Knowledge T412
- Language and Conventions: Spiral Review: Comparative and Superlative Adjectives T413

LESSON 2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T168–T169
 - » Phonics: Decode and Write Words with Suffixes *-ly, -ful, -er, -less, -or*
 - ☑ Quick Check T169
 - » High-Frequency Words

SHARED READ

- Introduce the Text T170–T193
 - » Preview Vocabulary
 - » Read: *The Garden of Happiness*
- Respond and Analyze T194–T195
 - » My View
 - » Develop Vocabulary
 - ☑ Quick Check T195
 - » Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T196
- Guided Reading/Leveled Readers T199
- Strategy and Intervention Activities T196, T198
- Fluency T196, T198
- ELL Targeted Support T196, T198
- Conferencing T199

INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T197
- Independent Reading T199
- Literacy Activities T199

WRITING WORKSHOP

MINILESSON

- Personal Narrative T414–T415
 - » Explore Conclusion
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T414–T415
- Conferences T408

WRITING BRIDGE

- Spelling: Teach Suffixes *-ly, -ful, -er, -less, -or* T416
 - FLEXIBLE OPTION
- Language and Conventions: Oral Language: Commas in Dates and Letters T417

LESSON 3

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T200–T201
 - » Phonics: Suffixes *-ly*, *-ful*, *-er*, *-less*, *-or*
 - » High-Frequency Words

CLOSE READ

- Determine Theme T202–T203
- Close Read: *The Garden of Happiness*
 - ✓ Quick Check T203

READING BRIDGE

- Read Like a Writer, Write for a Reader: Point of View T204–T205
- Handwriting: Write Proper Nouns T204–T205

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T207
- Strategy and Intervention Activities T206
- Fluency T206
- ELL Targeted Support T206
- Conferring T207

INDEPENDENT/COLLABORATIVE

- Independent Reading T207
- Literacy Activities T207

WRITING WORKSHOP

MINILESSON

- Personal Narrative T418–T419
 - » Apply Conclusion
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T418–T419
- Conferences T408

WRITING BRIDGE

- Spelling: Review and More Practice: Suffixes *-ly*, *-ful*, *-er*, *-less*, *-or* T420 **FLEXIBLE OPTION**
- Language and Conventions: Teach Commas in Dates and Letters T421

LESSON 4

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T208–T209
 - » Read Decodable Text: *A Place to Play*
 - » Fluency

CLOSE READ

- Create New Understandings T210–T211
- Close Read: *The Garden of Happiness*
 - ✓ Quick Check T211

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T213
- Strategy and Intervention Activities T212
- Fluency T212
- ELL Targeted Support T212
- Conferring T213

INDEPENDENT/COLLABORATIVE

- Independent Reading T213
- Literacy Activities T213

WRITING WORKSHOP

MINILESSON

- Personal Narrative T422–T423
 - » Explore Details
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T422–T423
- Conferences T408

WRITING BRIDGE

- Spelling: Spiral Review: Open Syllables V/CV T424 **FLEXIBLE OPTION**
- Language and Conventions: Practice Commas in Dates and Letters T425

LESSON 5

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T214–T215
 - » Read Decodable Text: *A Place to Play*
 - » Fluency

COMPARE TEXTS

- Reflect and Share T216–T217
 - » Talk About It
 - ✓ Quick Check T217
 - » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T219
- Strategy, Intervention, and On-Level/Advanced Activities T218
- ELL Targeted Support T218
- Conferring T219

INDEPENDENT/COLLABORATIVE

- Independent Reading T219
- Literacy Activities T219

BOOK CLUB T219 **SEL**

WRITING WORKSHOP

MINILESSON

- Personal Narrative T426
 - » Apply Details
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T426–T427 **SEL**
- Conferences T408

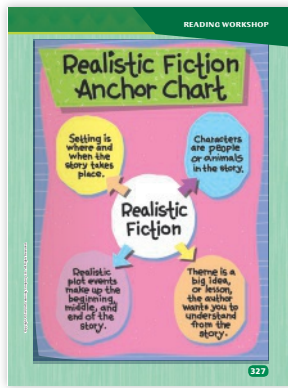
WRITING BRIDGE

- Spelling: Suffixes *-ly*, *-ful*, *-er*, *-less*, *-or* T428
 - ✓ Assess Understanding T428
- Language and Conventions: Standards Practice T429 **FLEXIBLE OPTION**

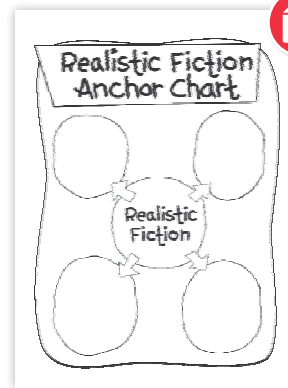
Materials



INFOGRAPHIC
"Community Care"



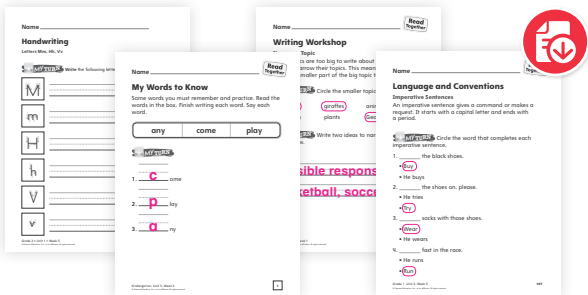
READING ANCHOR CHART
Realistic Fiction



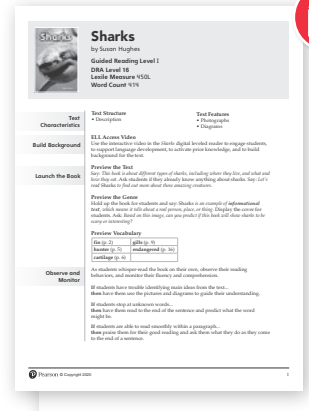
EDITABLE ANCHOR CHART
Realistic Fiction



DECODABLE READER



RESOURCE DOWNLOAD CENTER
Additional Practice



LEVELED READER TEACHER'S GUIDE

Words of the Week

High-Frequency Words

above
family
music

Develop Vocabulary

drooped
faded
inhaled
mural
plots

Spelling Words

cheerful
fearless
helper
helpful
quickly
sailor
teacher
useful
visitor
weekly

Unit Academic Vocabulary

discuss
connect
responsible
equal
improve

WEEK 3 LESSON 1 READING WORKSHOP GENRE & THEME

Listening Comprehension

OBJECTIVES
Listen actively, use relevant questions to clarify information, and answer questions about a text and its main ideas.

Realistic Fiction
Encourage students to listen actively as you read about the realistic fiction text "Making a Difference in Your Community." Ask questions that guide them to recognize the characteristics of realistic fiction, including characters, setting, events, and theme. Prompt them to ask relevant questions about the text and to answer questions using multi-word responses.

START UP
READ-ALOUD ROUTINE
Purpose: Have students pay attention to the characteristics of realistic fiction.
READ The whole text aloud without stopping to address the Think Aloud callouts.
DEBATE The text to the class, pausing to model Think Aloud strategies relevant to the genre.

ELL Language Transfer
Summarize how students learn activities in the text about making a difference in the community and how they can make a difference in their own community.

FLUENCY
Also considering the Read Aloud routine, have students read "Making a Difference in Your Community" aloud to a partner. Encourage students to use the strategies they learned in the previous lesson to help them understand the text and to make connections to their own lives.

Interactive Read Aloud
Summarize how students learn activities in the text about making a difference in the community and how they can make a difference in their own community.

T158 UNIT 4 WEEK 3



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

WHY
Interactive Read Aloud:
• Encourage students to look about their independent reading level.
• Support students' comprehension.
• Enhance students' overall language development.
• Provide an opportunity to model fluency and expression reading.
• Foster a love and enjoyment of reading.

PLANNING
• Select a text from the Read Aloud Trade Book Library or the school or classroom library.
• Read the title, cover, and back of the story.
• Determine the teaching point.
• Write your own questions and model Think Aloud as you read, write, and plan to the book at the points where you plan to stop to interact with students.

BEFORE READING
• Show the cover of the book to introduce the title, author, illustrator, and genre.
• Ask the students to share their thoughts on the story.
• Point out interesting artwork or photos.
• Gather prior knowledge and provide relevant background necessary for understanding.
• Discuss key vocabulary essential for understanding.

DURING READING
• You can choose to stop and read modeling to students part of the text and apply Think Aloud and open-ended questioning for a deeper dive into the text.
• Read with expression to draw in students.
• Ask questions to guide the discussion and draw attention to the teaching point.
• Use Think Aloud to model strategies and make use of student comprehension and connect reading to real life.
• Help students make connections to their own experiences, think they have read or learned in the past, or the world.

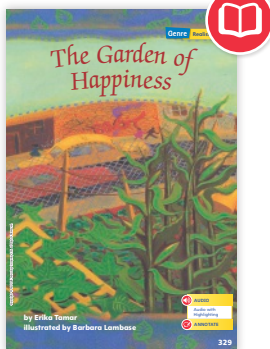
AFTER READING
• Summarize and allow students to share thoughts about the story.
• Support deeper comprehension by modeling the Think Aloud Big Idea of the story.
• Choose and assign a Student Response Form available on ReadAloud.com.

Finals Teaching Points
• Recall the story.
• Identify the characters.
• Describe the teaching point.
• Summarize the story.
• Make connections.



INTERACTIVE READ ALOUD LESSON PLAN GUIDE

READ ALOUD
"Making a Difference in Your Community"



SHARED READ
The Garden of Happiness

BOOK CLUB

Titles related to
Spotlight Genre and
Theme: T520-T523

Mentor STACK

Writing Workshop T407



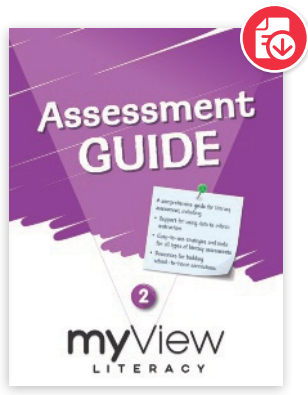
LITERACY STATIONS



SCOUT

Assessment Options for the Week

- Daily Formative Assessment Options
- Progress Check-Ups on SavvasRealize.com
- Cold Reads on SavvasRealize.com



ASSESSMENT GUIDE

Word Work

OBJECTIVES

Identify and read high-frequency words.

Identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion/tion/sion*.

FOUNDATIONAL SKILLS EXTENSION

See p. T176 for an activity you can use to practice decoding words with suffixes while reading *The Garden of Happiness*.

Phonics: Decode Words with Suffixes *-ly, -ful, -er, -less, -or*

Minilesson

FOCUS Tell students that a group of letters that is added to the end of a base word to make a new word is called a suffix. Remind students that they learned the suffixes *-er* and *-est* that can be used to compare things. Tell students that a suffix adds its own meaning to the base word.

Point to the suffix *-ly* in the chart at the top of p. 322 in the *Student Interactive*. Say: **The suffix *-ly* adds the meaning “in a certain way” to the word.** Point to and read the first example under the chart. Say: **When the suffix *-ly* is added to the base word *neat*, the new word, *neatly*, means “in a neat way.”** I folded my clean clothes *neatly* and put them away. Say the suffix *-ly* again and repeat the sentence. Have students tell what the suffix means and suggest a new sentence using the word *neatly*. Continue for each of the suffixes in the chart and the examples below the chart.

MODEL AND PRACTICE Point to *quickly* in the box near the bottom of p. 322 and say it aloud. ***Quickly* means “in a quick way.”** The base word is *quick* and the suffix is *-ly*. Have students circle the suffix *-ly* and underline the base word *quick*.

APPLY My TURN Have students read the words in the bottom box on p. 322 in the *Student Interactive*. Then tell students to circle each suffix and underline each base word.

TURN, TALK, AND SHARE Have students reread the words in the box and choose two to use in sentences. Then have partners share their sentences and read them aloud.



ELL Targeted Support Suffixes Remind students that suffixes, or endings, can change the meaning of a word.

Say *act* and *actor* and have students repeat the words after you. Say: *I hear an ending on actor that I don't hear on act. The word act means "to perform or to entertain." When I add -or, the word actor means "someone who performs or entertains." The ending changes the meaning of the word.* Repeat with: *slow, slowly; cheer, cheerful; fear, fearless.* **EMERGING**

Have students work collaboratively in a small group to add the suffixes *-ly, -ful, -less,* and *-or* to the following base words: *sad, joy, thought,* and *sail.* Ask them to work together to dictate a story using these words in sentences. **DEVELOPING/EXPANDING**

HIGH-FREQUENCY WORDS



Write *above, family,* and *music.* Read each word with students.

- Ask students to read each word as you point to it.
- Ask students to use each word in a sentence.

above

family

music

STUDENT INTERACTIVE, p. 322

PHONICS

Suffixes -ly, -ful, -er, -less, -or

A suffix is a group of letters that is added to the end of a base word to make a new word. The suffix adds its own meaning to the base word.

| -ly | -ful | -er, -or | -less |
|------------------|---------|------------------------|---------|
| in a certain way | full of | a person or thing that | without |

neat + -ly = neatly = in a neat way

care + -ful = careful = full of care

teach + -er = teacher = person who teaches

edit + -or = editor = person who edits

care + -less = careless = without care

MY TURN Read the words with suffixes below. Find the suffix in each word and circle it. Underline the base word.

| -ly | -ful | -er | -or | -less |
|---------|---------|---------|--------|---------|
| quickly | playful | painter | sailor | useless |

TURN and TALK Reread the words above. Choose two of the words and use them in sentences. Share your sentences with your partner.

Interact with Sources

OBJECTIVES

Make connections to personal experiences, ideas in other texts, and society.

Interact with sources in meaningful ways such as illustrating or writing.

ACADEMIC VOCABULARY

Language of Ideas Building upon students' academic language is key to their academic growth across all subjects. After you discuss the infographic, ask: [How do people connect with other people?](#) [How can people improve a community by working together?](#)

- discuss
- connect
- responsible
- equal
- improve

Be sure to use these words throughout the week to reinforce language acquisition.

Explore the Infographic

Revisit the Essential Question for Unit 4: *Why is it important to connect with other people?* Then read the Week 3 Question: *What can people do to make a difference in their communities?* Ask: [How can people connecting, or joining together, improve their community?](#)

Discuss the infographic “Community Care” on pp. 320–321 in the *Student Interactive*. Start by reading aloud the text in the center circle. Then ask: [What do you see in these photographs?](#) [Let’s read the text together.](#) [How does what you see and read here help you answer the Weekly Question?](#)

Use the following questions to continue the discussion:

- How do people shown in the photograph work together for their community?
- What is something people in your community can do together?

WEEKLY QUESTION Conclude the discussion by restating the Week 3 Question: *What can people do to make a difference in their communities?* Make a connection between students’ answers and the Essential Question for the unit: *Why is it important to connect with other people?* Point out that people work together to make a positive difference and help one another and communities. Say: [This week, we will read and talk more about this topic.](#)

TURN, TALK, AND SHARE Have partners discuss ways they have seen or helped people make a positive difference in their community. Then have them draw what they have done or seen.



EXPERT’S VIEW Jim Cummins, Professor Emeritus, University of Toronto

“Getting access to literacy is a powerful way of expanding students’ sense of self. When students listen to stories, read books, and start writing about things that interest them, they gain confidence in what they are capable of achieving. Writing becomes an expression of self.”

See SavvasRealize.com for more professional development on research-based best practices.

ELL Targeted Support Oral Response English learners will benefit from responding orally to visuals. Listeners will demonstrate comprehension by taking notes commensurate with content. Oral responses and written notes will build and reinforce concept and language attainment. Display photos of people working together.

Ask students to respond orally to the visuals. Tell listeners to write new words.

EMERGING

Have partners take turns describing each picture. While listening, students should write one note about the description. **DEVELOPING**

Have pairs respond orally to the visuals by asking and answering questions about them. Listeners should take notes on what speakers are saying. **EXPANDING**

Have students complete the Expanding activity and then use their notes to summarize their partner's thoughts. **BRIDGING**

STUDENT INTERACTIVE, pp. 320-321

WEEKLY LAUNCH: INFOGRAPHIC

Community Care

People can work together to pick up litter in parks and along roads.

People can work together to build homes for those who do not have them.

People can show they care about their communities in many different ways.

People can develop friendships by having a street festival.

People can work together to clean cars at a car wash.

People can make their community bright and colorful by painting a mural.

Weekly Question

What can people do to make a difference in their communities?

TURN and TALK

How do people in your community show they care about the community? With a partner, discuss ways you have seen or helped people making a difference. Then draw what you have done or seen.

Possible responses: holding community events, cleaning up litter, working with youth organizations to clean up areas

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WEEK 3

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Listening Comprehension

OBJECTIVES

Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

Develop and sustain foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension.

Recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

ELL Language Transfer

Summary Have students listen actively as you read the text aloud and then ask them to summarize the text with a partner.

FLUENCY

After completing the Read-Aloud Routine, display “Making a Difference in Your Community.” Model reading aloud a short section of the story, asking students to pay attention to the rate at which you read. Emphasize that fluency is about reading for meaning at an appropriate rate. While reading *The Garden of Happiness* later this week, encourage students to practice reading accurately and with proper rate and expression.

THINK ALOUD Analyze **Realistic Fiction** As I read, I notice this is realistic fiction because it is a story about people who seem real and a situation that happens in life. Reading this story makes me want to help someone the way Simone and her family did.

Realistic Fiction

Encourage students to listen actively as you read aloud the realistic fiction text “Making a Difference in Your Community.” Ask questions that guide them to recognize the characteristics of realistic fiction, including characters, setting, events, and theme. Prompt them to ask relevant questions about the text and to answer questions using multi-word responses.

START-UP

READ-ALOUD ROUTINE

Purpose Have students pay attention to the characteristics of realistic fiction.

READ the whole text aloud without stopping to address the Think Aloud callouts.

REREAD the text to the class, pausing to model Think Aloud strategies relevant to the genre.

Making a Difference in Your Community

Mr. and Mrs. Martinez had lived in Simone’s neighborhood for as long as she could remember. They spent many hours in their garden on the weekends. Their yard was well-kept and cheerful.

When Mrs. Martinez got sick, Mr. Martinez stopped working in the garden. Weeds started growing, and Mr. Martinez looked sad.

“Mr. Martinez’s garden is gone,” Simone said sadly to her parents. “He never smiles anymore. I wish we could cheer him up. I have a plan.”

“You’re right,” Dad said. “Mr. Martinez is all alone now, and he misses his wife.”



“Making a Difference in Your Community,” continued

“What’s your idea, Simone?” asked Mom.

The next weekend, Simone, Mom, Dad, and Simone’s big brother Frank showed up at Mr. Martinez’s house very early. They worked hard for hours, cleaning up his yard and planting new vegetables and flowers.

When Mr. Martinez came outside to sit on his porch, he looked around, puzzled. Then he saw Simone and her family, finishing up their work.

Mr. Martinez smiled from ear to ear. He was so thankful to Simone and her family for their help. Mr. Martinez invited them to enjoy some iced tea with him.

Simone was proud of helping someone in her community. Not only did she make her neighborhood look just a little bit better, she made Mr. Martinez feel a lot better.

THINK ALOUD Analyze
Realistic Fiction Realistic fiction often has a theme. When I read this story, it reminded me of how important it is to help other people and to do what we can to make a community a better place for everyone. I think this is the author’s message. This is the theme of the text.

ELL Access

To help prepare students for the oral reading of “Making a Difference in Your Community,” read aloud this short summary:

Simone notices Mr. Martinez’s garden has weeds. She sees he is sad and wants to cheer him up. She suggests that her family clean up Mr. Martinez’s yard and plant new vegetables and flowers. Simone’s plan works. Mr. Martinez is happy, and the neighborhood looks better, too.

WRAP-UP

REALISTIC FICTION

| | |
|-------------|---------------------------------------|
| Characters: | Simone, Mr. Martinez, Simone’s family |
| Setting: | Simone’s community |
| Events: | Mr. Martinez |
| 1. | is sad. |
| 2. | The garden is gone. |
| 3. | The family plants a new garden. |
| Theme: | People can make a difference. |

After reading the realistic fiction text “Making a Difference in Your Community,” ask students to complete a chart listing the characters, setting, events, and theme of the story.

FLEXIBLE OPTION

INTERACTIVE

Trade Book Read Aloud

Conduct an interactive read aloud of a full-length trade book.

- Choose a book from the *Read Aloud Trade Book Library* or the school or classroom library.
- Select an **INTERACTIVE Read Aloud Lesson Plan Guide** and **Student Response** available on SavvasRealize.com.
- Preview the book you select for appropriateness for your students.



Realistic Fiction

LEARNING GOAL

I can learn more about making a difference by reading a story.

OBJECTIVES

Establish purpose for reading assigned and self-selected texts.

Discuss topics and determine theme using text evidence with adult assistance.

LANGUAGE OF THE GENRE

After reviewing the anchor chart, remind students to use words related to realistic fiction in their discussions.

- setting
- characters
- events
- theme

FLEXIBLE OPTION ANCHOR CHARTS

To create an anchor chart that goes with this lesson, focus on realistic fiction.

- Ask students to discuss what realistic fiction texts are.
- Have students name elements of realistic fiction.

ELL Language Transfer

Cognates Point out the Spanish cognates on pp. 326–327 in the *Student Interactive*.

- fiction : *ficción*
- characters : *carácterés*
- theme : *tema*

Minilesson

FOCUS ON STRATEGIES Realistic fiction is a made-up story that could really happen. It has characters, a setting, and events. It also may have a theme, or a big idea about life. We often read to understand this theme.

- Set a purpose. Why will you read this story?
- Look for events in the text that tell you something important or interesting about real life.
- Think about what the characters learn from events that happen to them.

MODEL AND PRACTICE Show students how to establish a purpose for reading assigned and self-selected realistic fiction. Say: *Before I read “Making a Difference in Your Community,” I decided on a purpose for reading. I know that the purpose for reading realistic fiction can be to enjoy a good story and to understand a theme, or message about life. To find the author’s message, I first considered the events. Then I thought about the characters and how events affected them. This helped me find the message the author wanted me to learn from the story.* Next, read and discuss the Anchor Chart on SI p. 327, and have students establish a purpose involving theme.

ELL Targeted Support Develop Vocabulary Support individuals and facilitate peer support as students develop vocabulary needed to comprehend increasingly challenging language. Write the categories: *Setting, Characters, and Theme*. Instruct and have students copy the words.

Say and write simple words that give examples of settings and characters, such as: *home, school, family, and children*. Help students repeat and copy the words. Then say and write a theme: *Helping others is good*. Help students repeat and copy the theme. **EMERGING**

Write examples on note cards of setting, characters, and theme, such as: *school, John and Maxell, people should help one another*. Help students identify the category as you hold up each card. **DEVELOPING**

Help partners tell each other examples of each category. **EXPANDING**

Have students write examples for each category and then trade examples with a peer. Have students read the examples aloud using the sentence frame: *Examples of _____ are _____.* **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use strategies for identifying realistic fiction.

OPTION 1 Use the Anchor Chart Have students work with a partner to discuss the characteristics of realistic fiction. Circulate to determine if students show understanding.

OPTION 2 Use Independent Text Have students compare realistic fiction and biographies they have read. Ask them to write their comparisons in their reader's notebook.

TURN, TALK, AND SHARE Have students complete the Turn and Talk activity on *SI* p. 326 to establish a purpose for reading the assigned text. Call on volunteers to share their purpose with the class.

QUICK CHECK

Notice and Assess Can students identify realistic fiction?

Decide

- **If students struggle**, revisit instruction about realistic fiction in Small Group on pp. T166–T167.
- **If students show understanding**, extend instruction in Small Group on pp. T166–T167.

STUDENT INTERACTIVE, pp. 326–327

GENRE: REALISTIC FICTION

READING WORKSHOP

My Learning Goal I can learn more about making a difference by reading a story.

Realistic Fiction

Realistic fiction is a made-up story that could really happen. It has characters, a setting, and events that make up the beginning, middle, and end of the story. Realistic fiction often has a **theme**, or big idea about life. To determine the theme:

- as you read, stop at different points and ask yourself what the story is about so far.
- connect events to find out how they are related.
- after reading, ask yourself what message the author wants you to learn.

Establish Purpose The purpose for reading realistic fiction might be to enjoy a good story and to understand its theme, or message about life.

TURN and TALK With a partner, establish a purpose for reading *The Garden of Happiness*.

Realistic Fiction Anchor Chart

- Setting is where and when the story takes place.
- Characters are people or animals in the story.
- Realistic plot events make up the beginning, middle, and end of the story.
- Theme is a big idea, or lesson, the author wants you to understand from the story.

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Academic Vocabulary

LEARNING GOAL

I can use language to make connections between reading and writing narrative nonfiction.

OBJECTIVES

Use context within and beyond a sentence to determine the meaning of unfamiliar words.

Respond using newly acquired vocabulary as appropriate.

ELL Access

Context

Choose a paragraph of informational text. Read it aloud as students follow along. Ask students to raise their hand when they see a word they do not know. Work with them to identify context clues that will help them determine its meaning. Have students use a dictionary to confirm their understanding of the word's meaning.

Context Clues

Minilesson

FOCUS ON STRATEGIES Review the academic vocabulary words for the unit: *discuss*, *connect*, *responsible*, *equal*, and *improve*. Remind students that context refers to the words and sentences around a word that can help them determine the meaning of the word.

- When you are reading and you come to a word you do not know the meaning of, look for clues that help you figure out what the word means.
- Find clues in word parts and related words.
- Find clues in related sentences that might include a synonym of the word or a different way to say the same thing.

MODEL AND PRACTICE Read with students the first example on p. 357 of the *Student Interactive*. *I read the phrase **equal rights** in the first sentence, but this phrase is unfamiliar to me. The sentence before it gives me a clue: **The girls want to be treated the same as the boys. They want equal rights.** Now I know that to have equal rights means to be treated the same.*

Handwriting

OBJECTIVE

Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

Letters *M* and *H*

FOCUS Display cursive letters *M* and *H*.

MODEL Show students how to write uppercase *M* and *H* in cursive. Help them develop their handwriting by accurately forming the cursive letters using appropriate strokes.



ASSESS UNDERSTANDING

Apply

My TURN Have students complete the activity on p. 357 of the *Student Interactive*.

WEEKLY STANDARDS
PRACTICE

To assess student progress on Academic Vocabulary, use the Weekly Standards Practice online at SavvasRealize.com

STUDENT INTERACTIVE, p. 357

VOCABULARY
READING-WRITING BRIDGE

I can use language to make connections between reading and writing narrative nonfiction.

My Learning Goal

Academic Vocabulary

You can use **context clues** to figure out the meaning of a word or phrase. Look for clues in nearby words.

MY TURN Circle the context clues that help you understand each bold word or phrase. Then complete the sentences.

- The girls want to be **treated the same** as the boys. They want **equal rights**.
In this sentence, **equal rights** means to be treated the same.
- It is your **responsibility** to turn your homework in on time. You have a **duty** to keep up.
In this sentence, **responsibility** means something you have to do.
- People who **don't know their neighbors** might feel **disconnected** and **alone**.
In this sentence, **disconnected** means alone, or not connected to others.

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PRACTICE Have students use *Handwriting* p. 203 from the *Resource Download Center* to practice writing cursive letters *M* and *H*.

Name _____

Handwriting

Cursive Letters M, H
Look at the uppercase cursive **M** in the box. What kinds of strokes are used? Where do you start an uppercase cursive **M**? How do you finish it?

MY TURN Trace the cursive letters.

M M M M M M M

MY TURN Write uppercase cursive letter **M**.

Look at the uppercase cursive **H** in the box. What kinds of strokes are used? Where do you start an uppercase cursive **H**? What do you do next? How do you finish it?

MY TURN Write uppercase cursive letter **H**.

Grade 2 • Unit 1 • Week 3
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Handwriting p. 203

Matching Texts to Learning

To select other texts that match your instructional focus and your groups' instructional range, use the **Leveled Reader Search** functionality at SavvasRealize.com.



LEVEL I

Genre Realistic Fiction

Text Elements

- Two- to three-syllable words
- Sentences carry over two or three lines

Text Structure

- Chronological



LEVEL I

Genre Realistic Fiction

Text Elements

- Familiar and new content
- Five to eight lines of text per page

Text Structure

- Chronological



LEVEL K

Genre Fantasy

Text Elements

- Longer, more complex sentences
- Variety of words used to assign dialogue

Text Structure

- Chronological

Guided Reading Instruction Prompts

To support the instruction in this week's minilessons, use these prompts.

Identify Realistic Fiction

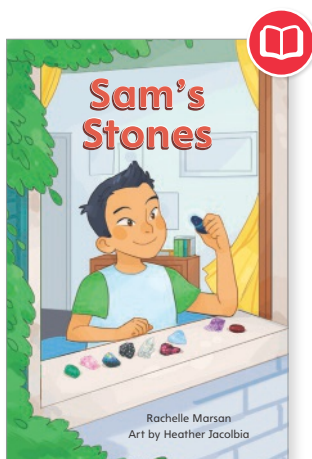
- Is it a made-up story about something that could actually happen?
- What are the realistic events?
- Do the characters and setting seem real?

Develop Vocabulary

- What can you do to figure out the meaning of a word?
- What clues from the text tell you about the word ___?
- If you cannot figure out the meaning of a word from the context, what sources can you use to find the meaning?

Determine Theme

- What big idea is the story about?
- What happens in the story?
- What do the characters learn from what happens?



LEVEL L

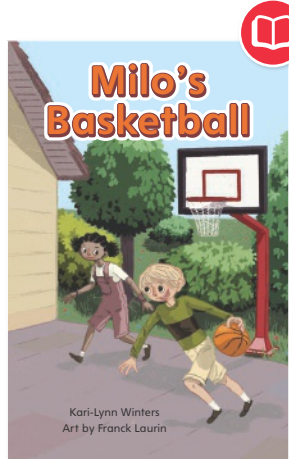
Genre Realistic Fiction

Text Elements

- Challenging multisyllable words
- New, unexplained vocabulary

Text Structure

- Chronological with flashback



LEVEL L

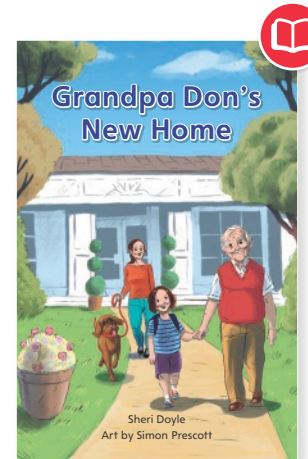
Genre Realistic Fiction

Text Elements

- Challenging multisyllable words
- Sentences carry over multiple lines

Text Structure

- Chronological



LEVEL M

Genre Realistic Fiction

Text Elements

- Content carried by print
- Multiple characters to understand

Text Structure

- Chronological

Create New Understandings

- Which details from the text taught you something new?
- What did you learn from one of the characters?
- What did you learn from the events?

Compare Texts

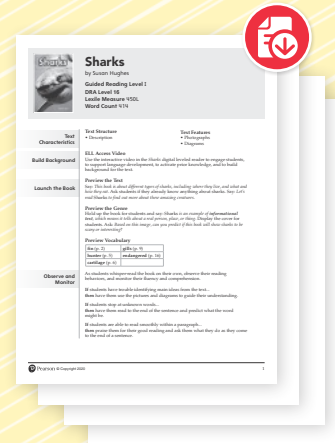
- What is the theme of each text?
- How are the themes similar?
- How are the themes different?

Word Work

See Possible Teaching Points in the *Leveled Reader Teacher's Guide*.

Leveled Reader Teacher's Guide

For full lesson plans for these and other leveled readers, go online to SavvasRealize.com.



Use the  **QUICK CHECK** on p. T161 to determine small group instruction.

Teacher-Led Options

Strategy Group

IDENTIFY REALISTIC FICTION

Teaching Point When we read realistic fiction, we read about things that could happen in real life. We might connect to the characters, setting, and events in the story. There is often a big idea about life in realistic fiction. Review “Making a Difference in Your Community” with students and discuss why it is realistic fiction.

ELL Targeted Support

Preview the illustrations in *The Garden of Happiness* and help students anticipate what the story might be about. Write words that will help students as they read, such as: *fence, city, tools, birds, rain, and flowers.*

Have students echo-read the words with you, and define words as necessary. Discuss with students whether the illustrations show events that could happen in real life.

EMERGING/DEVELOPING

In pairs, have students preview the illustrations in the text, use the words you have written to describe what they see, and make notes about what they expect to read about.

EXPANDING/BRIDGING



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



IDENTIFY REALISTIC FICTION

Use Lesson 28, pp. T163–T168, in the *myFocus Intervention Teacher’s Guide* to instruct students on the characteristics of fiction.

LEVEL C • READ

Lesson 28 Genre: Fiction and Narrative Nonfiction

DIRECTIONS Read the following texts. Note details that help you understand the genre of each.

Lots of Choices

- 1 Jen walked across the street to her neighbor’s house. She didn’t want to, but Mom had insisted. *What a great Saturday,* Jen thought.
- 2 “Mrs. Tapp needs your help,” Mom said. “She’s taking food to the shelter today.”
- 3 “Come in!” Mrs. Tapp called out when she saw Jen at the door. Jen looked around. Pots, pans, and bowls covered every surface. Mrs. Tapp stood in the middle holding a spoon.
- 4 “Thanks for helping,” she said. “It’s my turn to cook for the shelter.”
- 5 “This is a lot of food!” Jen said. A quick look showed three kinds of soup. She saw three stacks of sandwiches labeled peanut butter, cheese, and ham. On another table Jen saw three huge bowls each holding a different kind of salad.
- 6 “Why are you making so many different things?” Jen asked. “Wouldn’t it be easier to make one kind of soup, sandwich, and salad?”
- 7 Mrs. Tapp seemed to ignore the question. “I’m thinking of going to Chuck’s Diner tonight,” she said. “Have you been?”
- 8 “Yes!” Jen said. “We go there all the time.”
- 9 “What’s on the menu?” Mrs. Tapp asked.
- 10 “Lots of things! My favorite is mac and cheese. But, sometimes I order spaghetti. They have ten different kinds of ice cream!”
- 11 “Choosing is fun,” Mrs. Tapp said. “I think that people at the shelter like to have choices, too, don’t you?” Jen thought about this. Suddenly she told Mrs. Tapp that she would be right back.
- 12 Jen returned with paper and markers. “I’m going to make menus,” she said. “That will make choosing even more fun!”

Reading Literature T • 163

On-Level and Advanced



INQUIRY

Question and Investigate Have students use the infographic on SI pp. 320–321 to generate questions about how people can make a difference in their communities. Throughout the week, have them conduct research to find answers. See *Extension Activities* pp. 242–246 in the *Resource Download Center*.

**Conferring**3 students / 3-4 minutes
per conference**IDENTIFY REALISTIC FICTION**

Talk About Independent Reading Have students explain how they know that their text is realistic fiction.

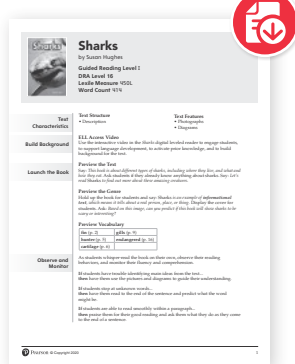
Possible Conference Prompts

- In what ways do the characters and setting seem realistic?
- What are some events in the story that could happen in real life?
- Is there a big lesson about life in this story?

Possible Teaching Point Readers can learn more about the theme or big idea of a realistic fiction story by paying attention to what the characters in the story do and learn.

Leveled Readers**IDENTIFY REALISTIC FICTION**

- For suggested titles, see *Matching Texts to Learning*, pp. T164–T165.
- For instructional support on the features of realistic fiction, see the *Leveled Reader Teacher's Guide*.

**Whole Group**

Share Bring the class back together in whole group. Encourage students to share what they discovered about realistic fiction, and celebrate what they learned.

Independent/Collaborative**Independent Reading**

Students can

- reread and listen to a previously read Leveled Reader or eText.
- read a self-selected trade book.
- continue reading their Book Club text.

Centers

See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities

Students can

- write about their purpose for reading realistic fiction in their reading notebooks.
- play the *myView* games.
- take turns reading a realistic fiction text with a partner using appropriate expression.

BOOK CLUB

See Book Club, pp. T520–T523, for

- ideas for discussions.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups' collaboration.
- facilitating use of the trade book *John Chapman: Planter and Pioneer*.

Word Work

OBJECTIVES

Identify and read high-frequency words.

Identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion/tion/sion*.

ADDITIONAL PRACTICE



For additional student practice with suffixes, see *Phonics* p. 189 from the *Resource Download Center*.

Phonics: Decode and Write Words with Suffixes *-ly*, *-ful*, *-er*, *-less*, *-or*

Minilesson

FOCUS Remind students that a suffix adds new meaning to a base word.

MODEL AND PRACTICE Point to and name the first word in the box on p. 323 in the *Student Interactive: loudly*. Have students say the word with you. Say: *I can hear and see the suffix **-ly** in the word **loudly**. The base word is **loud**. **Loudly** means “in a loud way.”* Have students say each word in the box, identify the suffix, and circle it.

APPLY MY TURN Have students use the words in the box to complete the sentences on p. 323 in the *Student Interactive*.

FOUNDATIONAL SKILL

Name _____

Phonics
Suffixes *-ly*, *-ful*, *-er*, *-less*, *-or*
A suffix is a group of letters added to the end of a word. A suffix changes the meaning of the base word. Some examples of suffixes are *-ly*, *-ful*, *-er*, *-less*, and *-or*.

MY TURN Read the words in the box. Pick a word from the box that belongs in each sentence. Write the correct word on each line.

| | | |
|-----------|----------|----------|
| wonderful | fearless | teacher |
| creator | quickly | grateful |

- She was **grateful** for her good luck.
- Jayden's favorite **teacher** was Mr. Lerner.
- Rocco talked to the **creator** of the comic strip.
- He ran **quickly** to try to win the race.
- The rainbow was **wonderful** to see after the storm.
- They were brave and **fearless** leaders.

Grade 2, Unit 4, Week 3
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Phonics p. 189

ELL Targeted Support Suffixes Write: *neatly*, *careful*, *teacher*, *editor*, and *careless* and have students repeat them as you point to each word.

Say: *Adding **-ly** to a word changes its meaning. When I add **-ly** to the word **neat**, the new word means “in a neat, or careful, way.” For example, I can say “I write **neatly**, so my handwriting is easy to read.”* Repeat for the words *careful* and *careless*. Ask students to choose *neatly*, *careful*, or *careless* and draw a picture to show the word's meaning. Have them write the word below their picture. **EMERGING**

Point to the word *neatly* and explain that the suffix *-ly* is added to the word *neat*. The ending *-ly* means “in a certain way.” The word *neatly* means “to do something in a neat way.” Follow the same procedure for the words *careful*, *teacher*, and *careless*. Then have partners use the words in oral sentences. **DEVELOPING**

Go over the words *neatly*, *careful*, *teacher*, *editor*, and *careless* with students. Then have students work in pairs to write sentences for as many of the words as they can. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use these strategies for decoding words with suffixes.

OPTION 1 Have students review the words on p. 323 in the *Student Interactive* by reading them chorally. Then have volunteers identify the suffix in each word.

OPTION 2 Independent Activity Have students use letter tiles to make the following words: *silently*, *wonderful*, *teacher*, *visitor*, and *helpless*. Then have them write the words and use them in sentences.

QUICK CHECK

Notice and Assess Are students able to identify and write words with the suffixes *-ly*, *-ful*, *-er*, *-or*, and *-less*?

Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T196–T197.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T196–T197.

HIGH-FREQUENCY WORDS



Create a chart on the board with each letter of the high-frequency words inside a box. Then ask students to say each word and repeat after you the letters that make it up.

a b o v e

f a m i l y

m u s i c

STUDENT INTERACTIVE, p. 323

FOUNDATIONAL SKILLS

Suffixes -ly, -ful, -er, -less, -or

MY TURN Read the words in the box. Circle the suffix in each word. Then use the words to complete the sentences.

loudly worker careless visitor colorful

- Megan's paper had many mistakes because she was careless.
- Tom spoke loudly so everyone could hear.
- Lili is a visitor from England.
- The red, pink, and yellow flowers are very colorful.
- Kyle washed the dishes. He is a great worker.

Introduce the Text



The Garden of Happiness

OBJECTIVES

Establish purpose for reading assigned and self-selected texts.

Generate questions about text before, during, and after reading to deepen understanding and gain information.

Shared Read Plan

First Read Read the text. Pause to discuss the First Read notes with students.

Close Read Use the Close Read notes to guide your instruction for Lessons 3 and 4.

Preview Vocabulary

Introduce the words on p. 328 in the *Student Interactive*. Define words as needed.

- **inhaled:** breathed in
- **plots:** small pieces of land used for a purpose
- **mural:** a large picture painted directly on a wall
- **faded:** lost freshness
- **drooped:** hung down

These words will help you understand *The Garden of Happiness*. As you read the words in the text, ask: What do these words tell me about the story?

Read

Discuss the First Read Strategies. Prompt students to establish that the purpose for reading this selection might be to understand its message about life.

FIRST READ STRATEGIES

READ Remind students to identify details about characters' actions and events that give clues about the possible theme.

LOOK Have students use illustrations to help them understand what is happening in the text.

ASK Have students ask questions as they read to identify what ideas are most important.

TALK Have partners discuss their ideas about the author's message.

Students may read independently, in pairs, or as a class. Use the First Read notes to help students connect with the text and guide their understanding.



ELL Targeted Support Preteach Vocabulary Have students examine the key vocabulary words before reading the text. Write: *inhaled, plots, mural, faded, and drooped*.

Model sentences that use the words: *I opened the window and inhaled the fresh air. The city provided plots for people to grow vegetables. The mural is on a building on First Street. The paint is faded. The flowers drooped during the dry spell.* Point at the words each time you say them aloud. **EMERGING**

Have students choose several of the words and draw pictures that relate to the words. Ask them to explain their drawings. **DEVELOPING**

Ask students to come up with other words or ideas that are related to the vocabulary words. **EXPANDING/BRIDGING**

ELL Access

Background Knowledge

Students learn by making connections to their prior knowledge. Ask students to share what they know about community gardens or other community projects.

STUDENT INTERACTIVE, pp. 328–329



The Garden of Happiness

Preview Vocabulary

Look for these words as you read *The Garden of Happiness*.

inhaled plots mural faded drooped

First Read

Read to understand the theme.

Look at the illustrations to help you understand the text.

Ask what ideas are most important.

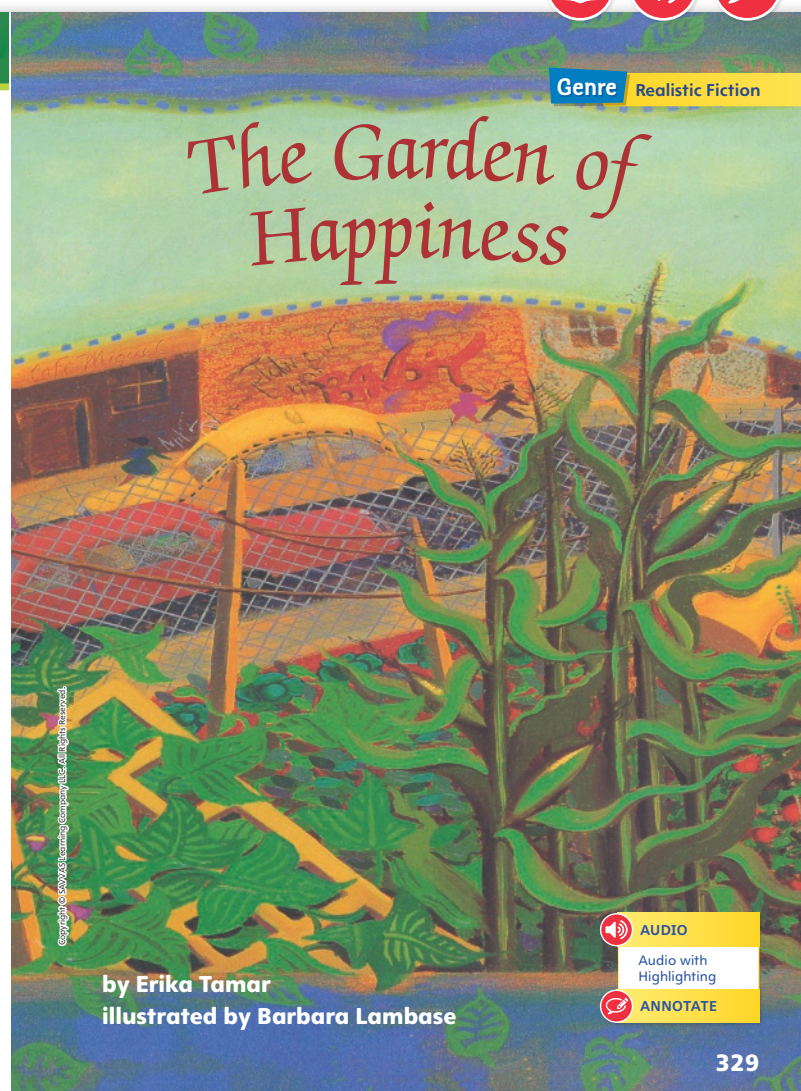
Talk about the author's message.

Meet the Author

Erika Tamar moved to the United States from Austria when she was four. She has always loved telling stories. Erika Tamar worked on movies and TV shows before becoming an author of many books for children and adults.

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Genre Realistic Fiction

The Garden of Happiness

by Erika Tamar
illustrated by Barbara Lambase

AUDIO

Audio with
Highlighting

ANNOTATE

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First Read

Read

THINK ALOUD As I read, I wonder what the theme of this story will be. I will also look at the illustrations for clues. The colors are bright and lively. The title of the story is about a garden. I will continue reading the story to see how happiness could be compared to things that grow in a garden. I think this may lead me to understand the theme of the story.



- 1 On Marisol's block near East Houston Street, there was an empty lot that was filled with garbage and broken, tired things. It had a funky smell that made Marisol wrinkle her nose whenever she passed by.

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Possible Teaching Point

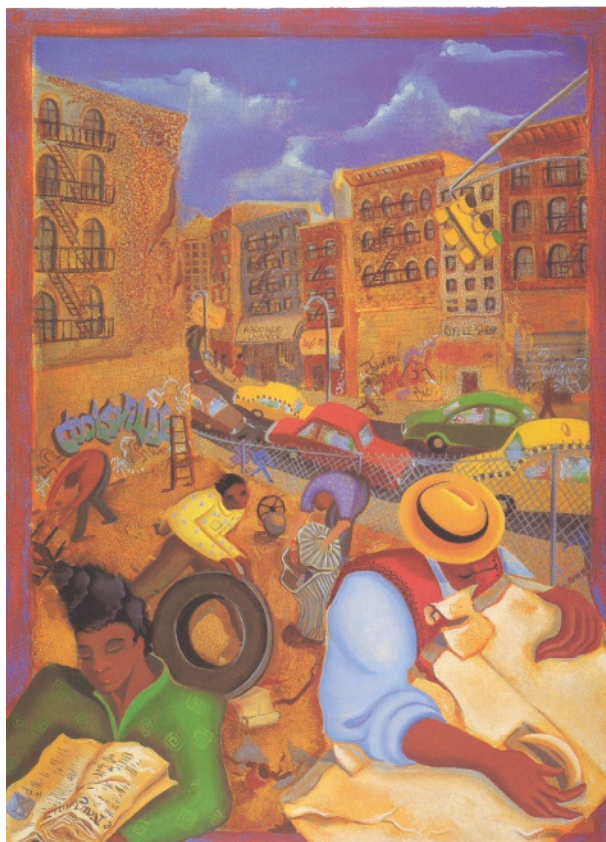


Academic Vocabulary | Context Clues

Use the Academic Vocabulary lesson on pp. T162–T163 in the Reading-Writing Workshop Bridge to review context clues. Say: *We can use context clues to figure out the meaning of the word **funky**. Other nearby words, such as **wrinkled her nose** help us figure out the meaning of this word.*



- 2 One April morning, Marisol was surprised to see many grown-ups busy in the lot. Mr. Ortiz carried a rusty refrigerator door. Mrs. Willie Mae Washington picked up newspapers. Mr. Singh rolled a tire away.



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CLOSE READ



Create New Understandings

Highlight the words in the text that describe what Marisol notices one morning.

First Read

Ask

THINK ALOUD The text on this page mentions characters in the story and what they are doing. I should stop to ask myself questions about this. Who are the characters I've met so far? Their names are Marisol, Mr. Ortiz, Mrs. Willie Mae Washington, and Mr. Singh. They are people in the neighborhood. What are they doing? It sounds like they are cleaning up the lot.

Close Read

Create New Understandings

Have students read the Close Read note. Point out the word *notice*. Ask: **What does it mean to notice something?** (to see or pay attention to something) Explain that the writer tells the reader what Marisol sees as she walks around her neighborhood. She sees something that surprises her. Ask: **What does Marisol see on this walk that is different?** Underline the words in the text that tell you what she notices. **See student page for possible responses.**

DOK 1

OBJECTIVE

Synthesize information to create new understanding.

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Possible Teaching Point



Read Like a Writer | Author's Craft

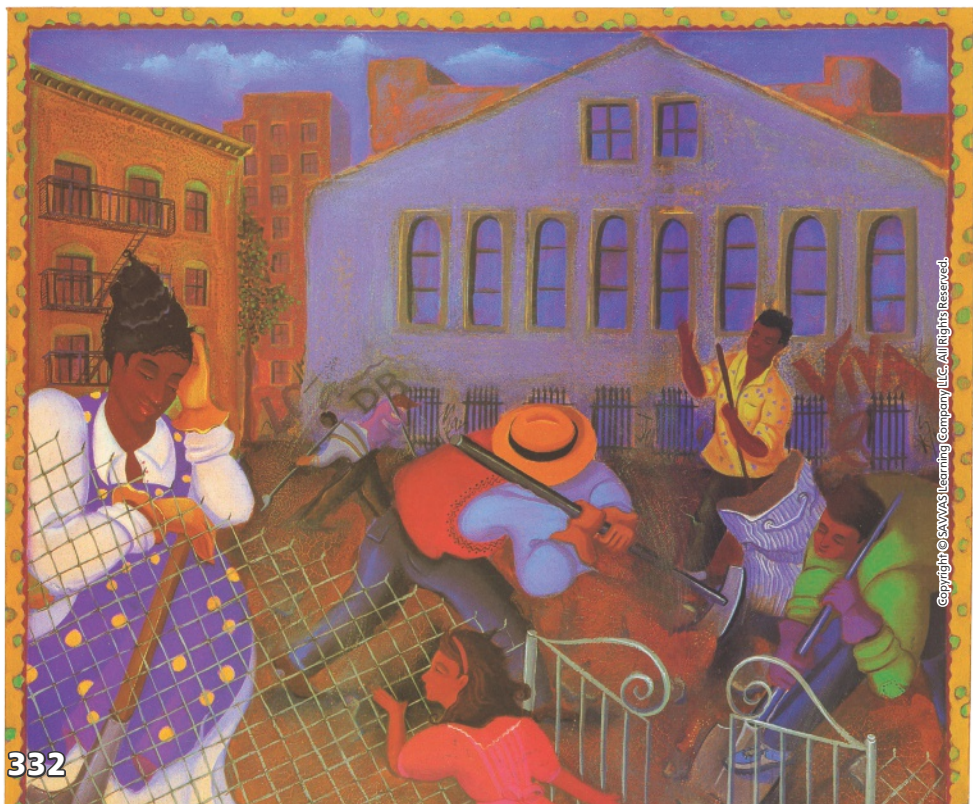
Word Choice Explain that the writer uses specific descriptive words to help the reader understand what the grown-ups are doing. Point to the word *rusty*. Ask: **What does the word *rusty* tell you about the refrigerator?** (It is old and probably doesn't work anymore.) Guide students to understand that the grown-ups are clearing away items and trash that do not belong in the lot. For more instruction on Author's Craft, see pp. T204–T205.

First Read

Look

THINK ALOUD I notice that the illustrations are helping to tell the events of the story. Illustrations on the last two pages showed an empty lot and then people clearing the lot. The illustration here shows people digging in the lot. If I pay attention to the illustrations, I can see the events in the story as they happen.

- 3 The next afternoon, Marisol saw people digging up stones. Mr. Ortiz worked with a pickax.
- 4 “¿Qué pasa?” Marisol asked.
- 5 Mrs. Willie Mae Washington leaned on her shovel and wiped her forehead. “I’m gonna grow me black-eyed peas and greens and sweet potatoes, too,” she said. “Like on my daddy’s farm in Alabama. No more store-bought collard greens for me.”



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Possible Teaching Point



Read Like a Writer | First and Third Person

Say: Here, I see the pronouns *I*, *my*, and *me*. These are first-person pronouns. Why are they used? Explain that these words are in a direct quote from one of the characters. These words are spoken by one of the characters, not the narrator, so they are first-person pronouns. For more instruction on Author’s Craft, see pp. T204–T205.



- 6 “We will call it The Garden of Happiness,” Mr. Singh said. “I am planting *valore*—such a beautiful vine of lavender and red. Yes, everyone is happy when they see this bean from Bangladesh.”
- 7 On another day, Marisol watched Mr. Castro preparing the ground. Mrs. Rodriguez rolled a wheelbarrow full of peat moss. Marisol inhaled the fresh-soil smell of spring.
- 8 “Oh, I want to plant something in The Garden of Happiness!” Marisol said.
- 9 “Too late, *niña*,” Mr. Ortiz said. “All the plots are already taken.”

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CLOSE READ

Determine Theme

Underline the names of the grown-ups working on the garden, beginning with paragraph 3. Then underline the words Mr. Singh uses to name the garden.

inhaled breathed in

plots small pieces of land used for a purpose

First Read**Talk**

THINK ALOUD If I think about why the characters act how they do, I can learn more about the author’s message. On page 332, Mrs. Willie Mae Washington talks about growing vegetables that she had at home in Alabama. She is growing things that remind her of home. I think the grown-ups are planting things that give them happy memories of home. I’ll talk with a partner about what kinds of things I would plant in a garden to remind me of home.

Close Read**Determine Theme**

Encourage students to look for text evidence that will help them determine the theme. Point out that there are many people working together. Have students underline the grown-ups’ names in **paragraphs 3, 5, 6, and 7**. Note that the people working together have given their garden a name. Direct students to **paragraph 6** and have them underline the name of the garden. **See student page for possible responses.**

Guide students to notice that this might be evidence of a theme: people working together on something that is important to them.

DOK 1

OBJECTIVE

Discuss topics and determine theme using text evidence with adult assistance.

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Possible Teaching Point**Read Like a Writer | Author’s Craft**

Picture Walk Do a picture walk with students, pointing out the image on the title page and the illustrations on pages 332-333. Ask questions about the illustrations to prompt students to describe what they see. Have students examine the illustration on page 332 and discuss the characters and setting. For more instruction on Author’s Craft, see pp. T204–T205.

First Read

Read

THINK ALOUD As I read, I pay attention to details that could tell me about theme. I want to look for ideas that are important to the characters in the story. I can tell that finding a plot of land is important to Marisol. She “looked and looked” and didn’t stop until she found a small space. She is happy with it because it is her very own. I think it is important that the characters in the story are finding places that they can make their own.

Close Read

Create New Understandings

Tell students that they should use what they read and what they already know to create new understandings about a text.

Have students scan **paragraph 11** and highlight words in the text that describe Marisol’s plot of land. Ask students how Marisol feels about her plot and why. **See student page for possible response.**

Encourage students to think about how they would feel if they were Marisol.

DOK 2

OBJECTIVE

Synthesize information to create new understanding.

CLOSE READ



Create New Understandings

Highlight details that describe Marisol’s patch of land.

- 10 Marisol looked everywhere for a leftover spot, but the ground was crisscrossed by markers of sticks and string. She looked and looked. Just outside the chain-link fence, she found a bit of earth where the sidewalk had cracked.
- 11 “¡Mira! Here’s my patch!” Marisol called. It was **no bigger than her hand**, but it was her very own. She picked out the pebbles and scraped the soil with a stick.



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Foundational Skills Extension

Suffixes *-ly*, *-ful*, *-er*, *-less*, *-or*

Ask students to locate and read aloud a word on p. 334 that has the suffix *-er* (*bigger*). Help students understand that the addition of *-er* to the word *big* helps the author make a comparison. Ask: **How does the word *bigger* and the writer’s comparison help you create a mental picture of the size of Marisol’s plot of land?**



CLOSE READ

- 12 Marisol noticed a crowd of teenagers across the street from the lot. They were staring at a brick wall. It was sad and closed up, without windows for eyes. Marisol crossed over to ask what they were doing.
- 13 “City Arts is giving us paint to make a mural on the wall,” a girl told her.
- 14 “What will it be?” Marisol asked.
- 15 “Don’t know yet,” one of the big boys said. “We haven’t decided.”
- 16 “I’m making a garden,” Marisol said. “I haven’t decided, either, about what to plant.”
- 17 In The Garden of Happiness, the ground had become soft and dark. Mr. Castro talked to his seedlings as he placed them in straight rows. “Come on now, little baby things, grow nice and big for me.”

mural a large picture painted directly on a wall

First Read

Ask

THINK ALOUD As I read, I ask myself questions to figure out the most important ideas. Will the mural be important? What will the teenagers decide to paint on the mural? I wonder if there will be a connection between the mural and the Garden of Happiness. I’ll keep reading to find out.

CROSS-CURRICULAR PERSPECTIVES

Social Studies



Nonprofit organizations have formed in many cities in the United States with the goal of improving public spaces through art. One nonprofit in New York City, CITYarts, works with children to create art in their neighborhoods. One recent project brought a group of children together to work on the Alexander Hamilton Playground in West Harlem. The playground was made to celebrate United States history as well as the community of Harlem where Alexander Hamilton lived.

First Read

Look

THINK ALOUD As I read, I look at the pictures to help me understand what is happening. I see Marisol reaching toward the ground. She is surrounded by pigeons. A woman on a bench is feeding the pigeons from a paper bag. I see a small seed in Marisol's hand. I think she is taking the seed to plant something in her garden.

Close Read

Determine Theme

Explain that Marisol searches for something to plant in her garden space. Ask: *What does Marisol need in order to grow something in her garden patch?* (a seed) Direct students to **paragraph 20** and guide them to underline the words in the text that describe what Marisol takes to plant in her garden. **See student page for possible response.**

Guide students to understand that the community is working together, and Marisol wants to be part of that. By understanding what is important to Marisol and her community, we can gather clues about the theme of the story.

DOK 2

OBJECTIVE

Discuss topics and determine theme using text evidence with adult assistance.

CLOSE READ



Determine Theme

Underline the words that tell what Marisol takes for her patch.

- 18 Marisol had no seedlings or even small cuttings or roots. *What can I do*, she thought, *where can I find something to plant?*
- 19 She went to the corner where old Mrs. Garcia was feeding the pigeons.
- 20 Marisol helped herself to a big flat seed. The birds fluttered about angrily.
- 21 “Only one,” she told them, “for my garden.”



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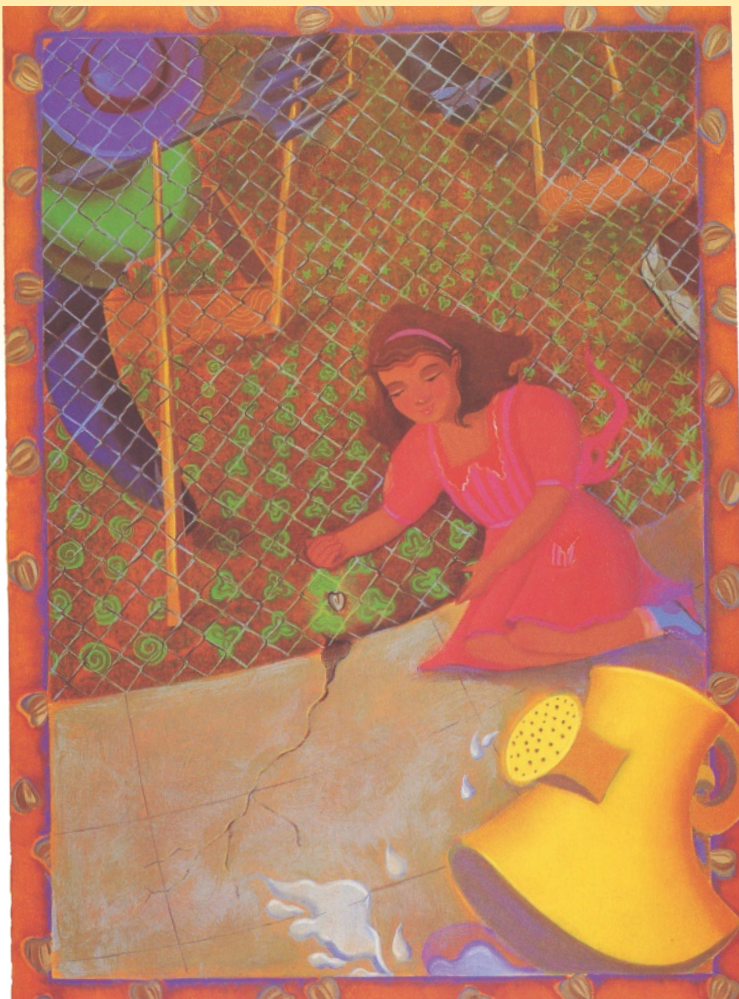
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CROSS-CURRICULAR PERSPECTIVES

Social Studies



Breckenridge, Texas is known as the Mural Capital of Texas. Most of the murals were inspired by photographs of the people who lived in Breckenridge in the 1920s. The photos show what life was like in that time and place. An artist named Billy Ines decided to create murals based on these photos so that people today could see what life was like long ago.




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- 22 Marisol skipped back to her patch. She poked a hole with her finger, dropped in the seed, and patted the soil all around. And every single day that spring, Marisol carried a watering can to the lot and gave her seed a cool drink.

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First Read

Read

 **THINK ALOUD** As I read, I sometimes stop to think about the theme. Marisol is working hard on her garden. She is making a difference in her community. I think this makes her happy. I think this is important to the theme.

ELL Targeted Support Summarize Have students summarize the steps Marisol takes to plant her seed to check students' understanding of the text.

Have students circle each verb on p. 337 that describes an action Marisol takes to plant the seed. In pairs, have students act out each word or draw an illustration to demonstrate understanding of each step.

EMERGING/DEVELOPING

Have students teach a partner the steps to plant a seed. Encourage students to use the text to guide them but to use their own words in their summaries. **EXPANDING/BRIDGING**

First Read

Ask

THINK ALOUD I ask myself questions as I read. I wonder what is growing in Marisol's patch. It's something with a long, straight stalk and four leaves, so far. It's getting very tall!

Close Read

Vocabulary in Context

Explain that to use context clues, students should gather information from the text about the meaning of a word. Ask students to think about what the text tells them about the shoot. For example, we know that the shoot is green based on the adjective before the word. Ask students to consider what action the shoot does (breaks through the ground). Have students complete the Close Read activity to help them figure out the meaning of the word *shoot*. **See student page for possible response.**

DOK 2

OBJECTIVE

Use context within and beyond a sentence to determine the meaning of unfamiliar words.

CLOSE READ



Vocabulary in Context

Underline words in the text that help you understand the meaning of **shoot**.

23 Before long, a green shoot broke through in Marisol's patch. Even on rainy days, she hurried to the lot to see. Soon there were two leaves on a strong, straight stalk, and then there were four. It became as high as Marisol's knee!



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Possible Teaching Point



Read Like a Writer | Author's Craft

Alliteration Point out the repeated sound *st* in the phrase “strong, straight stalk.” Explain that writers sometimes repeat sounds or phrases to draw readers’ attention to a certain phrase or description. Ask students to think about how the description “strong, straight stalk” helps them picture the plant that is growing in Marisol’s garden patch.



- 24 Green things were growing all around in The Garden of Happiness. Mr. Castro's tiny seedlings became big bushy things with ripe tomatoes shining like rubies.
- 25 "What's my plant?" Marisol asked. Now it reached to her shoulder. "What's it going to be?"
- 26 "Dunno," Mrs. Willie Mae Washington answered. "But it sure is *somethin'!*"




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First Read

Read

 **THINK ALOUD** As I read, I remind myself to think about the theme. Marisol, Mr. Castro, and Mrs. Willie Mae Washington are together, tending to the garden and talking. They are connecting with each other over the garden and making a difference in their community. I think this is related to the central message, or theme, of the story.

CROSS-CURRICULAR PERSPECTIVES

Science



A plant called the *Rafflesia arnoldii* has the largest flower in the world. It is a parasite plant, which means it depends on another organism to get the water it needs to survive. You cannot see its roots, leaves, or stem, and you cannot miss its flower; it grows up to 3 feet wide and can weigh 15 pounds. The *Rafflesia arnoldii* is found in the rainforests of Indonesia.

First Read

Ask

THINK ALOUD On page 340, Marisol is watching and listening to the teenagers plan the mural. I wonder what they will decide to paint. What will the rest of the community think of their mural? I notice that the garden seems to be bringing people together. Growing things in the garden makes them happy. I wonder if painting the mural will make the teenagers and the rest of the community happier.

Close Read

Create New Understandings

Have students read the Close Read note. Direct students' attention to **paragraph 28**. Explain that Marisol watches the activity happening over by the wall. Remind students that teenagers were working on painting a mural on the wall. Ask: *What does Marisol see the teenagers doing? What does she hear?* Have students highlight words in the text that support their answers. **See student page for possible responses.**

DOK 1

OBJECTIVE

Synthesize information to create new understanding.



CLOSE READ



Create New Understandings

Highlight details of the action happening at the wall.

- 27 Marisol pulled out the weeds in the late afternoons, when it wasn't so summer-hot.
- 28 Sometimes she watched the teenagers across the street. They measured the wall. They talked and argued about what they would paint.
- 29 Often Marisol saw Mr. Ortiz in his plot, resting in a chair.

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Possible Teaching Point



Read Like a Writer | Author's Craft

Point of View Explain that although the text is written from third-person point of view, the reader can still see events through Marisol's eyes. The narrator describes what Marisol feels, thinks, and sees. Point out ways in which the reader can see the world through Marisol's eyes on p. 340. Direct students to phrases such as: "she watched and she saw." For more instruction on Author's Craft, see pp. T204–T205.



- 30 “I come back from the factory and breathe the fresh air,” he said. “And I sit among my *habichuelas*, my little piece of Puerto Rico.”
- 31 “Is my plant from Puerto Rico? Do you know what it is?” Marisol asked.
- 32 Mr. Ortiz shook his head and laughed. “¡Muy grande! Maybe it’s Jack’s beanstalk from the fairy tale.”




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First Read

Ask

 **THINK ALOUD** I have noticed there are a lot of Spanish words in this text. I ask myself a question about this: What does it tell us about the community? There are both English and Spanish speakers who live there. I make a conclusion that it is a diverse neighborhood. There are people of different backgrounds living there. They are working together.

Possible Teaching Point



Academic Vocabulary | Context Clues

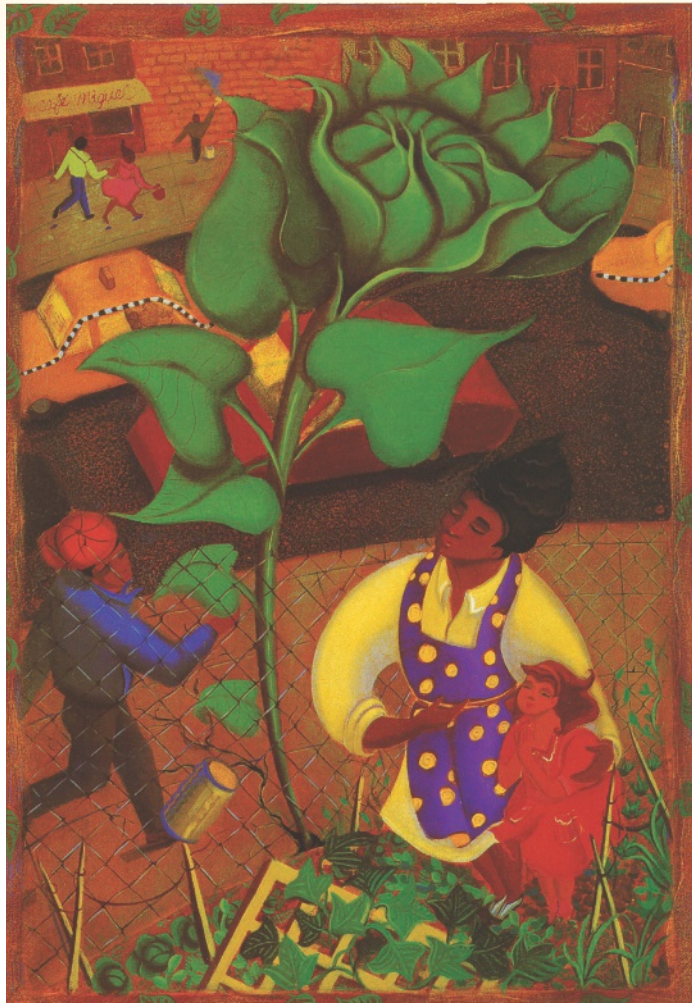
Use the Academic Vocabulary lesson on pp. T162–T163 in the Reading-Writing Workshop Bridge to review context clues. Say: *We can use context clues to figure out the meaning of the word **habichuelas**. Mr. Ortiz says that he sits among his **habichuelas**. On the last page, we learned that Mr. Ortiz was sitting in his garden plot. So, we know that **habichuelas** are in his garden plot. Mr. Ortiz also calls them his “little piece of Puerto Rico.” We can use this information to decide that **habichuelas** are “plants found in Puerto Rico.”*

First Read

Look

THINK ALOUD I noticed before that the garden was bringing people together. When I look at the illustrations, I see signs of this happening. Marisol waits for the bud to open. She stands next to a woman who is also looking at the plant. The woman's arm is around Marisol. The garden has brought the two of them together.

- 33 By the end of July, Marisol's plant had grown way over her head. And then, at the very top, Marisol saw a bud! It became fatter every day. She couldn't wait for it to open.



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Possible Teaching Point



Read Like a Writer | Author's Craft

Text Structure Help students identify words and phrases that indicate chronological order in the text. Have students circle phrases on p. 342 that tell them when events happen (*by the end of July, and then*). Point out that the phrase “She couldn't wait” tells about an event that will happen in the future. For more instruction on Author's Craft, see pp. T204–T205.



- 34 “Now don’t be lookin’ so hard,” Mrs. Willie Mae Washington chuckled, “It’s gonna open up behind your back, just when you’re thinkin’ about somethin’ else.”
- 35 One morning, Marisol saw an amazing sight from halfway down the block. She ran the rest of the way. Standing higher than all the plants and vines in the garden was a flower as big as a plate! Her bud had turned into petals of yellow and gold.
- 36 “A sunflower!” Mrs. Anderson exclaimed as she pushed her shopping cart by. “Reminds me of when I was a girl in Kansas.”
- 37 Mrs. Majewska was rushing on her way to the subway, but she skidded to a stop. “Ah, *stoneczniki!* So pretty in the fields of Poland!”

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CLOSE READ **Vocabulary in Context**

Underline words in the text that help you understand the meaning of **skidded**.

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First Read**Talk**

In pairs, have students talk about the author’s message. Provide students with questions to guide their discussion such as: *How does Marisol react to finding the sunflower? How do others in the community react to the flower? What do you think the author is trying to tell or teach the reader?*

Close Read**Vocabulary in Context**

Have students read the Close Read note. Explain that to find the meaning of a word using context, students should first try to decide on the word’s part of speech. Is it a noun, verb, or adjective? Point out that *skidded* describes something Mrs. Majewska does. It is a verb. Have students scan **paragraph 37** and locate other words used to describe Mrs. Majewska’s actions to decide on the meaning of *skidded*. **See student page for possible response.**

DOK 2

OBJECTIVE

Use context within and beyond a sentence to determine the meaning of unfamiliar words.

ELL Targeted Support Conversational Language Write the lines of quoted text at the top of p. 343 on the board. Review the words: *lookin’*, *gonna*, *thinkin’*, and *somethin’*.

Write out each word in standard English (*looking*, *going to*, *thinking*, and *something*). Ask students to identify the differences in spelling and punctuation between the two forms of each word. Have students pronounce each word aloud. **EMERGING/DEVELOPING**

After completing the above activity, explain that authors sometimes use contractions and slang words in dialogue to show how characters and people actually talk. **EXPANDING/BRIDGING**

First Read

Look

THINK ALOUD When I read, I look at the illustrations to help me understand the text. The illustration shows what Mrs. Willie Mae Washington and Marisol are talking about. The sunflower made itself at home in New York City, right next to the streets full of cars.

Close Read

Create New Understandings

Have students read the Close Read note. Remind students that an author can give information through dialogue. Ask students to consider what the phrase *sunflowers make themselves right at home* means. Explain that Mrs. Willie Mae Washington tells Marisol where sunflowers like to grow. Have students scan **paragraph 39** to complete the Close Read activity. **See student page for possible response.** Then ask students what they already know about sunflowers and what they might want to learn.

DOK 2

OBJECTIVE

Synthesize information to create new understanding.

CLOSE READ



Create New Understanding

Highlight words that the author uses to explain where sunflowers grow.

- 38 Old Mrs. Garcia shook her head. “No, no, *los girasoles* from Mexico, where they bring joy to the roadside.”
- 39 “I guess sunflowers make themselves right at home in every sun-kissed place on earth,” Mrs. Willie Mae Washington said.
- 40 “Even right here in New York City,” Marisol said proudly.



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CROSS-CURRICULAR PERSPECTIVES

Science



Sunflowers grow in places all over the world including Canada, Argentina, Russia, and central Africa. The large flower is not actually a single flower, but is made up of 1,000-2,000 smaller flowers. On average, with the right conditions, it takes about 71 days for the first flower to appear after a sunflower seed is planted. A sunflower’s roots can grow over 6 feet underground to help the plant reach water.




- 41 The flower was a glowing circle, brighter than a yellow taxi. *A flower of sunshine*, Marisol thought, *the happiest plant in The Garden of Happiness*.
- 42 All summer long, it made the people on the street stop and smile.



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First Read

Ask

 **THINK ALOUD** As I read, I ask myself questions to find out the most important ideas. Why is Marisol's sunflower important? What does it do for the community? I see that it brings happiness to the people who drive or walk by it. Marisol made a difference to her community by making people happy.

Possible Teaching Point




Academic Vocabulary | Context Clues

Use the Academic Vocabulary lesson on pp. T162–T163 in the Reading-Writing Workshop Bridge to review context clues. Say: *We can use context clues to figure out the meaning of the word **glowing**. We can tell it is an adjective; it is used to describe something. On this page, the word **glowing** describes the word **circle**. The words **circle** and **glowing** both tell how the sunflower looks. Other words nearby, such as **brighter** and **sunshine**, help us figure out the meaning of this word.*

First Read

Talk

 **THINK ALOUD** I will talk with a partner about something Marisol learned from the events on this page. She did not understand why the flowers were dying. But she learned that they will grow again next spring.

Close Read

Create New Understandings

Remind students of words that can be used to talk about plants such as *leaves* and *petals*. Have students read **paragraphs 43 and 45** and help them to find words that tell what happens to Marisol’s sunflower. **See student page for possible responses.** Ask questions such as: *What happens to the sunflower’s leaves? What happens to the petals?* Have students support their answers with information in the text. Discuss with students the life cycle of a plant including planting, growing, blooming, dying, and replanting. Guide students to understand that spring is when the flowers will bloom again.

DOK 2

OBJECTIVE

Synthesize information to create new understanding.

CLOSE READ



Create New Understanding

Highlight words that describe what happens to Marisol’s sunflower before she talks to Mrs. Willie Mae Washington. Why does Marisol think spring is too far away?

faded lost freshness

drooped hung down

- 43 Marisol watered and watered until a stream ran down the sidewalk. But her flower’s **leaves began to fall.**
- 44 “Please get well again,” Marisol whispered.
- 45 **Every day, more golden petals curled and faded.**
- 46 “My flower of sunshine is sick,” Marisol cried. “What should I do?”
- 47 “Oh, child,” Mrs. Willie Mae Washington said. “Its season is over. There’s a time to bloom and a time to die.”
- 48 “No! I don’t want my flower to die!”
- 49 “*Mi cariño*, don’t cry,” Mrs. Rodriguez said. “That’s the way of a garden. You must save the seeds and plant again next spring.”
- 50 Marisol’s flower drooped to the ground. The Garden of Happiness wasn’t happy for her anymore. The vines had tumbled down. The bushy green plants were gone. She collected the seeds and put them in her pocket, but spring was much too far away.

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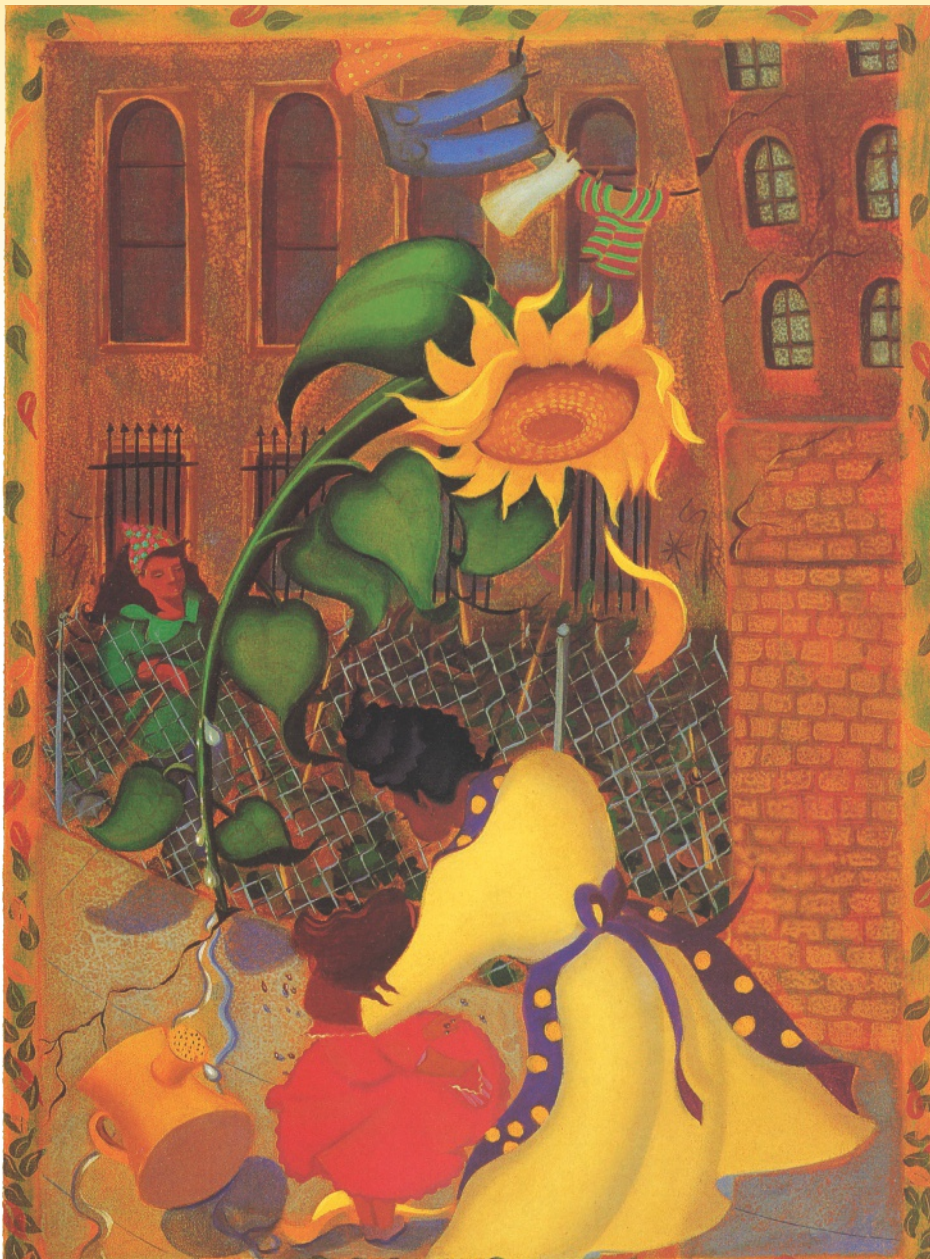
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Possible Teaching Point



Read Like a Writer | Author’s Craft

Descriptive Language Point out that when a page does not include illustrations, students can create their own mental images based on the author’s words to help them understand the text. Point out vivid descriptive words on the page, such as: *drooped*, *tumbled*, and *bushy green plants*. Encourage students to picture each of these words in their minds. For more instruction on Author’s Craft, see pp. T204–T205.



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First Read

Look

THINK ALOUD It helps me to look at an illustration closely and describe what I see. I see a sunflower. It is very tall. It is growing next to a city building and city sidewalks. I see a girl watering it. But I notice that the sunflower is starting to droop, or face downward. In the last picture, the flower was pointing up toward the sun. I also notice that a petal is falling from the sunflower.

ELL Targeted Support Summarize Have students use illustrations to summarize events in the story in their own words.

In pairs, have students look at the illustration on p. 347 to talk about the events in the story. Provide students with sentence frames to talk about the illustration: Marisol is _____. The flower looks _____. **EMERGING/DEVELOPING**

Have students write a short paragraph summarizing what they see in the illustration. Remind students to include adjectives to describe the people and things they see in the illustration. **EXPANDING/BRIDGING**

First Read

Look

How does the picture help to explain why Marisol is sad?

Possible responses: It is snowing. She wants spring to come so her garden will be back.

Close Read

Create New Understandings

Have students read the Close Read note. Explain that sometimes, an author tells exactly how a character feels by using words that talk about emotions. These include words about feelings such as *happy*, *sad*, *scared*, or *excited*. Other times, writers tell only what a character does. The reader can figure out what a character feels based on his or her actions. For example, if the writer tells us a character is laughing, we think he or she is probably happy. Have students complete the Close Read activity. **See student page for possible responses.**

DOK 2

OBJECTIVE

Synthesize information to create new understanding.

CLOSE READ



Create New Understanding

Highlight words that describe how Marisol feels after her sunflower dies. Why doesn't she look at the place where the flower once grew?

51 Marisol was too sad to go to the empty lot anymore. For a whole week, she couldn't even look down the block where her beautiful flower used to be.



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ELL Targeted Support Reread pp. 346–348 aloud with students, and discuss the events.

Ask questions and encourage students to give multi-word answers. **What happens to Marisol's flower? What does she do? How does she feel?** **EMERGING/DEVELOPING**

Have students reread pp. 346–348 aloud in pairs. Have them list the events of these pages; then talk together about how Marisol feels. **EXPANDING/BRIDGING**



52 Then one day she heard people calling
her name.

53 “Marisol! Come quick!”

54 “Marisol! ¡Apúrate! Hurry!”

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Possible Teaching Point



Academic Vocabulary | Context Clues

Use the Academic Vocabulary lesson on pp. T162–T163 in the Reading-Writing Workshop Bridge to review context clues. Point out that the word *apúrate* is spoken to Marisol by another person who is calling out to her. Point out clues in the illustration that suggest everyone on the street is running toward something and pointing. Explain that the people calling to Marisol are likely calling out words with similar meaning. They all want her to do the same thing. Other words nearby, such as *come quick* and *hurry*, help us figure out that *apúrate* must have a similar meaning.

First Read

Look

THINK ALOUD In this illustration, I see people running down the street. They are excited. The words and illustration both tell me that something important is happening. I will continue reading to find out why everyone is excited.

First Read

Read

THINK ALOUD I read to understand the theme. I think it's important that there is a big crowd. This means everyone in the community is coming together. They are playing loud, bright music which tells me they are excited and happy. Something happened that caused everyone in the community to come together and get excited about something.

Close Read

Determine Theme

Have students underline details that show that people in the community are excited about the wall painting. **See student page for possible responses.**

Remind students that sometimes an author will not directly tell the reader that characters are excited or happy. Instead, the reader needs to look for details about characters' actions that suggest they are happy and excited. Have students consider what the people do and what their actions mean. **Why is this important to the theme?** Guide students to discuss how the garden and the mural have connected the community.

DOK 3

OBJECTIVE

Discuss topics and determine theme using text evidence with adult assistance.

CLOSE READ



Determine Theme

Underline details that show people in the community are excited about the wall painting. The theme of this story has to do with the community. How have the garden and the mural affected the community?

55 A golden haze shone on the street. There was a big crowd, like on a holiday. Music from the *bodega* was loud and bright. And what she saw made Marisol laugh and dance and clap her hands.



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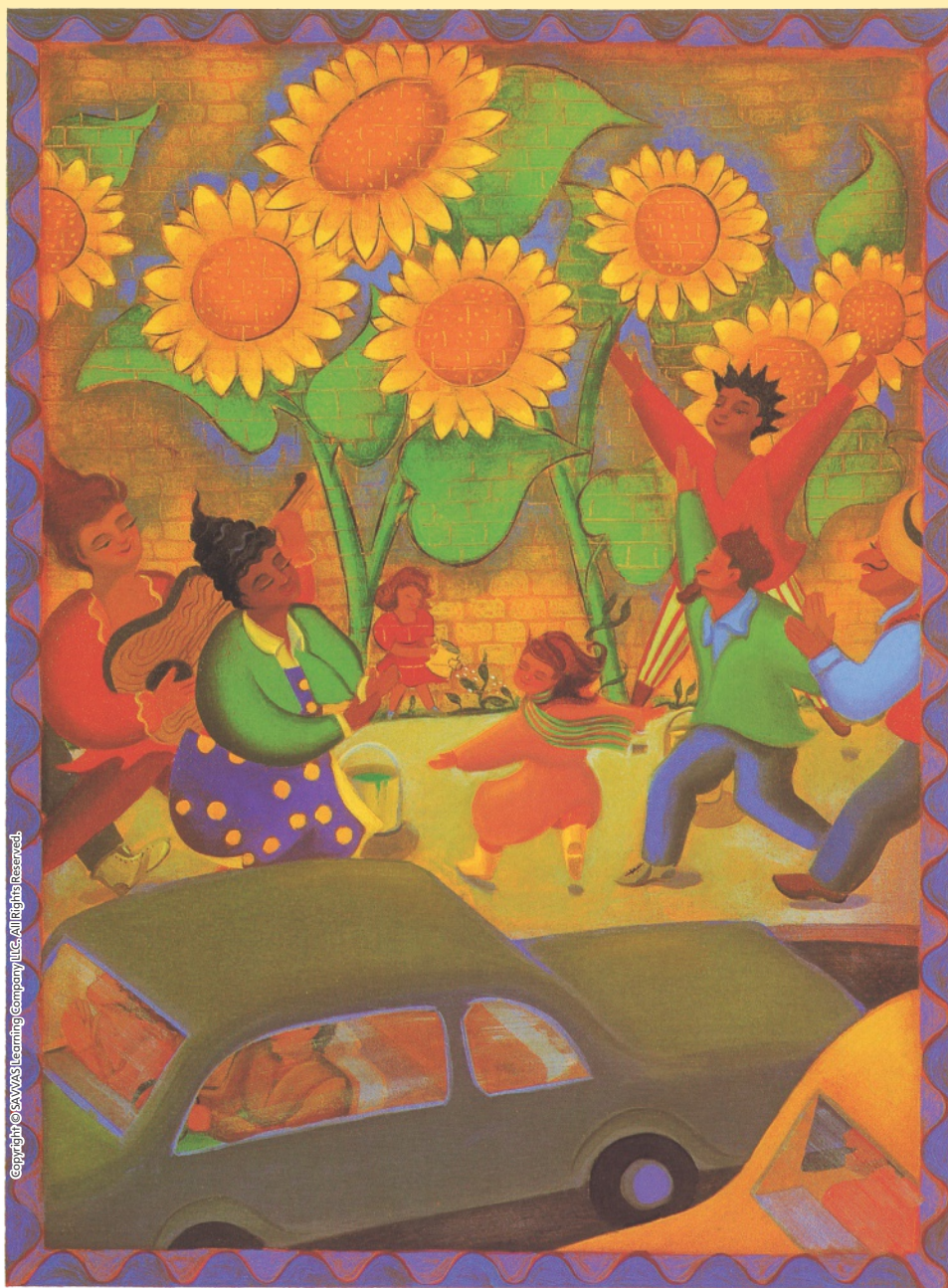
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Possible Teaching Point



Read Like a Writer | Author's Craft

Word Choice Explain that writers choose certain words to help create a mood or feeling. Sometimes, certain words can seem either positive or negative. These words can help a writer show a sad or happy feeling. Point out words such as: *bright, golden, holiday, loud, laugh, dance, and clap*. Explain that these words all help to create a positive or happy mood. For more instruction on Author's Craft, see pp. T204–T205.



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First Read

Read

THINK ALOUD Now that I've finished reading, I will think about the author's message. First I'll review the events of the text: There was an empty lot. People cleaned it and planted a garden on it. Lots of people wanted to help. Flowers grew, and it became beautiful. Then summer ended, and the plants began to die. But a group of people painted a colorful mural that reminded everyone of the garden. I think the message is that when people work together, they can do good things for a community.

Possible Teaching Point



Read Like a Writer | Author's Craft

Visuals Explain that a writer can use an illustration to give information that is not explained in the text. Point out that the previous page did not tell the reader what Marisol saw on the wall. We only know that it made her happy; she laughed and clapped her hands. The reader can look at the illustration to understand that Marisol discovered the teenagers had decided to paint sunflowers on the wall. They found a way to keep the garden alive even in the winter. For more instruction on Author's Craft, see pp. T204–T205.

Respond and Analyze



The Garden of Happiness

OBJECTIVES

Write brief comments on literary or informational texts that demonstrate an understanding of the text.

Use text evidence to support an appropriate response.

Respond using newly acquired vocabulary as appropriate.

Discuss the author's use of print and graphic features to achieve specific purposes.

Use glossaries and dictionaries to determine or clarify the meaning of words and phrases.

My View

Use these suggestions to prompt students' initial responses to reading *The Garden of Happiness*.

- **Discuss** How did the garden make a difference in Marisol's community?
- **Make a List** What are some things you would like to grow in a garden?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Remind students that different words can have similar or even the same meanings. The vocabulary words *inhaled*, *plots*, *faded*, *mural*, and *drooped* all share meanings with other words.

- Remind yourself of each word's meaning.
- Ask yourself what words have meanings similar to those of the vocabulary words.
- You can use a dictionary or glossary to help you figure out what a word or a phrase means.

MODEL AND PRACTICE Model filling out the chart on *SI* p. 352.

- I see that the first word in the first column is *painting*. I wonder which word in the Word Bank means almost the same thing as *painting*?
- The text says that a *mural* is "a large picture painted directly on a wall." That meaning is similar to the meaning of *painting*. I'm going to write *mural* and its meaning in the chart.

ELL Targeted Support Vocabulary Display the five words from the Word Bank. Remind students that each word shares meanings with other words.

Write *mural* and review its definition. Then have students call out words with similar meanings, and write those words on the board. Repeat with each vocabulary word. Point out common words used in the classroom.

EMERGING/DEVELOPING

Ask student pairs to write each vocabulary word and its meaning. Then have them work together to think of a word with a similar meaning for each. Point out common words heard in the classroom. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 MyTURN Have students respond using newly acquired vocabulary as they complete *SI* p. 352.

OPTION 2 Use Independent Text Ask students to create a list of unfamiliar words from their independent reading. Then have them look up each word in a dictionary and think of other words with similar meanings.

QUICK CHECK

Notice and Assess Can students identify words with similar meanings?

Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T198–T199.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on pp. T198–T199.

Check for Understanding MyTURN Have students complete *SI* p. 353, writing brief comments to answer the questions.

STUDENT INTERACTIVE, pp. 352–353

| VOCABULARY | COMPREHENSION | READING WORKSHOP | | | | | | | | | | | | | | | | | | |
|--|-----------------|--|---------|----------|-------|---------------------------------|-------------|-------|------------|---------|---------|-------------|--------|---------|-----------|--------------|-------|----------------------|---|--|
| <h3>Develop Vocabulary</h3> <p>MYTURN For each word or phrase in the chart, write a vocabulary word from the box that has a similar meaning. Then write a meaning for each word.</p> <div style="border: 1px solid gray; padding: 5px; text-align: center;"> inhaled plots faded mural drooped </div> <p>Possible responses shown.</p> <table border="1"> <thead> <tr> <th></th> <th>Vocabulary Word</th> <th>Meaning</th> </tr> </thead> <tbody> <tr> <td>painting</td> <td>mural</td> <td>large picture painted on a wall</td> </tr> <tr> <td>became dull</td> <td>faded</td> <td>lost color</td> </tr> <tr> <td>smelled</td> <td>inhaled</td> <td>breathed in</td> </tr> <tr> <td>sagged</td> <td>drooped</td> <td>hung down</td> </tr> <tr> <td>bits of land</td> <td>plots</td> <td>small pieces of land</td> </tr> </tbody> </table> | | Vocabulary Word | Meaning | painting | mural | large picture painted on a wall | became dull | faded | lost color | smelled | inhaled | breathed in | sagged | drooped | hung down | bits of land | plots | small pieces of land | <h3>Check for Understanding</h3> <p>MYTURN Look back at the text. Write brief comments to answer the questions.</p> <p>DOK 2 1. What about this story makes it realistic fiction? Possible responses: The characters, setting, and events are all realistic. People in a community could plant a garden and paint a mural in real life.</p> <p>2. How do the illustrations help you understand the story? DOK 2 Possible response: The illustrations help me understand what the city looks like and what the mural ends up showing.</p> <p>DOK 3 3. What do you think is the best thing about The Garden of Happiness? Possible response: People work together to change a trash-filled empty lot into something beautiful.</p> | <p style="text-align: right;">352</p> |
| | Vocabulary Word | Meaning | | | | | | | | | | | | | | | | | | |
| painting | mural | large picture painted on a wall | | | | | | | | | | | | | | | | | | |
| became dull | faded | lost color | | | | | | | | | | | | | | | | | | |
| smelled | inhaled | breathed in | | | | | | | | | | | | | | | | | | |
| sagged | drooped | hung down | | | | | | | | | | | | | | | | | | |
| bits of land | plots | small pieces of land | | | | | | | | | | | | | | | | | | |
| | | <p style="text-align: right;">353</p> | | | | | | | | | | | | | | | | | | |

Use the  **QUICK CHECK** on p. T169 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group

DECODE WORDS WITH SUFFIXES

Write *harmless* and read it aloud, stressing the suffix. Say: *The word harmless has the suffix -less. I know the base word is harm and the suffix -less means “without.” So the word harmless must mean “without harm.”* Have students say the word and use it in a sentence. Ask: *What other words do you know with the suffix -less?* Repeat using the words *evenly*, *teacher*, *sculptor*, and *joyful*.

ELL Targeted Support

Write *sadly*, *joyful*, *actor*, *teacher*, and *shoeless* in a list. Read each word aloud with students.

For each word, underline the base word and ask students what it means. Then circle the suffix and tell students what it means. Support student comprehension by explaining how the base word and the suffix together form a new word.

EMERGING

Use the Emerging activity, but support students by helping them tell you the meaning of each word. **DEVELOPING**

Have students copy the list of words. Then display the meanings of the suffixes. Have partners provide peer support by helping each other use that information to write the meaning of each word. **EXPANDING**

Support vocabulary development by having students use each word correctly in a written sentence. **BRIDGING**



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



DECODE WORDS WITH SUFFIXES

Use Lesson 13, pp. T89–T92, in the *myFocus Intervention Teacher’s Guide* for instruction on suffixes.

LEVEL C • MODEL AND TEACH

Lesson 13 Words with Suffixes

INTRODUCE Say: You learned how to read and spell words with prefixes. Today we will learn to read and spell words with suffixes. A suffix is a word part added to the end of a word that changes the meaning of the word it is added to.

MODEL Display or share copies of “When I Grow Up” from Student Page SB9 and read it aloud.

When I Grow Up

When I grow up, I can be a reporter and tell the news accurately. Perhaps I will be an inventor and make new, helpful things for people to use. I might be a teacher. I will enjoy showing students how to use a calculator to solve math problems faster. I don’t care what I do when I grow up as long as it’s a wonderful job!

TEACH Reread the passage with students. Point out and say *reporter*, *inventor*, *teacher*, and *calculator*, and have students echo you. The word part *-er* at the end of *reporter* and *teacher* and the word part *-or* at the end of *inventor* and *calculator* are both suffixes. When we add *-er* or *-or* to the end of verbs, we make words that tell about people or things that do the activity described in the verb. A reporter is a person who reports. An inventor is a person who invents. A teacher is a person who teaches. A calculator is a machine that calculates.

Point out *accurately* and say it with students. *Accurately* has the suffix *-ly*. The suffix *-ly* tells in what manner something is done. *Accurately* means “in an accurate, or true, manner.”

Point out *helpful* and *wonderful*. Say these words with me: *helpful*, *wonderful*. Both words have the suffix *-ful*, which means “full of.” *Helpful* means “full of help.” *Wonderful* means “full of wonder.”

Point out *showing*. Verbs can have endings such as *-s*, *-es*, *-ed*, and *-ing*. We add endings to make the words *shows*, *showed*, and *showing*. We also add the endings *-er* and *-est* to words that compare. We say *fast*, *faster*, and *fastest*.

Phonics, Morphology, and Spelling T • 89

Fluency

Assess 2–4 students



ACCURACY

Have students practice accurate reading with a partner.

ORAL READING RATE AND ACCURACY

Use pp. 103–108 in Unit 4, Week 3 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.



Independent/Collaborative

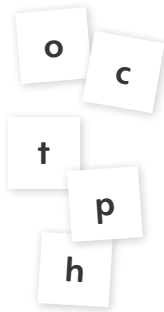
Word Work Activity



BUILD WORDS WITH LETTER TILES

Have students work with letter tiles to practice making words with suffixes.

Students can also play the letter tile game in the *myView* games at SavvasRealize.com.



Decodable Reader



Students can read the decodable reader, *The Helpful Gardener*, to practice reading words with suffixes and high-frequency words.

Before reading, display this week's high-frequency words: *above*, *family*, and *music*. Say: **When you see these words in a story, you will know how to read them.**

Have students pair up to decode. One student begins. Students read the entire story, switching readers after each page. Partners reread the story, with the other student beginning this time.

High-Frequency Words

Encourage students to use this week's high-frequency words, *above*, *family*, and *music*, as often as they can. Ask them to record each time they use one of the words on a note card. Then have them share how they did with each word with the class.

Centers



See the *myView* Literacy Stations in the *Resource Download Center*.

Decodable Reader

The Helpful Gardener
Written by Jan Stroud

Decodable Reader
21

Suffixes: -ly, -ful, -er, -ish
brightly, hardly, quickly, thankful
closely, helper, selfish, tightly
fondly, helpful, skillful, visitor
gardener, hopeful, sweetly, weekly
gently, peaceful, teacher

High-Frequency Words
learns, quickly, told
little, teacher, you're

161

"The sun shines brightly," Kim said to herself. Kim's mom is a skillful gardener. Sunny days are spent helping Mom in her peaceful garden.

162

Kim is helpful. She can hardly wait. She quickly runs to Mom's garden. Kim is a good helper.

163

Kim and her mom work in the garden weekly. Kim learns from her mom. "You're a good teacher," Kim told her mom.

164

Mom tends big plants. Kim tends little plants. When plants look weak, Kim gently nurses each plant.

165

Mom and Kim are hopeful. This garden is growing well. "This may be the best garden we have grown," Mom said, fondly patting Kim's cheek.

166

Kim hugs her mom tightly. Then she gets back to her work. "To be a good gardener like Mom, I will watch closely and work hard," Kim said. "I can't be selfish."

167

Kim smiles sweetly. She is thankful for this garden. "Every visitor will like this garden," she thought.

168

Use the  **QUICK CHECK** on p. T195 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Sometimes we can use a word we know to understand the meaning of a similar word that we don't know. This helps us learn new words and understand what we read. Look back at *The Garden of Happiness* with students and discuss similar words that help them understand the text.

ELL Targeted Support

On a display surface, write the vocabulary words: *inhaled*, *plots*, *mural*, *faded*, and *drooped*. Review the meaning of each word with students.

Have students choose one of the vocabulary words and use gestures and other nonverbal cues to convey the word's meaning.

EMERGING/DEVELOPING

Have students use circumlocution to describe each vocabulary word. **EXPANDING**

Have students work in pairs to think of a similar word for each vocabulary word. Have one student use non-verbal cues and synonyms to describe a word, while the partner guesses the word. **BRIDGING**



For additional support, see the online *Language Awareness Handbook*.

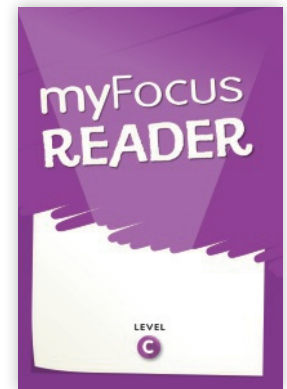
Intervention Activity



DEVELOP VOCABULARY

Read pp. 46–47, in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students.

Provide instructional support for decoding, comprehension, word study, and Academic Vocabulary.



Fluency

Assess 2–4 students



ACCURACY

Help students choose a short passage from the selection text or a leveled reader. Have students take turns reading the passage aloud, making sure they say every word correctly and do not skip any words. If needed, model how to read with accuracy.

ORAL READING RATE AND ACCURACY

Use pp. 103–108 in Unit 4, Week 3 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students/3-4 minutes
per conference

DEVELOP VOCABULARY

Talk About Independent Reading Ask students to share some of the similar words they identified in their independent reading.

Possible Conference Prompts

- What new or unfamiliar words did you see?
- What words have similar meanings to the new words you found?
- How did similar words help you figure out the meanings of the new words?

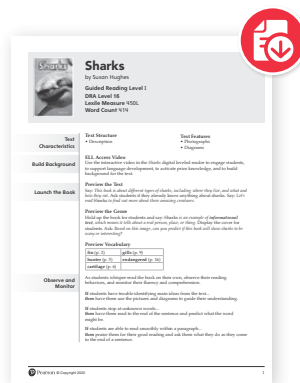
Possible Teaching Point Remember that similar words do not mean exactly the same thing but have similar meanings. Skilled readers pay attention to how words are similar to each other and also to how they are different.

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see Matching Texts to Learning, pp. T164–T165.
- For instructional support on identifying words with similar meanings, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together, and ask students to share new words they found while reading independently. Celebrate what they learned.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *The Garden of Happiness*.
- read a self-selected trade book or their Book Club text.
- retell their independent-reading book to a partner.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



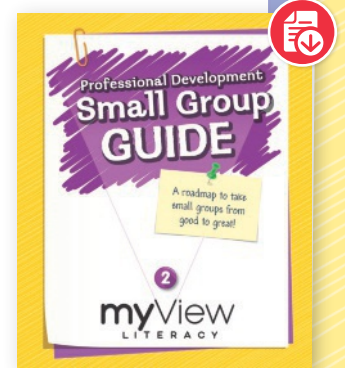
Students can

- discuss and answer the questions on *Student Interactive* p. 353 with a partner.
- play the *myView* games.
- partner-read a page from *The Garden of Happiness*, taking turns reading the page with accuracy.
- complete p. 195 in the *Resource Download Center*.

SUPPORT INDEPENDENT READING

Independent reading offers students a chance to practice using the reading skills and strategies they have learned on their own.

See the *Small Group Guide* for additional support and resources to target your students' specific instructional needs.



Word Work

OBJECTIVES

Identify and read high-frequency words.

Identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion/tion/sion*.



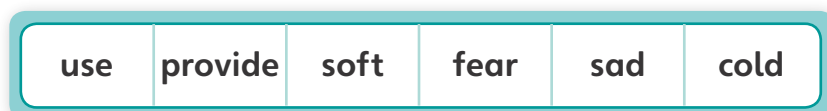
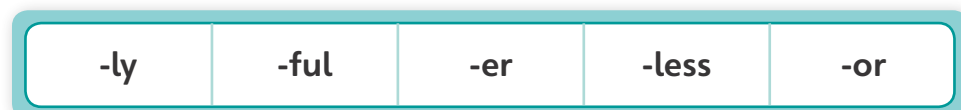
Sound-Spelling Cards 165, 167, 172, 173, 176

Phonics: Suffixes *-ly*, *-ful*, *-er*, *-less*, *-or*

FOCUS Tell students that adding a suffix to a word changes the meaning of the word. Display Sound-Spelling Cards 165 and 176 with the images of a painter and a sailor. Point out that the suffixes *-er* and *-or* change the words *paint* and *sail* to the words *painter* and *sailor*. A *painter* is “someone who paints,” and a *sailor* is “someone who sails.” Explain that adding the letters *-er* and *-or* to a word often changes the word to mean “a person who does something.”

MODEL AND PRACTICE Display Sound-Spelling Cards 167, 172, and 173 for the words *cheerful*, *toothless*, and *loudly*. Point to Sound-Spelling Card 167 and say: Listen as I say the words *cheer* and *cheerful*. The suffix *-ful* changes the meaning of *cheer* to “full of cheer.” I can use the word *cheerful* in a sentence: *Sara is cheerful this morning*. Repeat for the Sound-Spelling Cards with *toothless* and *loudly* and the sentences: *My baby sister is still toothless* and *My big brother plays the drums too loudly*.

Write the suffixes *-ly*, *-ful*, *-er*, *-less*, and *-or*. Have partners make word cards for the five suffixes and also for the following words: *use*, *provide*, *soft*, *fear*, *sad*, and *cold*. Challenge students to make as many words as they can by adding suffixes to the words.





High-Frequency Words

Minilesson

FOCUS ON STRATEGIES Remind students of the high-frequency words for the week: *above*, *family*, and *music*.

MODEL AND PRACTICE Write *above*. Have students read and spell the word. Repeat with *family* and *music*. Then have students turn to *SI* p. 324 and underline the words in the paragraph.


APPLY My TURN Have students write their own sentences for the words.

TURN, TALK, AND SHARE Have partners read and talk about their sentences.

STUDENT INTERACTIVE, p. 324

HIGH-FREQUENCY WORDS | DECODABLE TEXT

My Words to Know

 **MY TURN** Read the words in the box. Identify and underline the words in the paragraph. Then use each word to write your own sentences about your family. Form the letters correctly as you write each word. Use connecting strokes to connect the letters.


above

family

music

Henry and his family go on a picnic. They sit under a tree. The branches above make shade. They play music after they eat. **Possible response shown:**

*My family takes trips together.
We all like pop music. I sleep in
a bunk bed above my sister.*

 **TURN and TALK** Read your sentences aloud with a partner. Talk about the sentences, and help each other fix mistakes.

Determine Theme



The Garden of Happiness

OBJECTIVE

Discuss topics and determine theme using text evidence with adult assistance.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to talk about theme. Give students sentence starters, such as:

- People in the community were responsible for taking care of the ____.
- The garden improved people's lives by ____.

ELL Access

Discuss with students the goal of understanding the theme of a text. Students may benefit from using an idea web to show what they know about the story's theme. In the outer cells of the web they can answer such questions as: *What is the last key event?* and *What lesson does Marisol learn?* In the center, they can write the theme their answers suggest.

Minilesson

FOCUS ON STRATEGIES The theme of a story is its main message or lesson.

- Think about what happens in the story.
- Consider what the characters are doing and learning.
- Ask yourself what big idea the story is about.

MODEL AND PRACTICE Use the Close Read note on p. 333 of the *Student Interactive* to model annotating the text to determine the theme. **To find the theme, I'm going to pay close attention to what is happening in the story. On page 333, a lot of characters are taking part in a project. I'm going to underline their names and write them in the chart because I think they might be related to the theme.** Have students continue finding and underlining text evidence that might provide clues to help them determine the theme. Assist students as needed.

ELL Targeted Support Build Academic Language Proficiency Help students build their academic language proficiency by using new grade-level vocabulary to talk about the theme of *The Garden of Happiness*.

Provide a real-world example of people coming together to make a difference in the local community. Then ask students to complete the following sentence frames: *People can make a difference in the community by ____.* *This makes the people feel ____.* Have students share their responses. Then help them connect those sentences to the community garden in the story. **EMERGING/DEVELOPING**

EXPERT'S VIEW Judy Wallis, Literacy Specialist and Staff Developer



“Comprehension must be embedded in text, and kids need different tools to develop as readers. First, kids need declarative knowledge from us—noticing and naming: **I noticed that you just made an inference.** Then they need procedural knowledge: **Kids, I'm going to share with you what is going on in my head as I read this.** Finally, they need us to offer them conditional knowledge—knowledge and when and why to apply strategies. There is nothing we learn that doesn't include declarative, procedural, and conditional knowledge.”

See SavvasRealize.com for more professional development on research-based best practices.

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for determining theme.

OPTION 1 My TURN Have students annotate the text using the other Close Read notes for Determine Theme and then use the text evidence from their annotations to complete the chart on *S/* p. 354. Provide assistance as needed.

OPTION 2 Use Independent Text Have students underline places in the text where they notice details related to the theme. Direct them to write what those details tell them about the theme. Provide assistance as needed.

QUICK CHECK

Notice and Assess Can students determine theme?

Decide

- **If students struggle**, revisit instruction for determining theme in Small Group on pp. T206–T207.
- **If students show understanding**, extend instruction for determining theme in Small Group on pp. T206–T207.

STUDENT INTERACTIVE, p. 354

CLOSE READ

Determine Theme

The **theme** is the lesson or main message of a story. To determine, or figure out, the theme of a story, think about what happens in the story and ask yourself, “What big idea is the story about?”

MY TURN Go to the Close Read notes. Follow the directions to underline the text. Working with your class, use three of the parts you underlined to complete the chart.

| Text Evidence That Helps Me Determine the Theme: | | |
|--|--|--|
| Possible response: Many grown-ups, including Mr. Ortiz, Mrs. Willie Mae Washington, Mr. Singh | Possible response: The Garden of Happiness | Possible responses: big crowd, as on a holiday, loud and bright; what she saw made Marisol laugh and dance and clap her hands |

Theme or Big Idea:

Possible response: Creating something beautiful can bring a community together and make people happy.

354

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Read Like a Writer, Write for a Reader

OBJECTIVE

Identify the use of first or third person in a text.

ELL Access

Point of View

Review pronouns. Ask students to tell something about their day, using the correct pronouns. Have them seek clarification as needed, and correct any errors in pronoun use. Explain that when students are telling about themselves, they are speaking from the first-person point of view. Then ask partners to tell something about a partner's day. Have them seek clarification as needed, and correct any errors in pronoun use. Explain that when students tell something about someone else, they are speaking from the third-person point of view.

Point of View

Minilesson

FOCUS ON STRATEGIES Point of view is who is telling the story.

- If the story is told in the first person, the narrator is a character in the story and uses the pronouns *I* and *we*.
- If the story is told in the third person, the narrator is not a character in the story and uses the pronouns *he*, *she*, and *they*.

MODEL AND PRACTICE Use the examples on p. 358 in the *Student Interactive* to model how to determine the point of view.

In the first line, the author uses the pronoun *she*. This shows that the story is told in third person, or by a narrator who is not a character in the story.

In the second line, the author uses the pronoun *I*. This shows that the story is told in first person, or by a narrator who is a character in the story.

Handwriting

OBJECTIVE

Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

Write Proper Nouns

FOCUS Write proper nouns with uppercase letters, using appropriate strokes when connecting letters.

MODEL Model writing proper nouns with uppercase letters. Guide students by showing them how to use appropriate strokes when connecting letters.



ASSESS UNDERSTANDING

Apply

My TURN Have students complete the activity on p. 358 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 358

AUTHOR'S CRAFT

Read Like a Writer, Write for a Reader

Authors write stories from a narrator's **point of view**. If the story is told in the **first person**, the narrator is a character in the story and uses the pronouns **I** or **we**. If the story is told in the **third person**, the narrator is not a character in the story and uses the pronouns **he**, **she**, or **they**.

| Author's Words | Point of View |
|--|--|
| "She couldn't wait for it to open." | Third person; not told by a character in the story |
| "Mama was away that night and I couldn't sleep." | First person; told by a character in the story |

MY TURN Underline the pronouns. Tell whether the sentences are in first or third person.

- I told him how I wanted to count all the stars in the sky.
first person
- They talked and argued about what they would paint.
third person
- Write two sentences in the first or third person. Identify which point of view you used.
Possible response: Nina left to catch the bus. It was a school day, and she couldn't be late. Third person

358

Writing Workshop

Encourage students to practice writing in first and in third person in their Writing Workshop texts. Have them experiment with writing the same story from a narrator's point of view and then from a character's point of view.

PRACTICE Have students use *Handwriting* p. 204 from the *Resource Download Center* to practice writing proper nouns in cursive.

Name _____

Handwriting

Write Proper Nouns

All proper nouns begin with uppercase letters. Uppercase cursive letters *A, C, E, K, R, S* are connected to the next letter in the word. Uppercase cursive letters *L, O* are not connected to the next letter in the word.

Look at the word **Anna** below. As the uppercase letter **A** is finished, it connects to the beginning of the lowercase letter **n**. Trace the word.

Look at the word **Otto** below. When the uppercase letter **O** is finished, it ends. It does not connect to the lowercase letter **t**. Trace the word.

Anna *Otto*

MY TURN Trace each word. Then write each word on your own. Work carefully to make sure the letters are joined correctly.

Emma _____

Heidi _____

Mamma _____

Edgar _____

Grade 2 • Unit 4 • Week 3
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Handwriting p. 204

Use the  **QUICK CHECK** on p. T203 to determine small group instruction.

Teacher-Led Options

Strategy Group

DETERMINE THEME

Teaching Point Remember that the theme is the main message or lesson of the story. Another way to think about theme is to ask yourself what the story is trying to teach you. Look for lessons that the characters learn or ideas that come up again and again. These are usually clues to the theme. Look back at *The Garden of Happiness* and discuss with students what they think the story was trying to teach them.

ELL Targeted Support

Use visual support to enhance students' understanding of theme.


Display the infographic on pp. 320–321 of the *Student Interactive*. Read aloud the text in the center circle and ask: *What is the theme?* Help students paraphrase the idea that people can help their communities. Remind students that a theme is an idea or lesson that repeats. Then discuss the theme of *The Garden of Happiness*.

EMERGING/DEVELOPING

Discuss the theme of *The Garden of Happiness* with students. Have students draw a picture of the theme and write one or two sentences that explain it. **EXPANDING**

Discuss the theme of *The Garden of Happiness* with students. Have students create a storyboard that shows the theme and write at least one explanatory sentence per storyboard frame.

BRIDGING

 For additional support, see the online *Language Awareness Handbook*.

Intervention Activity

DETERMINE THEME

Use Lesson 35, pp. T209–T214, in the *myFocus Intervention Teacher's Guide* for instruction on determining theme.

LEVEL C • READ

Lesson 35 Determine Theme

DIRECTIONS Read "Moving to the Country." Then follow along as your teacher reads the story aloud. Think about what the story is about. Listen for information about its main message.

Moving to the Country

1 When Oma heard the news, her heart sank. Her family was moving! She would leave her friends behind. She would leave the city behind. They were moving to the country.

2 Yuck. There was nothing to do in the country. There were no fun city parks. There were no great food trucks. Oma wondered if there were even sidewalks to skate on. All she knew was that the country would be strange.

3 It didn't matter that Oma was sad. "Stop pouting," said her mom. "We are moving anyway. You will learn to like it. You will see. It is nice in the country. But you have to give it a chance."

4 The drive to the country took a long time. Oma felt worse and worse as the miles ticked by. All she could see were fields and farms.

5 "Look at the cows! Look at the horses!" her mom beamed. Her little sister clapped.


6 Yuck. Oma wrinkled her nose. "Those animals stink," she thought.

7 "Look at the vegetables growing!" her dad smiled.

8 Yuck. Oma wrinkled her nose. "Who likes vegetables?" she thought.

9 Finally they reached the country town where they would now live. Oma saw the sign.

10 "Fairview. What a dumb name," Oma thought. "There is nothing fair about moving!"



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Fluency

Assess 2–4 students

ACCURACY

Have students practice reading a short passage, paying attention to accuracy.

ORAL READING RATE AND ACCURACY

Use pp. 103–108 in Unit 4, Week 3 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students/3-4 minutes per conference

DETERMINE THEME

Talk About Independent Reading Ask students to talk about themes they have noticed in their independent-reading texts.

Possible Conference Prompts

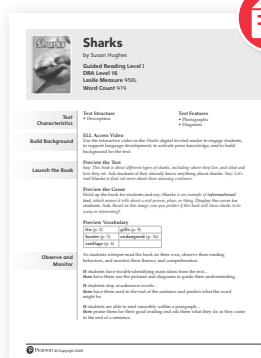
- What ideas do you remember from the story?
- What lessons did the characters learn?
- What connection can you make to the story's theme?

Possible Teaching Point Remember that readers determine theme by looking for ideas and lessons in the story. Identifying these details helps readers learn what the text is trying to teach them.

Leveled Readers

DETERMINE THEME

- For suggested titles, see Matching Texts to Learning, pp. T164–T165.
- For instructional support on determining theme, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together. Invite a volunteer to describe how he or she determined a theme in a text.

Independent/Collaborative

Independent Reading

Students can

- reread or listen to *The Garden of Happiness* or another text they have previously read.
- read a self-selected trade book or their Book Club text.
- read a text with a partner, coaching one another as they read.

Centers

See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities

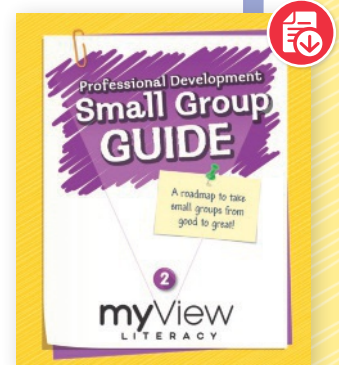
Students can

- complete the chart on p. 354 of the *Student Interactive*.
- play myView games.
- complete p. 211 in the *Resource Download Center*.
- use their reading notebook to record the theme of a realistic fiction text they have previously read.

SUPPORT PARTNER READING

Partner reading teaches students how to work with a peer to overcome the hurdles of reading unfamiliar books. Together, they can work through difficult passages.

See the *Small Group Guide* for additional support and resources to target your students' specific instructional needs.



Decodable Text

OBJECTIVES

Use text evidence to support an appropriate response.

Retell and paraphrase texts in ways that maintain meaning and logical order.

Read *A Place to Play*

FOCUS Have students turn to p. 325 in the *Student Interactive*. Say: *We are going to read a story today about creating a place for children to play. What are your favorite places to play?*

READ Pair students for reading. Remind them to stop and check understanding of the story. Point out that they should stop and make sure that the story makes sense to them. Encourage them to reread as necessary. Have partners choral read the entire story.





Reread *A Place to Play*

FOCUS ON COMPREHENSION Say: We read about some people who did a nice thing for the children in their neighborhood. Reread the story aloud with students.

Say: What is Ms. Wood's problem at the beginning of this story? Point to and read the first question under the story on p. 325. Have students answer the question, and then read aloud the section of the story that contains the answer to the question. Continue with question 2.

RETELL Have students work with a partner to retell *A Place to Play* to each other.

STUDENT INTERACTIVE, P. 325



FOUNDATIONAL SKILLS

A Place to Play

"My children need a place to play," said Ms. Wood.

"All our kids do," said Mr. Lee.

"Let's make a playground!" said Ms. Chung. She was a leader. She got everyone to work together quickly.

Ms. Wood was speechless. "It's beautiful, isn't it?" said Ms. Chung. Soon people found out, and visitors came from miles around.

1. What do Ms. Wood's children need?

Her children need a place to play.

2. How is the playground finished quickly?

Everyone works together.

3. Find one word with each suffix: **-ly, -ful, -er, -or, -less.**

Write the words on the line.

quickly, beautiful, leader, visitors, speechless.

Create New Understandings



The Garden of Happiness

OBJECTIVE

Synthesize information to create new understanding.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to create new understandings. Ask:

- How can we discuss the information we learned from the text and combine it with what we already know to create a new understanding?
- What pieces of information can we connect to create a new understanding?

Minilesson

FOCUS ON STRATEGIES Skilled readers synthesize, or combine, pieces of information to create a new understanding of something.

- Find a piece of information, such as a specific detail from a text.
- Find another piece of information, such as a different detail from the same text.
- Combine these to create new ideas and understandings.

MODEL AND PRACTICE Use the Close Read note on p. 331 of the *Student Interactive* to model how to annotate the text to create new understandings.

- As I read, I'm going to look for bits of information that I can combine to create new understandings. On page 331, the text says that "Marisol was surprised to see many grown-ups busy in the lot." I'm going to highlight this and write it in the chart.
- Next, I'm going to find and add another bit of information from the text. The following sentences describe Mr. Ortiz, Mrs. Willie Mae Washington, and Mr. Singh removing trash from the lot. I'm going to write that in the chart.
- Now I'm going to combine these two bits of information to create a new understanding: The grown-ups were working together to clean the lot. I'm going to write that new understanding in the chart.
- Have students use the process you modeled and the Close Read note on SI p. 334 to synthesize information to create a new understanding about Marisol.

ELL Targeted Support Explain Provide sentence frames to help students state specific details from the selection and use those details to say what they learned.

Have students complete these sentences: *One thing I already know about gardens is _____. One thing I learned about gardens from The Garden of Happiness is _____. Together, these pieces of information tell me that gardens _____. EMERGING/DEVELOPING*

Ask students to list what they already know about gardens. Then have them list what they learned about gardens from *The Garden of Happiness*. Ask them to make a generalized statement based on their two lists. EXPANDING/BRIDGING

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for creating new understandings.

OPTION 1 My TURN Have students annotate the text using the other Close Read notes for Create New Understandings and then use the text evidence from their annotations to complete the chart on p. 355 in the *Student Interactive*.

OPTION 2 Use Independent Text Prompt students to create a three-column chart in their reader's notebook similar to the one on p. 355 in the *Student Interactive*. Then, as they read their independent texts, have them note what they learn, what they already know, and a new understanding.

QUICK CHECK

Notice and Assess Can students create new understandings?

Decide

- **If students struggle**, revisit instruction for creating new understandings in Small Group on pp. T212–T213.
- **If students show understanding**, extend instruction for creating new understandings in Small Group on pp. T212–T213.

STUDENT INTERACTIVE, p. 355

READING WORKSHOP

Create New Understandings

When you synthesize information, you combine what you have learned to understand something new.


One Bit of Information

+

Another Bit of Information

=

New Understanding!

 **MY TURN** Go back to the Close Read notes and highlight the text. Use three of the parts you highlighted to complete the chart.

| What I highlighted | Another bit of information | My new understanding |
|---|--|---|
| Possible response: Marisol was surprised to see many grown-ups busy in the lot. | Possible response: Mr. Ortiz, Mrs. Willie Mae Washington, and Mr. Singh were removing trash. | Possible response: The grown-ups were working together to clean the lot. |
| Possible response: no bigger than her hand | Possible response: "Here's my patch," Marisol called. | Possible response: Marisol was determined to grow her own plant. |
| Possible response: every sun-kissed place on earth | Possible response: "Even right here in New York City," Marisol said proudly. | Possible response: Marisol was proud and happy to grow up in her neighborhood in New York City. |

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355

Use the  **QUICK CHECK** on p. T211 to determine small group instruction.

Teacher-Led Options

Strategy Group



CREATE NEW UNDERSTANDINGS

Teaching Point Skilled readers increase their knowledge by synthesizing, or combining, information with what they already know to create a new understanding. Look back at *The Garden of Happiness* and help students share some of the details they synthesized to create a new understanding.

ELL Targeted Support

Support students as they synthesize information.

Ask students leading questions to help them explain the new understandings: *What did you already know about what happens to flowers when summer ends? What did you learn about flowers from the story? If you combine these two pieces of information, what do you understand?*

EMERGING/DEVELOPING

Give students a three-column chart. Have them work with a partner to list what they know about flowers in the first column and what they learned about flowers from the text in the second column. Then have them combine the information in the first and second columns to understand something new and write it in the third column. **EXPANDING/BRIDGING**



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



CREATE NEW UNDERSTANDINGS

Use Lesson 35, pp. T209–T214, in the *myFocus Intervention Teacher's Guide* for more instruction on creating new understandings.


LEVEL C • READ

Lesson 35 Determine Theme

DIRECTIONS Read "Moving to the Country." Then follow along as your teacher reads the story aloud. Think about what the story is about. Listen for information about its main message.

Moving to the Country

- 1 When Oma heard the news, her heart sank. Her family was moving! She would leave her friends behind. She would leave the city behind. They were moving to the country.
- 2 Yuck. There was nothing to do in the country. There were no fun city parks. There were no great food trucks. Oma wondered if there were even sidewalks to skate on. All she knew was that the country would be strange.
- 3 It didn't matter that Oma was sad. "Stop pouting," said her mom. "We are moving anyway. You will learn to like it. You will see. It is nice in the country. But you have to give it a chance."
- 4 The drive to the country took a long time. Oma felt worse and worse as the miles ticked by. All she could see were fields and farms.
- 5 "Look at the cows! Look at the horses!" her mom beamed. Her little sister clapped.
- 6 Yuck. Oma wrinkled her nose. "Those animals stink," she thought.
- 7 "Look at the vegetables growing!" her dad smiled.
- 8 Yuck. Oma wrinkled her nose. "Who likes vegetables?" she thought.
- 9 Finally they reached the country town where they would now live. Oma saw the sign.
- 10 "Fairview. What a dumb name," Oma thought. "There is nothing fair about moving!"



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Fluency

Assess 2-4 students



ACCURACY

Prompt student pairs to practice reading a brief passage and help each other with pronunciation.

ORAL READING RATE AND ACCURACY

Use pp. 103–108 in Unit 4, Week 3 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students/3–4 minutes
per conference

CREATE NEW UNDERSTANDINGS

Talk About Independent Reading Tell students to discuss how something learned from their independent reading might apply toward something else they have read or learned.

Possible Conference Prompts

- What is something new you learned?
- How did you combine this information with something you already knew?

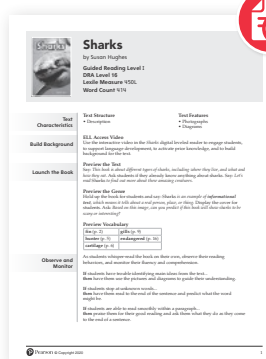
Possible Teaching Point Readers pay attention to information they can combine with what they already know. Synthesizing information this way helps readers create new understandings.

Leveled Readers



CREATE NEW UNDERSTANDINGS

- For suggested titles, see Matching Texts to Learning, pp. T164–T165.
- For instructional support on forming new understandings, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together in whole group. Ask students to share new understandings they have gained after reading certain texts.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *The Garden of Happiness* or another text they have read this week.
- read a self-selected trade book or their Book Club text.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



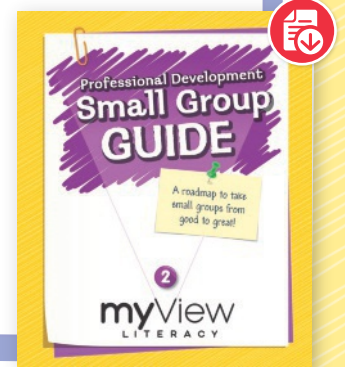
Students can

- discuss the chart they completed on *Student Interactive* p. 355 with a partner.
- play the *myView* games.
- take turns reading “Community Care” with a partner, reading the text accurately.

SUPPORT PARTNER READING

Encourage students to work with a partner to develop their reading goals. Students can then support each other, using positive motivation to help them achieve their goals.

See the *Small Group Guide* for additional support and resources to target your students’ specific instructional needs.



Decodable Text

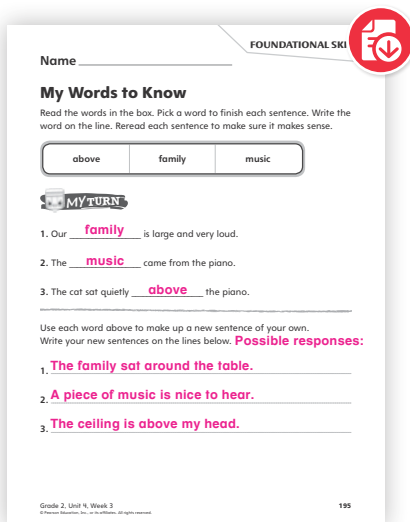
OBJECTIVES

Demonstrate and apply phonetic knowledge.

Identify and read high-frequency words.

ADDITIONAL PRACTICE

For additional practice with high-frequency words, have students complete *My Words to Know*, p. 195 in the *Resource Download Center*.



My Words to Know, p. 195

Revisit *A Place to Play*

FOCUS Have students turn to p. 325 in the *Student Interactive*. Say: *We are going to revisit a story today about creating a place for children to play. In this story, we will read words with the suffixes -ly, -ful, -er, -less, and -or.*

READ Call attention to the word *leader* in the third paragraph. Read the word aloud. Say: *I can hear and see the suffix -er on the word leader. The base word is lead. What do you think the word means?* Have students supply the answer “someone who leads” and then read the word again. Continue with the word *quickly* in the next sentence.

Have students read aloud the words with suffixes in the next paragraph, *speechless*, *beautiful*, and *visitors*. Tell them to identify the suffix and base word in each word and use the meaning of each suffix to tell what each word means.



Reread *A Place to Play*

FOCUS ON PHONICS AND FLUENCY Remind students that learning how the sounds of language are spelled helps them read. Tell students that learning to read fluently is essential for understanding.

Help students remember that they decoded words with suffixes in the story. Challenge them to find words with suffixes in the story and read them together. Then have them complete the activity in question 3. Say the words *above*, *family*, and *music*. Ask students to use the words in sentences.

PRACTICE Have students work with a partner and practice rereading the story for expression, accuracy, and appropriate oral reading rate.

Fluency

PROSODY

Display *A Place to Play*. Model reading aloud the text, asking students to pay attention to how you emphasize key words and read the dialogue spoken by the different characters. Remind students that fluency is reading for meaning and expression at a comfortable rate. Invite partners to practice expressive reading using their favorite sentences from the text.

STUDENT INTERACTIVE, p. 325



FOUNDATIONAL SKILLS

A Place to Play

"My children need a place to play," said Ms. Wood.

"All our kids do," said Mr. Lee.

"Let's make a playground!" said Ms. Chung. She was a leader. She got everyone to work together quickly.

Ms. Wood was speechless. "It's beautiful, isn't it?" said Ms. Chung. Soon people found out, and visitors came from miles around.

1. What do Ms. Wood's children need?

Her children need a place to play.

2. How is the playground finished quickly?

Everyone works together.

3. Find one word with each suffix: **-ly, -ful, -er, -or, -less**.

Write the words on the line.

quickly, beautiful, leader, visitors, speechless.

Reflect and Share



The Garden of Happiness

OBJECTIVES

Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

Discuss topics and determine theme using text evidence with adult assistance.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to reflect on the text and make connections to other texts, the unit theme, and the Essential Question. Ask:

- How did Marisol and her neighbors improve their community?
- What's another project that could have been of equal value to the community?

Talk About It

Minilesson

FOCUS ON STRATEGIES Tell students that when they participate in discussions with other readers, they need to make comments that are related to the discussion topic. Say that a good discussion involves staying on task, sharing information, building on others' ideas, and using text evidence to support topics.

- Before making a comment, make sure it includes information related to the topic being discussed.
- Use phrases such as *good idea* or *I agree* to build on what others have said.
- Remember to use text evidence to support the topic. Ask for adult assistance if necessary.
- If you get off topic, apologize and return to the topic being discussed.

MODEL AND PRACTICE Model making comments using the Talk About It prompt on SI/ p. 356: *When I talk about a text with other readers, I can make comments that share information and build on their ideas. If my discussion partner says, "I think building a playground is something my neighbors and I could do to improve our community," I might say something like, "That's a good idea! It would be great if the kids in the community had somewhere to play together. Remember in the Read Aloud, 'Making a Difference in Your Community,' when Simone and her family cleaned up Mr. Martinez's garden? It made him so happy. I think our community would feel the same way about a playground."* Have students use the process you modeled to practice making pertinent comments in a brief discussion about the Read Aloud.

ELL Targeted Support Use Routine Language Help students stay on task during discussion by offering them sentence frames and asking questions. Use simple, routine language to practice language needed for classroom communication.

Have students complete these frames: *One thing my neighbors and I could do to improve our community is _____. I think this would improve our community by _____. One piece of text evidence that supports this idea is _____. EMERGING/DEVELOPING*

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for making comments and building on ideas.

OPTION 1 Use the Shared Read Have students use evidence from *The Garden of Happiness* to discuss ideas for how they could improve their communities. Encourage them to make relevant comments and build on one another's ideas.

OPTION 2 Use Independent Text Have students use evidence from their independent reading to discuss ideas for how they could improve their communities. Encourage them to make relevant comments and build on one another's ideas.

QUICK CHECK

Notice and Assess Can students make comments and build on ideas?

Decide

- **If students struggle**, revisit instruction for speaking in Small Group on pp. T218–T219.
- **If students show understanding**, extend instruction for speaking during discussion in Small Group on pp. T218–T219.

Weekly Question Have students use evidence from the texts they have read this week to respond to the Weekly Question. Tell them to write their response on a separate sheet of paper.

STUDENT INTERACTIVE, p. 356

RESPOND TO TEXT

Reflect and Share

Talk About It

Do you think your community would enjoy a garden? What other things do you think you and your neighbors could do to improve your community? Talk as a class about this topic. Use text evidence from texts you read this week to support your ideas.

Make Comments and Build on Ideas

In a discussion, it is important to focus on the topic and use complete sentences when speaking.

- Make sure your comments have something to do with the topic.
- If you get off topic, apologize and return to the topic.

Use these sentence starters to help you get back on topic if you need to.

To get back to the topic,
I wanted to say . . .
I'm sorry I got off
topic. I think . . .

Weekly Question

What can people do to make a difference in their communities?

Use the  **QUICK CHECK** on p. T217 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point When active readers discuss ideas, they use evidence from multiple texts to support those ideas. Lead a group discussion comparing “Community Care” with *The Garden of Happiness*.

ELL Targeted Support

Help students speak using more complex sentences by accurately using connecting words.

Have groups orally complete these sentence frames: “*Community Care*” says people can improve their community by _____. *The Garden of Happiness* says people can improve their community by _____. **EMERGING**

Have pairs orally complete the frames from the Emerging activity, plus this one: In “*Community Care*” and *The Garden of Happiness*, both texts say _____. **DEVELOPING**

Have pairs complete a Venn diagram comparing the two texts. Then ask them to describe what they wrote in the diagram using appropriate connecting words. **EXPANDING**

Have pairs compare one of the texts with an independent text or real-life event or activity. Have partners orally present their comparison using a variety of connecting words.

BRIDGING



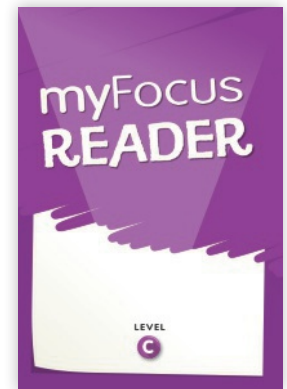
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



COMPARE TEXTS

Reread pp. 46–47 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to engage students in a conversation that demonstrates how the texts they have read this week support their understanding of how people can make a difference in their community and encourage them to use the Academic Vocabulary words.



On-Level and Advanced



INQUIRY

Organize Information and Communicate

Help students organize their findings on how people can make a difference in their community into an effective format to share with others.

Critical Thinking Talk with students about what they learned and the strategies they used.

See *Extension Activities* pp. 242–246 in the *Resource Download Center*.



Conferring

3 students/3–4 minutes
per conference

COMPARE TEXTS

Talk About Independent Reading Ask students to compare *The Garden of Happiness* to one of their independent reading texts.

Possible Conference Prompt

- What did *The Garden of Happiness* and another text you read this week teach you about making a difference in your community?

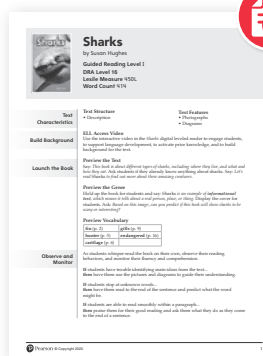
Possible Teaching Point Skilled readers know that texts relate to each other, build off each other, and connect to each other. Readers pay attention to these relationships and connections.

Leveled Readers



COMPARE TEXTS

- For suggested titles, see Matching Texts to Learning, pp. T164–T165.
- For instructional support on recognizing theme, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Invite a volunteer to tell one way in which *The Garden of Happiness* and another text they read are similar or different. Then celebrate students’ work in small group this week.

Independent/Collaborative

Independent Reading



Students can

- reread and/or listen to *The Garden of Happiness*.
- read their Book Club text.
- reread and/or listen to their leveled reader.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



Students can

- write and/or draw in their reading notebook in response to the Weekly Question.
- complete p. 244 in the *Resource Download Center*.
- play the *myView* games.
- review the purpose they established for reading realistic fiction and discuss with a partner whether their original purpose has changed.

BOOK CLUB



See Book Club, pp. T520–T523 for

- collaboration prompts and conversation starters.
- suggestions for incorporating the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

UNIT 4 WEEK 4

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

| | |
|---------------------|------------|
| FOUNDATIONAL SKILLS | 20–30 min. |
| SHARED READING | 40–50 min. |
| READING BRIDGE | 5–10 min. |
| SMALL GROUP | 25–30 min. |

WRITING WORKSHOP

| | |
|---------------------|------------|
| MINILESSON | 10 min. |
| INDEPENDENT WRITING | 30–40 min. |
| WRITING BRIDGE | 5–10 min. |

Learning Goals

- I can read a biography and understand its text structure.
- I can use language to make connections between reading and writing narrative nonfiction.
- I can use elements of narrative nonfiction to write a personal narrative.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options
- Progress Check-Ups on SavvasRealize.com
- Cold Reads on SavvasRealize.com

Materials

Turn the page for a list of materials that will support planning for the week.

LESSON 1

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T224–T225
 - » Phonics: Decode Words with Prefixes *un-, re-, pre-, dis-*
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T226–T227
- Listening Comprehension: Read Aloud: “Shoes and Hands Across the World” T228–T229
- Biography T230–T231
 - ☑ **Quick Check** T231

READING BRIDGE

- Academic Vocabulary: Word Parts T232–T233
- Handwriting: Letters *K* and *U* T232–T233

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T237
- Strategy, Intervention, and On-Level/Advanced Activities T236
- ELL Targeted Support T236
- Conferring T237

INDEPENDENT/COLLABORATIVE

- Independent Reading T237
- Literacy Activities T237

BOOK CLUB T237 **SEL**

WRITING WORKSHOP

MINILESSON

- Personal Narrative T434–T435
 - » Capitalization and Commas
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T434–T435
- Conferences T432

WRITING BRIDGE

- Spelling: Words with Prefixes *un-, re-, pre-, dis-* T436
 - ☑ **Assess Prior Knowledge** T436

- Language and Conventions: Spiral Review: Commas in Dates and Letters T437

LESSON 2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T238–T239
 - » Phonics: Decode and Write Words with Prefixes *un-, re-, pre-, dis-*
 - ☑ **Quick Check** T239
 - » High-Frequency Words

SHARED READ

- Introduce the Text T240–T263
 - » Preview Vocabulary
 - » Read: *One Plastic Bag*
- Respond and Analyze T264–T265
 - » My View
 - » Develop Vocabulary
 - ☑ **Quick Check** T265
 - » Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T266
- Guided Reading/Leveled Readers T269
- Strategy and Intervention Activities T266, T268
- Fluency T266, T268
- ELL Targeted Support T266, T268
- Conferring T269

INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T267
- Independent Reading T269
- Literacy Activities T269

WRITING WORKSHOP

MINILESSON

- Personal Narrative T438–T439
 - » Explore Pronouns
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T438–T439
- Conferences T432

WRITING BRIDGE

- Spelling: Teach Words with Prefixes *un-, re-, pre-, dis-* T440

- Language and Conventions: Oral Language: Pronouns T441

LESSON 3

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T270–T271
 - » Phonics: Prefixes *un-*, *re-*, *pre-*, *dis-*
 - » High-Frequency Words

CLOSE READ

- Identify Text Structure T272–T273
- Close Read: *One Plastic Bag*
 - ✔ Quick Check T273

READING BRIDGE

- Read Like a Writer, Write for a Reader: Idioms T274–T275
- Handwriting: Letters Y and Z T274–T275

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T277
- Strategy and Intervention Activities T276
- Fluency T276
- ELL Targeted Support T276
- Conferring T277

INDEPENDENT/COLLABORATIVE

- Independent Reading T277
- Literacy Activities T277

WRITING WORKSHOP

MINILESSON

- Personal Narrative T442–T443
 - » Apply Pronouns
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T442–T443
- Conferences T432

WRITING BRIDGE

- Spelling: Review and More Practice: Words with Prefixes *un-*, *re-*, *pre-*, *dis-* T444 **FLEXIBLE OPTION**
- Language and Conventions: Teach Pronouns T445

LESSON 4

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T278–T279
 - » Read Decodable Text: *Cleaning the Beach*
 - » Fluency

CLOSE READ

- Make and Confirm Predictions T280–T281
- Close Read: *One Plastic Bag*
 - ✔ Quick Check T281

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T283
- Strategy and Intervention Activities T282
- Fluency T282
- ELL Targeted Support T282
- Conferring T283

INDEPENDENT/COLLABORATIVE

- Independent Reading T283
- Literacy Activities T283

WRITING WORKSHOP

MINILESSON

- Personal Narrative T446–T447
 - » Explore Compound Subjects and Predicates
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T446–T447
- Conferences T432

WRITING BRIDGE

- Spelling: Spiral Review: Words with Suffixes *-ly*, *-ful*, *-er*, *-less*, *-or* T448 **FLEXIBLE OPTION**
- Language and Conventions: Practice Pronouns T449

LESSON 5

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T284–T285
 - » Read Decodable Text: *Cleaning the Beach*
 - » Fluency

COMPARE TEXTS

- Reflect and Share T286–T287
 - » Write to Sources
 - ✔ Quick Check T287
 - » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T289
- Strategy, Intervention, and On-Level/Advanced Activities T288
- ELL Targeted Support T288
- Conferring T289

INDEPENDENT/COLLABORATIVE

- Independent Reading T289
- Literacy Activities T289

BOOK CLUB T289 **SEL**

WRITING WORKSHOP

MINILESSON

- Personal Narrative T450
 - » Apply Compound Subjects and Predicates
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T450–T451 **SEL**
- Conferences T432

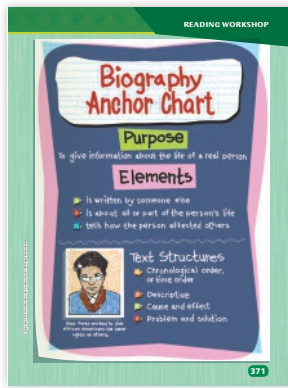
WRITING BRIDGE

- Spelling: Words with Prefixes *un-*, *re-*, *pre-*, *dis-* T452
 - ✔ Assess Understanding T452
- Language and Conventions: Standards Practice T453 **FLEXIBLE OPTION**

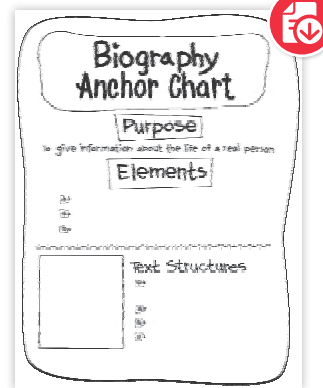
Materials



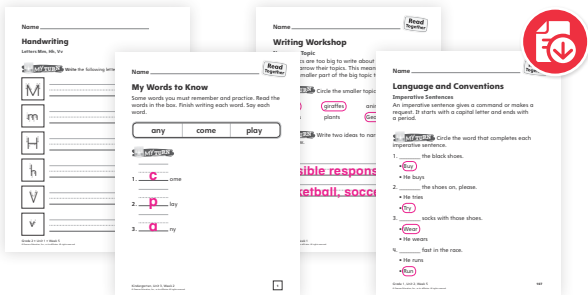
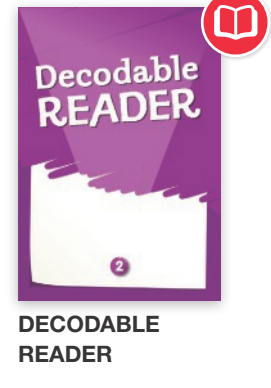
INFOGRAPHIC
“Old Stuff, New Uses”



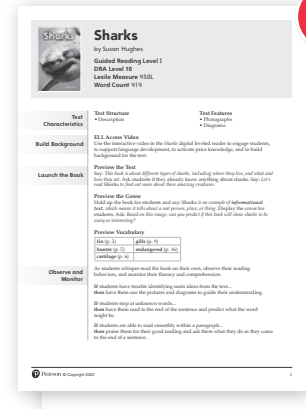
READING ANCHOR CHART
Biography



EDITABLE ANCHOR CHART
Biography



RESOURCE DOWNLOAD CENTER
Additional Practice



LEVELED READER
TEACHER'S GUIDE

Words of the Week

High-Frequency Words

color
questions
area

Develop Vocabulary

scents
useless
crumble
plastic
garbage

Spelling Words

unfair
preschool
refill
dislike
rerun
unlock
discover
preview
rebuild
disappear

Unit Academic Vocabulary

discuss
connect
responsible
equal
improve

WEEK 4 LESSON 1 READING WORKSHOP GENRE & THEME

Listening Comprehension

OBJECTIVES
Listen actively. Use relevant questions to clarify information, and answer questions to show word recognition.

FLUENCY
Also connecting to Read Aloud Routine, discuss "Shoes and Hands Across the World" and make a class book. Read aloud to students. Record students' responses to the text. Discuss the text. Record students' responses to the text. Discuss the text. Record students' responses to the text.

ELL ACCESS
To help students access the text, read aloud to them. Use the text to discuss the text. Record students' responses to the text. Discuss the text. Record students' responses to the text.

Shoes and Hands Across the World
In 2006, a man named Blake Mycoskie traveled to Argentina on vacation. He planned to take time off from work to relax. But what he saw while he was there helped him start a new business that has since given more than 60 million shoes to children in need.
Blake saw many children who were growing up without shoes. He learned that people who don't wear shoes are at risk for getting diseases and bacteria from the ground.



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

WHY
Interactive Read Aloud:
• Engage students to learn about their independent reading level.
• Engage students' comprehension.
• Increase students' overall language development.
• Provide an opportunity to build fluency and improve reading.
• Foster a love and enjoyment of reading.

PLANNING
• Select a text from the Read Aloud Trade Book Library or the school or district library.
• Read the text aloud to the students.
• Discuss the text with the students.
• Record students' responses to the text.
• Discuss the text with the students.
• Record students' responses to the text.

BEFORE READING
• Show the cover of the book to introduce the title, author, illustrator, and genre.
• Ask the students to share their thoughts on the cover.
• Point out interesting artwork or photos.
• Ask students to share their thoughts on the cover.
• Discuss the vocabulary essential for understanding.

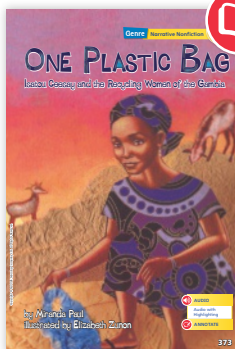
DURING READING
• Use the text to discuss the text. Record students' responses to the text. Discuss the text. Record students' responses to the text.
• Ask questions to guide the discussion and draw attention to the reading plan.
• Use the text to discuss the text. Record students' responses to the text. Discuss the text. Record students' responses to the text.

AFTER READING
• Summarize and allow students to share thoughts about the story.
• Record student comprehension by reading the text and the text of the story.
• Discuss and assign a Student Response Form available on ReadAloud.com.



INTERACTIVE READ ALOUD LESSON PLAN GUIDE

READ ALOUD
"Shoes and Hands Across the World"



SHARED READ
One Plastic Bag



BOOK CLUB

Titles related to Spotlight Genre and Theme: T506-T509

Mentor STACK

Writing Workshop T431



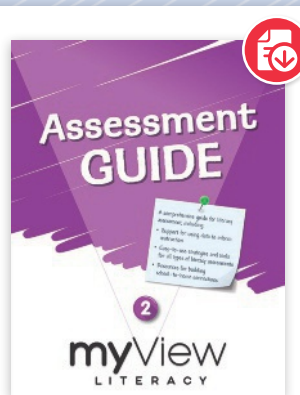
LITERACY STATIONS



SCOUT

Assessment Options for the Week

- Daily Formative Assessment Options
- Progress Check-Ups on SavvasRealize.com
- Cold Reads on SavvasRealize.com



ASSESSMENT GUIDE



Word Work

OBJECTIVES

Decode words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*.

Identify and read high-frequency words.

Identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er* and *-est* (comparative and superlative), and *-ion/tion/sion*.

FOUNDATIONAL SKILLS EXTENSION

See p. T248 for a prefix extension activity students can use while reading the text.

Phonics: Decode Words with Prefixes *un-*, *re-*, *pre-*, *dis-*

Minilesson

FOCUS Review suffixes with students. Then define and explain prefixes.

Provide instruction on decoding words with the prefixes *un-*, *re-*, *pre-*, and *dis-*. Point to the prefix *un-* in the chart at the top of *SI* p. 366. Say: **The prefix *un-* is added to a word to make a new word that means “not, or the opposite of” the base word.** Read the first example under the chart. Say: **When the prefix *un-* is added to the base word *true*, the new word, *untrue*, means “not true.”** Use the word in an example sentence. Say: **The story turned out to be untrue.** Say the prefix *un-* again, repeat the word *untrue*, and repeat the example sentence. Repeat the routine with the word *retie*. Tell students that the prefix *re-* means “again” or “back.” Explain that when it is added to the base word *tie*, the new word means “tie again.” Use *retie* in a sentence: *I will retie this knot.* Follow the same instructional routine with the prefix *pre-*, its meaning “before,” and the base word *pay*. Finally, tell students that the prefix *dis-* means “not” or “the opposite of.” Write *dis-* + *like* = *dislike*. Say: **Adding the prefix *dis-* to the word *like* makes a word that means “not like.” I can decode the word *dislike*, and because I understand it, I can use it in a sentence: *Cats dislike baths.***

MODEL AND PRACTICE Display: *unkind*, *unhappy*, *redo*, *resend*, *preview*, and *disbelieve*. Point to *unkind* and read it aloud. Say: ***Unkind* means “the opposite of *kind*, or not kind.” The base word is *kind* and the prefix is *un-*.** Point to each remaining word and have students demonstrate and apply their phonetic knowledge by decoding the word, reading it aloud, giving its meaning, and identifying the base word and prefix.

APPLY My TURN Have students complete the activity on *SI* p. 366 to decode the words with the prefixes *un-*, *re-*, *pre-*, and *dis-*.

TURN, TALK, AND SHARE Have partners work together to complete the activity.



ELL Targeted Support Prefixes Display: *restart, untie, preview,* and *dishonest*. Then use these activities to help students grasp new language structures.

Have students read *restart*. Help them identify the prefix and base word and define the word. Repeat for *untie*. **EMERGING**

Have pairs read each word, identify the prefix and base word, and define the word. **DEVELOPING**

Have groups read each word, identify the prefix and base word, define the word, and use it in a sentence. **EXPANDING**

Have pairs read texts to find words with the target prefixes. Ask the peers to write each word, identify the prefix and base word, define the word, and use it in a sentence. **BRIDGING**

HIGH-FREQUENCY WORDS



Display the high-frequency words: *color, questions,* and *area*.

- Point to each word as you read it aloud.
- Write the words with scrambled letters: *roloc, tioqseusn,* and *raea*. Have students unscramble the letters and say the words.
- Have students choose a word and use it in a sentence.

color

area

questions

STUDENT INTERACTIVE, p. 366

PHONICS

Prefixes un-, re-, pre-, dis-

A prefix is a group of letters that is added to the beginning of a base word to make a new word. The prefix adds its meaning to the base word.

| un- | re- | pre- | dis- |
|-------------------------|----------------|--------|-------------------------|
| not, or the opposite of | again, or back | before | not, or the opposite of |

untrue = not true

prepay = pay before

retie = tie again

distrust = not trust

MY TURN Read, or decode, the words with prefixes below. Find the prefix in each word and circle it. Underline the base word.

| un- | re- | pre- | dis- |
|--------|--------|-----------|---------|
| unlock | replay | preschool | dislike |

TURN and TALK Reread the words in the chart with a partner. Identify the meaning of each word. Take turns using the words in sentences.

Interact with Sources

OBJECTIVES

Make connections to personal experiences, ideas in other texts, and society.

Interact with sources in meaningful ways such as illustrating or writing.

ACADEMIC VOCABULARY

Language of Ideas Academic language helps students access ideas. After you discuss the infographic, ask: *Why is it important to discuss ways to solve problems? How are people's lives improved when they solve problems?*

- discuss
- connect
- responsible
- equal
- improve

Guide students in understanding that these words will help them read and write about the Essential Question.

Explore the Infographic

Remind students of the Essential Question for Unit 4: *Why is it important to connect with other people?* Point out the Week 4 Question: *How can people work together to solve a problem?*

Direct students' attention to the infographic on pp. 364–365 in the *Student Interactive*. Have students read the infographic and discuss ways they could find new uses for old things.

Display the following questions to facilitate group discussion:

- What could you do with an empty plastic milk jug, instead of throwing it away?
- What ideas do you have for making something new from old toys?
- How could an empty egg carton serve a new purpose?

WEEKLY QUESTION Remind students of the Week 4 Question: *How can people work together to solve a problem?* Point out that students have learned about a problem (too much trash) and one way to solve that problem (reusing items). Explain that students will learn more about solving problems this week.

TURN, TALK, AND SHARE Have students interact with sources by writing their ideas about how to solve the problem of too much trash. Then have them discuss their ideas with a partner.

ELL Targeted Support Background Knowledge Help students develop background knowledge needed to comprehend increasingly challenging language. Display the words: *supplies, ketchup, jug, carton, seeds, and create*. Read the words aloud with students.

Point out the bottle of ketchup in the infographic. Encourage peers to share their background knowledge. Ask: *Who has seen ketchup before? What do you put ketchup on?* Explain what ketchup is. Conduct a similar routine with *jug* and *seeds*. **EMERGING**

Point out the can of supplies. Ask: *What art supplies are in the can?* (colored pencils) *What other kinds of art supplies are there?* Repeat with *carton*. **DEVELOPING**

Point to *create*. Have peers share their background knowledge. Ask volunteers to define *create*. Explain that students create every day. Provide examples, such as creating art and creating stories. Ask: *What do you like to create?* **EXPANDING**

Have groups define *supplies, seeds, and create* and use these words to describe how to make something new from something old. **BRIDGING**

STUDENT INTERACTIVE, pp. 364-365

WEEKLY LAUNCH: INFOGRAPHIC

WEEK 4

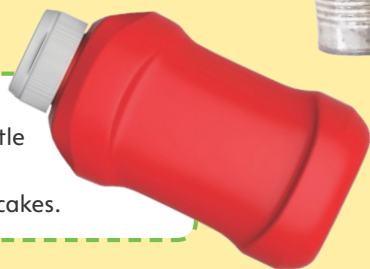
Old Stuff, New Uses

After you use something, you might throw it away. But there's already too much trash in the world. Why not find another way to use it?

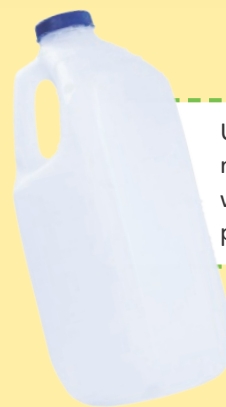


Use old cans to store art supplies.

Use an old ketchup bottle to squirt perfect pancakes.



Use an egg carton to plant seeds.



Use an old milk jug to water your plants.



Use your old toys to create a robot.

Weekly Question

How can people work together to solve a problem?

TURN and TALK

Too much trash is a problem. Use sources you have read to help you decide how to solve that problem. How might you get others to help solve it? Write down some ideas.

364

365

Listening Comprehension

OBJECTIVES

Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

Read grade-level text with fluency and comprehension.

FLUENCY

After completing the Read-Aloud Routine, display “Shoes and Hands Across the World.” Model reading aloud a short section of the text. Remind students that fluent reading is reading for meaning, not reading for speed. Invite students to practice reading their favorite sentences from the biography with expression. Tell students that this week they will read a biography titled *One Plastic Bag*. Explain that when students read *One Plastic Bag* and other texts, they should practice reading for meaning.

ELL Access

To help prepare students for the oral reading of “Shoes and Hands Across the World,” read aloud this short summary:

Blake Mycoskie traveled to Argentina where he saw children who did not have shoes. To solve this problem, he helped develop a shoe like the kind people wear in Argentina. He convinced the owner of a store in Los Angeles, where he lived, to sell the shoes. He donated a pair of shoes to a child in Argentina for every pair sold. His business was successful.

Narrative Nonfiction: Biography

Tell students you are going to read aloud a biography. Have them listen as you read “Shoes and Hands Across the World.” Encourage students to be active listeners by looking at you and thinking about what you are reading.

START-UP

READ-ALoud ROUTINE

Purpose Have students listen actively for elements of a biography.

READ the entire text aloud, without stopping for the Think Aloud callouts.

REREAD the text aloud, pausing to model Think Aloud strategies related to the genre.

Shoes and Hands Across the World

In 2006, a man named Blake Mycoskie traveled to Argentina on vacation. He planned to take time off from work to relax. But what he saw while he was there helped him start a new business that has since given more than 60 million shoes to children in need.

Blake saw many children who were growing up without shoes. He learned that people who don't wear shoes are at risk for getting diseases and bacteria from the ground.



“Shoes and Hands Across the World,” continued

Blake knew he had to do something to help. He had already started four businesses, so he decided to start another. The idea became Tomorrow’s Shoes, shortened to TOMS.

Working with Alejo, his Argentinian friend, Blake developed a shoe similar to the *alpargata*, the kind of shoe that most people in the country wear.

Blake went to a store and told the owner he wanted to sell the shoes in the store and then donate one pair to a child in Argentina for every pair that was sold. The owner agreed to sell the shoes in her store.

Soon after, a newspaper published a story about the shoes. Blake got help making more shoes, and he sold about 10,000 within months.

Since then, Blake has grown his business to provide help for people across the globe. His businesses now provide safe drinking water, eyeglasses, and medical training to communities in need. Blake has earned many awards for his efforts to help others.

THINK ALOUD Analyze a **Biography** After you reread the first three paragraphs, explain: This text is about real events; it tells the true story of Blake Mycoskie who traveled to Argentina and saw that children needed shoes. These real events happened to a real person. I think this text is a biography.

THINK ALOUD Analyze a **Biography** In these paragraphs, I read about more true events. Blake developed a shoe, and he found someone who would sell it in a store. He said he would donate one pair of shoes for every pair he sold. Blake then started helping people in other ways. I think this text is a biography because it is about a real person who solved a problem and made an important difference in the lives of many people.

FLEXIBLE OPTION 
INTERACTIVE
Trade Book Read Aloud

Conduct an interactive read aloud of a full-length trade book.

- Choose a book from the *Read Aloud Trade Book Library* or the school or classroom library.
- Select an **INTERACTIVE Read Aloud Lesson Plan Guide** and **Student Response** available on SavvasRealize.com.
- Preview the book you select for appropriateness for your students.



WRAP-UP

Blake Mycoskie’s Biography

| Real Person | Real Events | Problem and Solution |
|-------------|-------------|----------------------|
| | | |

Have students complete the chart and then turn to a partner to discuss how the chart helps them understand this text is a biography.



SPOTLIGHT ON GENRE

Biography

LEARNING GOAL

I can read a biography and understand its text structure.

OBJECTIVES

Establish purpose for reading assigned and self-selected texts.

Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and cause and effect stated explicitly.

Identify the use of first or third person in a text.

LANGUAGE OF THE GENRE

As you review the Anchor Chart, check to make sure students understand the words that help them talk about biography.

- chronological order (time order)
- problem and solution

FLEXIBLE OPTION ANCHOR CHARTS

- Display a blank poster-sized anchor chart in the classroom.
- Review the genre throughout the week by having students add to the anchor chart.
- Have students suggest headings and graphics.

ELL Language Transfer

Cognates Point out Spanish cognates related to biography.

- biography : *biografía*
- chronological : *cronológico*

Minilesson

FOCUS Tell students that a biography is about part or all of a real person’s life, and it tells how the person affected others. It is written by someone else, or told from the third-person point of view. Review the difference between the use of first person and third person in a text. Say:

Ask yourself these questions to decide if a text is a biography:

- Is the text about events told in chronological order that happened to a real person?
- Is the text told in third person, with pronouns such as *he, she, his, hers, and theirs*?

MODEL AND PRACTICE Model determining whether “Shoes and Hands Across the World” is a biography. *I want to figure out if this text is a biography. Is it about a real person? Yes, this text is about Blake Mycoskie. Next, are the events real events? Yes, I can see the text is about the man who founded a famous shoe company that helped millions of people. Next, I’ll check to see if the text tells events in time order. Yes. First, Blake developed a shoe. Next, he found someone to sell it. Last, he sold and donated thousands of shoes. All of these answers tell me that this is a biography.* Group students. Give each group a text written in first person. Have groups compare the pronouns used in “Shoes and Hands Across the World” to the first-person text, and discuss how they know that one is a biography.

ELL Targeted Support **Speak to Build Vocabulary** Read aloud a short biography.

Ask: *Does this tell about a real person? Does this tell something that could happen in real life? How do you know the text is a biography?* **EMERGING**

Write: *biography, chronological, and third person.* Have students use the words to tell you why the text is a biography. **DEVELOPING**

Have partners find evidence that the text is a biography. Then have them collaborate to orally complete this sentence frame: *The text is a biography because _____.* **EXPANDING**

Ask small groups to select another biography they have read. Then have group members identify and describe the elements that characterize both texts as biographies. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify biography.

OPTION 1 Use the Anchor Chart Have students work with a partner to discuss the characteristics of biography. Circulate to determine if students show understanding.

OPTION 2 Use Independent Text As students read their independent texts, have them place sticky notes with numerals 1, 2, 3, and 4 to indicate the four most important events in chronological order.

TURN, TALK, AND SHARE Have students complete the Turn and Talk activity on p. 370 of the *Student Interactive*. Call on volunteers to share their purpose with the class.

QUICK CHECK

Notice and Assess Can students identify a biography?

Decide

- **If students struggle**, revisit instruction about biographies in Small Group on pp. T236–T237.
- **If students show understanding**, have them continue practicing the strategies for reading biographies, using the Independent Reading and Literacy Activities in Small Group on pp. T236–T237.

STUDENT INTERACTIVE, pp. 370–371

GENRE: NARRATIVE NONFICTION

READING WORKSHOP

My Learning Goal I can read a biography and understand its text structure.

Spotlight on Genre

Biography

A **biography** is the story of a real person's life that is told from the point of view of another person.

- It tells about all or part of a person's life.
- It tells about **real events**.
- It is often told in **chronological order**, or time order, with words like **first**, **then**, and **finally**.
- It tells about something **important** the person did, such as how she or he solved a **problem**.
- It is told from a **third-person** point of view. The narrator uses the pronouns **he** and **she**.

TURN and TALK Tell about a real person you have read about. Who was the person? What did you find out about his or her life?

Establish Purpose Before you read, look at the first few pages of *One Plastic Bag*. What do you want to find out from this text?

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Biography Anchor Chart


Purpose
To give information about the life of a real person

Elements

- is written by someone else
- is about all or part of the person's life
- tells how the person affected others

Text Structures

- Chronological order, or time order
- Descriptive
- Cause and effect
- Problem and solution



Rosa Parks worked to give African Americans the same rights as others.

371

Academic Vocabulary

LEARNING GOAL

I can use language to make connections between reading and writing narrative nonfiction.

OBJECTIVES

Identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative) and *-ion/tion/sion*.

Respond using newly acquired vocabulary as appropriate.

ELL Access

Internalize Language

Help students internalize new vocabulary by providing opportunities for them to use and reuse language in meaningful ways. Use academic vocabulary in your questions and prompt students to include it in their responses. For example, ask: *Is reusing items a responsible thing to do?* If needed, display sentence frames students can use to respond.

Word Parts

Minilesson

FOCUS ON STRATEGIES Say: When you come to an unfamiliar word as you read, you can use word parts to figure out the word's meaning.

- Find clues in word parts, such as prefixes. What does the prefix mean?
- Identify the base word and its meaning. How does the prefix change this meaning?

MODEL AND PRACTICE Model identifying the meaning of words with the prefix *un-*. Say: When I see an unfamiliar word as I read, I look to see if the word contains a base word. I ask myself if I know that base word. Then I look at any other word parts, such as prefixes. I can use what I know about them to help me figure out the longer word's meaning. Write *unafraid*. I see the base word *afraid* in this word. I know that *afraid* means "scared" or "frightened." Underline *afraid*. The word part that's left is *un-*. Underline *un*. I know that the prefix *un-* means "not." So, *unafraid* means "not afraid." Have students use the process you modeled to identify the meanings of *uncooked*, *unbelievable*, and *unlocked*.

Handwriting

OBJECTIVE

Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

Letters K and U

FOCUS Display cursive letters *K* and *U*.

MODEL Model writing cursive *K*. Then write the words *Kam*, *Ken*, *Kate*, and *King Karl*, showing proper letter formation and correct letter size. Have students copy the words. Repeat the routine with *U*: *Uma*, *Utah*, *Uncle Uri*, and *Ulee*.



ASSESS UNDERSTANDING

Apply

My TURN Have students complete the activity on *SI* p. 401 to identify the meanings of words with the prefix *un-*.

STUDENT INTERACTIVE, p. 401

VOCABULARY
READING-WRITING BRIDGE

I can use language to make connections between reading and writing narrative nonfiction. **My Learning Goal**

Academic Vocabulary

Word parts can help you figure out a word's meaning. The prefix **un-** means "not." Adding the prefix **un-** to a word makes a word that means the opposite.

| | | | | |
|----------|---|--------|---|------------|
| un- | + | equal | = | unequal |
| (prefix) | | (word) | | (new word) |

Adding the prefix **un-** to **equal** makes the new word **unequal**, which means "not equal."

MY TURN Add the prefix **un-** to each word to build a new word. What does each word mean?

| un- | + | Word | = | New Word |
|-----|---|-------|---|----------|
| un- | + | happy | = | unhappy |
| un- | + | lucky | = | unlucky |
| un- | + | even | = | uneven |
| un- | + | clear | = | unclear |

401

WEEKLY STANDARDS PRACTICE

To assess student progress on Academic Vocabulary, use the Weekly Standards Practice online at SavvasRealize.com

PRACTICE Have students complete *Handwriting* p. 205 from the *Resource Download Center* to practice writing cursive letters *K* and *U*.

Name _____

Handwriting

Cursive Letters K, U
Look at the uppercase cursive **K** in the box. What kinds of strokes are used? Where do you start an uppercase cursive **K**? How do you finish it?

MY TURN Trace the cursive letters.

MY TURN Write uppercase cursive letter **K**.

Look at the uppercase cursive **U** in the box. What kinds of strokes are used? Where do you start an uppercase cursive **U**? What do you do next? How do you finish it?

MY TURN Write uppercase cursive letter **U**.

Grade 2 • Unit 1 • Week 4
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Handwriting p. 205

Matching Texts to Learning

To select other texts that match your instructional focus and your groups' instructional range, use the **Leveled Reader Search** functionality at SavvasRealize.com.



LEVEL J

Genre Narrative Nonfiction

Text Elements

- Some ideas new to most readers
- Many lines of print per page

Text Structure

- Description



LEVEL K

Genre Narrative Nonfiction

Text Elements

- Longer, more complex sentences
- Varied organization

Text Structure

- Description



LEVEL L

Genre Narrative Nonfiction

Text Elements

- Some new vocabulary explained in text
- Challenging multisyllable words

Text Structure

- Description

Guided Reading Instruction Prompts

To support the instruction in this week's minilessons, use these prompts.

Identify Biographies

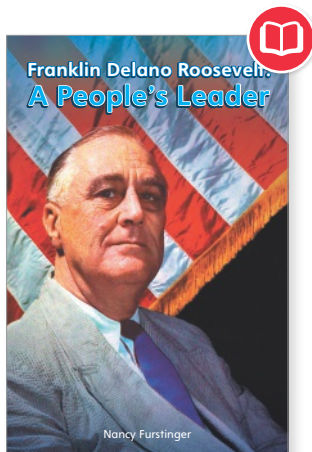
- Who is this biography about?
- From whose point of view is the biography told?
- What important events happened in this person's life?
- What is something important the person did?

Develop Vocabulary

- Are there any photographs or illustrations that help you understand what a word means?
- What does the word ____ tell us about the person or events in the biography?
- Why would an author need to use this particular word?

Identify Text Structure

- How is the biography organized?
- Are there clue words for time order?
- Did the person solve a problem?



LEVEL L

Genre Narrative Nonfiction

Text Elements

- Table of Contents, Glossary, and Index
- Longer sentences carry over three lines

Text Structure

- Description



LEVEL M

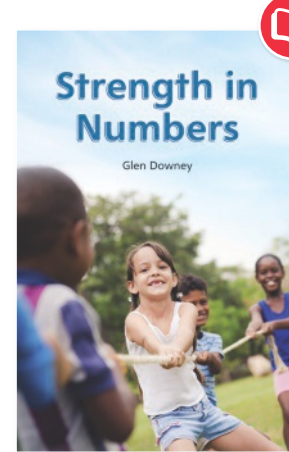
Genre Narrative Nonfiction

Text Elements

- Most content carried by text
- Multisyllable words that are challenging to decode

Text Structure

- Description



LEVEL M

Genre Narrative Nonfiction

Text Elements

- Some new vocabulary explained in the text
- Most content carried by text

Text Structure

- Compare and Contrast

Find Important Details

- What clues does the title give about the main, or central, idea of the biography?
- Does the text provide facts and details that give more information about the main idea?
- Are there any simple graphics that help us understand what the text is about?

Compare Texts

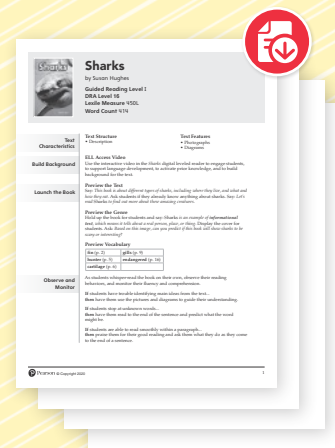
- Are there any similar photographs or illustrations?
- Do both texts give facts and details about a person's life?

Word Work

See Possible Teaching Points in the *Leveled Reader Teacher's Guide*.

**Leveled Reader
Teacher's Guide**

For full lesson plans for these and other leveled readers, go to SavvasRealize.com



Use the  **QUICK CHECK** on p. T231 to determine small group instruction.

Teacher-Led Options

Strategy Group

IDENTIFY BIOGRAPHIES

Teaching Point Remember that a biography tells true events in the life of a real person. These are things that happened in real life. A biography often tells these events in time order. *Time order* has the same meaning as *chronological order* and *sequence*. Revisit “Shoes and Hands Across the World,” and discuss the ways that students can identify this text as a biography.

ELL Targeted Support

Help students speak about biography using synonyms. Write: *story*, *life*, *history*, and *profile*. Discuss the meanings with students.

Help students orally complete this sentence: *A biography is the _____ of a person’s _____.* **EMERGING**

Give classroom biographies to partners. Have them orally complete these sentences: *One way we can tell this is a biography is _____.* *Another way we can tell this is a biography is _____.* Then have partners use one of the synonyms in a new oral sentence. **DEVELOPING**

Have students choose a classroom biography and use the synonyms you wrote to tell you how they know it is a biography. **EXPANDING**

Have groups work with a biography of their choice and use the synonyms you wrote to explain how they know it is a biography.

BRIDGING



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



IDENTIFY BIOGRAPHIES

Use Lesson 28, pp. T163–T168, in the *myFocus Intervention Teacher’s Guide* to instruct students on the characteristics of narrative nonfiction.

LEVEL C • READ

Lesson 28 Genre: Fiction and Narrative Nonfiction

DIRECTIONS Read the following texts. Note details that help you understand the genre of each.

Lots of Choices

- 1 Jen walked across the street to her neighbor’s house. She didn’t want to, but Mom had insisted. *What a great Saturday*, Jen thought.
- 2 “Mrs. Tapp needs your help,” Mom said. “She’s taking food to the shelter today.”
- 3 “Come in!” Mrs. Tapp called out when she saw Jen at the door. Jen looked around. Pots, pans, and bowls covered every surface. Mrs. Tapp stood in the middle holding a spoon.
- 4 “Thanks for helping,” she said. “It’s my turn to cook for the shelter.”
- 5 “This is a lot of food!” Jen said. A quick look showed three kinds of soup. She saw three stacks of sandwiches labeled peanut butter, cheese, and ham. On another table Jen saw three huge bowls each holding a different kind of salad.
- 6 “Why are you making so many different things?” Jen asked. “Wouldn’t it be easier to make one kind of soup, sandwich, and salad?”
- 7 Mrs. Tapp seemed to ignore the question. “I’m thinking of going to Chuck’s Diner tonight,” she said. “Have you been?”
- 8 “Yes!” Jen said. “We go there all the time.”
- 9 “What’s on the menu?” Mrs. Tapp asked.
- 10 “Lots of things! My favorite is mac and cheese. But, sometimes I order spaghetti. They have ten different kinds of ice cream!”
- 11 “Choosing is fun,” Mrs. Tapp said. “I think that people at the shelter like to have choices, too, don’t you?” Jen thought about this. Suddenly she told Mrs. Tapp that she would be right back.
- 12 Jen returned with paper and markers. “I’m going to make menus,” she said. “That will make choosing even more fun!”

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On-Level and Advanced



INQUIRY

Question and Investigate Have students use the infographic on *SI* pp. 364–365 to generate questions about ways old things might be reused or recycled. Tell students to choose one question from the list. Throughout the week, have students conduct the research needed to answer the question. See *Extension Activities* pp. 242–246 in the *Resource Download Center*.



Conferring

3 students / 3–4 minutes
per conference

IDENTIFY BIOGRAPHIES

Talk About Independent Reading Have students retell the four events they sequenced from the biography they read.

Possible Conference Prompts

- What should readers know about the life of this person?
- What did you learn from photos or illustrations?

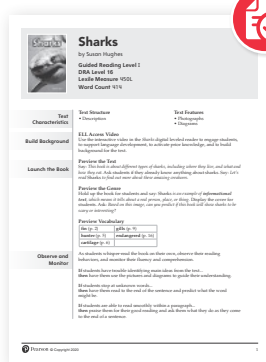
Possible Teaching Point A biography can be lively and extremely interesting because a real person can have many meaningful experiences.

Leveled Readers



IDENTIFY BIOGRAPHIES

- For suggested titles, see Matching Texts to Learning, pp. T234–T235.
- For instructional support on the characteristics of a biography, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together in whole group. Ask volunteers to share the name of the subject and a key event in the biographies they are reading.

Independent/Collaborative

Independent Reading



Students can

- read a self-selected biography.
- read or listen to a previously read leveled reader or eText biography.
- begin reading the Book Club text.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



Students can

- write about their reading in a reading notebook and conduct research to locate another interesting fact about the life of the biography subject.
- play the *myView* games.
- refer to the anchor chart on *SI* p. 371 and work in small groups to identify elements of a biography in texts they are reading.

BOOK CLUB



See Book Club, pp. T506–T509, for

- suggested texts to support the week's theme and Spotlight Genre.
- sample discussion topics and prompts.
- support for groups' collaboration.
- ideas for facilitating the use of trade books.

Word Work

OBJECTIVES

Decode words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*.

Identify and read high-frequency words.

Identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion/tion/sion*.

ADDITIONAL PRACTICE



For additional student practice with prefixes, use *Phonics* p. 190 from the *Resource Download Center*.

Grade 2, Unit 4, Week 4

Phonics p. 190

Phonics: Decode and Write Words with Prefixes *un-*, *re-*, *pre-*, *dis-*

Minilesson

FOCUS Remind students that prefixes change the meaning of the base words to which they are added. Review how to decode words with the prefixes *un-*, *re-*, *pre-*, and *dis-*.

MODEL AND PRACTICE Display: *unwise*, *unwell*, *rewind*, *precook*, and *disagree*. Point to *unwise*. Say: **This word has the prefix *un-*. I know the prefix *un-* means “not.” So *unwise* means “not wise.”** Have students say the prefix, the word, and its meaning with you. Remind students that they know these prefix meanings. Then point to each remaining word and have students demonstrate and apply their phonetic knowledge by identifying the prefix, reading the word aloud, and giving the word’s meaning. Students should then write sentences using each word.

APPLY My TURN Have students complete the activity on *SI* p. 367 to decode the words with the prefixes *un-*, *re-*, *pre-*, and *dis-* in the sentences and identify each word’s prefix and meaning.

ELL Targeted Support Prefixes Remind students that prefixes are word parts that come before a base word and change its meaning.

Work with students in small groups. Say the word *unsafe* and ask students to repeat it after you. Then say: **The prefix *un-* means “not.” The word *safe* means “free from harm.” The word *unsafe* means “not free from harm.” If something is unsafe, it is dangerous.** Repeat the process for the words *refill*, *pregame*, and *dislike* to help students understand how the prefix changes each base word’s meaning. **EMERGING**

Write: *unsafe*, *refill*, *pregame*, and *dislike*. Say the words and have students echo you. Then say a prefix and ask a student to circle it in one of the words. Have another student say the word, tell what it means, and use it in a sentence. Repeat for the remaining words. **DEVELOPING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for decoding words with prefixes.

OPTION 1 Have students review the words on *SI* p. 367 by reading them and identifying the prefixes.

OPTION 2 Independent Activity Have students use letter tiles to make the words *unable*, *recall*, *prepay*, and *disagree*. Have them write the words and use them in sentences.

QUICK CHECK

Notice and Assess Are students able to identify and write words with the prefixes *un-*, *re-*, *pre-*, and *dis-*?

Decide

- **If students struggle**, revisit instruction for prefixes in Small Group on p. T266.
- **If students show understanding**, extend instruction for prefixes in Small Group on p. T266.

HIGH-FREQUENCY WORDS



Display the high-frequency words *color*, *questions*, and *area*. Give students clues to the words and have them answer by saying and spelling the correct word.

- This word is the opposite of the word *answers*. (*questions*)
- This is a word you use to describe a particular place. (*area*)
- Blue and red are clues to this word. (*color*)

STUDENT INTERACTIVE, p. 367

FOUNDATIONAL SKILLS

Prefixes *un-*, *re-*, *pre-*, *dis-*

The prefixes *un-*, *re-*, *pre-*, and *dis-* are added to the beginning of base words to make new words.

MY TURN Read each sentence. Find the word in **bold** type and circle the prefix. Under each sentence, circle the letter next to the word's meaning.

1. The river is muddy and looks **unclean**.

Unclean means: a. clean again (b.) not clean

2. You must **preheat** the oven before baking the cake.

Preheat means: (a.) heat before b. not heat

3. Sam used the wrong color, so he will **repaint** the wall.

Repaint means: (a.) paint again b. paint before

4. Kate did not want to **disobey** her mom and break the rule.

Disobey means: a. obey before (b.) not obey

Look to see if an unfamiliar word has a prefix and a base word that you know.



Introduce the Text



OBJECTIVES

Generate questions about text before, during, and after reading to deepen understanding and gain information.

Make, correct, or confirm predictions using text features, characteristics of genre, and structures.

Make connections to personal experiences, ideas in other texts, and society.

Shared Read Plan

First Read Read the text. Pause to discuss the First Read notes.

Close Read Use the Close Read notes to guide your instruction for Lessons 3 and 4.

Preview Vocabulary

- Introduce the vocabulary on p. 372 in the *Student Interactive*.

scents: strong smells, good or bad

useless: not helpful or good for anything

crumble: break apart into small pieces over time

plastic: a light, strong material that can be made into things

garbage: scraps of things thrown away

- **These words will help you understand information in *One Plastic Bag*. As you read, highlight the words when you see them in the text. Ask yourself about the ideas and facts these words help you understand.**

Read

Discuss the First Read Strategies with students. Prompt students to establish that the purposes for reading this selection are understanding and enjoyment.

FIRST READ STRATEGIES

READ Remind students to make two predictions as they read. Explain that they can use images and details to make predictions.

LOOK Have students find details related to the purpose they set for reading.

ASK Have students ask questions as they read to determine whether the text matches their predictions. Explain that they should correct or confirm their predictions as they read.

TALK Have partners discuss how the text answers the weekly question.

Students may read the text independently, in pairs, or as a whole class. Use the First Read notes to help students connect with the text and guide their understanding.



EXPERT'S VIEW Pamela Mason, Harvard University

“We assume that kids know when to use reading strategies because as skilled readers, we don’t necessarily think about applying a specific skill or strategy to a specific text until we are immersed in reading the text. Strategies do need to be taught, but we also need to help students bring what they know to the text to help them access the text.”

See SavvasRealize.com for more professional development on research-based best practices.



ELL Targeted Support Enhance and Confirm Understanding Using the definitions on pp. 374, 377, 379, and 385 in the *Student Interactive*, write a glossary for the five vocabulary words, read it aloud, and help students understand the words' meanings. Then use the glossary and the following activities to help students understand increasingly complex and elaborated spoken language.

Say: **Some garbage is plastic.** Talk with students about examples of plastic garbage. **EMERGING**

Say: **Garbage may crumble.** Help students describe and demonstrate what the sentence means. **DEVELOPING**

Ask: **Is garbage useless?** Help students understand and answer the question. **EXPANDING**

Ask: **What are some scents that come from garbage?** Help students answer the question. **BRIDGING**

ELL Access

Background Knowledge Students make meaning not only from the words they learn, but also from their prior knowledge. Encourage students to share personal knowledge or ideas from texts they have read about recycling items that might otherwise be thrown away.

STUDENT INTERACTIVE, pp. 372–373

One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia

Preview Vocabulary

Look for these words as you read *One Plastic Bag*.

scents useless crumble plastic garbage

First Read

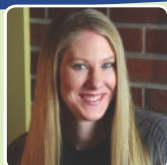
Look through the text. Make two predictions.

Read for the purpose you set.

Ask whether your predictions matched the text. Correct or confirm your predictions.

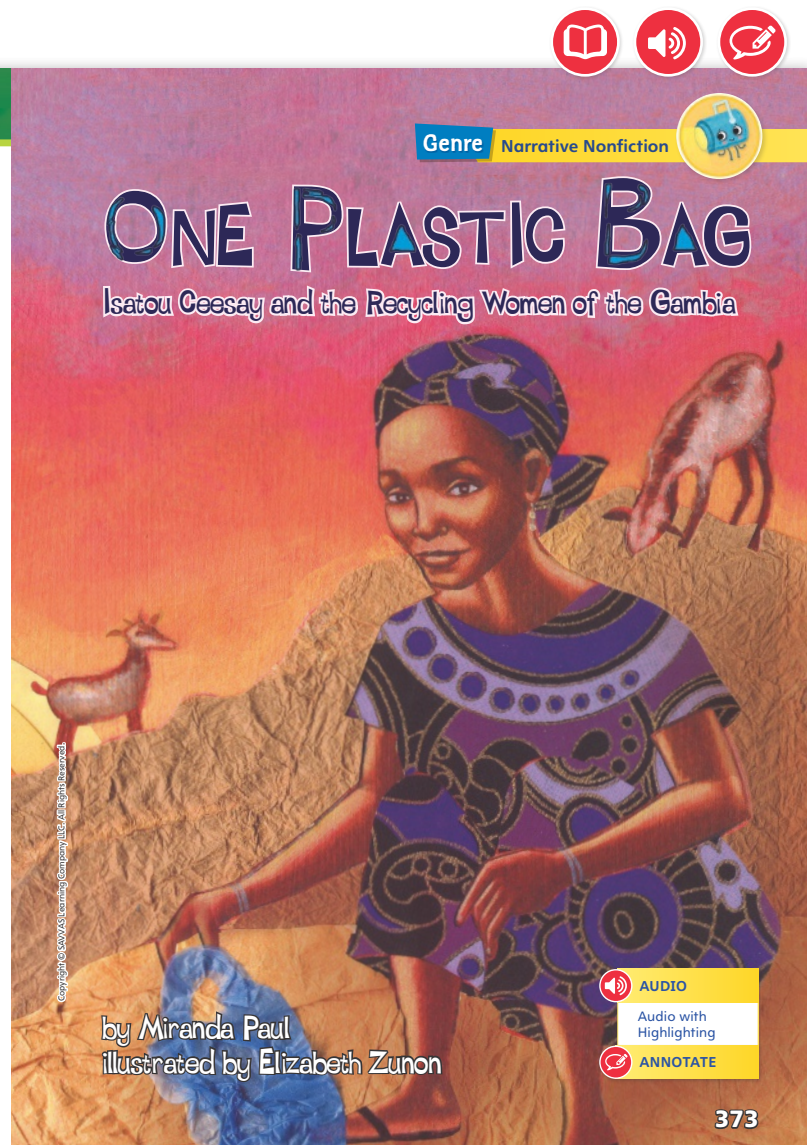
Talk about how this text answers the weekly question.

Meet the Author



Miranda Paul once used a cereal box to make a holiday ornament. She got the idea to write *One Plastic Bag* when she was a teacher in Gambia.

372



First Read

Read

THINK ALOUD At the beginning of the text, I want to set my purpose for reading. What do I want to find out from the text? I see that the title is “One Plastic Bag.” I also know that the text is about a woman named Isatou Ceesay and “recycling women”. My purpose will be to find out more about Isatou and the recycling women. Did they recycle plastic bags? How did they recycle them?



CLOSE READ



Njau, Gambia

- 1 Isatou walks with her chin frozen. Fat raindrops pelt her bare arms. Her face hides in the shadow of a palm-leaf basket, and her neck stings with every step.
- 2 Warm scents of burning wood and bubbling peanut stew drift past. Her village is close now. She lifts her nose to catch the smell.

scents strong smells, good or bad

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Possible Teaching Point



Read Like A Writer | Author's Craft

Word Choice Explain that writers choose words that relate to touch, sight, sound, taste, and smell to help the reader experience the events in the story. Point out sensory details on p. 374 such as “scents of burning wood and bubbling peanut stew” and “her neck stings.” Share how these details help the reader imagine how Isatou feels as she walks toward her village. For more instruction on Author's Craft, see pp. T274–T275.



- 3 The basket tips.
- 4 One fruit tumbles.
- 5 Then two.
- 6 Then ten.
- 7 The basket breaks.
- 8 Isatou kicks the dirt.



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CLOSE READ

Identify Text StructureUnderline

the sentences that tell what happens after the basket starts to fall. What time-order word shows the sequence, or order, in which those things happen? **then**

First Read**Look**

THINK ALOUD As I start to read the text, I can look through the illustrations and words to make predictions about what will happen. On this page, I see that Isatou's basket breaks. She drops fruit on the ground. I already know that the text will have something to do with plastic bags. I know people use plastic bags to carry things. My prediction is that Isatou will start to use plastic bags instead of baskets to carry her fruit.

Close Read**Identify Text Structure**

Have students read the Close Read note. Explain that the text tells events in a chronological, or time, order. The narrator includes words that tell which events come first, next, and last. Explain that words that tell about time order answer the question *when?* Then have students scan **lines 4–7** and complete the Close Read activity. **See student page for possible response.**

DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text, including chronological order and cause and effect stated explicitly.

375

Possible Teaching Point**Read Like a Writer | Author's Craft**

Using Specific Language Remind students of the author's choice of specific words on the preceding page. Explain: *The author is continuing to use specific language to show Isatou's feelings and to guide the reader to connect to her feelings. The author chooses these words: Isatou kicks the dirt. What does this action tell you about how Isatou feels? (angry and disappointed) For more instruction on Author's Craft, see pp. T274–T275.*

First Read

Ask

THINK ALOUD I can see that Isatou feels less angry. I wonder why. It looks like she has found something that will help her. My prediction based on the title was that she would begin to use plastic bags to help her carry fruit. Is my prediction correct? I'll keep reading to find out.

Close Read

Confirm or Adjust Predictions

Have students read the Close Read note. Remind them that they can make predictions as they read. **When you make predictions as you read a biography, you think about the information you have read.** Then you make a prediction, or guess, about what will happen next or later. Your prediction is based on what you already know and what you have read. Explain that in this case, students should make a prediction about how Isatou will feel later about the bag she finds. Ask students to look for words in the text that describe how Isatou feels about the bag now. Ask: **Is Isatou happy to find the bag? How do you know?** Then ask them to consider whether they think her feelings will change. **See student page for possible responses.**

DOK 2

OBJECTIVE

Make, correct or confirm predictions using text features, characteristics of genre, and structures.

CLOSE READ

Confirm or Adjust Predictions

Highlight the words that helped you make a prediction about how Isatou would feel about this kind of bag later.

9 Something silky dances past her eyes, softening her anger. It moves like a flag, flapping in the wind, and settles under a tamarind tree. Isatou slides the strange fabric through her fingers and discovers it can carry things inside. She gathers her fruits in the bag.



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Possible Teaching Point

Read Like a Writer | Author's Craft

Figurative Language Point out the author's use of a simile on p. 376 to describe the plastic bag: "It moves like a flag, flapping in the wind." Underline the word *like* and explain that a simile compares two unlike things using the words *like* or *as*. Ask: **How does the comparison help you understand how the bag looks?** Ask students to draw a picture of the bag based on the simile. For more instruction on Author's Craft, see pp. T274–T275.



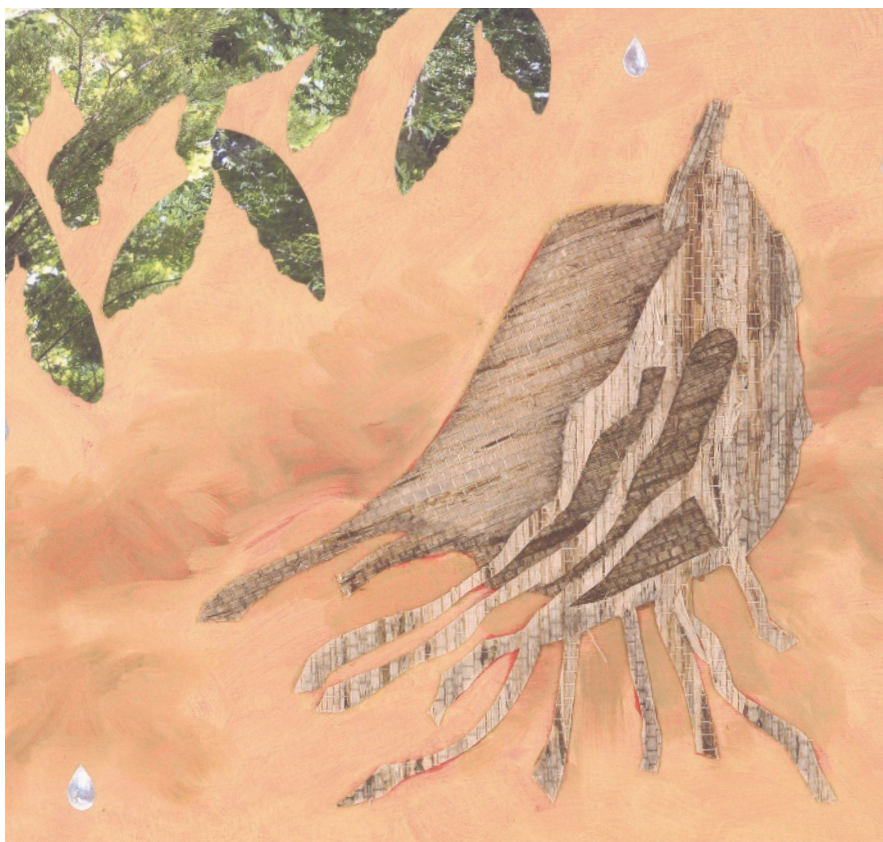
CLOSE READ



- 10 The basket is useless now. She drops it, knowing it will crumble and mix back in with the dirt.

useless not helpful or good for anything

crumble break apart into small pieces over time



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First Read

Talk

THINK ALOUD As I read, I'll talk with a partner about the Weekly Question: *How can people work together to solve a problem?* So far, I only know about Isatou. Based on the title, I think she will eventually work together with the "recycling women" to solve a problem. I wonder if the problem is related to plastic bags. I'll keep reading to find out, and think about the question as I read.

Possible Teaching Point



Language & Conventions | Pronouns

Use the Language & Conventions lesson on p. T445 in the Reading-Writing Workshop Bridge to review pronouns. Then, ask students to locate two words on p. 347 that are pronouns. (She, its) Write these words on a display surface. Then ask a student to come forward to write the noun replaced by each pronoun. (She: Isatou; it: basket) Ask: **Suppose you wanted to replace the noun *dirt* with a pronoun. What is the correct pronoun to replace this noun?** (it) Write *basket* and *its*. Allow the list of nouns and pronouns to remain visible, as you will be adding to it throughout the lesson.

First Read

Read

THINK ALOUD As I read, I think about my purpose: to learn more about Isatou and the “recycling women.” On this page, I see that Isatou lives with her grandmother. They have four goats outside their house. I wonder if Grandmother Mbombeh is one of the “recycling women” in the title.



- 11 Four goats greet Isatou as Grandmother Mbombeh emerges from her kitchen hut. “Hurry in before the rain soaks your beautiful *mbuba*!”

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Possible Teaching Point



Language & Conventions | Pronouns

Use the Language & Conventions lesson on p. T445 in the Reading-Writing Workshop Bridge to review pronouns. Then ask students to locate two pronouns on this page that show possession. (her, your) Add these words to the pronoun list you began earlier. Then repeat the routine by asking a student to come forward to write the noun replaced by each pronoun. (her: Grandmother Mbombeh’s; your: Isatou’s)



CLOSE READ



- 12 Isatou scurries in, and Grandmother serves spicy rice and fish. Rain drums on the creaking aluminum roof.
- 13 “I... broke your basket,” Isatou confesses. “But I found this.”
- 14 “Plastic,” Grandmother frowns.
- 15 “There’s more in the city.”

plastic a light, strong material that can be made into things



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First Read

Look

THINK ALOUD As I read, I make predictions about what characters will do later in the story. I read that Grandmother Mbombeh frowns when she talks about the plastic bag. From the title, I know this book is about recycling, and I know that we cannot recycle most kinds of plastic. My prediction is that Grandmother Mbombeh feels differently about plastic than Isatou does. I think that Grandmother Mbombeh doesn't like the plastic in the city. I'll keep reading to see if my prediction is correct.

Possible Teaching Point



Read Like a Writer | Author's Craft

Figurative Language Direct students' attention to the following sentence: *Rain drums on the creaking aluminum roof.* Point out the words *drums* and *creaking*. Ask: *Which of the five senses do these words relate to? Sight, sound, taste, touch, or smell?* (sound) Explain that words like this help the reader imagine and “hear” what is happening in the story. For more instruction on Author's Craft, see pp. T274–T275.

First Read

Look

THINK ALOUD I read that Isatou sees plastic bags all over the city. She thinks the colors are beautiful. Right now, it seems like Isatou still thinks plastic bags are a good thing. But then I see in the illustration that her bag breaks. I predict that Isatou's feelings about the bags will start to change. I think she will be upset that the bag breaks.

Close Read

Identify Text Structure

Have students read the Close Read note. Remind them that words and phrases in a biography show the events are being told in time order. Ask students to suggest what some of those words might be. **(Possible answers: First, then, next, last)** Then ask students to identify words and phrases in the text on this page that show time order. (*Day after day, then*) Direct students' attention to **paragraph 16**. Then have them complete the Close Read activity and discuss the words they underlined. **See student page for possible response.** Make certain students understand that the phrase *day after day* means "again and again, for longer than a single day."

DOK 1

OBJECTIVE

Recognize characteristics and structures of informational text, including chronological order and cause and effect stated explicitly.

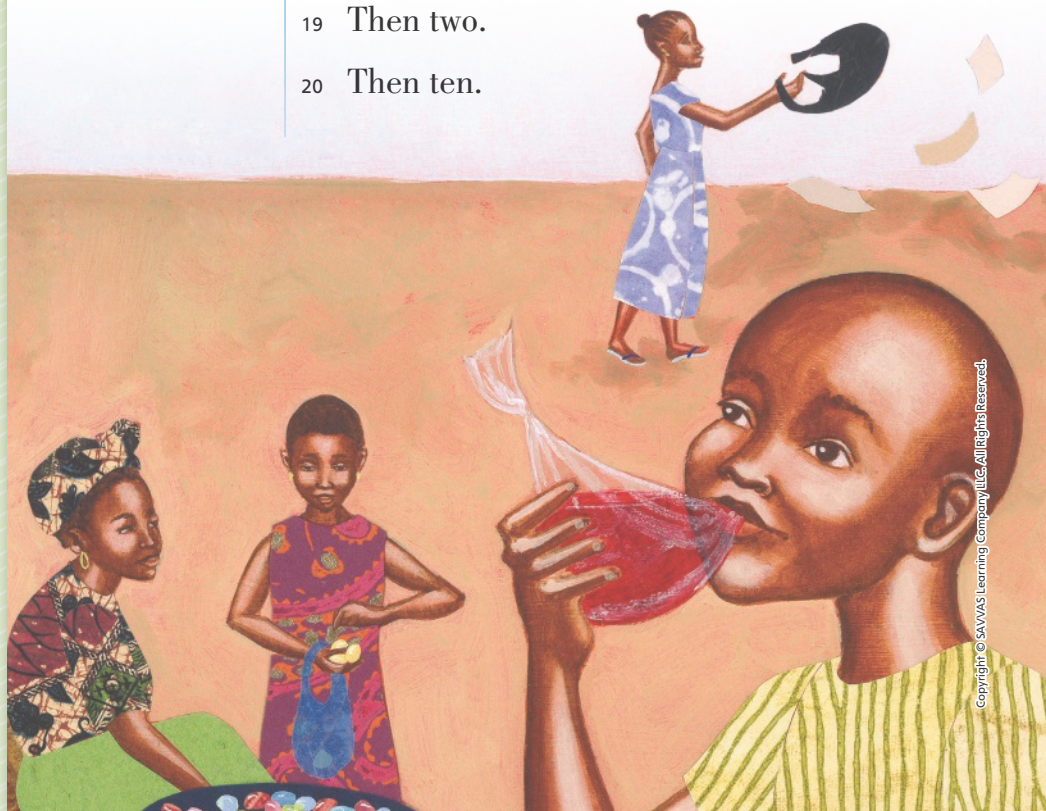
CLOSE READ



Identify Text Structure

Underline the phrase that tells when Isatou's neighbors use plastic bags.

- 16 Day after day, Isatou watches neighbors tote their things in bright blue or black plastic bags. Children slurp water and *wanjo* from tiny holes poked in clear bags. Market trays fill with *minties* wrapped in rainbows of plastic.
- 17 The colors are beautiful, she thinks. She swings her bag high. The handle breaks.
- 18 One paper escapes.
- 19 Then two.
- 20 Then ten.



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Foundational Skills Extension

Prefixes

Review the instruction related to prefix *re-* on *Student Interactive* pp. 366–367. Then direct students' attention to the word *think* on p. 380. Say: I **predicted that Isatou would think a different way about plastic bags at the end of the text. How can I say this using the word *think* and a prefix?** On a display surface, write: _____ + think = _____. Have a student write the prefix and the new word. (*re + think = rethink*). Ask: **What does the prefix *re-* mean in this word?** ("again") **What does the word *rethink* mean?** ("think again")



- 21 Isatou shakes sand off her papers. Another plastic bag floats by, and she tucks her things inside.
- 22 The torn bag is useless now. She drops it to the dirt, as everyone does. There's nowhere else to put it.



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First Read

Read

THINK ALOUD As I read, I try to learn more about Isatou and figure out why plastic bags are important to the story. On this page, I see that she drops her plastic bag into the dirt. I remember that is what she did with the basket when it broke, too. I wonder if Isatou thinks the plastic will crumble into the dirt like the basket did. I think this might be a problem.

Possible Teaching Point



Read Like a Writer | Author's Craft

Repetition Explain that writers sometimes repeat ideas throughout a text. Readers can use repeated ideas to make connections between events. Remind students of Isatou's reaction when her basket broke. Explain that she dropped the basket on the ground, knowing it would "mix back in with the dirt." Point out that now, Isatou drops her plastic bag on the ground in the same way. Ask: **Do you think the bag will crumble and mix back in with the dirt?** For more instruction on Author's Craft, see pp. T274–T275.

First Read

Ask

THINK ALOUD As I read, I return to my predictions and ask myself: Were my predictions correct? Do they match what actually happened in the text? I thought Isatou's feelings about the plastic bags would change. I thought she would start to dislike them. Here, I read that Isatou thinks the plastic isn't beautiful anymore. But, I see that "the thought floats away." It doesn't seem to really bother her.

Close Read

Confirm or Adjust Predictions

Remind students that they made a prediction earlier about how Isatou would feel about plastic bags. Have students highlight information in **paragraph 27** that tells them how Isatou now feels about plastic bags. **See student page for possible response.** Remind students that on a previous page, Isatou thought the plastic bags were beautiful. Have students use their answers, as well as text features and genre characteristics, to confirm or correct their predictions about how Isatou would later feel about plastic bags. Ask: *Why do you think Isatou's feelings are starting to change?* (**Possible Response:** She realizes that plastic bags form trash.)

DOK 2

OBJECTIVE

Make, correct, or confirm predictions using text features, characteristics of genre, and structures.



CLOSE READ



Confirm or Adjust Predictions

Highlight words that tell what Isatou thinks of plastic bags now. Use text features and genre characteristics.

- 23 Day after day, the bag she dropped is still there.
- 24 One plastic bag becomes two.
- 25 Then ten.
- 26 Then a hundred.
- 27 **Plastic isn't beautiful anymore,** she thinks. Her feet step down a cleaner path, and the thought floats away.

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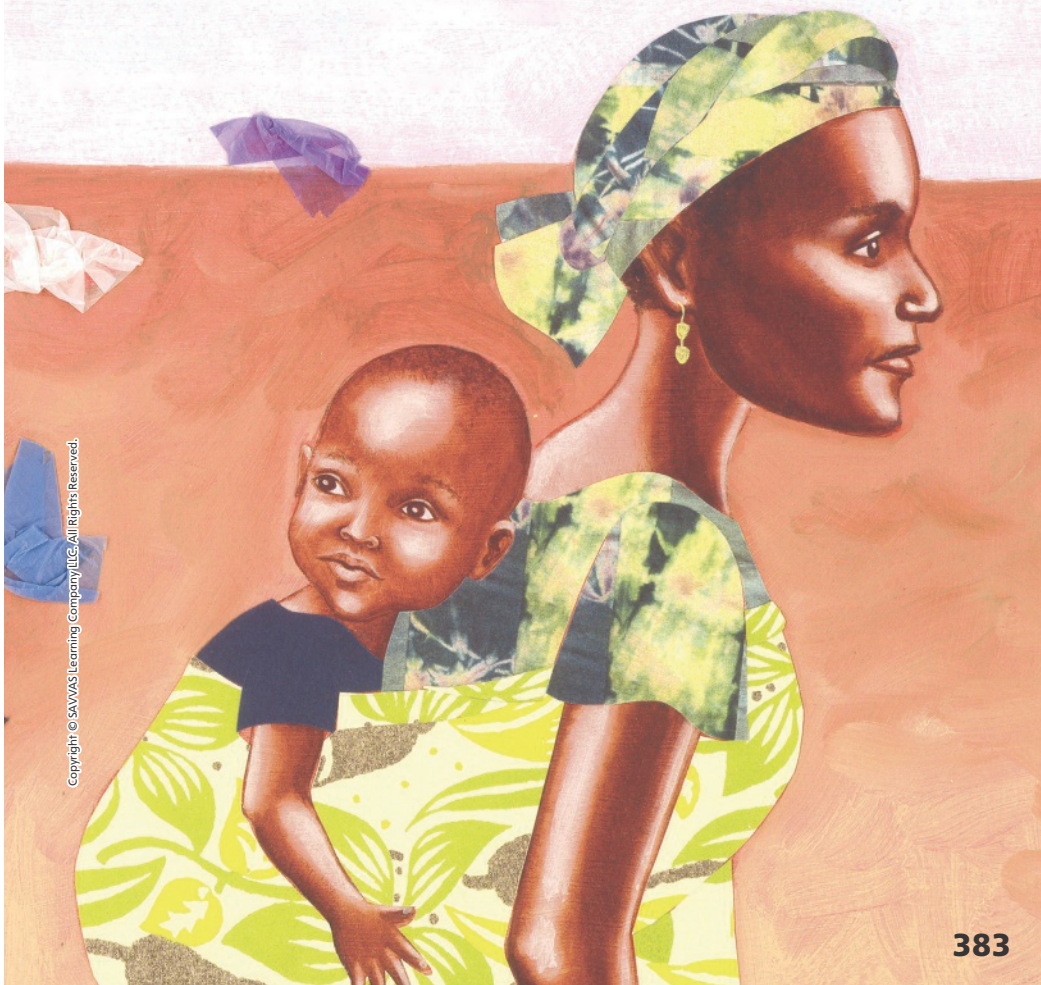
ELL Targeted Support Figurative Language Help students understand the figurative phrase "the thought floats away" from paragraph 27 on *Student Interactive* p. 382.

Explain to students that figurative language means something other than the meaning of the individual words in the phrase. Emphasize that Isatou's thought does not actually "float away." The author means that the thought quickly disappeared from her mind. Explain that "the thought floats away" sounds more interesting than "forgot about it." Have students practice reading the paragraph aloud to each other. **EMERGING/DEVELOPING**

Have students apply the figurative phrase to other everyday experiences. Have them work with a partner and use the sentence frame: *The _____ floats away.* **EXPANDING/BRIDGING**



- 28 Years pass and Isatou grows into a woman.
She barely notices the ugliness growing around
her . . .
- 29 until the ugliness finds its way to her.



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First Read

Look

THINK ALOUD As I read, I keep making predictions about what will happen. I look at the text and the illustrations to help me. I see that now, Isatou is older. She is carrying a small child. A long time has passed since she dropped the plastic bag on the ground. The text says Isatou doesn't pay attention to the ugliness, but I also read that it will "find its way to her." I predict that something will happen that causes Isatou to notice all the trash around her. I think she will want to do something to fix it.

Possible Teaching Point



Read Like a Writer | Author's Craft

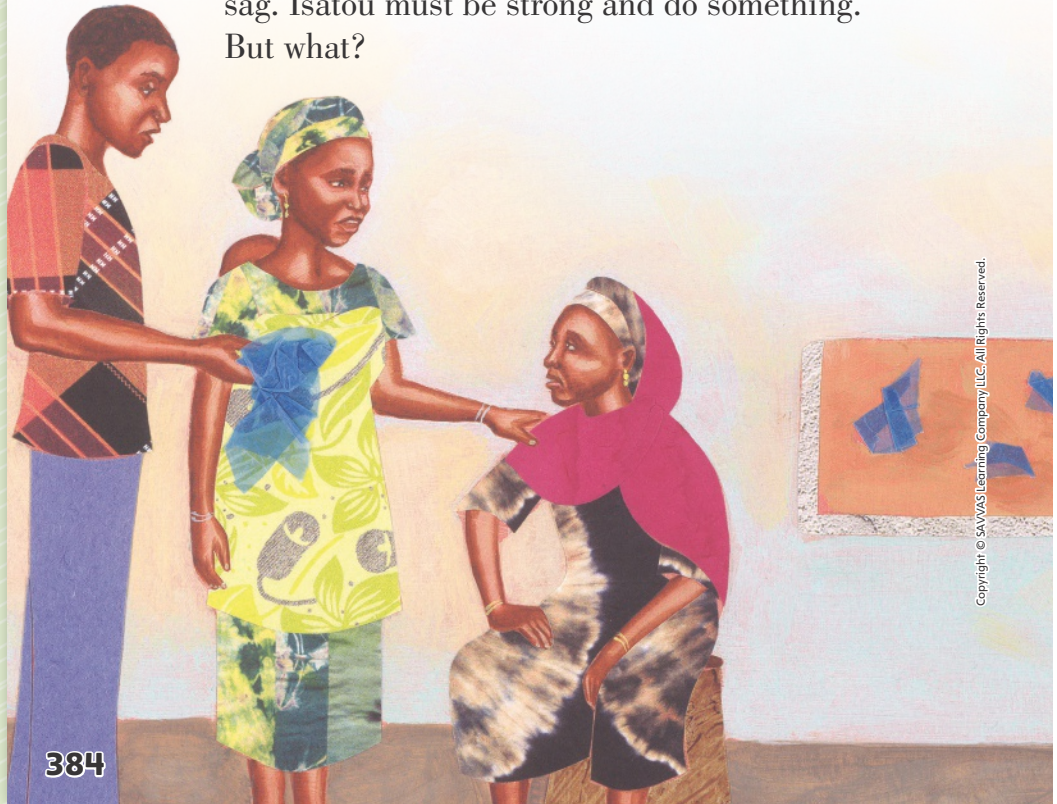
Foreshadowing Authors sometimes give clues to show readers that an important event is coming in a text. This makes the reader want to keep reading. **What does the writer say on this page that gives a hint about something that will happen later?** (The author says that Isatou barely notices the ugliness until it finds its way to her.) For more instruction on Author's Craft, see pp. T274–T275.

First Read

Talk

THINK ALOUD Now I can see the problem that needs to be solved. The plastic bags are dangerous to the goats in the village. Isatou needs to do something to save the goats. As I keep reading, I'll pay attention to how Isatou tries to solve the problem. I'll notice how people work together to find the answer.

- 30 Isatou hears a goat crying and hurries toward Grandmother's house. Why is it tied up? Where are the other goats?
- 31 Inside, the butcher is speaking in a low voice.
- 32 "Many goats have been eating these," he says. "The bags twist around their insides, and the animals cannot survive. Now three of your goats and so many other goats in the village have died!"
- 33 Grandmother Mbombeh's powerful shoulders sag. Isatou must be strong and do something. But what?



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Possible Teaching Point

Read Like a Writer | Author's Craft

Descriptive Language Help students identify ways in which descriptive language can show, rather than tell, readers how characters feel. Point out the phrase "Grandmother Mbombeh's powerful shoulders sagged." Ask students to demonstrate the posture. Ask: **Do Grandmother Mbombeh's actions suggest she is happy or sad?** (sad) Point out that students can think about characters' actions to understand how they feel. For more instruction on Author's Craft, see pp. T274–T275.



- 34 Isatou's feet lead her to the old, ugly road. A pile of garbage stands as wide as Grandmother's cooking hut. Mosquitoes swarm near dirty pools of water alongside the pile. Smoke from burning plastic stings her nose. Her feet back away.
- 35 Goats scamper past. They forage through the trash for food. Her feet stop. She knows too much to ignore it now.
- 36 Holding her breath, she plucks one plastic bag from the pile.
- 37 Then two.
- 38 Then ten.
- 39 Then a hundred.

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CLOSE READ **Confirm or Adjust Predictions**

Highlight the sentences that helped you make a prediction about what Isatou would do with the plastic bags later.

garbage scraps of things thrown away

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First Read**Read**

THINK ALOUD As I read, I pay attention to details that tell me more about Isatou and how she feels. I notice that it is difficult for her to begin to clean the plastic bags. The pile of plastic bags is very dirty. There are mosquitoes and smoke. Still, Isatou thinks of the goats and starts to pick up the plastic bags. She starts to clean the bags because she wants to stop the goats from eating them and getting sick.

Close Read**Confirm or Adjust Predictions**

Remind students that when they make predictions, they use what they know and what they read to predict what will happen. Have students highlight information in **paragraphs 36–39** that helps them make a prediction about why Isatou is picking up the bags. **See student page for possible response.** Tell students that they should also use other text features, such as the illustration on the page, and the characteristics of genre to make their predictions. As they read the following pages, they can adjust or confirm their predictions. Ask: *What do you think Isatou is going to do with the bags?* (**Possible Response:** She is collecting so many bags because she is going to turn garbage into something useful.)

DOK 2

OBJECTIVE

Make, correct, or confirm predictions using text features, characteristics of genre, and structures.

Possible Teaching Point **Read Like a Writer | Author's Craft**

Repetition Remind students that authors sometimes repeat words and phrases to draw the reader's attention to important ideas. Direct students' attention to p. 382 of the text, and have them choral-read the page with you. Repeat the routine for p. 385. Help students identify the repeated words on these pages, "Then two. Then ten. Then a hundred." Explain that by repeating these words, the author shows how the pile of trash started small, but then grew and grew. When Isatou picks up the trash, she starts with just one bag and then removes more and more. For more instruction on Author's Craft, see pp. T274–T275.

First Read

Ask

THINK ALOUD As I read, I ask myself: Are my predictions correct? Am I surprised by what is happening? I predicted that Isatou would change her feelings about the plastic bags. I thought she would want to get rid of them. But, she and her friends are washing the bags instead. I wonder what they will do with the bags now.

40 “What can we do?” Isatou asks her friends.

41 “Let’s wash them,” says Fatim, pulling out *omo* soap. Maram grabs a bucket, and Incha fetches water from the well. Peggy finds clothespins, and they clip the washed bags on the line.



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ELL Targeted Support Summarize Have students summarize main events and ideas in the text to demonstrate understanding.

Provide sentence frames: *Isatou’s problem is* _____. *One solution is* _____. **EMERGING/DEVELOPING**

Have students discuss the main events in the story and then work together to write a brief summary. Have students share their summaries with the class. **EXPANDING/BRIDGING**



CLOSE READ



- 42 As the bags dry, Isatou watches her sister crochet. “Can you teach me?”
- 43 “*Waaw*—yes.” Her sister shows Isatou the stitches, then hands her a metal tool. Isatou’s fingers busy themselves ... in ... out ... around. “*Jerejef*—thank you.”

Identify Text Structure

Underline the words that tell **when** Isatou watched her sister crochet.



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First Read**Look**

THINK ALOUD I look at the illustrations to make a prediction about what will happen next. I know from the text that the two women in the illustration are Isatou and her sister. Isatou’s sister shows her how to crochet. It looks like she is making a pattern out of thread. I think Isatou wants to learn how to crochet because she has an idea about what to do with the plastic bags.

Close Read**Identify Text Structure**

Have students read the Close Read note. Remind them that authors of biographies often use clue words to show time order. Explain that words showing time order can explain that two events are happening at the same time. Guide students to look for an event that happens at the same time Isatou watches her sister crochet. Have students complete the Close Read activity to underline the words in **paragraph 42** that show what happens as her sister crochets. **See student page for possible response.**

DOK 1

OBJECTIVE

Recognize characteristics and structures of informational text, including chronological order and cause and effect stated explicitly.

Possible Teaching Point**Read Like a Writer | Author’s Craft**

Descriptive Language Explain that authors use descriptive language to show, rather than tell, what happens in a story. Help students use descriptive language on p. 387 to learn about how to crochet. Ask: **What tools does Isatou’s sister use to crochet? How are the tools used?** Guide students to find text evidence to support their answers. (stitches, metal tool, in...out...around.) For more instruction on Author’s Craft, see pp. T274–T275.

First Read

Read

THINK ALOUD As I read, I think about what I know about Isatou. I already know it is important to her to solve the problem of the plastic bags. She wants to help save the goats. She is making her own tool from a broomstick. She uses what she has to make something new. I think she will use this tool to help her solve the problem.

- 44 Isatou finds a broomstick and carves her own tool from its wood.
- 45 “What’s that for?” Fatim asks.
- 46 Isatou pauses. She and Peggy have an idea. But will their friends think it’s crazy? Will the idea even work?
- 47 Nervously, she explains the plan.



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Possible Teaching Point

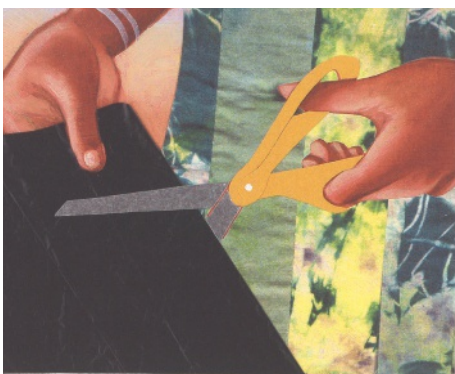


Language & Conventions | Pronouns

Use the Language & Conventions lesson on p. T445 in the Reading-Writing Workshop Bridge to review pronouns. Then ask students to locate two possessive pronouns on p. 388 of *One Plastic Bag*. (Her, their) Add these words to the pronoun list, and ask a student to come forward to write the noun replaced by each pronoun. Have the student write the noun directly below the pronoun. (Her: Isatou’s; their: Isatou and Peggy’s)



- 48 One friend agrees to help.
49 Then two.
50 Then five!
51 The women cut bags into strips and roll them into spools of plastic thread. Before long, they teach themselves how to crochet with this thread.



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CLOSE READ

**Confirm
or Adjust
Predictions**

Highlight the words that tell what is done with the plastic bags Isatou took from the garbage pile. Use text features and genre characteristics.



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First Read**Talk**

THINK ALOUD As I read, I remember to think about how people work together to solve a problem. Now, the women are coming together to help Isatou solve the problem of the plastic bags. Five friends agree to help. They cut the bags and learn how to crochet. I think the work will be done faster with so many people helping.

Close Read**Confirm or Adjust
Predictions**

Help students understand the process Isatou and her friends use to crochet with the thread from the plastic bags. Explain that the bags start as one thing and end as another. The women turn the bags into something else. Have students highlight details in **paragraph 51** that tell what the women do with the plastic bags. **See student page for possible response.** Then ask: *What did you think Isatou would do with the plastic bags? Are you surprised by her solution? Why or why not?*

DOK 2

OBJECTIVE

Make, correct or confirm predictions using text features, characteristics of genre, and structures.

Possible Teaching Point**Academic Vocabulary | Prefixes**

Use the Academic Vocabulary lesson on pp. T232–T233 in the Reading-Writing Workshop Bridge to review word parts. Help students use new vocabulary to discuss what Isatou and her friends do with the plastic bags. Explain that the women are changing the form of the bags so they can use them again. Write “___ + use = use again” on the board. Have students provide the appropriate prefix to create the word *reuse*. Explain that to *reuse* means to use something again.

First Read

Talk

THINK ALOUD As I read, I think about how the women work together to solve the problem. Even though others in the community call them dirty and laugh at them, they continue to work. I think it is probably easier to ignore the people who tease and mock them when the women work together. They can support each other.

Close Read

Vocabulary in Context

Explain that students can use the words and ideas nearby to help them understand an unfamiliar word. Explain that the word *mock* is a verb, or an action. Point to the word *those* and ask students to identify to whom the word refers. (some people in the village) Guide students to identify what they know about the people in the village. (They laugh at the women and call them ‘dirty.’) Then direct students’ attention to **paragraph 53** and have them complete the Close Read activity. **See student page for possible responses.**

DOK 2

OBJECTIVE

Use context within and beyond a sentence to determine the meaning of unfamiliar words.



CLOSE READ



Vocabulary in Context

Underline sentences that show what **mock** means.

- 52 “*Naka ligey be?*” asks Grandmother.
“How is the work?”
- 53 “*Ndanka, ndanka,*” answers Isatou.
“Slow. Some people in the village laugh at us. Others call us ‘dirty.’ But I believe what we are doing is good.”
- 54 The women crochet by candlelight, away from those who mock them . . .
- 55 until a morning comes when they will no longer work in secret.

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Possible Teaching Point



Read Like a Writer | Author's Craft

Foreshadowing Explain that authors sometimes give hints or clues about what will happen later in the text. Readers can use the author's clues to make predictions about what will happen next. Direct students to the last sentence on p. 390. Ask: **What do you think will happen on the morning Isatou and her friends do not work in secret?** For more instruction on Author's Craft, see pp. T274–T275.



- 56 Fingers sore and blistered, Isatou hauls the recycled purses to the city.
- 57 One person laughs at her.
- 58 Then two.
- 59 Then ten.
- 60 Then . . .



First Read

Ask

THINK ALOUD As I read, I think about how my predictions match the text. Am I surprised by what happens? I am surprised by the other people's reactions to Isatou. Why do they laugh at her? She is doing a good thing for her community. She is reusing plastic bags. Will their feelings change? I'll keep reading to find out.

Possible Teaching Point



Read Like a Writer | Author's Craft

Repetition Explain how the author continues to repeat phrases to draw the reader's attention to important events. Point out the phrases: "One person laughs at her. Then two. Then ten." Remind students that this language was used in the past to talk about the plastic bags piling up, and then to talk about Isatou cleaning the bags one at a time. Explain that the writer is using this language to show how more and more people start to laugh at Isatou. For more instruction on Author's Craft, see pp. T274–T275.

First Read

Talk

THINK ALOUD Before, I talked about how Isatou and her friends worked together to make more purses faster than Isatou could alone. Now, I see that Isatou still needs help from other people once she starts to sell her purses. One person buys a purse, and then shows it to a friend. More people start to buy the purses. People need to come together to support Isatou for her plan to work.

Close Read

Identify Text Structure

Have students read the Close Read note. Help students first identify language that tells them the purses sold. Ask students to consider how they know Isatou was able to sell the purses to many people. (Soon everyone wants one.) Then direct students' attention to **paragraph 64** and have them complete the Close Read activity. **See student page for possible response.**

DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text, including chronological order and cause and effect stated explicitly.

CLOSE READ



Identify Text Structure

Underline the time-order word that shows how long it takes to sell the purses.

- 61 One woman lays dalasi coins on the table. She chooses a purse and shows it to one friend.
- 62 Then two.
- 63 Then ten.
- 64 Soon everyone wants one!

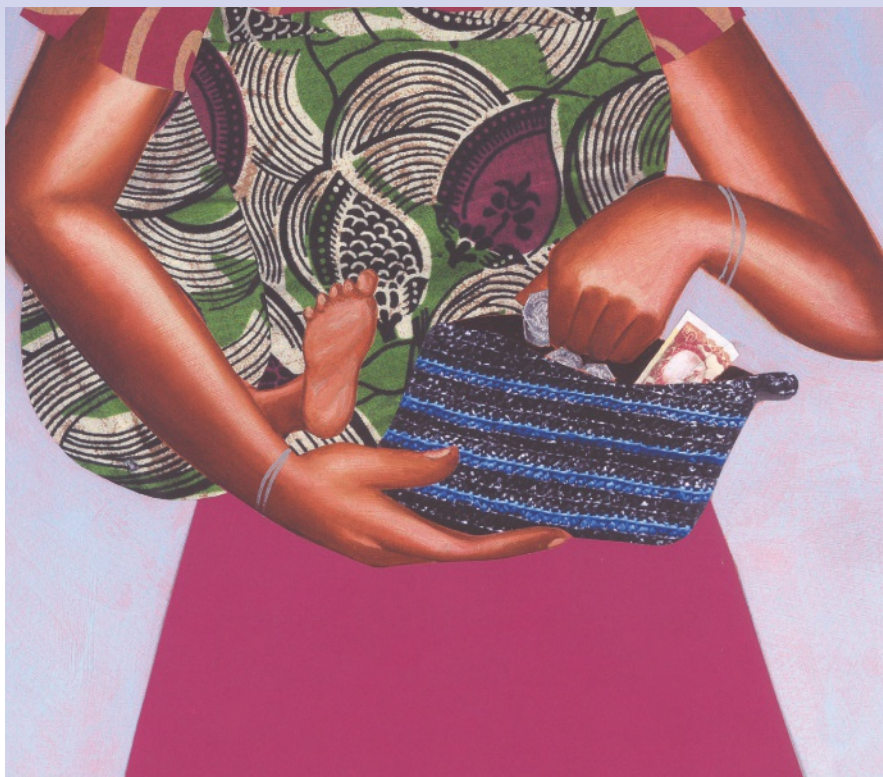


Possible Teaching Point



Read Like a Writer | Author's Craft

Repetition Have students identify the words on this page that have been repeated throughout the text. (One . . . then two . . . then ten) Have students consider how the meaning changes when the words are used on this page. Remind students that on the previous page, the words were used to describe people laughing at Isatou. Ask: **How do the repeated words say something different on this page?** (They show how many people now want to buy her purses.) For more instruction on Author's Craft, see pp. T274–T275.



65 Isatou fills her own purse with dalasi. She zips it shut and rides home to tell Grandmother she has made enough to buy a new goat.

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Possible Teaching Point



Read Like a Writer | Author's Craft

Clarifying Information through Images Explain that readers can use illustrations to help them figure out the meaning of unfamiliar words. Explain that when writers use unfamiliar words in a different language, they often provide clues as to the words' meanings through text and illustrations. Ask: **Look at the picture.** *What is dalasi?* (money) For more instruction on Author's Craft, see pp. T274–T275.

First Read

Look

THINK ALOUD As I read, I keep making predictions about what will happen next. I see in the picture that Isatou is putting money in her purse. She says she has made enough money to buy a new goat. Still, I don't think Isatou will stop there. I think she will keep trying to do more to fix the plastic bag problem.

First Read

Look

THINK ALOUD From the illustration, I can see that the goats look healthy again. I don't see any trash or plastic bags around them. The trees are green and everything looks clean. I think things will continue to improve. I think now that Isatou and the people in the community know that plastic bags are causing a problem, they will be able to find a solution that lasts a long time.

Close Read

Identify Text Structure

Have students read the Close Read note. Remind them that they have been reading about events in time order throughout the biography. Remind students that words that tell about time order answer the question *when?* Have students complete the Close Read activity. **See student page for possible responses.**

DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text, including chronological order and cause and effect stated explicitly.

CLOSE READ



Identify Text Structure

Underline the time-order words in this text.

66 When she passes by the pile of rubbish, she smiles because it is smaller now. She tells herself, one day it will be gone and my home will be beautiful.

67 And one day . . .



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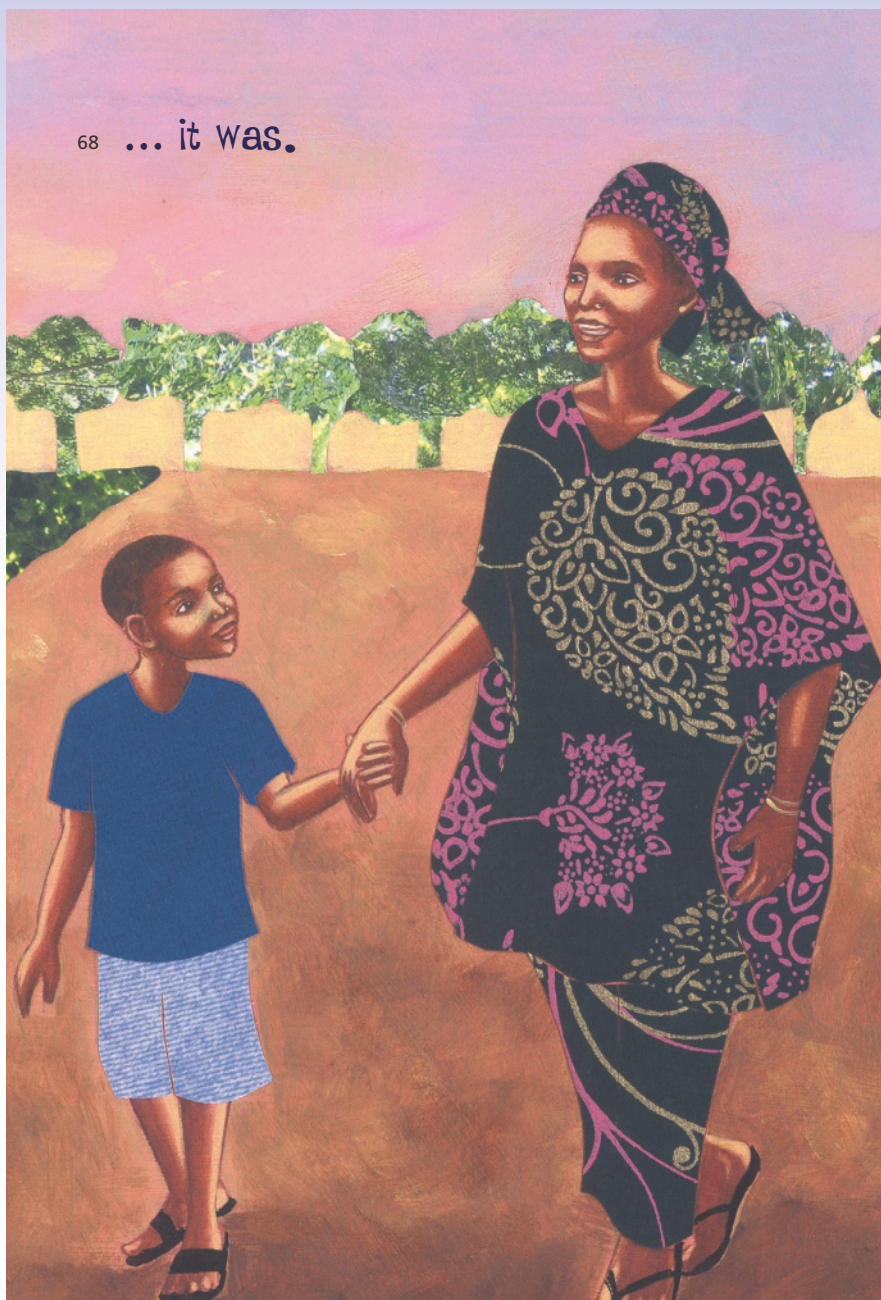
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Possible Teaching Point



Read Like a Writer | Author's Craft

Foreshadowing Explain that authors sometimes give clues to show readers that an important event is coming in a text. This makes the reader want to keep reading. **How does the author give a clue on this page about an event that is coming?** (The author says that Isatou wants the rubbish to be gone completely. The page ends with the phrase “And one day...”) Make certain students understand that *rubbish* is a synonym for *garbage*. For more instruction on Author's Craft, see pp. T274–T275.



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First Read

Read

THINK ALOUD Now that I have finished reading the text, I think about what I learned about Isatou and the “recycling women.” I now know that the “recycling women” were Isatou’s friends. They helped her reuse plastic bags to make purses. They were able to clean up plastic bags so the goats didn’t eat them. Isatou and her friends helped save the goats in the community. They helped make the village beautiful again.

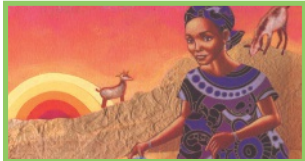
Possible Teaching Point



Read Like a Writer | Author’s Craft

Clarifying Information through Images Ask: How does the author use the picture to show that years have passed since Isatou started working on a solution for the problem with the garbage? (Isatou’s son is much older now.) Ask students to look for clues in the illustration that show them that Isatou’s village is beautiful again. For more instruction on Author’s Craft, see pp. T274–T275.

Respond and Analyze



One Plastic Bag

OBJECTIVES

Use print or digital resources to determine meaning and pronunciation of unknown words.

Synthesize information to create new understanding.

Write brief comments on literary or informational texts that demonstrate an understanding of the text.

Identify the use of first or third person in a text.

My View

Use these suggestions to prompt students' initial responses to reading *One Plastic Bag*:

- **Brainstorm** What are some things you use that are made out of plastic?
- **Write** Why do people like Isatou want there to be less garbage?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Tell students that when they use their own words to explain *scents*, *useless*, *crumble*, *plastic*, and *garbage*, their personal connection to the words will help them remember the meanings.

- Remind yourself of each word's meaning.
- Write the meaning the way you would describe it to a friend.

MODEL AND PRACTICE Model filling out the chart on *SI* p. 396 using *scents*. I remember that the author used *scents* to describe burning wood and peanut stew. I think this word means "things you smell." I'll write *smells* in the chart. Next, I'll check the text to make sure that the meaning I wrote is correct. On page 374, I see that *scents* means "strong smells, good or bad." I was right. I'll add "strong" and "that can be good or bad" in the chart so that I remember the word's meaning. Have students use this process to define *useless* in their own words.

ELL Targeted Support Express Ideas Help students express ideas by describing the vocabulary words in their own words.

Read each sentence containing a vocabulary word aloud. Ask students to share the words and phrases that come to mind when they hear each vocabulary word. **EMERGING/DEVELOPING**

Have pairs take turns defining the vocabulary terms in their own words. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 My TURN Have students complete the chart on p. 396 in the *Student Interactive*. Remind students that their definitions might not be “wrong” if they fail to match the definition in the text. Point out that the definition in the text might just provide greater detail.

OPTION 2 Use Independent Text Using words from their independent reading, have students complete a chart like the one on p. 396 in the *Student Interactive*. If the independent reading text does not include definitions in the margin or a glossary, have students use a print or digital dictionary to fill out the chart.

QUICK CHECK




Notice and Assess Can students define vocabulary words in their own words?


Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T268–T269.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on pp. T268–T269.

Check for Understanding My TURN Have students complete p. 397 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 396–397

| VOCABULARY | COMPREHENSION | READING WORKSHOP | | | | | | | | | | | | |
|--|---|------------------|--------|---------------------------------------|---------|---------------------------------|---------|------------------------|---------|---|---------|-----------------------------------|--|--|
| <p>Develop Vocabulary</p> <p> MY TURN In your own words, write what each word means. Then find each word in <i>One Plastic Bag</i>. Check the definition in the margin. Revise your chart if needed.</p> <p>Possible responses shown.</p> <table border="1"> <thead> <tr> <th>Word</th> <th>Meaning</th> </tr> </thead> <tbody> <tr> <td>scents</td> <td>strong smells that can be good or bad</td> </tr> <tr> <td>useless</td> <td>not helpful to use for anything</td> </tr> <tr> <td>crumble</td> <td>break into tiny pieces</td> </tr> <tr> <td>plastic</td> <td>a light, strong material that many things are made of</td> </tr> <tr> <td>garbage</td> <td>things that have been thrown away</td> </tr> </tbody> </table> | Word | Meaning | scents | strong smells that can be good or bad | useless | not helpful to use for anything | crumble | break into tiny pieces | plastic | a light, strong material that many things are made of | garbage | things that have been thrown away | <p>Check for Understanding</p> <p> MY TURN Look back at the text to answer the questions. Write the answers.</p> <p>DOK 2 1. This text is a biography. What does that tell you about this text? Is it first person or third person?</p> <p>Possible response: It is a true story about Isatou Ceesay. Another person is telling the story. It is third person.</p> <p>2. How do the illustrations of the women making and selling the purses help you better understand the text?</p> <p>DOK 3 Possible response: Photos of the actual purses help readers understand what they looked like.</p> <p>DOK 3 3. What do you think would have happened if Isatou had not thought of a way to recycle plastic bags?</p> <p>Possible responses: There would have been more smelly garbage. More goats would have died. There would have been more mosquitoes. People could have gotten sick.</p> <p>Many of our toys and containers are also made of plastic.</p>  | |
| Word | Meaning | | | | | | | | | | | | | |
| scents | strong smells that can be good or bad | | | | | | | | | | | | | |
| useless | not helpful to use for anything | | | | | | | | | | | | | |
| crumble | break into tiny pieces | | | | | | | | | | | | | |
| plastic | a light, strong material that many things are made of | | | | | | | | | | | | | |
| garbage | things that have been thrown away | | | | | | | | | | | | | |
| 396 | | 397 | | | | | | | | | | | | |

Use the  **QUICK CHECK** on p. T239 to determine small group instruction.

Teacher-Led Options

Word Work Group Strategy

WORDS WITH PREFIXES

Write *review* and read it aloud, stressing the prefix. Say: *The word review has the prefix re-. I know the base word view means “see,” and the prefix re- means “again.” So the word review must mean “see again.” What other words do you know with the prefix re-? (return, repaint, replay)* Repeat with *uncover*, *preheat*, and *disobey*.

ELL Targeted Support

Write: *disagree*, *unhook*, *reclaim*, *presoak*. Read each word aloud with students.

For each word, underline the base word and ask students what it means. Then circle the prefix and ask students what it means. Explain how the base word and the prefix form a new word.

EMERGING/DEVELOPING

Give students a two-column chart. In the first column, have them write: *agree*, *hook*, *claim*, and *soak*. In the second column, have them write: *disagree*, *unhook*, *reclaim*, and *presoak*. Display the meanings of the prefixes *dis-*, *un-*, *re-*, and *pre-*. Then ask students to write the meaning of each word in the second column on a separate sheet of paper, using the words in the first column as a guide. **EXPANDING**



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



WORDS WITH PREFIXES

Use Lesson 12, pp. T85–T88, in the *myFocus Intervention Teacher’s Guide* for instruction on prefixes.

LEVEL C • MODEL AND TEACH

Lesson 12 Words with Prefixes

INTRODUCE Remind students that many words can be broken into smaller word parts. You already learned how to read words with more than one syllable. Today we will learn to read and spell words that contain word parts called prefixes. A prefix is a word part added to the beginning of a word that changes the meaning of the word it is added to.

MODEL Display or share copies of “Save a Tree” from Student Page S85 and read it aloud.

OBJECTIVES:

- Demonstrate and apply phonemic knowledge by decoding words with prefixes, including *un-*, *re-*, and *pre-*.
- Demonstrate and apply spelling knowledge by spelling words with prefixes, including *un-*, *re-*, and *pre-*.

Save a Tree

There are some things you can undo. If you make a mistake writing with a pencil, you can erase it. There are some things you can’t undo. Once a tree is cut down, that tree dies. A new tree must be replanted to replace the one that was cut down.

Recycling and reusing paper can save a tree. Recycling paper means fewer trees are cut down. People disagree about many things. But most people agree that recycling is a good idea. We can prearrange to have a special basket for used paper in the classroom. Everyone can help save a tree!

TEACH Reread the passage with students. Point out the word *undo*. Say it with me: *undo*. The word *undo* has two word parts: *un-* and *do*. The word part *un-* is a prefix that means “not” or “the opposite of.” So, *undo* means to cancel an action or to do the opposite of an action. Point out and say the word *replanted*. The word *replanted* has the prefix *re-*, which means “again.” So, *replanted* means “planted again.”

Point out and say the word *disagree*. The word *disagree* has the prefix *dis-*, which also means “not.” So, *disagree* means “not to agree.” Point out the word *prearrange*. Define *arrange* and then say: The word *prearrange* has the prefix *pre-*, which means “before.” So, *prearrange* means “arrange before.”

Review the meaning of each prefix to reinforce understanding.

Phonics, Morphology, and Spelling T • 85

Fluency

Assess 2–4 students



PROSODY

Have students practice reading a passage to a partner, paying close attention to expression.

ORAL READING RATE AND ACCURACY

Use pp. 109–114 in Unit 4, Week 4 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.



Independent/Collaborative

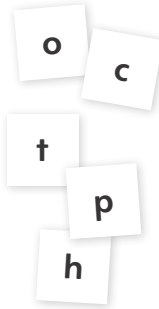
Word Work Activity



BUILD WORDS WITH LETTER TILES

Have a group of students work with letter tiles to make words with the target prefixes. Have them write each word they create on a note card.

Students can also play the letter tile game in the *myView* games at [SavvasRealize.com](https://www.savvasrealize.com).



Decodable Reader



Students can read the decodable reader, *In the Woods*, to practice reading words with prefixes and high-frequency words.

Before reading, display this week's high-frequency words: *color*, *questions*, and *area*. Say: **When you see these words in a text, you will know how to read them.**

Have students pair up to read. Listen carefully as they use letter-sound relationships to decode. One student begins. Students read the entire story, switching readers after each page. Partners reread the story, with the other student beginning this time.

High-Frequency Words

Encourage students to use this week's high-frequency words: *color*, *questions*, and *area* as often as they can. Ask them to record on a note card each time they use one of the words. Then have them share their progress with the class.

Centers



See the *myView* Literacy Stations in the *Resource Download Center*.

Decodable Reader

In the Woods
Written by Paula Bilika

Decodable Reader
22

Prefixes un-, re-, pre-, dis-
distill repack unlocks unsafe
precooked unloads unpacks unites
reight unload unrolls

High-Frequency Words
family night them
hills swim

169

Kenny and his family like to go to the woods. They camp in tents. They swim in the lake and hike in the hills.

170

Kenny unlocks the car. He helps his mom pack. Dad drives them to a good spot. Then they unload tents, full backpacks, and precooked food.

171

Kenny unties the ropes on the tent. He helps his mom and dad set up the tents. Then Dad unpacks the food and sets out a yummy dinner.

172

Kenny likes fishing at the lake. If Dad gets a tiny fish, he unhooks it and puts it back in the lake. Those fish are too little to keep.

173

Mom puts water on the campfire when they go hiking. "It is unsafe to let it burn," Mom tells Kenny. "We can relight it later."

174

At night, Kenny unrolls his green sleeping bag and slips in. Sleep will feel good after his full day of hiking, fishing, and swimming.

175

It's time to repack the car. Kenny dislikes litter, so he cleans up the campsite. He doesn't overlook anything. Kenny can't wait to come back!

176

Use the  **QUICK CHECK** on p. T265 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Remember that you can learn the meaning of a word you do not know by writing the meaning in your own words and then checking the meaning in the text or a dictionary.

Direct attention to *SI* p. 377. Read aloud the sentence that includes the word *crumble*. Ask students to write the meaning of the word in their own words. Then have them look at the margin to see if their definition is the same.

ELL Targeted Support

Help students draw pictures that show the meaning of the word *crumble*.

Direct attention to the definition of *crumble* on *SI* p. 377. Have students copy the definition under their drawings and revise their drawings as needed. **EMERGING/DEVELOPING**

Have partners discuss the meaning of *crumble* and together draw a picture that shows the meaning. Have them write what they think the word means. Then have students compare their definition to the one in the margin of *SI* p. 377.

EXPANDING



For additional support, see the online *Language Awareness Handbook*.

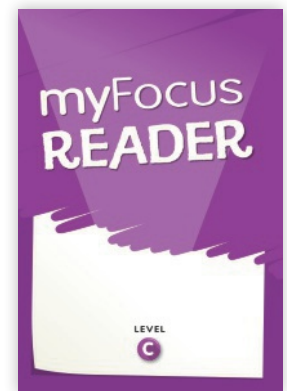
Intervention Activity



DEVELOP VOCABULARY

Read pp. 48–49, in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students.

Provide instructional support for decoding, comprehension, word study, and Academic Vocabulary.



Fluency

Assess 2–4 students



PROSODY

Have students practice reading a passage with appropriate phrasing and intonation.

ORAL READING RATE AND ACCURACY

Use pp. 109–114 in Unit 4, *Week 4 Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.



EXPERT'S VIEW Lee Wright, Teacher Specialist, Houston TX

“Successfully managing small group and independent activity time is all about preparation and organization. If you don’t have all of your materials ready and classroom routines and procedures in place, you’ll lose valuable time for instruction and take away from student engagement. The coordination of all materials and routines has to be in place for small group time to be effective.”

See SavvasRealize.com for more professional development on research-based best practices.

Conferring

3 students / 3–4 minutes
per conference

DEVELOP VOCABULARY

Talk About Independent Reading Have students share their charts of words and meanings.

Possible Conference Prompts

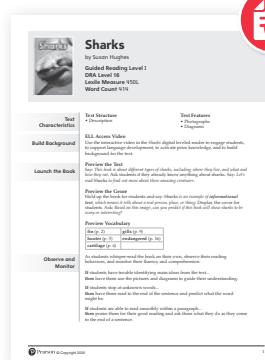
- What new or unfamiliar words did you find? What do those words mean?
- Which definitions that you wrote in your own words were correct?

Possible Teaching Point Before you look up the meaning of a new word, try stating its meaning in your own words. This will help you become familiar with thinking about new words and let you practice figuring out their meanings.

Leveled Readers

DEVELOP VOCABULARY

- For suggested titles, see *Matching Texts to Learning*, pp. T234–T235.
- For instructional support on defining unfamiliar words, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together in whole group. Have students share the new words they found in their reading. Celebrate the new words they have discovered.

Independent/Collaborative

Independent Reading



Students can

- reread and listen to this week's shared read or "Old Stuff, New Uses."
- read a self-selected trade book or a Book Club text.
- partner-read a text, with partners alternating as they read sections.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



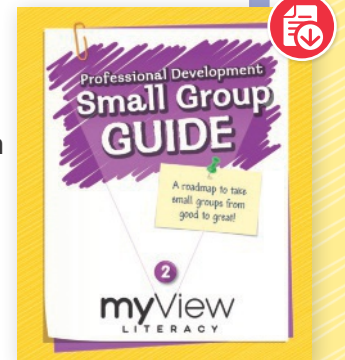
Students can

- work with a partner to discuss and complete the activity on *Student Interactive* p. 396.
- play the *myView* games.
- partner-read aloud a section of a text, with partners taking turns to define unknown words in their own words.
- complete *High-Frequency Words* p.197 from the *Resource Download Center*.

SUPPORT PARTNER READING

Students can enhance their understanding through partner-reading activities. This allows students to guide one another through passages each might find difficult.

See the *Small Group Guide* for additional support and resources to target your students' specific instructional needs.



Word Work

OBJECTIVES

Decode words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*.

Identify and read high-frequency words.

Identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er* and *-est* (comparative and superlative), and *-ion/tion/sion*.



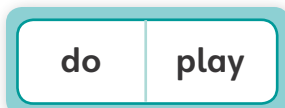
Sound-Spelling Cards 152, 161, 162, 163

Phonics: Prefixes *un-*, *re-*, *pre-*, *dis-*

FOCUS Show students the Sound-Spelling Cards for the prefixes: *un-*, *re-*, *pre-*, and *dis-*. Hold up each card and have students identify the prefix and name the picture of the word.

MODEL AND PRACTICE Write the words: *unhappy*, *dishonest*, *relive*, and *preview*. Say: *These words have prefixes. When the prefix is added to the word, the meaning changes. Adding un- before happy forms the word unhappy. It means “not happy.” I can use unhappy in a sentence: We were unhappy that our game was rained out.* Ask students to identify the prefixes in the remaining words and use each word in a sentence.

Have students work in small groups. Give each group a set of word cards for the prefixes *un-*, *re-*, *pre-*, *dis-* and for these words: *real*, *place*, *cook*, *set*, *turn*, *cover*, *do*, and *play*. Have students take turns putting together a prefix and a word to make a new word. The student must say the meaning of the word. The group decides if the prefix and word make a new word and if the meaning is correct. Note that some prefixes can be used with more than one word, but not all combinations form words.





High-Frequency Words

Minilesson

FOCUS ON STRATEGIES Remind students of the high-frequency words for the week: *color*, *questions*, and *area*.

MODEL AND PRACTICE Say each high-frequency word. Ask students to read each sentence on p. 368 in the *Student Interactive* with a partner and decide which word belongs in the sentence.

APPLY My TURN Ask partners to complete the sentences by writing the correct word on the line.

TURN, TALK, AND SHARE Ask partners to take turns naming one of the words for the other student to use in a new sentence.

STUDENT INTERACTIVE, p. 368

HIGH-FREQUENCY WORDS | DECODABLE TEXT

My Words to Know



MY TURN Read the words in the box. Then complete each sentence using the words.

color

questions

area

1. Red is my favorite color .
2. The park covers a large area .
3. I have the answers to your questions .

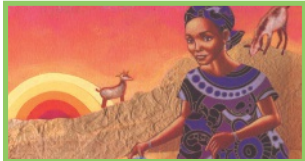


TURN and TALK Work with a partner. Follow the directions. Take turns.

1. Name your favorite color. Then name something that has your favorite color.
2. Describe the area in the playground you like best. Tell why you like it. Use the word **area**.
3. Write down two questions to ask your partner. Label them Question 1 and Question 2.

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Identify Text Structure



One Plastic Bag

OBJECTIVE

Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and cause and effect stated explicitly.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to talk about text structure. Give students sentence starters, such as:

- Chronological structure connects the events in a text by ____.
- Organizing the events in a text in chronological order helps improve readers' understanding by ____.

ELL Access

Talk with students about reasons for understanding the order of events in a text. Students might benefit from using a three-box sequence chart to list three essential events in the text in order. Ask students questions to help them place events in the proper sequence.

Minilesson

FOCUS ON STRATEGIES Authors of informational text often arrange events in a chronological, or time-order, text structure.

- Notice how the information in the text is organized.
- Look for words such as: *first, next, before, after, soon, then, and last*. These words usually signal a time-order text structure.

MODEL AND PRACTICE Use the Close Read note on p. 375 of the *Student Interactive* to model how to annotate the text to identify text structure.

- On page 375, I see what happens after Isatou's basket tips: "One fruit tumbles. Then two. Then ten. The basket breaks." I'm going to underline these sentences because they tell me some events in the order that they happen. I also see the time-order word *then*. These details tell me that the text structure is chronological, or time-order.
- I know that time-order structure tells the events in the order that they happen, so I know that the first event in the text is that Isatou's basket breaks. I'm going to write that in the chart.

ELL Targeted Support Academic Vocabulary Use drawings to help students learn the Academic Vocabulary word *connect*. Say: *We are going to connect, or tie together, events from One Plastic Bag*. List sequentially five main text events.

Have students draw a picture that connects the first two events. Ask: *How do the events connect to each other?* **EMERGING**

Have students draw a picture that connects the first three events. Ask: *Why did the author connect these events?* **DEVELOPING**

Have students draw a picture of each event. Ask: *How can you connect each event to the one that comes before or after it?* **EXPANDING**

Have students draw each event and scramble their drawings. Then have them work with a partner to put the sets of drawings in order and explain how the events connect to one another. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for identifying text structure.

OPTION 1 My TURN Have students annotate the text using the other Close Read notes for Identify Text Structure and then use text evidence from their annotations to complete the chart on p. 398.

OPTION 2 Use Independent Text Have students mark places in one of their independent-reading texts where they notice time-order words or other clues that tell them the text structure. Direct them to write what those clues tell them about the text structure.

QUICK CHECK

Notice and Assess Can students identify text structure?

Decide


- **If students struggle**, revisit instruction for identifying text structure in Small Group on pp. T276–T277.
- **If students show understanding**, extend instruction for identifying text structure in Small Group on p. T277.

STUDENT INTERACTIVE, p. 398

CLOSE READ

Identify Text Structure

A chronological, or time-order, structure of an informational text puts events in the order in which they happen. Time-order words like **first** and **then** state the order explicitly.

 **MY TURN** Go to the Close Read notes. Underline words that show time order. Use what you underline and other text evidence to complete the chart.

Possible responses shown.

| | |
|---|---|
| First, | Isatou's basket breaks and she finds a plastic bag. |
| Day after day, | Isatou watches her neighbors use plastic bags. |
| When goats die from eating bags, | Isatou picks up many bags off the ground. |
| Soon after women make purses from bags, | many people buy the purses. |
| One day | the pile of rubbish is gone and the village is cleaner. |

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Read Like a Writer, Write for a Reader

OBJECTIVES

Identify, use, and explain the meaning of idioms in context.

Discuss the use of descriptive, literal, and figurative language.

ELL Access

Idioms

Explain that words can mean something different than their usual meanings. As an example, say: *It is raining cats and dogs.* Explain that this means it is raining hard, not that cats and dogs are falling from the sky. Tell students that when words do not seem to make sense, they can think about whether there is a different meaning that can help them understand a text. Invite students to share idioms and other expressions from their home language. Help them use this knowledge to understand the meanings of similar idioms in English.

Idioms

Minilesson

FOCUS ON STRATEGIES Discuss the difference between literal and figurative language. Remind students that an idiom is a type of figurative language. An idiom is a common saying that has a figurative meaning.

MODEL AND PRACTICE Model the use of idioms. *My brother tried to play a joke on me, but I knew he was pulling my leg. What does this mean? Did my brother really pull my leg? No. It means that my brother was trying to fool me.* Reinforce that *pulling my leg* is figurative language, while *trying to fool me* is literal language. Discuss the various uses of literal and figurative language.

Display a few sentences with idioms, such as: *After that prank, I was in hot water. One day, you'll have to eat your words.* Help students determine the literal and figurative meanings of each idiom. Then have students identify more examples of idioms, explain their literal and figurative meanings, and use them in sentences.

Handwriting

OBJECTIVE

Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

Letters Y and Z

FOCUS Display cursive letters Y and Z.

MODEL Model writing cursive letter Y. Then write the words *Yoshi, Yuma,* and *York,* showing proper letter formation and correct letter size. Have students copy the words. Repeat with cursive Z: *Zeke, Zac,* and *Zia.*



ASSESS UNDERSTANDING

Apply

MyTURN Have students complete the activities on p. 402 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 402

AUTHOR'S CRAFT

Read Like a Writer, Write for a Reader

Authors use literal and figurative language. In **literal** language, words have their normal meanings. In **figurative** language, words have different meanings than usual. **Idioms** are common phrases that use figurative language.

| Author's Words | What the Words Mean |
|---|---|
| "Something silky dances past her eyes." | She sees something moving past her face. (figurative) |
| "Grandmother serves spicy rice and fish. " | Grandmother serves dinner. (literal) |

TURN and TALK Discuss the author's use of literal and figurative language. Why did the author use these words?

MYTURN Underline the idiom and write what it means.

Holding her breath, she takes a bag from the pile.

Possible response: She stops breathing to avoid the smell.

Write a sentence with the idiom **cross your fingers**.

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Writing Workshop

Encourage students to include idioms and other types of figurative language in their Writing Workshop texts. Help them find opportunities to do so when you discuss their work during conferences.

PRACTICE Have students complete *Handwriting* p. 206 from the *Resource Download Center* to practice writing words with cursive letters Y and Z.

Name _____

Handwriting

Cursive Letters Y, Z

Look at the uppercase cursive Y in the box. What kinds of strokes are used? Where do you start an uppercase cursive Y? How do you finish it?

MYTURN Trace the cursive letters.

MYTURN Write uppercase cursive letter Y.

Look at the uppercase cursive Z in the box. What kinds of strokes are used? Where do you start an uppercase cursive Z? What do you do next? How do you finish it?

MYTURN Write uppercase cursive letter Z.

Grade 2 • Unit 1 • Week 4
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Handwriting p. 206

Use the  **QUICK CHECK** on p. T273 to determine small group instruction.

Teacher-Led Options

Strategy Group



IDENTIFY TEXT STRUCTURE

Teaching Point Remember that text structure is the way the information in a text is organized. One structure is chronological, or time-order, structure. As you read, look for signs of chronological order by asking “What happens first?” “What happens next?” What happens last?”

ELL Targeted Support

Use one of the following cooperative learning interactions to enhance students’ ability to identify the text structure of *One Plastic Bag*.

Ask yes/no questions about the structure of the text: Does the text tell you what happens in the order that it happens? Do you know what happens first? Do you know what happens last?

EMERGING

Ask students questions to help them identify details that signal a time-order text structure: What happens while Isatou is walking back to her village? What does she do next? Reiterate that the sequence of events is the chronology, or time order, of the text. **DEVELOPING**

Give students a three-box sequence chart, and have them work with a partner to fill it in with three main events from the text in the order that they happened. **EXPANDING**

Have small groups discuss the purpose of chronological text structure. Then ask them why chronological order was the best structure to use for this text. **BRIDGING**



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



IDENTIFY TEXT STRUCTURE

Use Lesson 38, pp. T229–T234, in the *myFocus Intervention Teacher’s Guide* for instruction on identifying text structure.

LEVEL C • READ

Lesson 38 Recognize Text Structure


DIRECTIONS Read “The Wonderful Water Cycle.”

The Wonderful Water Cycle

- 1 Do you know that most scientists believe that the amount of water on Earth has remained constant since the beginning of time? The reason is the water cycle.
- 2 In the water cycle, water goes from the oceans to the air. Then it falls on the land. Water on the land runs back into the oceans. From there, it goes into the air again.
- 3 This cycle never ends. Think of it as recycling Earth’s water. The same water gets reused. Just think—some day, you might drink the water a dinosaur walked through ages ago.

Where Water Is

- 4 Most of the water on Earth is in the oceans. They cover almost three-fourths of Earth’s surface. There is also water in rivers and lakes.
- 5 Some water is in ice. Some water is in the air. For example, clouds and fog are made of water. Some water in air you can’t see.
- 6 Both ice and fog are forms of water, but they look different. Changes in air temperatures and conditions cause water to take a different form.



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Reading Informational Text T • 229

Fluency

Assess 2–4 students



PROSODY

Have student pairs practice reading a short passage smoothly and with proper expression.

ORAL READING RATE AND ACCURACY

Use pp. 109–114 in Unit 4, Week 4 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes per conference

IDENTIFY TEXT STRUCTURE

Talk About Independent Reading Ask students to share some of the details they noticed in their independent-reading texts that gave them clues about the text structure.

Possible Conference Prompts

- What time-order words or other clues did you notice in the text?
- What did those clues tell you about the text structure?

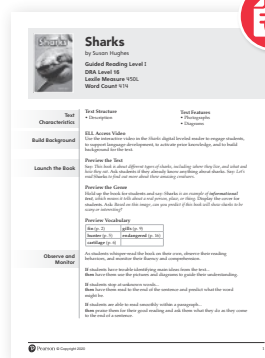
Possible Teaching Point Identifying the order of events in a text helps readers understand how each event connects to the next and creates a story.

Leveled Readers



IDENTIFY TEXT STRUCTURE

- For suggested titles, see Matching Texts to Learning, pp. T234–T235.
- For instructional support on recognizing details that relate to text structure, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together as a group. Have volunteers discuss the reading strategies they used to understand text structure.

Independent/Collaborative

Independent Reading



Students can

- reread and listen to *One Plastic Bag*.
- read and listen to a previously read text.
- read a Book Club text.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



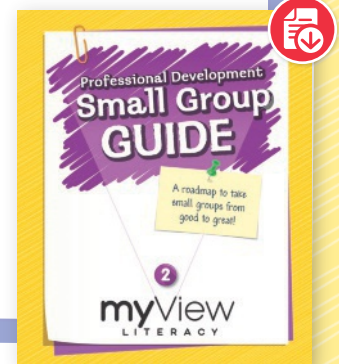
Students can

- complete the activity on *Student Interactive* p. 398.
- play the *myView* games.
- choose a passage from the text and take turns reading it with a partner, making sure to use appropriate expression.
- complete p. 212 in the *Resource Download Center*.

SUPPORT INDEPENDENT READING

Remember to tell students what they are doing right as readers. As you listen to readers, look for opportunities to tell them what they are doing well.

See the *Small Group Guide* for additional support and resources.



Decodable Text

OBJECTIVES

Use text evidence to support an appropriate response.

Retell and paraphrase texts in ways that maintain meaning and logical order.

Read *Cleaning the Beach*

FOCUS Have students turn to p. 369 in the *Student Interactive*. Say: *We are going to read a story today about people who work together on something important to them. When have you worked with others on a project? What did you do?*

READ Pair students for reading. One student begins. Students read the entire story, switching readers for each paragraph. Partners reread the story. This time the other student begins.

As students read, remind them to stop and check their understanding of the story. Encourage them to pause, ask questions, and reread as needed.





Reread *Cleaning the Beach*

FOCUS ON COMPREHENSION Remind students that learning to read fluently is about reading for meaning. Say: **We read about a boy named Joe who set out to make something better.** Reread aloud the story on p. 369 with students.

Say: **What do people dislike in Joe's town?** Have students read aloud the sentence that tells what people disliked (sentence 1). Read the first question under the story. Have students answer the question, and then read aloud the section of the story that contains the answer to the question. Continue with question 2.

RETELL Have students work with a partner to retell *Cleaning the Beach* to each other.

STUDENT INTERACTIVE, p. 369



FOUNDATIONAL SKILLS

Cleaning the Beach

People disliked the beach in Joe's town. It was dirty. This made Joe unhappy.

Joe needed a plan. He went to the beach to preview the area. There was trash everywhere.

Joe gathered his friends and their parents too. Everyone worked hard to get rid of the trash. Later, they chose to regroup and have a party on their clean, beautiful beach.

1. Why was Joe unhappy?

People disliked the beach because it was dirty.

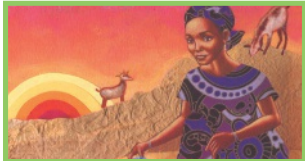
2. How was Joe able to fix the problem?

He gathered his friends and their parents to clean the beach.

3. Find one word with each prefix: **un-**, **re-**, **dis-**, and **pre-**. Write them.

unhappy, regroup, disliked, preview

Make and Confirm Predictions



One Plastic Bag

OBJECTIVE

Make, correct, or confirm predictions using text features, characteristics of genre, and structures.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the Academic Vocabulary words to talk about making and confirming predictions. Ask:

- How does making predictions improve your understanding of the text?
- How can you use your prior knowledge to discuss what might happen in the text?

Minilesson

FOCUS ON STRATEGIES Use strategies to make predictions about a text.

- Think about what you know about the genre you are reading. In a biography, you know that the text is about a real person.
- Before reading, use what you know about the genre to make predictions. In a biography, predict what the subject might do.
- As you read, check each prediction. If it is correct, you can confirm it. If it is incorrect, adjust it to be correct.

MODEL AND PRACTICE Demonstrate using characteristics of genre and text features to correct or confirm predictions about the text. Say: *One Plastic Bag* is a biography, so I know that Isatou is a real person and that the events really happened. At the beginning of the text, I see that Isatou's basket breaks, and she is upset. Then on page 376, I see she finds a plastic bag and seems happy about it. The text says that the bag danced past, "softening her anger," and then she discovers that the bag "can carry things inside." I'll highlight these phrases and use them to predict that Isatou will love the bag because it will carry her things better than her basket did. I'll write that in the chart. As I continue to read, I look for details that confirm or counter my prediction. On page 382, I learn how Isatou feels about plastic bags now: "Plastic isn't beautiful anymore, she thinks." I'll highlight this sentence and write it in the chart. The picture shows plastic bags littering the ground, which emphasizes Isatou's negative thoughts about plastic bags. My prediction was incorrect. I will adjust my prediction to say that Isatou finds plastic bags ugly.

Have students use the characteristics of biography to correct or confirm a prediction they made about *One Plastic Bag*. Then have them use an illustration or other text feature from *One Plastic Bag* to correct or confirm another prediction they made about the text.

ELL Targeted Support Retell Have students retell text events.

Provide appropriate sentence frames to help students retell the events in *One Plastic Bag*. **EMERGING/DEVELOPING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for making and confirming predictions.

OPTION 1 MyTURN Have students annotate the text using the other Close Read notes for Make and Confirm Predictions, and then use their annotations to complete the chart on *SI* p. 399.

OPTION 2 Use Independent Text Have students make a chart like the one on p. 399 in the *Student Interactive* to use when making and confirming predictions about their independent-reading texts.

QUICK CHECK

Notice and Assess Can students make and confirm predictions?

Decide


- **If students struggle**, revisit instruction for making and confirming predictions in Small Group on pp. T282–T283.
- **If students show understanding**, extend instruction for making and confirming predictions in Small Group on pp. T282–T283.

STUDENT INTERACTIVE, p. 399

READING WORKSHOP

Make and Confirm Predictions

Use characteristics of a genre to make predictions. At the beginning of a biography, predict how the person will think or act. As you read, if your prediction is right, you can confirm. If your prediction is not right, you can correct your prediction to match events.

 **MYTURN** Go back to the Close Read notes. Underline words that helped you make and correct or confirm predictions. Then complete the chart.

Possible responses shown.

| Paragraphs | I predicted . . . | When I read . . . |
|--------------|---|--|
| 9 and 27 | that Isatou would love the bag because it could carry things and last longer than her basket. | that Isatou thought plastic wasn't beautiful, I knew my prediction did not match the text. |
| 36–39 and 51 | that Isatou would find a way to recycle the bags she picked up. | that she found a way to make thread out of the bags, I knew my prediction was correct. |

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Use the  **QUICK CHECK** on the previous page to determine small group instruction.

Teacher-Led Options

Strategy Group



MAKE AND CONFIRM PREDICTIONS

Teaching Point Remember that when you read a biography, you can make predictions as you read and then check to see if your predictions match what happens in the text. To make a prediction about a biography, think about what you know about the genre and remember what you have read so far. Then use that information to ask yourself what would make sense for the person in the text to think or do next.

ELL Targeted Support

Help students confirm or adjust the predictions they made on p. T314. Read more of your selected biography aloud. Then have students look back at the predictions they made on p. T314.

Guide students through confirming or adjusting each prediction by asking such questions as: *Was that prediction correct? What part of the text tells you that? How were you able to predict that would happen? How can you adjust that prediction to be correct?*

EMERGING/DEVELOPING

Have partners go through their predictions and determine whether or not each one was correct. If it was, have students explain how they were able to predict that would happen. If a prediction was incorrect, have partners work together to write a correct prediction based on the text.

EXPANDING/BRIDGING



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



MAKE AND CONFIRM PREDICTIONS

Use Lesson 30, pp. T177–T182, in the *myFocus Intervention Teacher's Guide* for instruction on making, confirming, and adjusting predictions.

LEVEL C • READ

Lesson 30 Set a Purpose for Reading and Make, Correct, or Confirm Predictions

DIRECTIONS Read the title of each work. Ask yourself what kind of story it might be, based on the title. Then read "A Visit" and "Sick Day" to find out.

A Visit

- 1 A Country Mouse lived happily in a house on a farm. "What a quiet home!" she thought.
- 2 Her friend lived in the city. "Please visit me!" the City Mouse said. "We will have fun together."
- 3 So the Country Mouse visited the City Mouse.
- 4 Inside the City Mouse's house, there was a table of food. The mice jumped on the table. They began to eat. The City Mouse seemed jumpy.
- 5 Just then a big, hungry cat raced into the room.
- 6 The frightened mice jumped off the table and hid.
- 7 The cat left.
- 8 The Country Mouse packed her bags. "I am going back to my nice, quiet home. I do not want to see that cat again!" She never did.

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Fluency

Assess 2-4 students



PROSODY

Choose several paragraphs from a biography for partners to read with appropriate intonation.

ORAL READING RATE AND ACCURACY

Use pp. 109–114 in Unit 4, Week 4 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students/3–4 minutes
per conference

MAKE AND CONFIRM PREDICTIONS

Talk About Independent Reading Have students explain how they worked to make, confirm, and adjust predictions about one of their independent-reading texts.

Possible Conference Prompts

- What predictions did you make about the text?
- Which of your predictions match what happens in the text?
- What did you do to adjust predictions that were incorrect?

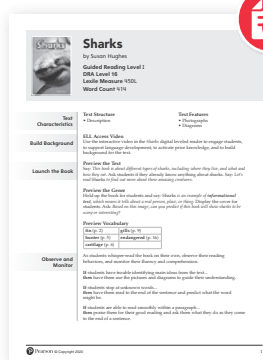
Possible Teaching Point *The purpose of making predictions is to start thinking about the text and connecting it to what you already know.*

Leveled Readers



MAKE AND CONFIRM PREDICTIONS

- For suggested titles, see *Matching Texts to Learning*, pp. T234–T235.
- For instructional support on making, confirming, and adjusting predictions, see the *Leveled Reader Teacher's Guide*.



Independent/Collaborative

Independent Reading



Students can

- create charts like the one on *Student Interactive* p. 399 to make and confirm predictions about their independent texts.
- partner-read a book of their choice.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



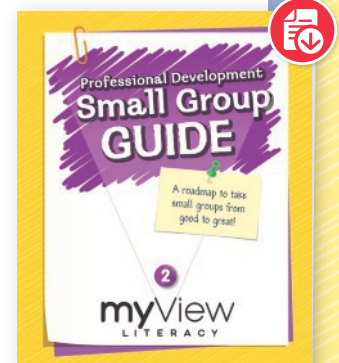
Students can:

- complete *Student Interactive* p. 399.
- write in their reader's notebook.
- play the *myView* games.
- take turns reading a text with expression.

SUPPORT INDEPENDENT READING

It is important to build students' confidence. As you listen to students read, provide any necessary support in a caring way as you point out aspects of the reading that the student has performed well.

See the *Small Group Guide* for additional support and resources to target your students' specific instructional needs.



Whole Group

Share Bring the class back together in whole group. Ask students to discuss some of the predictions they made and whether or not they were able to confirm them.

Decodable Text

OBJECTIVES

Decode words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*.

Identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er* and *-est* (comparative and superlative), and *-ion/tion/sion*.

Identify and read high-frequency words.

ADDITIONAL PRACTICE

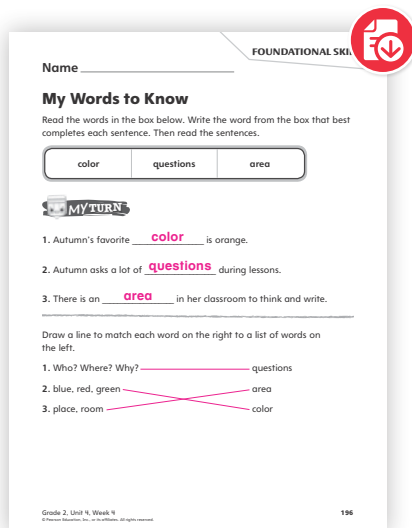
For additional practice with high-frequency words, have students complete My Words to Know, p. 196 in the *Resource Download Center*.

Revisit *Cleaning the Beach*

FOCUS Have students turn to p. 369 in the *Student Interactive*. Say: *We are going to revisit a story today about people who work together on something important to them. In this story we will read words with the prefixes un-, re-, pre-, and dis-. Watch for these words as you read the story.*

READ Call students' attention to the word *disliked* in the first sentence. Read the word aloud. Say: *I can hear and see the prefix dis- in the word disliked. The base word is like. What do you think the word disliked means?* Have students supply the answer "did not like" and then read the word again. Continue with the word *unhappy* in the third sentence.

Have students identify the words with prefixes in paragraphs two and three: *preview* and *regroup*. Tell students to read each word and identify the prefix and the base word. Then have them use the meaning of the prefix to tell what each word means.



FOUNDATIONAL SKILLS

Name _____

My Words to Know

Read the words in the box below. Write the word from the box that best completes each sentence. Then read the sentences.

color questions area

MY TURN

- Autumn's favorite **color** is orange.
- Autumn asks a lot of **questions** during lessons.
- There is an **area** in her classroom to think and write.

Draw a line to match each word on the right to a list of words on the left.

| | |
|---------------------|-----------|
| 1. Who? Where? Why? | questions |
| 2. blue, red, green | area |
| 3. place, room | color |

Grade 2, Unit 4, Week 4
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My Words to Know, p.196



Reread *Cleaning the Beach*

FOCUS ON PHONICS AND FLUENCY Remind students that learning about letters and sounds helps them read fluently. Have students briefly retell the story *Cleaning the Beach*.

Remind students that they practiced decoding words with prefixes, including *un-*, *re-*, *pre-*, and *dis-*. Have them find these words in the story. Then have students complete the activity in question 3.

Then say the words *color*, *questions*, and *area*. Ask students to identify and read the high-frequency word that appears in the story.

PRACTICE Have partners reread the story with expression, accuracy, and appropriate oral reading rate.

STUDENT INTERACTIVE, p. 369



FOUNDATIONAL SKILLS

Cleaning the Beach

People disliked the beach in Joe's town. It was dirty. This made Joe unhappy.

Joe needed a plan. He went to the beach to preview the area. There was trash everywhere.

Joe gathered his friends and their parents too. Everyone worked hard to get rid of the trash. Later, they chose to regroup and have a party on their clean, beautiful beach.

1. Why was Joe unhappy?

People disliked the beach because it was dirty.

2. How was Joe able to fix the problem?

He gathered his friends and their parents to clean the beach.

3. Find one word with each prefix: **un-**, **re-**, **dis-**, and **pre-**. Write them.

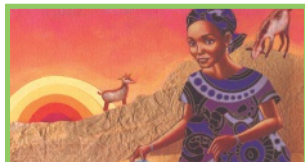
unhappy, regroup, disliked, preview

Fluency

PROSODY

Display *Cleaning the Beach*. Model reading aloud the first two paragraphs, asking students to pay attention to your accuracy and to how you emphasize the key words. Remind students that fluency is about reading for meaning and expression at a comfortable rate. Invite partners to practice accurate reading using their favorite sentences from the text.

Reflect and Share



One Plastic Bag

OBJECTIVES

Retell and paraphrase texts in ways that maintain meaning and logical order.

Interact with sources in meaningful ways such as illustrating or writing.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to reflect on the text and make connections to other texts, the unit theme, and the Essential Question. Ask:

- How can people work together to be more responsible about their garbage?
- What can people do together to make a difference and improve their community?

Write to Sources

Minilesson

FOCUS ON STRATEGIES Explain that retelling a text is a good way to check understanding. Remind students to use their own words when they retell.

- Tell only the main parts of the text. Leave out small details.
- Write events in the order that they happen in the text.
- Ask yourself if readers would understand the text if they read only your retelling. A retelling should give readers everything they need to know.

MODEL AND PRACTICE Model retelling *One Plastic Bag* using the Write to Sources prompt on *SI* p. 400. Help students understand how to begin a retelling. Say: *When I retell a text, I want to start with the first important event that happens. On page 374, Isatou is walking in the rain with a basket on her head that hurts her neck. She knows her village is close because she can smell burning wood and peanut stew. These details are interesting, but not needed in a retelling. I'll go to the next page. On page 375, I read that Isatou's basket tips over and breaks, spilling her fruit. This is important because it explains why Isatou starts using plastic bags. I'll begin my retelling with that event.* Have students find and retell the next important event in the text.

ELL Targeted Support Take Notes Help students note key events in *One Plastic Bag*. List five main text events in order.

Read aloud the first event. Ask students to explain why it is important to the text. Help them write words that summarize their answers. **EMERGING**

Have students read aloud each event and explain why it is important to the text. Have them pause after each event to write notes about what they said.

DEVELOPING

Have partners take turns explaining why each event is important. While one speaks, the other partner should take notes about what is said. **EXPANDING**

Ask students to discuss why each event is important. Have students take notes about the discussion. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for retelling a text.

OPTION 1 Use the Shared Read Have students use the Write to Sources prompt on p. 400 in the *Student Interactive* to retell *One Plastic Bag* on a sheet of paper.

OPTION 2 Use Independent Text Have students retell one of their independent-reading texts on a sheet of paper. Remind them that they can use p. 400 in the *Student Interactive* as a guide while they write.

QUICK CHECK

Notice and Assess Can students retell a text?

Decide

- **If students struggle**, revisit instruction for retelling texts in Small Group on pp. T288–T289.
- **If students show understanding**, extend instruction for retelling texts in Small Group on pp. T288–T289.


WEEKLY QUESTION Have students use evidence from the texts they have read this week to respond to the Weekly Question. Ask them to write their responses on a separate sheet of paper and discuss in small groups.

STUDENT INTERACTIVE, p. 400

RESPOND TO TEXT

Reflect and Share

Write to Sources
You read about how Isatou Ceesay saw a problem and solved it. On a sheet of paper, retell the text about Isatou Ceesay. Describe how she made a difference in her community.



Retell a Text
When you retell a text, keep the meaning and order of the text.

- Write the events in order. Start with what happened first. End with what happened last.
- Tell only the important parts.

Weekly Question
How can people work together to solve a problem?

400

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Use the  **QUICK CHECK** on the previous page to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point Retelling two texts makes it easier to compare and contrast those texts. Have students write retellings of “Old Stuff, New Uses” and *One Plastic Bag*.

ELL Targeted Support

Help students compare “Old Stuff, New Uses” with *One Plastic Bag*. Have them write using a variety of sentence lengths.

Have students complete these sentence frames:
The first text is about _____. The second text is about _____. Both texts are about _____.

EMERGING

Have students complete the Emerging activity. Then have them combine the first two frames into a longer sentence. **DEVELOPING**

Have students write sentences of varying lengths to compare the problems and solutions in the texts. **EXPANDING**

Ask: *What topic do both texts discuss? What problem and solution do both texts present?*

Have students write their responses using sentences of varying lengths. **BRIDGING**



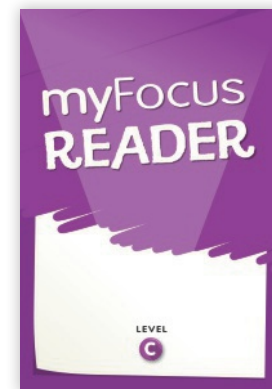
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



COMPARE TEXTS

Reread pp. 48–49 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to engage students in a conversation that demonstrates how the texts they have read this week support their understanding of how people work together to solve a problem and encourage them to use the Academic Vocabulary words.



On-Level and Advanced



INQUIRY

Organize Information and Communicate Help students organize their findings about ways to help into a format to share with others.

Critical Thinking Discuss with students what they learned and the process they used.

See *Extension Activities* pp. 242–246 in the *Resource Download Center*.



Conferring

3 students / 3–4 minutes
per conference

COMPARE TEXTS

Talk About Independent Reading Ask students to compare *One Plastic Bag* to one of their independent-reading texts.

Possible Conference Prompts

- How is *One Plastic Bag* similar to another text you read this week?
- What did *One Plastic Bag* and another text you read this week teach you about how people work together to solve a problem?

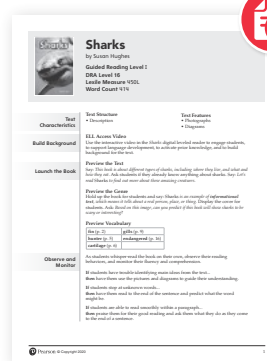
Possible Teaching Point Remember to think about other texts you have read and how they compare to the one you're reading. Try retelling each text on paper first and then using what you wrote to find similarities and differences.

Leveled Readers



COMPARE TEXTS

- For suggested titles, see Matching Texts to Learning, pp. T234–T235.
- For instructional support on recognizing theme, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together in whole group. Have one or two students share a few of the comparisons they made between texts.

Independent/Collaborative

Independent Reading



Students can

- reread and listen to “In the Woods” with a partner.
- read a self-selected text.
- reread and/or listen to their leveled reader.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



Students can

- write in their notebooks in response to the Weekly Question.
- find additional biographies about people who have solved problems to help the environment.
- play the *myView* games.
- complete p. 245 in the *Resource Download Center*.

BOOK CLUB



See Book Club, pp. T506–T509, for

- an overview of facilitating student Book Clubs.
- collaboration prompts and conversation starters.
- suggestions for incorporating the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

Suggested Daily Times

READING WORKSHOP

| | |
|---------------------|------------|
| FOUNDATIONAL SKILLS | 20–30 min. |
| SHARED READING | 40–50 min. |
| READING BRIDGE | 5–10 min. |
| SMALL GROUP | 25–30 min. |

WRITING WORKSHOP

| | |
|---------------------|------------|
| MINILESSON | 10 min. |
| INDEPENDENT WRITING | 30–40 min. |
| WRITING BRIDGE | 5–10 min. |

Learning Goals

- I can learn about making a difference by reading a persuasive text.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of narrative nonfiction to write a personal narrative.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options
- Progress Check-Ups on SavvasRealize.com
- Cold Reads on SavvasRealize.com
- Writing Workshop Performance-Based Assessment on SavvasRealize.com
- Writing Workshop Assessment

Materials

Turn the page for a list of materials that will support planning for the week.

LESSON 1

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T294–T295
 - » Phonics: Decode Words with Syllable Pattern VCCV
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T296–T297
- Listening Comprehension: Read Aloud: “Volunteering Helps Everyone” T298–T299
- Persuasive Text T300–T301
 - ☑ Quick Check T301

READING BRIDGE

- Academic Vocabulary: Oral Language T302–T303
- Handwriting: Letters V and W T302–T303

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T307
- Strategy, Intervention, and On-Level/Advanced Activities T306
- ELL Targeted Support T306
- Conferring T307

INDEPENDENT/COLLABORATIVE

- Independent Reading T307
- Literacy Activities T307

BOOK CLUB T307 **SEL**

WRITING WORKSHOP

MINILESSON

- Personal Narrative T458–T459
 - » Edit for Adjectives and Adverbs
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T458–T459
- Conferences T456

WRITING BRIDGE

- Spelling: Syllable Pattern VCCV T460
 - ☑ Assess Prior Knowledge T460
- Language and Conventions: Spiral Review: Pronouns T461

LESSON 2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T308–T309
 - » Phonics: Decode and Write Words with Syllable Pattern VCCV
 - ☑ Quick Check T309
 - » High-Frequency Words

SHARED READ

- Introduce the Text T310–T325
 - » Preview Vocabulary
 - » Read: *Kids Can Be Big Helpers*
- Respond and Analyze T326–T327
 - » My View
 - » Develop Vocabulary
 - ☑ Quick Check T327
 - » Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T328
- Guided Reading/Leveled Readers T331
- Strategy and Intervention Activities T328, T330
- Fluency T328, T330
- ELL Targeted Support T328, T330
- Conferring T331

INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T329
- Independent Reading T331
- Literacy Activities T331

WRITING WORKSHOP

MINILESSON

- Personal Narrative T462–T463
 - » Edit for Spelling
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T462–T463
- Conferences T456

WRITING BRIDGE

- Spelling: Teach Syllable Pattern VCCV T464
- Language and Conventions: Oral Language: Reflexive Pronouns T465

LESSON 3

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T332–T333
 - » Phonics: Syllable Pattern VCCV
 - » High-Frequency Words

CLOSE READ

- Understand Persuasive Text T334–T335
- Close Read: *Kids Can Be Big Helpers*
 - Quick Check** T335

READING BRIDGE

- Read Like a Writer, Write for a Reader: Word Choice T336–T337
- Handwriting: Letters X and I T336–T337

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T339
- Strategy and Intervention Activities T338
- Fluency T338
- ELL Targeted Support T338
- Conferring T339

INDEPENDENT/COLLABORATIVE

- Independent Reading T339
- Literacy Activities T339

WRITING WORKSHOP


MINILESSON

- Personal Narrative T466–T467
 - » Prepare for Celebration
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T466–T467
- Conferences T456

WRITING BRIDGE

- Spelling: Review and More Practice: Syllable Pattern VCCV T468 
- Language and Conventions: Teach Reflexive Pronouns T469

LESSON 4

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T340–T341
 - » Read Decodable Text: *Kent's Idea*
 - » Fluency

CLOSE READ

- Monitor Comprehension T342–T343
- Close Read: *Kids Can Be Big Helpers*
 - Quick Check** T343

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T345
- Strategy and Intervention Activities T344
- Fluency T344
- ELL Targeted Support T344
- Conferring T345

INDEPENDENT/COLLABORATIVE

- Independent Reading T345
- Literacy Activities T345

WRITING WORKSHOP


MINILESSON

- Personal Narrative T470–T471
 - » Celebration
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T470–T471
- Conferences T456

WRITING BRIDGE

- Spelling: Spiral Review: Words with Prefixes *un-*, *re-*, *pre-*, *dis-* T472 
- Language and Conventions: Practice Reflexive Pronouns T473

LESSON 5

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T346–T347
 - » Read Decodable Text: *Kent's Idea*
 - » Fluency

COMPARE TEXTS

- Reflect and Share T348–T349
 - » Talk About It
 - Quick Check** T349
 - » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T351
- Strategy, Intervention, and On-Level/Advanced Activities T350
- ELL Targeted Support T350
- Conferring T351

INDEPENDENT/COLLABORATIVE

- Independent Reading T351
- Literacy Activities T351

BOOK CLUB T351 

WRITING WORKSHOP


MINILESSON

- Personal Narrative T474
 - » Assessment

INDEPENDENT WRITING

- Assessment T474–T475
- Conferences T456

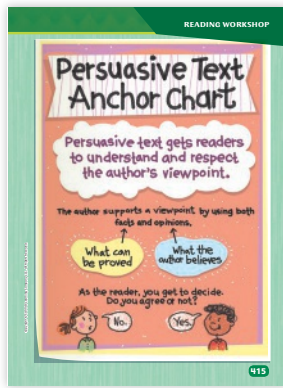
WRITING BRIDGE

- Spelling: Syllable Pattern VCCV T476
 - Assess Understanding** T476
- Language and Conventions: Standards Practice T477 

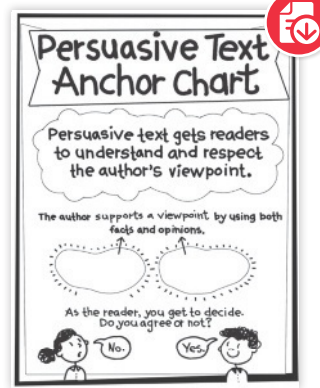
Materials



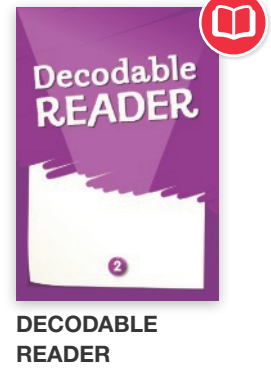
INFOGRAPHIC
"Look What We Can Do!"



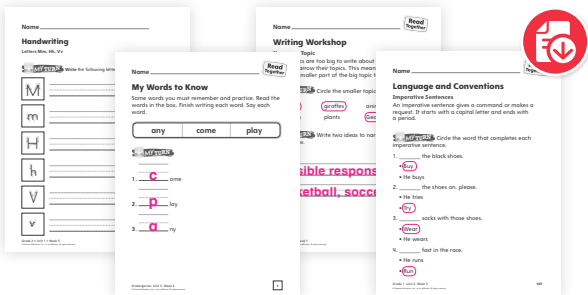
READING ANCHOR CHART
Persuasive Text



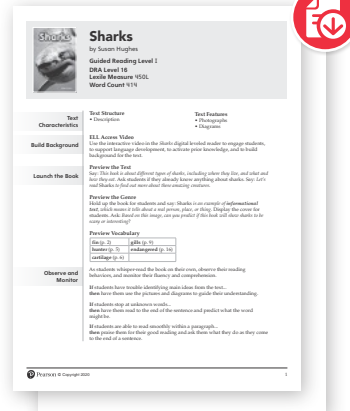
EDITABLE ANCHOR CHART
Persuasive Text



DECODABLE READER



RESOURCE DOWNLOAD CENTER
Additional Practice



LEVELED READER TEACHER'S GUIDE

Words of the Week

High-Frequency Words

horse
problem
complete

Develop Vocabulary

volunteers
skill
organizing
participate
shelter

Spelling Words

bandit
dentist
harvest
magnet
sister
contest
doctor
hornet
signal
velvet

Unit Academic Vocabulary

discuss
connect
responsible
equal
improve

WEEK 5 LESSON 1 READING WORKSHOP GENRE & THEME

Listening Comprehension

OBJECTIVES
Listen actively, take notes on main ideas, and identify supporting details.
Develop and sustain foundational listening skills: identifying, summarizing, making, and drawing inferences, the speaker's attitude, and the speaker's purpose.

EL Language Transfer
Objective: Find out the speaker's attitude and purpose.
• summarize arguments
• assess content

PERFORMANCE TASK
Listen to a recording of a persuasive text and identify the speaker's attitude and purpose.

START UP
READ-ALONG ROUTINE
Purpose: Have students listen actively for elements of persuasive text.
READ the entire text aloud without stopping for the Think Aloud callouts.
NOTES: the text aloud, pausing to model Think Aloud strategies related to the genre and the facts and opinions in the text.

Volunteering Helps Everyone
Volunteering in your community is one of the easiest ways you can give back. And it's so easy that everyone can do it! It does not matter how big or small your community is. Every community can use a little help from its residents.
Small towns and neighborhoods often have events like fairs and parades. The organizers need older kids to help out with watching younger kids, manning game booths, and cleaning up afterward. Younger children are perfect helpers for the elderly. They can play games, sing songs, and even put on performances. Seeing young children helps older people feel young again!

1290 UNIT 4 WEEK 5

READ ALOUD
"Volunteering Helps Everyone"



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

WHY
Interactive Read Aloud:
• invites students to look about their independent reading level.
• builds students' comprehension.
• motivates students' overall language development.
• provides an opportunity to model fluency and expression reading.
• fosters a love and enjoyment of reading.

PLANNING
Select a text from the Read Aloud Trade Book Library or the school or classroom library.
• Identify the title and the genre.
• Determine the Teaching Point.
• Write your notes on the text, including Think Alouds on sticky notes and place in the book at the places where you plan to stop to interact with students.
• Discuss key vocabulary essential for understanding.

BEFORE READING
• Show the cover of the book to introduce the title, author, illustrator, and genre.
• Ask the big idea or theme of the story.
• Point out interesting artwork or photos.
• Connect prior knowledge and build essential background necessary for understanding.
• Discuss key vocabulary essential for understanding.

DURING READING
• You can choose to stop and read aloud to students part by part of the text and apply Think Alouds and open-ended questioning for a deeper dive into the text.
• Read with expression to draw in listeners.
• Ask questions to engage the discussion and draw attention to the teaching point.
• Use Think Alouds to model strategies related to the text to monitor comprehension and connect reading to real life.
• Help students make connections to their own experiences, think they have read or learned in the past, or the world.

AFTER READING
• Summarize and allow students to share thoughts about the story.
• Request student comprehension by modeling the format on the end of the story.
• Choose and assign a Student Response Form available on ReadAloud.com.

Finalists Teaching Points
• Summarize the story.
• Identify the genre.
• Determine the Teaching Point.
• Make Connections.
• Determine Point of View.

INTERACTIVE READ ALOUD LESSON PLAN GUIDE



SHARED READ
Kids Can Be Big Helpers

BOOK CLUB

Titles related to Spotlight Genre and Theme: T506-T509

Mentor STACK

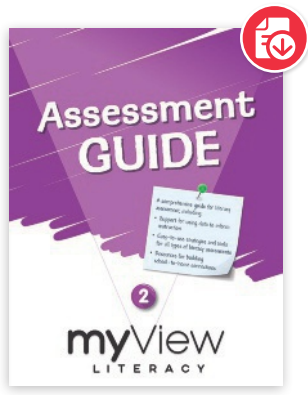
Writing Workshop T455

LITERACY STATIONS

SCOUT

Assessment Options for the Week

- Daily Formative Assessment Options
- Progress Check-Ups on SavvasRealize.com
- Cold Reads on SavvasRealize.com
- Writing Workshop Performance-Based Assessment on SavvasRealize.com
- Writing Workshop Assessment



ASSESSMENT GUIDE

Word Work

OBJECTIVES

Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

Identify and read high-frequency words.

FOUNDATIONAL SKILLS EXTENSION

See p. T313 for a syllable pattern extension activity students can use while reading the text.

Phonics: Decode Words with Syllable Pattern VCCV

Minilesson

FOCUS Remind students that each syllable in a word has one vowel sound and that they have learned about the VCV syllable pattern. Write the word *tablet* and read it aloud. Write VCCV over the appropriate letters in the word. Point to the corresponding letters in the word *tablet* as you tell students about the VCCV syllable pattern. Say: **When two vowels in a word are separated by two consonants, the syllables break between the two consonants.** Draw a line between the consonants in VC/CV and between the letters *b* and *l* in the word *tablet*: *tab/let*.

MODEL AND PRACTICE Point to and say the word *carpet* near the top of p. 410 in the *Student Interactive*. Then say: **The vowels in *carpet*, *a* and *e*, are separated by the consonants *r* and *p*. I will break *carpet* into syllables by drawing a line between the *r* and the *p*: *car/pet*.** Have students say the word in syllables and then blend the syllables to read the word.

APPLY MyTURN Have students draw a line between the syllables in each word in the chart on p. 410. Then tell them to read, or decode, the words.

TURN, TALK, AND SHARE Have students work with a partner to check where they drew the lines to divide the syllables in the words on p. 410. Then have them read the words together again, blending the syllables.



EXPERT'S VIEW Pat Cunningham, Wake Forest University

“Writing is the best window into what a child actually knows. For example, if a child spells the word *coat* as *cot*, you will need to coach him or her. For example, say: If n-o-t is *not*, and g-o-t is *got*, then what is c-o-t? Then ask how to make the word *coat*. Remind children of what they know to guide them to apply that knowledge.”

See [SavvasRealize.com](https://www.savvasrealize.com) for more professional development on research-based best practices.



ELL Targeted Support Syllable Patterns Help students recognize syllable patterns in words.

Say: *The word **letter** has two vowel sounds, so it has two syllables.* Model saying the two syllables with a pause between *let* and *ter*. Ask students to say *letter* to show the two syllables and then blend the syllables to say the word. Have them use *letter* in a sentence. Continue with the words *inside* and *harden*. **EMERGING**

Write the word *letter*, say it, and have students identify how many vowel sounds they hear and the number of syllables in the word. Draw a line between the consonants to show the division. Repeat with *inside* and *harden*. **DEVELOPING**

Have students work with a partner to say and break the following words into syllables: *almost*, *tunnel*, *subject*, *blanket*, and *hanger*. **EXPANDING**

HIGH-FREQUENCY WORDS



Display the high-frequency words *horse*, *problem*, and *complete*. Provide clues for each high-frequency word and have students respond by saying and spelling the word.

- This word is the opposite of a solution. (*problem*)
- This word means the same as *finish*. (*complete*)
- This word rhymes with the word *course*. (*horse*)

STUDENT INTERACTIVE, p. 410

PHONICS

Syllable Pattern VCCV

Each syllable in a word has one vowel sound. When two vowels are separated by two consonants (VCCV), the syllables break between the consonants (VC/CV). The vowel sound in the first syllable is usually short. Sometimes it is an r-controlled vowel.

tablet tab/let insect in/sect carpet car/pet

MY TURN Draw a line between the syllables in each word. Then read, or decode, the words.

| | | | | |
|---------------------|---------------------|-------------------|---------------------|-------------------|
| basket bas/ket | reptile rep/tile | sister sis/ter | contact con/tact | public pub/lic |
| trumpet trum/pet | market mar/ket | orbit or/bit | circus cir/cus | napkin nap/kin |

TURN and TALK With a partner, check where you drew the lines to divide the syllables. Then read the words together again, blending the syllables.

The second syllable can have a short, long, or r-controlled vowel. Look for syllable patterns you've learned.



Interact with Sources

OBJECTIVES

Make connections to personal experiences, ideas in other texts, and society.

Interact with sources in meaningful ways such as illustrating or writing.

ACADEMIC VOCABULARY

Language of Ideas Academic language helps students access ideas. After you discuss the infographic, say: [Discuss how children can be responsible members of the community.](#)

- discuss
- connect
- responsible
- equal
- improve

Emphasize that these words will be important as students read and write about the Essential Question.

Explore the Infographic

Remind students of the Essential Question for Unit 4: *Why is it important to connect with other people?* Point out the Week 5 Question: *How can you get involved to improve your community?*

Direct students' attention to the infographic on pp. 408–409 in the *Student Interactive*. Have students read the infographic and discuss the different ways children can get involved with the community.

Use the following questions to guide discussion:

- What is happening in each photo?
- In what ways can children raise money?
- In what ways can children help others?

WEEKLY QUESTION Reread the Week 5 Question: *How can you get involved to improve your community?* Tell students they just learned that children can improve the community by doing many things. Explain that this week they will read about more ways children can help out.

Quick Write Have students make connections to personal experiences by responding to the Quick Write question on p. 409 in the *Student Interactive*. Ask volunteers to share their ideas with the class.

ELL Targeted Support Visual and Contextual Support Read aloud the paragraph that accompanies each visual. Use the visual supports to help students understand the content-area text.

Ask students to identify things in each visual. Preview key vocabulary: *sell, care, protect, and beautiful*. Ask: **What are the children doing?** **EMERGING**

Ask students to identify what is happening in each visual. Preview key vocabulary: *lemonade, raise money, protect, and discover*. Ask: **Which one of these activities would you like to do? Why?** **DEVELOPING**

Ask students to explain how each visual connects to the paragraph next to it. Preview key vocabulary: *business, charity, exploding, chemical, and orchestra*. Ask: **What does each photo have to do with community?** **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 408-409

WEEKLY LAUNCH: INFOGRAPHIC

Look What We Can Do!

Children go to school and learn, of course. They also play and help at home. But that's not all children can do.

Children start their own businesses. Some make and sell lemonade. Others make clothes and sell them online.

Children raise money for charity to help other children around the world.

Children help younger children. They teach them, care for them, and protect them.

Children are scientists. One girl discovered an exploding star. One boy found a chemical that will help protect Earth.

Children play in children's orchestras to make beautiful music together.

WEEK
5

Weekly Question

How can you get involved to improve your community?

Quick Write

Think of one thing you can do. Think of one thing you would like to do. Write them here.

408

409

Listening Comprehension

OBJECTIVES

Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.


Develop and sustain foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension.

Recognize characteristics of persuasive text including stating what the author is trying to persuade the reader to think or do.

ELL Language Transfer

Cognates Point out the Spanish cognates students can use to talk about persuasive text.

- argument : *argumento*
- reason : *razón*
- opinion : *opinión*

 **THINK ALOUD** Analyze **Persuasive Text** I need to figure out why this is a persuasive text. First, I look at the title: “Volunteering Helps Everyone.” This title is an opinion—it tells how the author feels about volunteering. Then I read the sentence that says “every community can use a little help from its residents.” This is another opinion. I think the author will make an argument for readers to help in the community.

FLUENCY

After completing the Read-Aloud Routine, display “Volunteering Helps Everyone.” Model reading aloud a short section of the text, asking students to pay attention to your reading accuracy and to how you emphasize the key words. Explain that fluency is about reading for meaning at a comfortable rate. Invite partners to practice expressive reading using their favorite sentences.

Persuasive Text

Tell students you are going to read aloud a persuasive text. Have students listen as you read “Volunteering Helps Everyone.” Explain that students should listen actively, paying careful attention to the author’s main argument and supporting reasons.

START-UP

READ-ALLOUD ROUTINE

Purpose Have students listen actively for elements of persuasive text.

READ the entire text aloud without stopping for the Think Aloud callouts.

REREAD the text aloud, pausing to model Think Aloud strategies related to the genre and the facts and opinions in the text.

Volunteering Helps Everyone

Volunteering in your community is one of the easiest ways you can give back. And it is so easy that everyone can do it! It does not matter how big or small your community is. Every community can use a little help from its residents.

Small towns and neighborhoods often have events like fairs and parades. The organizers need older kids to help out with watching younger kids, manning game booths, and cleaning up afterward.

Younger children are perfect helpers for the elderly. They can play games, sing songs, and even put on performances. Seeing young children helps older people feel young again!



“Volunteering Helps Everyone,” continued

Families can work together to keep their yards and neighborhood clean, which instills pride in their community. And families can also help neighbors who cannot care for their own homes. When you volunteer as a family, you grow closer because you are doing something meaningful together.

Many community services rely on volunteers to help out. Libraries, sporting events, and animal shelters do not have enough staff members to do all the work. Most volunteers can choose their own hours and stop by when they can to help out, making it really convenient.

One of the great parts of volunteering is that you can choose where you volunteer. When you find something you are passionate about, it is easy and fun to put in the time. You can learn good skills to put to use in a job later, too.

Volunteering in the community helps the community grow and thrive, keeps it safe, and makes others feel good about where they live. It’s a win-win for everyone.

THINK ALOUD Analyze **Persuasive Text** This paragraph has facts, which state something that is true. One fact is in the second sentence. It says that many community services “do not have enough staff members to do all the work.” This detail helps support the main argument that people should volunteer in their community. The author is giving facts and supporting details to help persuade readers.

ELL Access

To help prepare students for the oral reading of “Volunteering Helps Everyone,” read aloud this short summary:

Volunteering helps everyone, including volunteers. Older kids can help at fairs and parades. Children can entertain the elderly. Families can work together to keep the neighborhood clean. Libraries, sporting events, and animal shelters need volunteers. The argument is that volunteering helps a community and people who live there.

FLEXIBLE OPTION

INTERACTIVE

Trade Book Read Aloud



Conduct an interactive read aloud of a full-length trade book.

- Choose a book from the *Read Aloud Trade Book Library* or the school or classroom library.
- Select an **INTERACTIVE Read Aloud Lesson Plan Guide** and **Student Response** available on SavvasRealize.com.
- Preview the book you select for appropriateness for your students.



WRAP-UP

| Argument | |
|----------|----------|
| Details | Evidence |
| | |

Work with students to identify the main argument, supporting details, and evidence in “Volunteering Helps Everyone.”

Persuasive Text

LEARNING GOAL

I can learn about making a difference by reading a persuasive text.

OBJECTIVE

Recognize characteristics of persuasive text, including distinguishing facts from opinion.

LANGUAGE OF THE GENRE

After discussing the genre and anchor chart, remind students to use words related to persuasive text in their discussions.

- author's viewpoint
- fact
- opinion

FLEXIBLE OPTION



ANCHOR CHARTS

- Display a blank poster-sized anchor chart in the classroom.
- Review the genre throughout the week by having students work with you to add to the class anchor chart.
- Have students suggest facts and opinions to look for.
- Have them add specific text titles as they read new texts.

Minilesson

FOCUS ON STRATEGIES The author of a persuasive text uses facts and details to get readers to think or act a certain way.

Remind students that they have already read biographies. Tell them that skilled readers make connections between genres.

- A biography often has facts and details. How do authors of persuasive texts use facts and details?
- A persuasive text contains the author's opinions about the topic. Does a biography have the author's opinion? Explain.

Explain that opinions are beliefs and feelings. This makes them different from facts. Readers distinguish facts from opinions in persuasive text. They look for clue words such as *the best*, *the worst*, and *I believe* to recognize opinions.

MODEL AND PRACTICE Model comparing authors' purposes in writing a biography and a persuasive text. Remind students that last week they read *One Plastic Bag*, a biography about Isatou Ceesay. *In One Plastic Bag, we read about a problem that Isatou Ceesay wanted to solve. She wanted to do more and came up with a solution. She had a good reason because she wanted her homeland to be beautiful. Persuasive text is often about a problem. The author sees a problem and wants to persuade others to help solve it. The author uses facts and details to convince readers to think or act in a certain way.* Have students use this process to compare a persuasive text to a text in another genre.

ELL Targeted Support Express Opinions Have students practice expressing opinions in persuasive language.

Ask students to try to convince you why they should have no homework for the rest of the year. Provide an opinion statement and sentence frames for reasons: *Our class should not have homework. One reason is _____. Another reason is _____. EMERGING/DEVELOPING*

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify persuasive text.

OPTION 1 TURN, TALK, AND SHARE Have students work with a partner to complete the Turn and Talk activity on p. 414 of the *Student Interactive*. Circulate to discover if students can successfully compare and contrast biographies and persuasive text.

OPTION 2 Use Independent Text Have students create a T-chart listing the characteristics of a biography and a persuasive text.

✓ QUICK CHECK

Notice and Assess Can students identify persuasive text?

Decide

- **If students struggle**, revisit instruction about persuasive text in Small Group on pp. T306–T307.
- **If students show understanding**, extend instruction about persuasive text in Small Group on pp. T306–T307.

STUDENT INTERACTIVE, pp. 414–415

GENRE: PERSUASIVE TEXT

READING WORKSHOP

My Learning Goal
I can learn about making a difference by reading a persuasive text.

Persuasive Text

Persuasive text uses facts and opinions to get readers to think or act a certain way.

Jan for Class President
If I'm elected class president, I'll make recess longer. We need a longer recess because students spend a lot of time sitting. We need to move more! I believe having fun outside helps us think better. We'll get better grades. Vote for me if you agree!

Fact

Opinion

TURN and TALK Talk with a partner. Describe how biographies and persuasive text are alike. Then tell how they are different.

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Persuasive Text Anchor Chart

Persuasive text gets readers to understand and respect the author's viewpoint.

The author supports a viewpoint by using both facts and opinions.

What can be proved

What the author believes

As the reader, you get to decide. Do you agree or not?

No.

Yes.

414

415

Academic Vocabulary

LEARNING GOAL

I can develop knowledge about language to make connections between reading and writing.

OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

ELL Access

Academic Language Proficiency

Help students build academic language proficiency by providing frequent and varied opportunities for them to speak using academic vocabulary words in context. Use academic vocabulary in your questions and prompt students to include it in their responses. For example, ask: *Can we improve our school when we work together? Can we make things better?* Provide sentence frames for students to respond verbally: *We can improve our school. We can _____.*

Oral Language

Minilesson

FOCUS ON STRATEGIES Remind students that oral language is talking. We talk to express knowledge, ideas, and feelings.

Remind students of the academic vocabulary for the unit: *discuss, connect, responsible, equal, and improve.*

- Listen to the way others speak about a text, and then compare that to the words the author uses in the text itself.
- Practice using academic vocabulary when speaking.
- Pay attention to the way a spoken word sounds and to how you can use that word appropriately in a conversation.

MODEL AND PRACTICE Call on a volunteer to have a brief conversation with you. Using words from the unit, express an opinion or ask a question and prompt the student to respond. Say: *We are having a conversation. We are using oral language.*

Organize students into pairs or small groups and allow time for them to discuss favorite topics or interesting information they learned during the week.

Handwriting

OBJECTIVE

Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

Letters V and W

FOCUS Display cursive letters *V* and *W*.

MODEL Model writing cursive letters *V* and *W*. Work with students to explain how to form the cursive letters using appropriate strokes.



ASSESS UNDERSTANDING

Apply


TURN AND TALK Have students complete the activity on p. 437 of the *Student Interactive*.

WEEKLY STANDARDS PRACTICE 

To assess student progress on Academic Vocabulary, use the Weekly Standards Practice online at SavvasRealize.com

STUDENT INTERACTIVE, p. 437

VOCABULARY READING-WRITING BRIDGE

I can develop knowledge about language to make connections between reading and writing. **My Learning Goal** 

Academic Vocabulary


You have learned many different words during this unit. Choose six new words you learned that could help you answer the Essential Question: **Why is it important to connect with other people?** Write them in the blanks below.

Accept any words that have come up in this unit's academic vocabulary lessons or discussions.

TURN and TALK Tell your partner why you chose the words you did. Then use the words to answer the Essential Question.

437

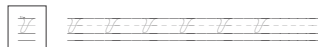
PRACTICE Have students complete *Handwriting* p. 207 from the *Resource Download Center* for additional practice writing cursive letters V and W.

Name _____ 

Handwriting
Cursive Letters V, W


Look at the uppercase cursive V in the box. What kinds of strokes are used? Where do you start an uppercase cursive V? How do you finish it?

MY TURN Trace the cursive letters.



MY TURN Write uppercase cursive letter V.

Look at the uppercase cursive W in the box. What kinds of strokes are used? Where do you start an uppercase cursive W? What do you do next? How do you finish it?



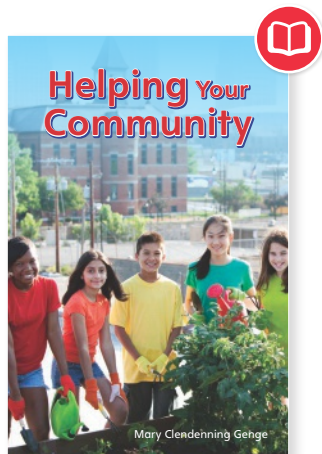
MY TURN Write uppercase cursive letter W.

Grade 2 • Unit 4 • Week 5
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Handwriting p. 207

Matching Texts to Learning

To select other texts that match your instructional focus and your groups' instructional range, use the **Leveled Reader Search** functionality at [SavvasRealize.com](https://www.savvasrealize.com).



LEVEL I

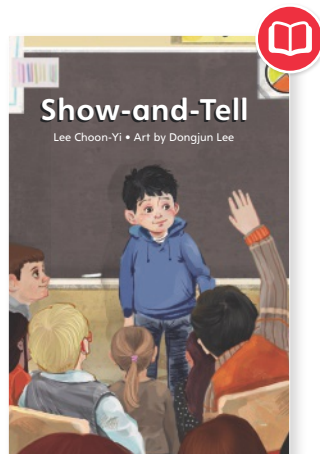
Genre Expository Text

Text Elements

- Table of Contents
- Multisyllable words

Text Structure

- Compare and Contrast



LEVEL J

Genre Narrative

Text Elements

- Complex letter-sound relationships
- Many lines of print per page

Text Structure

- Chronological



LEVEL J

Genre Informational Text

Text Elements

- Some ideas new to most readers
- Many lines of print per page

Text Structure

- Description

Guided Reading Instruction Prompts

To support the instruction in this week's minilessons, use these prompts.

Identify Persuasive Text

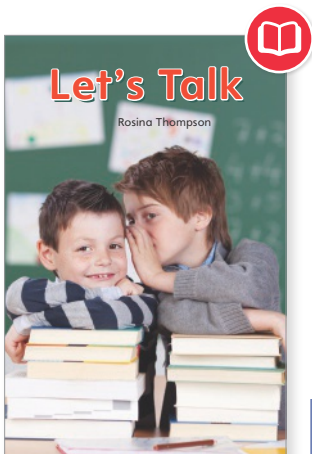
- Is the text trying to get you to think or act a certain way?
- Does it have facts and opinions?
- Did the author change your mind about something?

Develop Vocabulary

- Would you use context, a dictionary, or a glossary to find the definition of the word ___?
- How can you find the correct pronunciation of the word ___?
- Why would the author need to use this particular word?

Understand Persuasive Text

- How do you know this is a persuasive text?
- What is the author's main argument?
- What evidence does the author use to support one of his or her reasons?



LEVEL K

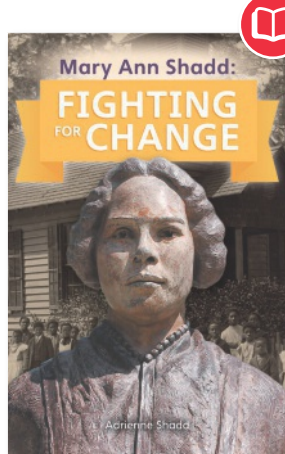
Genre Expository Text

Text Elements

- Longer, more complex sentences
- Varied organization

Text Structure

- Description



LEVEL L

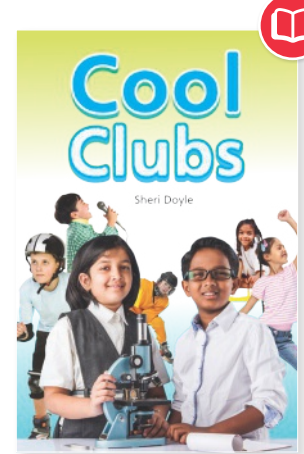
Genre Narrative Nonfiction

Text Elements

- Some new vocabulary explained in the text
- Challenging multisyllable words

Text Structure

- Description



LEVEL M

Genre Informational Text

Text Elements

- Most content carried by text
- Multisyllable words that are challenging to decode

Text Structure

- Compare and Contrast

Monitor Comprehension

- What is one way you can monitor your comprehension about something in the text you do not understand?
- How did you use your background knowledge to make an inference about the text?
- What visual cues helped you better understand something in the text?

Compare Texts

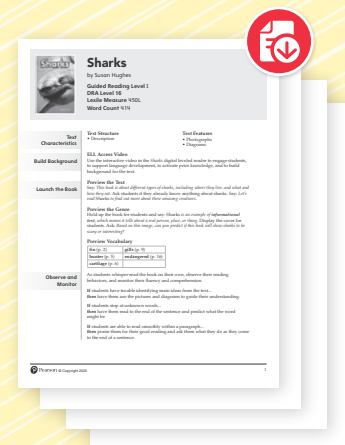
- What connections can you make to other books?
- What facts and opinions did the author use to support the main argument?

Word Work

See Possible Teaching Points in the *Leveled Reader Teacher's Guide*.

Leveled Reader Teacher's Guide

For full lesson plans for these and other Leveled Readers, go to SavvasRealize.com.



Use the  **QUICK CHECK** on p. T301 to determine small group instruction.

Teacher-Led Options

Strategy Group



IDENTIFY PERSUASIVE TEXT

Teaching Point The purpose of a persuasive text is to get readers to think or act a certain way. The author of a persuasive text gives an opinion and uses facts to support the opinion.

ELL Targeted Support

Use visual and contextual support to help students develop vocabulary related to facts and opinions. Display an image of a brown dog, and then write: *The dog is brown. I do not like dogs.*

Help students echo-read each sentence. Then identify the first sentence as a fact and the second sentence as an opinion. **EMERGING**

Have students read each sentence aloud. Ask: *What color is the dog? How do I feel about dogs?* Then identify which sentence is an opinion and which is a fact. **DEVELOPING**

Ask partners to identify and explain each sentence. Then have them discuss other facts and opinions they could write about the image.

EXPANDING

Have individuals copy each sentence and complete these sentences to explain which is an opinion and which is a fact: *This is a fact because _____. This is an opinion because _____.*

Then ask them to write one more opinion and one more fact about the image. **BRIDGING**



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



IDENTIFY PERSUASIVE TEXT

Use Lesson 36, pp. T217–T222, in the *myFocus Intervention Teacher's Guide* to instruct students on the characteristics of persuasive text.

LEVEL C • READ

Lesson 36 Genre: Informational and Persuasive Texts

DIRECTIONS Follow along as your teacher reads "Farm to Table" and "Fun Fruit Salad." Think about what the author wants you to know.

Farm to Table

1 Each person in the United States eats about 273 pounds of fruit each year! Add to that the 415 pounds of vegetables we eat! Where do all these fruits and vegetables come from? You may answer, a farm! But where is that farm? It could be a few miles away. Or, it could be across an ocean. Let's look at two different ways fruits and vegetables make it from the farm to your table.

Farmers' Markets

2 Your local farmers' market is filled with fresh produce. It is fresh because it traveled only a few miles to reach you. You could eat an apple that was picked earlier that day! When you buy produce from a farmers' market, you help your local farmer. Of course, you miss out on fruits and vegetables that are not in season. Also, you may live in a place where some produce cannot grow.

Supermarkets

3 Walk through your local supermarket. You'll see lots of different fruits and vegetables. Many supermarkets buy their produce from large suppliers. The produce may travel by truck, train, or even a ship to reach your supermarket. This means that it was likely picked days or even weeks before. Of course, your supermarket may have fruits and vegetables that won't grow in your area. If you live where it is cold, then some fruits, such as oranges, must travel from warmer places.

4 Fruits and vegetables are tasty and good for you. Ask a few questions to find out where they come from!

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On-Level and Advanced



INQUIRY

Question and Investigate Have students use the infographic on pp. 408–409 in the *Student Interactive* to generate questions about ways they can get involved in their community and then choose one question to investigate. Throughout the week, have students conduct research about the question. See *Extension Activities* pp. 242–246 in the *Resource Download Center*.



Conferring

3 students/3–4 minutes
per conference

IDENTIFY PERSUASIVE TEXT

Talk About Independent Reading Ask students to explain how they know the book they are reading is a persuasive text.

Possible Conference Prompts

- What makes this text a persuasive text?
- What do you think is the author's purpose for writing?
- How is the author trying to persuade you to feel or act?

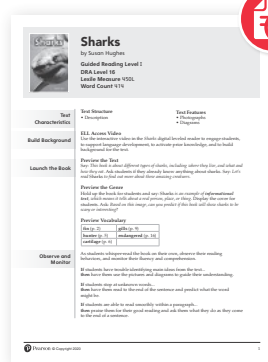
Possible Teaching Point The author of a persuasive text uses facts and evidence to get readers to think or act in a certain way.

Leveled Readers



IDENTIFY THEME

- For suggested titles, see Matching Texts to Learning, pp. T304–T305.
- For instructional support on determining the theme of a text, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share some observations about persuasive texts using examples from a real text. Reinforce with students the reading strategies the students used.

Independent/Collaborative

Independent Reading



Students can

- read a self-selected trade book.
- read and listen to a previously read Leveled Reader or eText.
- continue reading their Book Club text.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



Students can

- write about their reading in a reading notebook.
- retell a text to a partner.
- play the *myView* games.

BOOK CLUB



See Book Club, pp. T506–T509, for

- ideas for facilitating Book Club.
- suggested texts to support the unit theme and Spotlight Genre.
- support for group's collaboration.
- facilitating use of a trade book.

Word Work

OBJECTIVES

Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

Identify and read high-frequency words.

ADDITIONAL PRACTICE



For additional student practice with syllable pattern VCCV, use *Phonics* p. 191 from the *Resource Download Center*.

FOUNDATIONAL SKILLS

Name _____

Phonics
Syllable Pattern VCCV
The vowels (V) in the alphabet are a, e, i, o, u and sometimes y. The consonants (C) are all the other letters. The syllable pattern VCCV appears in words such as *Anna* and *hidden*.

MY TURN Write a word with a VCCV pattern that matches the picture on the left.

1. lettuce

2. kitten

3. mittens

Read the words below. Use the words to write two sentences of your own. Write the sentences on the back of this paper.

rotten puppet

Grade 2, Unit 4, Week 5
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Phonics p.191

Phonics: Decode and Write Words with Syllable Pattern VCCV

Minilesson

FOCUS Remind students that words are made up of syllables and that each syllable in a word has only one vowel sound.

MODEL AND PRACTICE Point to and name the first word on p. 411 in the *Student Interactive: expert*. Have students say the word with you. Say: *I can hear two vowel sounds in the word expert, so I know it has two syllables. I can see the VCCV vowel pattern in the word. I will break this word into syllables by splitting it between the two consonants, x and p. Write ex pert.* Say the word in syllables. Have students say it with you. Then blend the syllables to read the word.

APPLY My TURN Have students divide each VCCV word on p. 411 in the *Student Interactive*. Tell them to write the syllables in the boxes next to each word. Then have them blend the syllables to read the words.

ELL Targeted Support Language Structures Provide practice dividing words into syllables.

Say the word *rabbit* and have students repeat it after you. Ask how many syllables they hear when they say the word. Then write *rabbit*. Say that the pattern with the vowel *a*, two consonants *b* and *b*, and vowel *i* is a clue that the word breaks into syllables between the two consonants. Draw a line between *b* and *b*. Ask students to draw a picture of a rabbit and label it with the word written in syllables and as one word. **EMERGING**

Write: *rabbit*, *dentist*, and *sandal*. Say the words and have students repeat them after you. Point out that words spelled with a vowel, two consonants, and a vowel usually are divided into syllables between the two consonants. To demonstrate, draw a line between *b* and *b* in *rabbit*. Repeat with *dentist* and *sandal*. Then ask partners to divide the following words into syllables: *muffin*, *bandit*, *sudden*, *lumber*, *hornet*. **DEVELOPING**

Ask students to find words with the VCCV spelling pattern in their texts and list the words, drawing a line between the syllables. Then ask partners to check each other's work. **EXPANDING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use these strategies for decoding words with syllable pattern VCCV.

OPTION 1 Have students review the words on *S/* p. 411 and identify the syllables in each word.

OPTION 2 Independent Activity Have students use letter tiles to make the following words: *happen, hunger, blanket, napkin*. Then have them write the words and draw a line to show the syllable breaks.

QUICK CHECK

Notice and Assess Are students able to identify and write words with the VCCV syllable pattern?

Decide

- **If students struggle**, revisit instruction for Syllable Patterns in Small Group on pp. T328–T329.
- **If students show understanding**, extend instruction for Syllable Patterns in Small Group on pp. T328–T329.

HIGH-FREQUENCY WORDS



Create a chart with each letter of a high-frequency word inside a box. Then ask students to say each word and repeat the letters after you. Ask volunteers to use the words in sentences.

horse

problem

complete

STUDENT INTERACTIVE, p. 411

FOUNDATIONAL SKILLS

Syllable Pattern VCCV

MY TURN Write the syllables of each word in the boxes next to it. Then read the word.

- | | | |
|------------|------|------|
| 1. expert | ex | pert |
| 2. invent | in | vent |
| 3. object | ob | ject |
| 4. plastic | plas | tic |
| 5. publish | pub | lish |
| 6. perfect | per | fect |
| 7. garden | gar | den |
| 8. custom | cus | tom |

Introduce the Text



Kids Can Be Big Helpers

OBJECTIVES

Establish purpose for reading assigned and self-selected texts.

Generate questions about text before, during, and after reading to deepen understanding and gain information.

Recognize characteristics of persuasive text, including stating what the author is trying to persuade the reader to think or do.

Preview Vocabulary

- Introduce the words on p. 416 in the *Student Interactive* and define them as needed.

volunteers: people who do jobs without getting paid

skill: something a person does well

organizing: planning so things run smoothly

participate: take part; join

shelter: a home for a short time

- Knowing these words will help you figure out the main argument, the facts, and the opinions in *Kids Can Be Big Helpers*. As you read, highlight the vocabulary words when you see them in the text. Ask yourself what they tell you about ways children can help their community.

Shared Read Plan

First Read Read the text. Pause to discuss the First Read notes with students.

Close Read Use the Close Read notes to guide your instruction for Lessons 3 and 4.

Read

Discuss the First Read Strategies. Prompt students to establish that the purpose for reading this selection might be to find out how to improve a community.

FIRST READ STRATEGIES

READ Remind students to look through the text to learn what the author wants to persuade readers to believe.

LOOK Encourage students to look at the headings to learn what each section of text is about.

ASK Have students ask questions as they read to clarify what ideas are most important.

TALK Direct students to talk about what they read to help them summarize the text.

Students may read independently, in pairs, or as a class. Use the First Read notes to help them connect with the text and guide their understanding.



ELL Targeted Support Prereading Tell students that using a graphic organizer to learn new vocabulary can help them understand the text.

Display a concept web with *volunteers* in the middle. Help students brainstorm words that come to mind when they think of *volunteers*. Fill in the web as they make suggestions. Then repeat with a web for the remaining vocabulary words: *skill*, *organizing*, *participate*, and *shelter*. **EMERGING/DEVELOPING**

Have partners read the definition of each vocabulary word in the margins. Then distribute concept webs and direct partners to brainstorm ideas and complete a web for each vocabulary word. **EXPANDING/BRIDGING**

ELL Access

Background Knowledge

Students make meaning not only from the words they learn but also from their prior knowledge. Encourage students to share personal knowledge or texts they have read about the many ways people volunteer.

STUDENT INTERACTIVE, pp. 416–417



Kids Can Be Big Helpers

Preview Vocabulary

Look for these words as you read *Kids Can Be Big Helpers*.

volunteers skill organizing participate shelter

First Read

Read to learn what the author wants to persuade you to believe.

Look at the headings to learn more.

Ask what ideas are most important.

Talk to summarize the text.

Meet the Author

Kenneth Braswell has written two books for children. He feels that helping out in his community is very important. Some of the ideas in this text came from his own son, who is in second grade.

416



Genre Persuasive Text

AUDIO

Audio with
Highlighting

ANNOTATE

417

First Read

Read

THINK ALOUD Since this is the first paragraph in the text, I think the author will probably tell me about the main idea or topic. I know this is a persuasive text, so I should have an idea about his argument after I read this page. The text mentions that “millions of Americans help other Americans.” I think the author might make an argument that I should help other people. The text mentions that “millions of Americans help other Americans” every day. I think this might be the topic. I wonder if the text will tell me *how* people help.

Close Read

Understand Persuasive Text

Explain that persuasive texts use facts or opinions to get readers to think or act a certain way. You can often find the main argument, or the main idea, in the first paragraph of the text.

Have students scan **paragraph 1** to find and underline the words that tell what the author wants to persuade the reader to believe. **See student page for possible responses.**

Ask students if they can make a prediction about one way the text may suggest that people can help each other. Have students support their responses with evidence from p. 418.

Possible Response: I see two girls writing in a notebook on p. 418. I think they are helping each other with homework or other schoolwork. I think the text will talk about helping others at school.

DOK 2

OBJECTIVE

Recognize characteristics of persuasive text, including stating what the author is trying to persuade the reader to think or do.

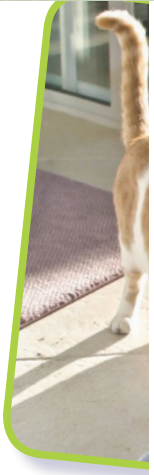
CLOSE READ



Understand Persuasive Text

Underline words that tell what the author wants to persuade the reader to believe.

- 1 There are more than 320 million people living in the United States. How can so many people get along? One way is by helping each other. Every day, millions of Americans help other Americans. Many of these helpers are students. Kids can be big helpers.



418

Possible Teaching Point



Read Like a Writer | Author's Craft

Word Choice To help students develop a clear understanding of why it is important for authors of persuasive text to carefully choose their words, direct them to sentence 5. Discuss with students how the author's word choice in this sentence helps convince readers to think or act a certain way. For example, ask whether the author's use of *students* makes them feel more connected to the text. For more information on instruction in Author's Craft, see pp. T336–T337.




Helping Others at Home and at School

- 2 You see people being helpful every day. At home, family members carry groceries or help do the dishes. At school, students help teachers clean up. Students help classmates with school work.

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First Read

Look

 **THINK ALOUD** I need to keep my eyes open for headings to learn more about the topic. I know that headings are text features that tell me what a section of text will be about. I see some short text at the beginning of paragraph 2, and it says “Helping Others at Home and at School.” Now I know what I am going to learn about.

419

Foundational Skills Extension

Syllable Pattern VCCV

Help students find the word on p. 419 that has the syllable pattern VCCV. Direct students to the word *members*. Have students read the word aloud. Help students understand that with this pattern, the first vowel in the word has a short sound. Emphasize the short e sound in *members*.

First Read

Talk

THINK ALOUD Let me see if I can summarize this paragraph by retelling the information in a few sentences. The text talks about people who help the community. Some of these people are paid, and some are volunteers, who are not paid. That seems to be a good summary.

CLOSE READ



volunteers people who do jobs without getting paid

Helping Others in the Community

3 You see people helping in your community, too. Some people help as part of their jobs, such as police officers. Some helpers are volunteers. A volunteer is someone who is not paid to do a job. Volunteers help to make their communities better places to live. Volunteers make a difference.



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Possible Teaching Point



Read Like a Writer | Author's Craft

Text Structure Explain that in a persuasive text, authors can use different text structures to support their argument. One way to support an argument is to give examples. Point out the author's use of examples on p. 420.

Explain that volunteers and police officers are examples of people who help in a community. For more information on instruction in Author's Craft, see pp. T336–T337.



- 4 Volunteering and helping others makes people feel good. Grown-ups volunteer. Young people can volunteer, too. Everyone should volunteer. Keep reading to find out why.



Some Jobs Volunteers Can Do

- Read to young children
- Raise money for special causes
- Clean up litter in outdoor areas
- Collect books or clothing for people who need them
- Visit a senior center to brighten the day of an older person

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CLOSE READ

Monitor Comprehension

One way to monitor comprehension is to look for pictures that help you understand the text. Reread the list of jobs volunteers can do. **Highlight** the job that is shown in the picture.

421

First Read

Look

THINK ALOUD There is a new kind of text feature on this page. It is a text box. The heading of the text box says “Some Jobs Volunteers Can Do,” which tells me that the box lists some jobs for volunteers. I remember that volunteers are people who help others and don’t get paid.

Close Read

Monitor Comprehension

Tell students that one way to monitor comprehension, or think about what you just read, is to look for graphic features, or pictures, that help you understand the text.

Have students reread **the text box on page 421** that lists jobs volunteers can do. Then have them study the picture, paying attention to labels and details in the photograph. Ask students to describe in their own words what the people are doing in the picture. Then have students connect the picture to the text box to complete the Close Read activity. **See student page for possible responses.**

DOK 2

OBJECTIVES

Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

Discuss the author’s use of print and graphic features to achieve specific purposes.

CROSS-CURRICULAR PERSPECTIVES

Social Studies



The benefits of giving are numerous. According to studies, kids who volunteer do better in school. They begin to understand the importance of good citizenship and responsibility. Giving to charity or helping others builds confidence and self-worth in the giver. Kids have many options for community service. They can donate food to someone less fortunate, visit grandparents at a senior center, or hold a balloon raffle and give the proceeds to an animal shelter. Have students connect this information to pp. 420–421 of the *Student Interactive*, as well as to the infographic on pp. 408–409.

First Read

Look

THINK ALOUD I see a new type of heading on this page. It is a hand with the number 1 on it. It is next to the word *Reason*. Putting them together, I see that this is actually a different kind of heading that says “Reason 1.” It tells me that the author is about to give a reason why kids can be big helpers.

Close Read

Understand Persuasive Text

Have students read the Close Read note. Explain that a reason answers the question *why*? Students should look for information in the text that answers the question: *Why should kids help others?* Explain that the reason will tell why helping others is a good thing to do. Have students complete the Close Read activity. **See student page for possible responses.**

Remind students that the text feature at the top of the page says “Reason 1.” The text following the text feature gives a reason why students should help others. Students should look for a sentence that sums up or says the same thing as the heading of the section.

DOK 2

OBJECTIVE

Recognize characteristics of persuasive text, including stating what the author is trying to persuade the reader to think or do.

CLOSE READ



Understand Persuasive Text

Underline one reason the author gives in the paragraph to convince you that kids should help others.

Reason 1 Helping Others Makes Good Citizens

- 5 Helping others is an important way to be a good citizen. Good citizens pay attention to issues, or problems, in their community. For example, some people might not have enough food to eat. Or maybe children don't have a place to play outside. Different communities have special problems. Volunteers can work together to help in a variety of ways.



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422

Possible Teaching Point



Academic Vocabulary | Oral Language

Use the Academic Vocabulary lesson on pp. T302–T303 in the Reading-Writing Workshop Bridge to review oral language. Have students use the Academic Vocabulary word *improve* to talk about ways in which they can help their community. Ask: **What can you do to help improve your community?** Provide students with the sentence frame: “I can improve my community by ____.” Have students talk in pairs and use the text to answer the question.



- 6 When people volunteer, they learn to be responsible. They take action and try to fix problems. Being responsible also means being trustworthy.

People Who Are Responsible . . .

- Show up on time.
- Do what they say they are going to do.
- Stay until the job is finished.



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423

First Read

Ask

THINK ALOUD As I read, I ask myself questions to better understand the text. I read that volunteering helps people learn to be responsible. Why does volunteering teach kids to be responsible? I read that to be responsible, you need to show up on time and do what you say you will do. I think that as a volunteer, you must have to show up at a certain time. You have a project to do and you have to keep going until it is finished.

Possible Teaching Point



Read Like a Writer | Author's Craft

Word Choice Explain that the author tries to convince the reader that volunteering will help kids become more responsible. Point out that the writer chooses specific words that tell the reader that being responsible is a good thing. Ask: *What words does the writer choose to describe what it means to be responsible? How does that persuade you that it is good to volunteer?* (Words like *take action*, *fix problems*, and *trustworthy* are all positive words. I want to be someone people can trust.) For more information on instruction in Author's Craft, see pp. T336–T337.

First Read

Ask

THINK ALOUD As I read, I need to ask what ideas in the text are the most important. The heading tells me that this section talks about the skills that volunteers are taught when they help others. I wonder what skills are needed to raise money for an animal shelter. I will read to find out.

Close Read

Monitor Comprehension

Tell students that one way to monitor comprehension, or make sure you understand what you just read, is to reread parts of the text you did not understand.

Have students reread **paragraph 7**. Ask them to look for and highlight the word *problem* where it appears in the text. Then have students look for words that indicate time order such as *first* and *next* to label each problem. Have students complete the Close Read activity. **See student page for possible responses.** Point out that the author does not directly say that the solution is to have a pet fair. Instead, students should recognize that the students want to have a pet fair to raise money. This would solve the first problem.

DOK 2

OBJECTIVE

Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

CLOSE READ



Monitor Comprehension

Reread the text.

Highlight the first problem students in the example need to solve.

Then **highlight** how they solve it.

skill something a person does well

Reason **2** Helping Others Teaches Useful Skills

- 7 When people volunteer and help others, they learn new skills. One important skill is problem solving. Volunteers often work to solve problems. Here's an example: A group of students wants to raise money for the local animal shelter. The first problem is **how to raise money**. The students **come up with the idea of having a pet fair**. Then comes the next problem: figuring out how to put the whole event together!



424

ELL Targeted Support Organizing Information Have students use a graphic organizer to demonstrate their understanding of the argument and reasons in a persuasive text.

Review the meaning of the words *claim*, *support*, and *reasons*. Help students complete these sentence frames about the text: *The author's claim is _____.* *One reason for the claim is _____.* **EMERGING/DEVELOPING**

Have students review the meanings of *claim*, *support*, and *reasons*. Then have them create a T-chart. In the first column, have them list each heading from the text. In the second column, have them write one example or reason given to support the claim. Students should use their graphic organizer to explain to a partner why kids should help others. Remind students to speak in complete sentences to summarize the author's argument. **EXPANDING/BRIDGING**



- 8 First, the students ask for help from other students and from parents. Some helpers make homemade dog treats. Other helpers make cat toys. Other helpers make posters. They also send messages on social media. Talking to people, organizing things, and working with others are all important skills!



Pet Toys



Pet Costumes



CLOSE READ



organizing planning
so things run
smoothly

First Read

Talk

THINK ALOUD As I read, I talk with a partner to try to summarize, or retell, what I learn. On this page, I learn about the steps the kids take to have a pet fair. I retell only the most important ideas. Students get help from others to make pet treats and toys to sell at the pet fair. They also let others know that the pet fair is happening.

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425

Possible Teaching Point



Read Like a Writer | Author's Craft

Visuals Explain that illustrations can add meaning to a text. Point out that the illustration shows something not mentioned in the text (pet costumes). Ask: *How do you think the pet costumes relate to the other ideas in the text?* (They are probably sold at the pet fair.) For more information on instruction in Author's Craft, see pp. T336–T337.

First Read

Look

THINK ALOUD As I read, I keep looking for headings to learn more about the main argument. The heading on this page says “Reason 3: Helping Others is Good for People.” As I read, I’ll look for information that fits with this heading. I’ll look for ways that helping others can be good for me.

Close Read

Understand Persuasive Text

Remind students that reasons answer the question *why*? Have students read the Close Read note. Explain that students should look for an answer to the question: *Why should I help people?* Explain that students should look for information that tells them why helping people is good. Have students complete the Close Read activity. **See student page for possible responses.**

Explain that the author gives more than one reason why helping others is good. Ask: *Which reason do you think is the best? Which convinces you that you should help people? Support your answer with evidence from the text.*

Possible response: I think the reason about doing better in school is most convincing. The author tells me the information comes from an expert so I believe it is true.

DOK 2

OBJECTIVE

Recognize characteristics of persuasive text, including stating what the author is trying to persuade the reader to think or do.

CLOSE READ



Understand Persuasive Text

Underline a reason the author gives in the text for helping people.

Reason 3 Helping Others Is Good for People

- 9 Believe it or not, helping others is good for your health. Experts say that helping others makes people happier. They feel good about themselves. Happy people who feel good about themselves are usually healthier. Volunteering can also make you more successful. According to one expert, students who volunteer do better in school.



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426

Possible Teaching Point



Read Like A Writer | Author's Craft

Word Choice Remind students that writers choose specific words to help convince the reader that their argument is true. Have students circle specific words on p. 426 that are positive. Explain that positive words describe ideas or things that make the reader feel good or happy. (*happier, healthier, successful*) Explain that using these words helps the writer convince the reader that helping people is good. For more information on instruction in Author's Craft, see pp. T336–T337.

**Reason****Helping Others Is Fun!**

- 10 Another good reason to help others is because it can be fun. You can volunteer to do things you enjoy. You can work with friends. People often make new friends when they volunteer. Think how nice it would be to help someone and laugh with a friend all at the same time.

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First Read**Read**

THINK ALOUD After I read the heading telling me that helping others can be fun, I want to read more. The author says you can volunteer to do things you like to do. You can do them with your friends or make new friends. This makes me think about helping the community with my friends, and I realize how much fun that would be!

427**Possible Teaching Point****Academic Vocabulary | Oral Language**

Use the Academic Vocabulary lesson on pp. T302–T303 in the Reading-Writing Workshop Bridge to review oral language. Have students use the Academic Vocabulary word *connect* to discuss the ideas on p. 427. Ask: **How can volunteering help you connect with others?** Have students discuss their answers with a partner. Have students use academic vocabulary words including the word *connect* in their responses.

First Read

Talk

THINK ALOUD This paragraph has a lot of information about a penny drive. I will summarize the most important information. In a penny drive, students ask people to donate pennies. After enough pennies are given, students have enough money to donate to others.

Close Read

Vocabulary in Context

Remind students they can use words and ideas near an unfamiliar word to help them understand its meaning.

Explain that students should first decide on the part of speech of the unknown word. Is it a verb, or action? Is it a noun? Does it describe something? Point out that the word *donate* describes something that people do. It is an action. Ask: *In the text, who donates?* (classmates and parents) *What do they donate?* (pennies) Have students underline words in the text that help them understand the meaning of *donate*. **See student page for possible response.**

DOK 2

OBJECTIVE

Use context within and beyond a sentence to determine the meaning of unfamiliar words.

CLOSE READ



Vocabulary in Context

Underline words in the text that help you understand what **donate** means.

participate take part; join

Ways to Help Others

11 One way to help others is to participate in a drive. In a penny drive, students ask classmates and parents to donate, or give, pennies. They collect lots of pennies. Over time, those pennies add up. Then the money is donated to people who need help. A penny drive is a great way to learn about money while helping others.



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Possible Teaching Point



Read Like A Writer | Author's Craft

Text Structure When describing steps in a process, authors use words that tell about time order. They describe what happens first, next, and last. Have students circle words on p. 428 that tell about time order. (over time, then) Explain that these words help the reader understand exactly how a penny drive works. For more information on instruction in Author's Craft, see pp. T336–T337.



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12 Many families volunteer in places such as shelters. A shelter is a place where people live and receive help while they are looking for another home. Volunteers help by preparing and serving food. Volunteers might also talk and play games with people who need a friend.

CLOSE READ

shelter a home for a short time

429

First Read

Read

THINK ALOUD When I read a persuasive text, I always try to identify what the author is trying to persuade me to think or do. In **paragraph 12**, the author is describing what a shelter is and what volunteers can do to help there. I will pay attention when I read so I understand the description the author gives. I want to learn how the author wants me to help at a shelter.

CROSS-CURRICULAR PERSPECTIVES**Social Studies**

There are different types of shelters that welcome volunteers. One type of shelter is a place where people live and get help while they look for another home. These shelters need food, donations, volunteer servers, or even those who can help build housing. Animal shelters provide a safe place for animals who need a home. Animal shelters need donations for food and supplies, and sometimes need volunteers to walk dogs. Have students connect this information to p. 429 of the *Student Interactive*, as well as to the infographic on pp. 408–409.

First Read

Ask

THINK ALOUD When I think about what ideas are most important in **paragraph 13**, I ask myself: What is the author trying to persuade me to do? How do I know that is what the author means?

13 You can also help your community in small ways every day. Be a good example to others. Don't litter. Clean up after yourself. Be courteous to workers such as waiters and store clerks. All of these actions are part of being a good citizen.



430

Possible Teaching Point

Language & Conventions | Reflexive Pronouns

Use the Language & Conventions lesson on p. T469 in the Reading-Writing Workshop Bridge to review reflexive pronouns. Remind students that a reflexive pronoun ends in *-self* or *-selves*. It refers back to the subject of the sentence. Ask students to identify a reflexive pronoun on p. 430. (yourself) Explain that this reflexive pronoun refers to the subject *you*.



Start Helping!

14 There are many ways kids can be big helpers. You can help out at home or at school. **You can volunteer in your community.** Helping others can happen almost anywhere. There are many good reasons to help other people. Not only is it good for them, it's good for you, too.

15 Find a way to help someone today—and every day!



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431



CLOSE READ

Monitor Comprehension

Highlight

something in the text that you don't understand. Think about a question you could ask about it.

First Read

Look

THINK ALOUD I know this is the last page of text, so I think the heading will help summarize the author's main argument. I see that the heading on this page is "Start Helping!" It is written as though the author is talking directly to me. The heading tells me to take what I have learned and start helping the people in my life.

Close Read

Monitor Comprehension

Tell students that one way to monitor comprehension is to ask questions about text that you did not understand.

Have students scan **paragraph 14**. Ask them to find and highlight something in the text they do not understand. **See student page for possible response.**

Explain that they might highlight an idea they do not completely understand or an idea they need more information about. To help students write a question, ask: **Why did you choose to highlight the text that you did? What do you still want to know?**

Possible Response: I highlighted "You can volunteer in your community" because I'm not quite sure how I can do this in my community. A question I could ask is "Where is one place I can volunteer in my community?"

DOK 2

OBJECTIVE

Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

Possible Teaching Point



Read Like a Writer | Author's Craft

Author's Purpose Remind students that in persuasive writing, the author's purpose is to convince the reader of something. Ask: **What is the author trying to convince you to do?** (volunteer) Explain that by talking to the reader directly and using the pronoun *you*, the author connects with the reader. For more information on instruction in Author's Craft, see pp. T336–T337.

Respond and Analyze



Kids Can Be Big Helpers

OBJECTIVES

Use print or digital resources to determine meaning and pronunciation of unknown words.

Write brief comments on literary or informational texts that demonstrate an understanding of the text.

Respond using newly acquired vocabulary as appropriate.

Recognize characteristics and structures of informational text, including features and graphics to locate and gain information.

My View

Use these suggestions to prompt students' initial responses to reading *Kids Can Be Big Helpers*.

- **Discuss** What are some ways you help out at home? at school? in your community?
- **Illustrate** Draw a picture of yourself helping someone. It can show something you have done before or something you would like to do.

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Tell students that when they encounter a new word, they might not know how to pronounce it. Remind them that a dictionary can tell them both the meaning of the word and how to pronounce it.

MODEL AND PRACTICE Model filling out the chart on p. 432 in the *Student Interactive* using the word *volunteers*:

- As I read, I watch for words that are new to me. If the text does not tell me the meaning, I'll look up the word in a dictionary.
- On page 420, I see the word *volunteers*. I see in the margin that the word means "people who do jobs without getting paid." I'm going to write that in the chart. I want to check the dictionary to make sure I can pronounce *volunteers* correctly. I see that the word is pronounced VOLL-un-TEERZ.

ELL Targeted Support Vocabulary Help students use a dictionary to learn how to pronounce words.

Write *volunteers*. Ask students to name the first letter of the word. Remind them that words in a dictionary are arranged in alphabetical order. Help students find the word *volunteer* in a dictionary. Then have them read the meaning of the word, study the pronunciation guide, and say the word aloud. **EMERGING/DEVELOPING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 My TURN Have students use newly acquired vocabulary to complete p. 432 of the *Student Interactive*. Circulate to make sure students use a dictionary to determine correct pronunciations.

OPTION 2 Use Independent Text Have students find and list unfamiliar words from their independent-reading texts. Then have them look up each word in a dictionary to determine what it means and how to pronounce it.

QUICK CHECK

Notice and Assess Can students correctly pronounce new words?

Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T330–T331.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on pp. T330–T331.

Check for Understanding My TURN Have students complete p. 433 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 432–433

| VOCABULARY | COMPREHENSION | READING WORKSHOP | | | | | | | | | | | | |
|--|---|------------------|------------|---|-------|------------------------------|------------|---------------------------------|-------------|-----------------|---------|-------------------------|--|--|
| <h3>Develop Vocabulary</h3> <p>MY TURN Use the definitions from the Close Read notes to write what each word means. Use a print or digital dictionary to determine, or figure out, how to pronounce, or say, the words.</p> <table border="1"> <thead> <tr> <th>Word</th> <th>Meaning</th> </tr> </thead> <tbody> <tr> <td>volunteers</td> <td>people who do jobs without getting paid</td> </tr> <tr> <td>skill</td> <td>something a person does well</td> </tr> <tr> <td>organizing</td> <td>planning so things run smoothly</td> </tr> <tr> <td>participate</td> <td>take part; join</td> </tr> <tr> <td>shelter</td> <td>a home for a short time</td> </tr> </tbody> </table> | Word | Meaning | volunteers | people who do jobs without getting paid | skill | something a person does well | organizing | planning so things run smoothly | participate | take part; join | shelter | a home for a short time | <h3>Check for Understanding</h3> <p>MY TURN Look back at the text to answer the questions. Write the answers.</p> <p>DOK 2 1. What is the author of this persuasive text trying to convince readers to do? Possible response: that kids can and should volunteer in their communities</p> <p>2. Why do you think the author used section headings in this text? DOK 2 Possible response: to help readers understand what each section is mainly about</p> <p>DOK 3 3. Do you agree with the author's argument? Why or why not? Possible response: I agree with the author that kids should volunteer. I like the way it feels when I help other people.</p> | |
| Word | Meaning | | | | | | | | | | | | | |
| volunteers | people who do jobs without getting paid | | | | | | | | | | | | | |
| skill | something a person does well | | | | | | | | | | | | | |
| organizing | planning so things run smoothly | | | | | | | | | | | | | |
| participate | take part; join | | | | | | | | | | | | | |
| shelter | a home for a short time | | | | | | | | | | | | | |
| 432 | 433 | | | | | | | | | | | | | |

Use the  **QUICK CHECK** on p. T309 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group

SYLLABLE PATTERN VCCV

Write *expect* and read it aloud, stressing the vowel sounds. Say: *I can hear two vowel sounds in expect, so I know it has two syllables. I see the VCCV pattern in the word. I can break the syllables between the two consonants, x and p.* Say the word in syllables. Then have students blend the syllables to say the word. Repeat using the words: *uncover, dismiss, and trumpet*. Ask: *What other words do you know with the VCCV syllable pattern?* (Possible answers: *basket, reptile, sister, conduct, napkin*).

Refer students to pp. 410–411 of the *Student Interactive*. Have them read the pages together, identify words with the syllable pattern VCCV, and identify the syllables in each word.

ELL Targeted Support

Help students talk about syllable patterns. Write: *subject, garden, plastic, and invent*. Read each word with students and have them tell where the syllables divide, or break. **EMERGING**

Have students look through some books to find words with the syllable pattern VCCV. Have them write the words and read them aloud. **DEVELOPING/EXPANDING**

Challenge students to find words with the syllable pattern VCCV in a decodable reader. Have them write each word and use it in an oral sentence. **BRIDGING**



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity

SYLLABLE PATTERN VCCV

Use Lesson 10, pp. T75–T78, in the *myFocus Intervention Teacher's Guide* for instruction on syllable patterns.

LEVEL C • MODEL AND TEACH

Lesson 10 Syllable Patterns

INTRODUCE Remember that some words can be broken into smaller parts called syllables. You already learned how to divide some words into syllables. Today we will learn how to divide words that contain some common syllable patterns.

MODEL Read aloud "Apple Pie" from Student Page 575.

Apple Pie

Sam saw a hot apple pie on the table. Sam loved apple pie. He wanted to gobble it up. But he had to control himself. The pie was for his uncle. Sam's parents were having a party for Uncle Jim later. It was going to be a complete surprise!

So, Sam left the apple pie on the table. He didn't take a bite. He ate an apple from the fruit bowl instead.

TEACH Reread the passage with students. Point out *hot* in sentence 1. Let's say this word: *hot*. *Hot* has one syllable that ends in a consonant. Syllables that end in a consonant usually have a short vowel sound. *Hot* has a short o sound. Point out *going* (sentence 7) and say it with students. *Going* has two syllables. The first syllable ends in a vowel. A syllable that ends in a vowel usually has a long vowel sound. The first syllable of *going* has a long o sound. Point out *bite* (sentence 9) and have students say it. *Bite* has one syllable that is made up of a vowel, a consonant, and a final e, which is silent. The vowel that comes before the final e has a long vowel sound. *Bite* has a long i sound.

Point out *table* (sentence 8) and *control* (sentence 4). Let's say these words: *table, control*. *Table* has the consonant *b* followed by the letters *le*. *Control* has a vowel (*o*) followed by three consonants (*n, t, and r*) and another vowel (*o*).

Point out *later* in sentence 6. Let's say this word: *later*. *Later* has a vowel + *r*. The letter *r* changes the sound of the vowel *e*. Together the letters make the sound /er/.

Help students identify other passage words with the patterns described above.

Phonics, Morphology, and Spelling T • 75

OBJECTIVES:

- Understand the concept of syllable patterns.
- Recognize the closed, open, and VCE syllable types.
- Recognize syllable pattern C + le.
- Recognize syllable pattern VCCCV.
- Recognize that an r-controlled syllable has a vowel plus r.
- Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words.

Fluency

Assess 2–4 students

ACCURACY

Have students read a passage to a partner, paying close attention to accuracy.

ORAL READING RATE AND ACCURACY

Use pp. 115–120 in Unit 4, Week 5 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

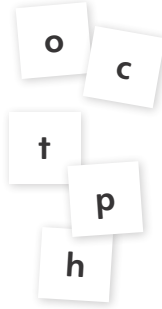
Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Have a group of students work together with letter tiles to practice making words with the syllable pattern VCCV. Have them write each word they create on a note card.



Students can also play the letter tile game in the *myView* games on SavvasRealize.com.

Decodable Reader



Students can read the decodable reader, *Chester, the Traffic Horse* to practice reading words with the VCCV syllable pattern and high-frequency words.

Before reading, display this week's high-frequency words: *horse*, *problem*, and *complete*. Say: *When you see these words in a text, you will know how to read them.*

Have partners take turns reading and listening carefully as they use letter-sound relationships to decode. Have them read the reader twice, switching readers after each page.

High-Frequency Words

Have students record how many times in one day they see, hear, or use this week's high-frequency words: *horse*, *problem*, and *complete*. Have them share their findings.

Centers



See the *myView* Literacy Stations in the *Resource Download Center*.

Decodable Reader

Chester, the Traffic Horse
Written by Gil Rivera

Decodable Reader
23

Syllable Pattern VCCV

| | |
|---------|---------|
| basket | plastic |
| better | reggles |
| Chester | summer |
| costume | traffic |
| happy | windows |
| Linda | winter |

High-Frequency Words

| | |
|----------|-----------|
| complete | problem |
| horse | sometimes |
| once | their |
| people | work |

177

Chester is a traffic horse.
Linda is his partner.
They work the streets of the city.

178

If there is a traffic problem, Chester and Linda will make it better. Sometimes traffic comes to a complete stop.

179

Once the street was blocked when a basket of plastic reptiles fell on the street.

180

A man in a rabbit costume was a problem once. Cars stopped to get a better look.

181

In winter, Chester and Linda try to keep the snow off of their coats as they work.

182

In summer, getting too hot can be a problem.

183

Sometimes people yell, "Thank you!" out of their car windows. Chester, the traffic horse, and Linda are happy to do their jobs.

184

Use the  **QUICK CHECK** on p. T327 to determine small group instruction.

Teacher-Led Options

Strategy Group

DEVELOP VOCABULARY

Teaching Point Remember that when you see a word that you don't know in a text, you can use a dictionary to learn both the meaning of the word and how to pronounce it.

ELL Targeted Support

Help students use the pronunciation guide in a dictionary to correctly pronounce vocabulary they hear in class.

Have students practice using an online dictionary to look up the weekly vocabulary words. Ask them to use the meaning of each word aloud. Help them use the pronunciation guide and say each word aloud with correct pronunciation.

EMERGING/DEVELOPING

Have partners write a list of three words they heard in class today that were unfamiliar or that they have yet to master. Then have them work together to use the pronunciation guide in a dictionary to help them correctly pronounce the words. **EXPANDING/BRIDGING**



For additional support, see the online *Language Awareness Handbook*.

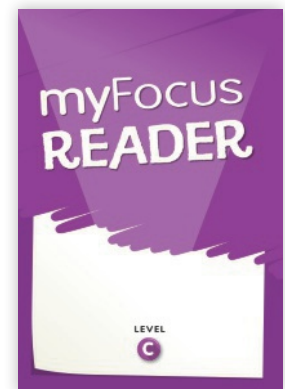
Intervention Activity



DEVELOP VOCABULARY

Read pp. 50–51 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students.

Provide instructional support for decoding, comprehension, word study, and Academic Vocabulary.



Fluency

Assess 2–4 students



ACCURACY

Have pairs take turns reading a passage, being careful not to skip any words.

ORAL READING RATE AND ACCURACY

Use pp. 115–120 in Unit 4, Week 5, *Cold Reads*, to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.



EXPERT'S VIEW Sharon Vaughn, University of Texas at Austin

“Even one minute of targeted instruction has value. You are going to have students whose reading abilities are below grade-level expectations. The challenge is how to support those students. One way to do that is to realize the value of one-minute lessons. For example, you could pull two or three students for one minute of practice in reading high-frequency words both in isolation and in context. There is a big payoff for just that one minute per day.”

See SavvasRealize.com for more professional development on research-based best practices.

Conferring

3 students / 3-4 minutes
per conference

DEVELOP VOCABULARY

Talk About Independent Reading Ask students to share a few new words they found in their independent-reading texts and tell how they figured out their pronunciations.

Possible Conference Prompts

- What new or unfamiliar words did you find in the text? What do they mean?
- How did you figure out how to pronounce those words?

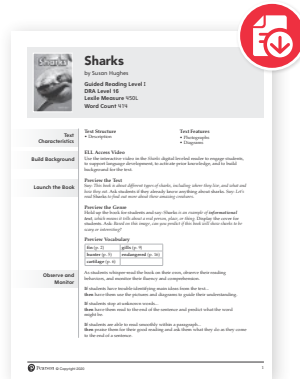
Possible Teaching Point Informational texts often include a lot of new vocabulary words that you might not know how to say. Remember to use a dictionary to make sure you know how to pronounce every word you read.

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see Matching Texts to Learning, pp. T304–T305.
- For instructional support on using a dictionary to find pronunciations of unfamiliar words, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share some new vocabulary words they learned from their reading, what the words mean, and how to pronounce them correctly.

Independent/Collaborative

Independent Reading



Students can

- reread and listen to *Kids Can Be Big Helpers* or the *myFocus Reader* (pp. 50–51).
- read a self-selected trade book or their Book Club text.
- partner-read a text, asking each other questions about the book.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



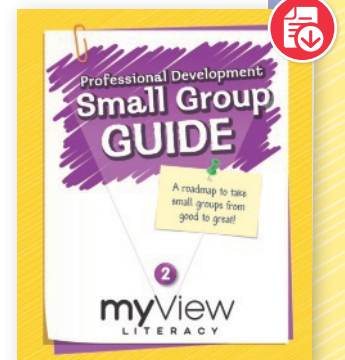
Students can

- independently complete the graphic organizer on *Student Interactive* p. 432.
- work with a partner to discuss and answer the questions on *Student Interactive* p. 433.
- play the *myView* games.
- complete p. 197 in the *Resource Download Center*.

SUPPORT PARTNER READING

Keep partner discussions on track by giving students a list of suggested conversation prompts.

See the *Small Group Guide* for additional support and resources to target your students' specific instructional needs.



Word Work

OBJECTIVES

Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

Identify and read high-frequency words.

VC/CV
bas/ket



147
basket

Sound-Spelling Card 147

Phonics: Syllable Pattern VCCV

FOCUS Show students Sound-Spelling Card 147 with the syllable pattern VCCV. Hold up the card and ask students to say the word *basket* and identify the letters that have the VCCV spelling pattern: *a s k e*. Ask them to explain where the word should be divided into syllables: *bas/ket*.

MODEL AND PRACTICE Tell students they are going to write words with the VCCV syllable pattern. Write: *subject*. As you model, point to the vowel-consonant-consonant-vowel spelling pattern. *I want to divide the word subject into syllables. I see that this word has a VCCV pattern. That tells me subject will be divided between the consonants b and j.* Have students say the two syllables and then blend the syllables to say the word. Ask students to write *subject*, *happen*, and *contest*, putting a slash between the two syllables in each word.

Have partners each make four word cards, dividing the 8 words below into two groups so that each student copies 4 of the words. Then have students cut their cards to divide the words into syllables between the consonants. Ask partners to exchange cards with the syllables and put them face down on a desk or table. The game is to see which partner can be the first to put the syllables back together to make the words. They should check each other's work.

| | | | |
|--------|--------|--------|--------|
| absent | hornet | velvet | bandit |
| lumber | signal | hammer | campus |



High-Frequency Words

Minilesson

FOCUS ON STRATEGIES Remind students of the high-frequency words for the week: *horse*, *problem*, and *complete*.

MODEL AND PRACTICE Say each high-frequency word. Ask students to read the words on p. 412 in the *Student Interactive*. Read the first sentence aloud and ask students to choose the word that completes the sentence. Have students write the word.

APPLY My TURN Ask students to complete sentences 2 and 3 with a partner.

TURN, TALK, AND SHARE Ask partners to take turns answering the questions at the bottom of the page.

STUDENT INTERACTIVE, p. 412

HIGH-FREQUENCY WORDS | DECODABLE TEXT

My Words to Know



MY TURN Read the words in the box. Then identify and write the word that completes each sentence.

horse

problem

complete

1. Rena likes to ride her **horse** through the woods.
2. Curt had a hard time with the math **problem**.
3. Taki wanted to **complete** all his homework before dinner.



TURN and TALK Work with a partner. Take turns answering these questions. Use the My Words to Know words in your answers.

1. Would you like to have a **horse**? Why or why not?
2. Name a **problem** you wish you could solve.
3. What chores do you need to **complete** each day?

Understand Persuasive Text



Kids Can Be Big Helpers

OBJECTIVE

Recognize characteristics of persuasive text, including stating what the author is trying to persuade the reader to think or do.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to talk about persuasive text. Give students sentence starters, such as:

- I want to discuss why the author of a persuasive text _____.
- The author of a persuasive text might try to persuade you to be responsible about _____.

ELL Access

After they read, ask students what the author's opinions are about community service. Ask questions such as: *How does the author think kids can help the community? Is community service a good thing?*

Minilesson

FOCUS ON STRATEGIES A persuasive text is a type of informational text in which an author tries to convince, or persuade, readers to think or do something. The author's purpose is to convince readers to agree with the argument, or main idea, of the text. Authors use reasons, examples, and evidence to support their arguments.

- Look for details that tell you the author's argument.
- Pay attention to the reasons, examples, and evidence the author uses to support the argument and convince readers.
- Ask yourself whether the author's argument and supporting reasons, examples, and evidence are persuasive.

MODEL AND PRACTICE Use the Close Read note on p. 418 of the *Student Interactive* to model using annotations to understand persuasive text.

When I read a persuasive text, the first thing I do is look for details that tell me the author's argument. Authors usually state the argument at the beginning of the text, so I'll start with paragraph 1. Most of the sentences are facts, which is normal for an informational text. The last sentence in the paragraph stands out: "Kids can be big helpers." This sounds like an opinion. I think this is the argument. I'm going to underline this sentence and write it in the Main Argument section of the chart.

Have students look for reasons the author uses to support his argument.

ELL Targeted Support Responding Tell students that responding to questions and requests about a persuasive text is a good way to check that they understand what they are reading.

Ask: What does it mean to help a community? Please find four pictures that support the author's argument by showing kids helping a community.

EMERGING/DEVELOPING

Ask: What does it mean to help a community? Please find two pictures that support the author's argument by showing kids being big helpers.

EXPANDING/BRIDGING

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for understanding persuasive text.

OPTION 1 My TURN Have students annotate the text using the other Close Read notes for Understand Persuasive Text and then use the text evidence from their annotations to complete the chart on p. 434.

OPTION 2 Use Independent Text Have students mark places in one of their independent-reading texts where they notice the author making an argument to try to persuade readers. Then ask them to underline the reasons, examples, and evidence the author uses to support the argument.

QUICK CHECK

Notice and Assess Can students understand persuasive text?

Decide


- **If students struggle**, revisit instruction for understanding persuasive text in Small Group on pp. T338–T339.
- **If students show understanding**, extend instruction for understanding persuasive text in Small Group on pp. T338–T339.

STUDENT INTERACTIVE, p. 434

CLOSE READ

Understand Persuasive Text

A writer uses persuasive text to try to convince readers to think or act a certain way. The **argument** is the main idea. It is what the author wants readers to think or do. The author supports the argument with **reasons**, **evidence**, and **examples**.

 **MY TURN** Go to the Close Read notes. Underline the reasons the author uses to support his argument. Use what you underlined and other text evidence to complete the chart.

Main Argument

Kids can be big helpers.

Reason 1

Helping others is a way to be a good citizen.

Reason 2

When people help others, they learn new skills.

Reason 3

Helping others is good for your health.

Reason 4

It can be fun to help others.

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Read Like a Writer, Write for a Reader

OBJECTIVE

Recognize characteristics of persuasive text, including stating what the author is trying to persuade the reader to think or do.

ELL Access

Word Choice

Tell students that, when writing, it is important to choose precise words to describe things with increasing specificity and detail. Say: *When a prompt asks you for your opinion, think carefully about appropriate vocabulary and how best to explain your ideas and thoughts.* To help students practice writing with increasing specificity and detail, have them compose a brief description of their favorite animal, giving two reasons for their choice. Encourage them to use precise words to convey their opinion and reasons.

Word Choice

Minilesson

FOCUS ON STRATEGIES Authors write persuasive text to convince you to think or do something.

- When you read a persuasive text, ask yourself, “What does the author want me to do or think?”
- Pay attention to specific words the author uses. How do they affect you? Is the author able to change your mind or your behavior?

MODEL AND PRACTICE Read p. 426 of *Kids Can Be Big Helpers* aloud. *The author wants me to believe that helping others is good for people. He provides details and arguments to convince me. The phrases *good for your health, happier, healthier, more successful, and do better in school* are pretty convincing. I think I agree with the author. Helping others can also help me.*

Continue reading. Help students identify persuasive arguments and word choice in the text.

Handwriting

OBJECTIVE

Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

Letters X and I

FOCUS Display cursive letters X and I.

MODEL Model writing letters X and I in cursive. Guide students in understanding how to form the cursive letters using appropriate strokes.



ASSESS UNDERSTANDING

Apply

MyTURN Have students complete the activity on p. 438 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 438

AUTHOR'S CRAFT

Read Like a Writer, Write for a Reader

Authors choose words to persuade readers to think or act a certain way.

| Author's Words | What It Makes Me Think or Want to Do |
|--|---|
| <p>"You can volunteer to do things you enjoy. You can work with friends. People often make new friends when they volunteer. Think how nice it would be to help someone and laugh with a friend all at the same time."</p> | <p>These words make me think that volunteering is fun and it is something I'd like to do.</p> |

MY TURN Write three or four sentences to persuade readers of something. It could be why you should get a pet, why your bedtime should be later, or why people should not litter. Choose your words carefully.

Choose a topic you feel strongly about.

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Writing Workshop

As students develop persuasive texts during Writing Workshop, remind them that their purpose is to convince. Prompt them to choose their words and arguments carefully so readers will want to think or do what they are suggesting.

PRACTICE Have students complete *Handwriting* p. 208 from the *Resource Download Center* for additional practice writing cursive letters X and I.

Name _____

Handwriting

Cursive Letters X, I

Look at the uppercase cursive X in the box. What kinds of strokes are used? Where do you start an uppercase cursive X? How do you finish it?

MY TURN Trace the cursive letters.

MY TURN Write uppercase cursive letter X.

Look at the uppercase cursive I in the box. What kinds of strokes are used? Where do you start an uppercase cursive I? What do you do next? How do you finish it?

MY TURN Write uppercase cursive letter I.

Grade 2 • Unit 4 • Week 5

208

Handwriting p. 208

Use the  **QUICK CHECK** on p. T335 to determine small group instruction.

Teacher-Led Options

Strategy Group



UNDERSTAND PERSUASIVE TEXT

Teaching Point Have you ever tried to persuade people to do something for you? How did you try to convince them? What reasons or evidence did you give? These are the questions that authors of persuasive texts ask themselves as they craft their arguments and decide which reasons, examples, and evidence to include in the text. As you read, focus on the opinion language the author uses to try to convince readers of his argument. Have students look back at *Kids Can Be Big Helpers* and review the author's opinion language.

ELL Targeted Support

Help students use opinion language to tell how they feel about the author's main argument in *Kids Can Be Big Helpers*.

Have students choose one picture from the text in which kids are helping others. Ask yes/no questions to introduce them to opinion language, such as: *Do you think this is a good way to help others? Do these people look happy?* **EMERGING**

Ask students to develop opinions about the author's main argument. Do they agree or disagree with the author? Direct them to use opinion language to tell a partner their opinion.

DEVELOPING/EXPANDING



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



UNDERSTAND PERSUASIVE TEXT

Use Lesson 38, pp. T229–T234, in the *myFocus Intervention Teacher's Guide* for instruction on understanding persuasive text by recognizing text structure.

LEVEL C • READ

Lesson 38 Recognize Text Structure


DIRECTIONS Read "The Wonderful Water Cycle."

The Wonderful Water Cycle

- 1 Do you know that most scientists believe that the amount of water on Earth has remained constant since the beginning of time? The reason is the water cycle.
- 2 In the water cycle, water goes from the oceans to the air. Then it falls on the land. Water on the land runs back into the oceans. From there, it goes into the air again.
- 3 This cycle never ends. Think of it as recycling Earth's water. The same water gets reused. Just think—some day, you might drink the water a dinosaur walked through ages ago.

Where Water Is

- 4 Most of the water on Earth is in the oceans. They cover almost three-fourths of Earth's surface. There is also water in rivers and lakes.
- 5 Some water is in ice. Some water is in the air. For example, clouds and fog are made of water. Some water in air you can't see.
- 6 Both ice and fog are forms of water, but they look different. Changes in air temperatures and conditions cause water to take a different form.



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Fluency

Assess 2–4 students



ACCURACY

Help students choose a short passage and read it with accuracy.

ORAL READING RATE AND ACCURACY

Use pp. 115–120 in Unit 4, Week 5 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

**Conferring**3 students / 3-4 minutes
per conference**UNDERSTAND PERSUASIVE TEXT**

Talk About Independent Reading Ask students to share with you some of the arguments they identified in their independent-reading texts.

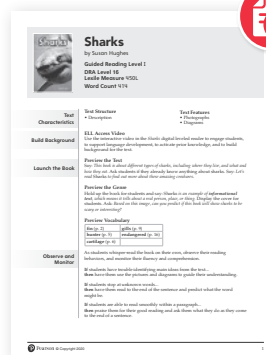
Possible Conference Prompts

- What kind of opinion language does the author use?
- What is the author's argument or main idea?
- What reasons, examples, and evidence does the author use to support the argument?

Possible Teaching Point When readers read persuasive text, they think about whether the author's argument is convincing. They might ask themselves questions such as *Does that example support the argument? Do those reasons make sense? Is the author persuading me?*

Leveled Readers**UNDERSTAND PERSUASIVE TEXT**

- For suggested titles, see Matching Texts to Learning, pp. T304–T305.
- For instructional support on how persuasive text is different from other informational text, see the *Leveled Reader Teacher's Guide*.

**Whole Group**

Share Bring the class back together as a whole group. Invite one or two students to share arguments they identified in their independent-reading texts and the reasons, examples, and evidence the author used to support the argument.

Independent/Collaborative**Independent Reading**

Students can

- reread and listen to *Kids Can Be Big Helpers* or reread *Chester the Traffic Horse*.
- read a self-selected trade book or their Book Club text.
- partner-read a text, asking each other questions about the book.

Centers

See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities

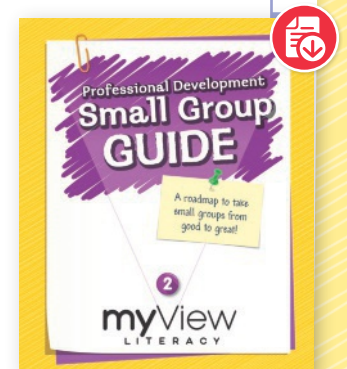
Students can

- complete the graphic organizer on *Student Interactive* p. 434.
- play the *myView* games.
- with a partner, choose a passage from the text and take turns reading the passage with accuracy.

SUPPORT PARTNER READING

Encourage partners to practice asking and answering questions about the texts they read together.

See the *Small Group Guide* for additional support and resources for Partner Reading.



Decodable Text

OBJECTIVES

Use text evidence to support an appropriate response.

Retell and paraphrase texts in ways that maintain meaning and logical order.

ELL Language Transfer

Cognates Point out the Spanish cognates in *Kent's Idea*:

- lessons : *lecciones*
- problem : *problema*
- idea : *idea*

Read *Kent's Idea*

FOCUS Have students turn to p. 413 in the *Student Interactive*. Say: *We are going to read a story today about a boy who thinks of a clever solution to a problem.*

READ Pair students for reading. One student begins. Students read the entire story, switching readers for each paragraph. Partners reread the story. This time the other student begins.

Discuss ways to check understanding of the story. Students can ask questions, summarize, and reread to confirm understanding.





Reread *Kent's Idea*

FOCUS ON COMPREHENSION Remind students that rereading a story helps them understand the story and remember important details. Ask students what the story *Kent's Idea* is about.

Point to and read the first question under the story. Have students answer the question, and then read aloud the section of the story that contains the answer to the question. Continue with question 2.

RETELL Have students work with a partner to retell *Kent's Idea* to each other.

STUDENT INTERACTIVE, p. 413



FOUNDATIONAL SKILLS

Kent's Idea

At school, Kent always completed his lessons before other students completed their lessons. For him, this was a problem. He wanted more to do.

Then he had a splendid idea. "Can I read to the first graders?" he asked. His teacher said yes.

Now Kent reads chapter books to the first graders every week. They love him!

1. What was Kent's problem? **He wanted more to do.**
2. How did he solve his problem? **He asked to read to the first graders.**
3. Divide these words into syllables and read them.

lessons **les/sons**

splendid **splen/did**

problem **prob/lem**

chapter **chap/ter**

Monitor Comprehension



Kids Can Be Big Helpers

OBJECTIVE

Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to talk about monitoring comprehension. Ask:

- In what ways can you improve your understanding of a text?
- How can you connect the ideas in a text to the ideas in an illustration or photo?

Minilesson

FOCUS ON STRATEGIES Readers pause to monitor their comprehension, or think about whether they understand what they just read. When they realize that their understanding has broken down, they make adjustments and apply comprehension strategies, such as the following:

- Go back and reread any text you did not understand.
- Use what you already know to understand the text.
- Check for visual cues by looking at the illustrations and photos to help you understand the text better.
- As you read, ask questions about text you do not understand.

Encourage students to try one strategy. If it does not help them understand the text, they should try another strategy.

MODEL AND PRACTICE Use the Close Read note on *SI* p. 424 to model how to annotate the text to monitor comprehension. Say: *On page 424, I didn't understand how the students raised money for an animal shelter. I will write that in the first column of the chart. I will reread the text to check my comprehension. Then, I realized that the text stated how the students raised money right after the sentence that stated the problem. Now I will write in the second column of the chart that I reread the text to understand.*

Remind students that one way to help others is a “drive.” Ask: *Who remembers what a drive is?* Tell students to look back at *SI* p. 428 to reread the text, use visual cues, and ask questions to help with understanding.

ELL Targeted Support Visual Support Help students talk about visuals that can help them monitor comprehension. Guide students to use the photos on p. 425 to understand what a pet fair is.

Help students complete sentence frames, such as: *The photos show three items for pets: ____, ____, and _____. The students are going to ____ those three things to raise money for the _____. These photos tell me that a pet fair is ____.* **EMERGING/DEVELOPING**

Ask: *What do you see in each photo? What are the students going to do with the things in those photos? Why? How can you use the photos to explain what a pet fair is?* **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for monitoring comprehension.

OPTION 1 My TURN Have students complete the chart on p. 435 of the *Student Interactive*. Circulate to see whether students are able to make the necessary adjustments to understand the text better.

OPTION 2 Use Independent Text Have students make a T-chart listing what they do not understand about one of their independent-reading texts. Then have them add the strategies they used to monitor their comprehension.

QUICK CHECK

Notice and Assess Can students monitor their comprehension?

Decide

- **If students struggle**, revisit instruction for monitoring comprehension in Small Group on pp. T344–T345.
- **If students show understanding**, extend instruction for monitoring comprehension in Small Group on pp. T344–T345.


STUDENT INTERACTIVE, p. 435

READING WORKSHOP

Monitor Comprehension

As you read, stop to monitor comprehension, or think about whether you understand what you just read. If you do not understand something, you may need to make adjustments to understand more. You can:

- **Reread** parts of the text you did not understand.
- **Use background knowledge** (what you already know).
- **Check for visual cues** in the illustrations or photos.
- **Ask questions** about what you don't understand.

 **MY TURN** Go back to the Close Read notes and follow the instructions to highlight the text. Then use what you highlighted to complete the chart.

| Parts of the Text I Did Not Understand | Strategy I Used to Understand |
|---|--|
| Possible response: I didn't understand how the students raised money for an animal shelter. | Possible response: I reread the pages. |
| Possible response: I'm not sure how I can volunteer in my community. | Possible response: I used background knowledge. My sister volunteers at an animal shelter. |

435

Use the  **QUICK CHECK** on p. T343 to determine small group instruction.

Teacher-Led Options

Strategy Group



MONITOR COMPREHENSION

Teaching Point Sometimes you use what you already know, or background knowledge, to understand what you read. Have students discuss how their background knowledge helped them understand *Kids Can Be Big Helpers*.

ELL Targeted Support

Have students discuss what they have learned from the texts about helping others. Display images of people doing simple tasks to prompt discussion. Encourage students to seek clarification of spoken language as needed.

Help students discuss what each person is doing in the images. If students have difficulty understanding spoken language, provide sentence frames to help them seek clarification: *I do not understand the word _____. Can you help me understand what _____ means?* **EMERGING**

Have students explain why each person is doing what they are doing in the images. If students have difficulty understanding spoken language, encourage them to seek clarification.

DEVELOPING

Have students write sentences about the images and read them to a partner. If the student does not understand a spoken thought or idea, tell him or her to seek clarification. **EXPANDING/BRIDGING**



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



MONITOR COMPREHENSION

Use Lesson 32, pp. T189–T194, in the *myFocus Intervention Teacher's Guide* for instruction on monitoring comprehension.

LEVEL C • READ

Lesson 32 Monitor Comprehension

DIRECTIONS Read the following story.

The Year of the Horse

- 1 After Kate had soccer practice, her mom explained the family's weekend plans. "We're going to New York City today to see Grandma Chin! We will stay at her apartment overnight."
- 2 Kate groaned. "But wait, *I can't go*. Tara invited me to sleep over tonight."
- 3 "You can do that another time. This visit is special," said Kate's mom. "It's Chinese New Year, and you haven't seen your grandmother for a long time."
- 4 Although Kate knew she looked Chinese, she didn't feel Chinese. Her dad was born in China and moved to New York City with his parents when he was just a baby. But Kate never knew her father. He had died a month before she was born. Kate's mom was born in the States and spoke only English. Grandma Chin spoke almost *no* English.
- 5 Kate thought about the long weekend ahead. She sighed all the way through the train ride into the city.
- 6 "Okay, let's go!" Kate's mom said when the train pulled into the station. "I'm glad we brought your winter coat. I'm not sure whether it's going to snow, but it certainly looks like it." Kate and her mom walked several blocks to the Golden Unicorn restaurant. The sky was gray, and so was Kate's mood. It was going to be a l-o-o-o-o-o-ng weekend.

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Fluency

Assess 2–4 students



ACCURACY

Help students choose a short passage and read it smoothly and accurately.

ORAL READING RATE AND ACCURACY

Use pp. 115–120 in Unit 4, Week 5 *Cold Reads*, to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.



Conferring

3 students / 3-4 minutes
per conference

MONITOR COMPREHENSION

Talk About Independent Reading Ask students to look at the T-chart they made and share some of the strategies they used.

Possible Conference Prompts

- How did you monitor your comprehension?
- How did monitoring your comprehension help you understand the text?

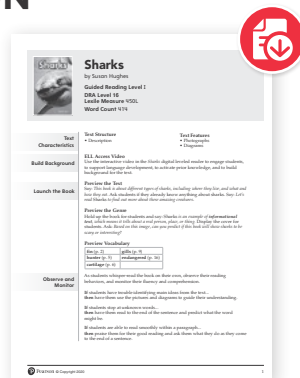
Possible Teaching Point Remember to check in with yourself as you read to monitor your comprehension. Ask yourself, “Did I understand that part?” or “Do I know what that means?” This will help you make sure you understand everything you read.

Leveled Readers



MONITOR COMPREHENSION

- For suggested titles, see Matching Texts to Learning, pp. T304–T305.
- For instructional support on monitoring comprehension, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share what they learned today about monitoring comprehension.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to a text they read.
- read a trade book or their Book Club text.
- practice fluent reading with a partner.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



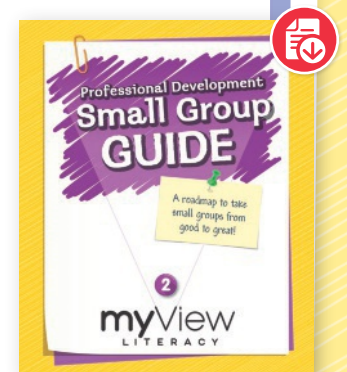
Students can

- complete the graphic organizer on *Student Interactive* p. 435.
- write about their book on notebook paper.
- play the *myView* games.
- with a partner, choose a passage from the text and take turns reading it with accuracy.

SUPPORT INDEPENDENT READING

Remember to build students’ confidence. As you listen to students read, point out aspects of reading that the student has performed well.

See the *Small Group Guide* for additional support and resources to target your students’ specific instructional needs.



Decodable Text

OBJECTIVES

Demonstrate and apply phonetic knowledge.

Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

Identify and read high-frequency words.

ADDITIONAL PRACTICE

For additional practice with high-frequency words, have students complete *My Words to Know*, p. 197 in the *Resource Download Center*.

Revisit *Kent's Idea*

FOCUS Have students turn to p. 413 in the *Student Interactive*. Say: *We are going to revisit a story today about a boy who thinks of a solution to a problem. In this story we will read words with the VCCV vowel pattern.*

READ Call students' attention to the word *always* in the first sentence. Read the word aloud. Say: *I can hear two vowel sounds in always, and I can see the VCCV vowel pattern. Where do you think the syllables should break in the word always?* Have students supply the answer "between l and w" and then read the word again. Continue with the word *lessons* in the same sentence.

Have students point to and say the word *problem*. Remind students that this is one of their *My Words to Know* for this week. Then have students tell where the word should be broken into syllables. Have students supply the answer "between b and l" and then read the word again.

My Words to Know, p. 197



Reread *Kent's Idea*

FOCUS ON PHONICS AND FLUENCY Remind students that all of the work they are doing to learn how the sounds of the language are spelled and to read fluently is about reading for meaning. Summarize the story *Kent's Idea*.

Remind students that they practiced decoding words with the VCCV syllable pattern. Ask them to apply this knowledge by completing the activity in question 3.

Then read and write the words *horse*, *problem*, and *complete*. Have students identify and read the high-frequency word that appears in the story.

PRACTICE Have partners reread the text with accuracy, expression, and appropriate oral reading rate.

STUDENT INTERACTIVE, p. 413



FOUNDATIONAL SKILLS

Kent's Idea

At school, Kent always completed his lessons before other students completed their lessons. For him, this was a problem. He wanted more to do.

Then he had a splendid idea. "Can I read to the first graders?" he asked. His teacher said yes.

Now Kent reads chapter books to the first graders every week. They love him!

1. What was Kent's problem? He wanted more to do.
2. How did he solve his problem? He asked to read to the first graders.
3. Divide these words into syllables and read them.

lessons **les/sons**

splendid **splen/did**

problem **prob/lem**

chapter **chap/ter**

Fluency

PROSODY

Display *Kent's Idea* and model reading aloud the first paragraph, asking students to pay attention to your accuracy and to how you emphasize the key words.

Remind students that fluency is about reading for meaning and expression at a comfortable rate. Invite partners to practice accurate reading using their favorite sentences from the text.

Reflect and Share



Kids Can Be Big Helpers

OBJECTIVES

Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

Describe personal connections to a variety of sources.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to reflect on the text and make connections to other texts, the unit theme, and the Essential Question. Ask:

- How does volunteering in your community help you connect with other people?

Talk About It

Minilesson

FOCUS ON STRATEGIES Remind students what it means to make personal connections. Then tell students that during a discussion, it is important to listen actively and to take turns speaking.

- Before making a comment, make sure others are finished speaking. Listening actively means not interrupting.
- When it is your turn to speak, make your point and then let others respond.
- If you accidentally interrupt someone who is speaking, apologize, and then let the person finish.

MODEL AND PRACTICE Model taking turns during discussion using the Talk About It prompt on p. 436 in the *Student Interactive*. *My discussion partner is telling me that she read a magazine article about helping out at animal shelters. She says the article made her want to volunteer with animals. I think about one time I brought food to an animal shelter, and I really want to talk about it. I start to interrupt her. Then I realize I need to let her finish before I can make my point. I stop and say, "I'm sorry. I didn't mean to interrupt. Please finish what you were saying."* Have students use this model to practice taking turns during discussion.

ELL Targeted Support Share Information Have students practice making and sharing personal connections to texts by rereading the infographic "Look What We Can Do!"

Give students sentence starters to help them make personal connections to the infographic, such as: *One thing in the infographic that I can do is ____.* *One thing in the infographic that I would like to do is ____.* *An idea I got from the infographic is ____.* Tell students to share their responses with a partner. Remind them to take turns talking. **EMERGING/DEVELOPING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for taking turns during discussions.

OPTION 1 Have students use the Talk About It prompt on p. 436 to describe their personal connections to *Kids Can Be Big Helpers*. Remind them to take turns talking during the discussion.

OPTION 2 Use Independent Text Have students describe some of the personal connections they made to the texts they read this week. Remind them to take turns talking during the discussion.

✓ QUICK CHECK

Notice and Assess Can students take turns during discussions?

Decide

- **If students struggle**, revisit instruction on discussion rules in Small Group on pp. T350–T351.
- **If students show understanding**, extend instruction on discussion rules in Small Group on pp. T350–T351.


WEEKLY QUESTION Have students use evidence from the texts they have read this week to respond to the Weekly Question. Have them write their response on a separate sheet of paper or discuss in small groups.

STUDENT INTERACTIVE, p. 436

RESPOND TO TEXT

Reflect and Share

Talk About It
Discuss the texts you've read that tell how children can make a difference in a community. What ideas have the texts given you? Describe your personal connection to these texts, or what they mean to you.



Take Turns
It's important to take turns in a discussion. Sometimes you might feel like you have something really important to say, but you need to wait until the person talking has finished.

- Make your point and then give others a chance to respond.
- If you interrupt someone by accident, say you're sorry and let them finish.

I'm sorry. I didn't mean to interrupt. Please finish what you were saying.

Weekly Question
How can you get involved to improve your community?

436

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Use the  **QUICK CHECK** on p. T349 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point When you discuss a topic, compare multiple texts to add interest to the discussion. Help students compare “Look What We Can Do!” and *Kids Can Be Big Helpers*.

ELL Targeted Support

Tell students that to become better writers, they will explain ideas with increasing specificity and detail. Model: If I say, “I want a blue sweater with white buttons,” I have given clear, exact details. Have students write sentences about how children can help other children.

Write: *Children can help ____ children.* Have students copy the sentence and add a detail.

EMERGING

Write: *Children can help children with ____.*
They also can ____. Have students copy the sentences and add details by filling in the blanks.

DEVELOPING

Ask: *How can you help other children?* Instruct students to write their answers, using at least one specific detail. **EXPANDING**

Ask students to write several sentences that explain how they can help others. Tell them to include details that add specificity to their explanations. Then have students exchange explanations and suggest ways to increase the specificity of the writing. **BRIDGING**



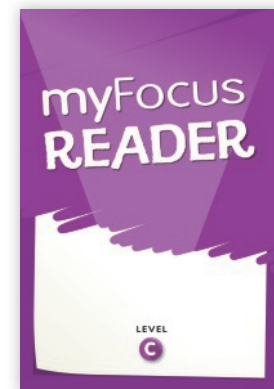
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



COMPARE TEXTS

Reread pp. 50–51 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to engage students in a conversation that demonstrates how the texts they have read this week support their understanding of ways kids can help their community and encourages them to use the Academic Vocabulary words.



On-Level and Advanced



INQUIRY

Organize Information and Communicate

Students should organize their findings on community service into an effective format to share with others.

Critical Thinking Talk with students about their findings and the process they used.

See *Extension Activities* pp. 242–246 in the *Resource Download Center*.



Conferring

3 students / 3-4 minutes
per conference

COMPARE TEXTS

Talk About Independent Reading Ask students to share some of the connections they made between *Kids Can Be Big Helpers* and one of their independent-reading texts.

Possible Conference Prompts

- What connections did you make between *Kids Can Be Big Helpers* and another text you read this week?
- What did *Kids Can Be Big Helpers* and another text you read this week teach you about how kids can improve a community?

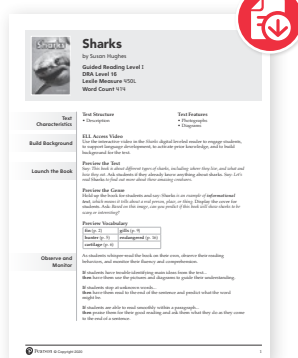
Possible Teaching Point A good way to talk about multiple texts is to remember connections you have made across texts.

Leveled Readers



COMPARE TEXTS

- For suggested titles, see Matching Texts to Learning, pp. T304–T305.
- For instructional support on making connections across texts, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share a few of the connections they made across texts.

Independent/Collaborative

Independent Reading



Students can

- reread and/or listen to the infographic on pp. 408–409 of the *Student Interactive* with a partner.
- read a self-selected text.
- reread and/or listen to their Leveled Reader.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



Students can

- write in their reading notebook in response to the Weekly Question.
- research other ways to improve a community.
- play the *myView* games.
- complete p. 246 in the *Resource Download Center*.

BOOK CLUB



See Book Club, pp. T506–T509, for

- guidelines for facilitating Book Club groups.
- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for incorporating the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

Resources

Stacks of Mentor Texts

Mentor STACK



- Mentor texts, the foundation for each unit, provide students with a vision of the type of writing they will produce.
- Five to eight mentor texts are recommended for each unit.

myView Literacy Student Interactive



- Students use the *myView Literacy Student Interactive* to practice their learning from the minilessons.
- Students reference the *myView Literacy Student Interactive* to deepen their understanding of concepts taught in Writing Workshop.

Stapled Books (Kindergarten and Grade 1)



- Students in Kindergarten and Grade 1 will write in stapled books.
- Primary students create the types of books they are reading, which are mostly picture books.

Writing Notebook (Grades 2-5)



- Students in Grades 2-5 will need a writing notebook.
- Students use the writing notebook for writing drafts. Final copies may be written in their writing notebooks, or teachers may ask students to keyboard their final copies.

Portfolio



- Students may store final copies of their writing in their portfolios.
- At the end of every unit, students will be asked to share one piece of writing in the Celebration.

- Student authors learn to
- ▶ reflect on mentor texts
 - ▶ write in different genres and styles
 - ▶ apply writing conventions



Conferences

Conferences are a cornerstone of the Writing Workshop. They provide an opportunity for the teacher to work one-on-one or in small groups with students to address areas of strength and areas of growth.

The focus of conferences should be on providing students with transferable writing skills and not solely on improving the current piece of writing.

Conference Pacing 30–40 minutes

- Consider a rotation where every student is conferred with over one week.
- Use the provided conference prompts for each lesson to guide conversations.
- Determine three possible teaching points for the conference based on student work.
- Come to the conference with stacks—published, teacher written, and student models.
- Use a note-taking system to capture pertinent details. (Conference Notes Templates are available on SavvasRealize.com.).



Conference Routine

Research



Name



Decide on



Teach

Research

A student may discuss the topic of his or her writing and questions he or she may have.

Use this as an opportunity to learn about the student's writing and make decisions to focus conferences.

Name a Strength

Once the student has discussed his or her writing, provide specific praise for an element of the writing. Naming a strength develops a student's energy for writing.

Decide on a Teaching Point

Choose a teaching point that focuses on improving the writer within the student and not on improving the student's writing. A range of teaching points should be covered over the year.

Teach

Help the student understand how he or she can achieve success. Use a minilesson from the bank of minilessons to provide instruction on the teaching point. One text from the unit's stack serves as an example of what the student's writing should emulate.



Writing Assessment Options

Performance-Based Assessment

Prompt

You have read two passages about nature. Think about a time you were outdoors. What plants and animals did you see? Write a personal narrative about this time.

Sources

- Trees
- Camping Trip



Download a performance-based assessment from [SavvasRealize.com](https://www.savvasrealize.com) for students to demonstrate their understanding of the reading and writing skills from the unit.

Writing Assessment

WEEK 5 • LESSON 5 OPTION

- The Writing Workshop Assessment is on Day 5 of Week 5 of every unit. Teachers may choose how to assess their students.
- Collect students' compositions after the Celebration and use the designated rubric to grade the writing.
- Give students an on-demand prompt that will require them to synthesize their understanding of the genre, author's purpose and craft, and writing conventions in one succinct piece of writing without the support of a teacher.
- Assessment prompts and writing rubrics can be found in the Writing Workshop of *myView Literacy Teacher's Edition* on Day 5 of Week 5, or they may be accessed on [SavvasRealize.com](https://www.savvasrealize.com).

Units of Study

This Unit: Personal Narrative

UNIT
1

LAUNCHING WRITING WORKSHOP

Students will

- become familiar with a variety of genres
- learn how to plan and revise writing
- recognize the structure of fiction and nonfiction
- write, revise, and publish work in a variety of genres

UNIT
2

INFORMATIONAL TEXT: LIST ARTICLE

Students will

- develop a writing plan for a list article
- use details that support a main idea
- incorporate text features to enhance meaning
- write an informational list article

UNIT
3

POETRY: POEMS

Students will

- learn characteristics of poetry and generate ideas
- explore sensory details and choose words for effect
- apply language conventions correctly
- write poetry

UNIT
4

NARRATIVE: PERSONAL NARRATIVE

Students will

- read personal narratives and learn about their characteristics
- develop setting, problem, and resolution in narratives
- focus on sequence and craft a conclusion
- write personal narratives

UNIT
5

INFORMATIONAL TEXT: HOW-TO BOOK

Students will

- recognize the characteristics of procedural texts
- develop easy-to-follow instructions using commands
- include a graphic, a list of materials, and sequential steps
- write how-to books



BONUS!

OPINION WRITING: BOOK REVIEW

Students will

- learn about opinion writing in book reviews
- introduce a topic, state an opinion, and supply supporting reasons
- capitalize book titles correctly
- write book reviews

FAST TRACK

Your Writing Workshop for Standards Success

UNIT
4

NARRATIVE: PERSONAL NARRATIVE

| | |
|--|---|
| WEEK 1 INTRODUCE AND IMMERSE | Minilessons: <ul style="list-style-type: none">• Personal Narratives• Generate Ideas• Plan a Personal Narrative |
| WEEK 2 DEVELOP ELEMENTS | Minilessons: <ul style="list-style-type: none">• Compose Setting• Apply the Main Character: You• Apply Problem and Resolution |
| WEEK 3 DEVELOP STRUCTURE | Minilessons: <ul style="list-style-type: none">• Sequence of Events• Apply Conclusion• Apply Details |
| WEEK 4 WRITER'S CRAFT | Minilessons: <ul style="list-style-type: none">• Capitalization and Commas• Apply Pronouns• Apply Compound Subjects and Predicates |
| WEEK 5 PUBLISH, CELEBRATE, ASSESS | Minilessons: <ul style="list-style-type: none">• Edit for Adjectives and Adverbs• Edit for Spelling• Assessment |

Weekly Overview

Students will

- understand the characteristics of a personal narrative
- read personal narrative texts to see how authors write in this genre
- choose a topic and create a plan for writing a personal narrative

| WEEK | WRITING PROCESS | FLEXIBLE PATH |
|------|----------------------|--------------------------------|
| ▶ 1 | Prewriting | Introduce and Immerse |
| 2 | Drafting | Develop Elements |
| 3 | Drafting | Develop Structure |
| 4 | Revising and Editing | Writer's Craft |
| 5 | Publishing | Publish, Celebrate, and Assess |

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

FAST TRACK

| | LESSON 1 | LESSON 2 | LESSON 3 |
|--|---|--|--|
| MINILESSON 5–10 min. | Personal Narratives T362 | Personal Narratives: Character T366 | Personal Narratives: Setting and Plot T370 |
| INDEPENDENT WRITING AND CONFERENCES 30–40 min. | Independent Writing and Conferences T363 | Independent Writing and Conferences T367 | Independent Writing and Conferences T371 |
| SHARE BACK FOCUS 5–10 min. | Characteristics of Personal Narratives T363 | Characters in Personal Narratives T367 | Setting and Plot T371 |
| READING-WRITING WORKSHOP BRIDGE 5–10 min. | <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T364 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Adverbs T365 | <ul style="list-style-type: none"> • Spelling Teach Spell Words with Closed Syllables VC/V T368 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Adjectives and Adverbs T369 | <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Review and More Practice T372 • Language & Conventions Teach Adjectives and Adverbs T373 |



Mentor STACK



- *Goal!* by Mina Javaherbin
- *Canoe Days* by Gary Paulsen
- *Papa And Me* by Arthur Dorros
- *Imani's Moon* by JaNay Brown-Wood

Use the following criteria to add to your personal narrative stack:

- Text length is approximately the same as the students' personal narrative should be.
- Events are structured with a beginning, middle, and end.
- Personal narratives include details about setting along with other details that engage readers in the genre.

Preview these selections for appropriateness for your students. Selections are subject to availability.

FAST TRACK

LESSON 4

Generate Ideas T374

Independent Writing
and Conferences T375

Ideas for Personal
Narratives T375

- FLEXIBLE OPTION** ↩
- **Spelling** Spiral Review T376
 - **Language & Conventions** Practice Adjectives and Adverbs T377

FAST TRACK

LESSON 5

Plan Your Personal
Narrative T378

Writing Club and
Conferences T378–T379

Share Plans T378

- **Spelling** **Assess Understanding** T380
- **FLEXIBLE OPTION** ↩
- **Language & Conventions** Standards Practice T381

ADDITIONAL RESOURCES

MINILESSON

5–10 min.

First-Person
Narration

First-Person
Examples

INDEPENDENT WRITING
AND CONFERENCES

30–40 min.

Independent
Writing and
Conferences

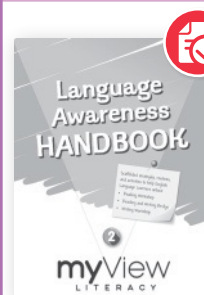
Independent
Writing and
Conferences

SHARE BACK FOCUS

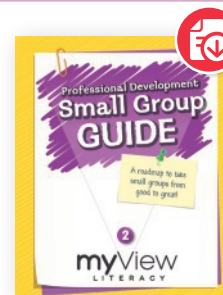
5–10 min.

Diary Entry

Diary Entry



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.




Conferences Mentor **STACK**

During this time, assess for understanding of the personal narrative genre as well as how to generate ideas from real life to plan a personal narrative. Have stack books and minilessons available.


FORMATIVE ASSESSMENT

Conference Prompts


Genre Immersion Lessons

| | |
|---|--|
| If students need additional support, |  Then read a stack text together, identifying its narrator, plot, and setting. |
| If students show understanding, | Then have students consider interesting details about character, plot, and setting that they might put into their work. |

Generate Ideas

| | |
|---|--|
| If students need additional support, |  Then ask: What is one of your best memories that you could write about? |
| If students show understanding, | Then ask: What stands out the most about some memory you could put into your work? |

Plan a Personal Narrative

| | |
|---|--|
| If students need additional support, |  Then ask: Which topic do you feel most comfortable writing about? |
| If students show understanding, | Then ask: What are some details that you can include in your narrative to convey your thoughts and emotions? |

Conference Support for ELL

EMERGING

- Read a personal narrative together, supplying words in students' home languages if necessary.
- Allow students to share a memory in their home language.
- Use modeled writing to help students plan their personal narratives.

DEVELOPING

- Use a K-W-L organizer to discuss a stack text.
- Do a Think Aloud using a graphic organizer.
- Use shared writing to transcribe details about a topic.

EXPANDING

- Ask students to discuss the character, setting, and plot of a personal narrative.
- Use real-life experiences to generate topic ideas.
- Use guided writing to help students plan their personal narratives.

BRIDGING

- Use texts from the stack to compare and contrast personal narratives.
- Have students use a graphic organizer to organize their ideas.
- Ask students questions to help them plan their personal narratives.



Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **literal and figurative language**, especially **idioms** and **adjectives and adverbs**.



ELL Minilesson Support

Week 1: Introduce and Immerse

During the immersion week, ELLs will benefit from additional writing support that expands their awareness of how authors write about real events. These targeted supports were chosen to help students better understand the writing mode and planning process.

Use this note for the minilesson on pp. T362–T363.

ELL Targeted Support

PERSONAL NARRATIVES

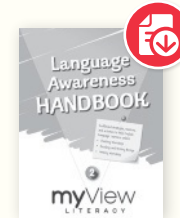
Help students collaborate with their peers to explore the features of personal narratives.

Read aloud a stack text. Ask leading questions about the author’s experience, and point out features of a personal narrative. **EMERGING**

Have pairs of students read a personal narrative together and ask each other questions to confirm comprehension of events at the beginning, middle, and end of the author’s experience. **DEVELOPING**

Have groups read a personal narrative and find genre features such as first-person pronouns, a setting, and events at the beginning, middle, and end of the narrative. **EXPANDING**

Have pairs read a personal narrative and describe to each other features such as first-person pronouns, the setting, a sequence of events, and details that make the narrative interesting. **BRIDGING**



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on pp. T370–T371.

ELL Targeted Support

PERSONAL NARRATIVES: SETTING AND PLOT

Help students support one another in reading stack texts.

Read a stack text aloud, discussing details about plot and setting. Ask students where the story takes place and what happens in the beginning, middle, and end. **EMERGING**

Have groups of students read a stack text together, and then have them draw pictures that show the setting and incidents in the plot. **DEVELOPING**

Have pairs of students read a stack text and then work together to tell the plot and details about the setting. **EXPANDING**

Give students a stack text and ask them to list its major plot points in order. Have partners share lists and explain how the setting affects each plot point. **BRIDGING**

FAST TRACK

Personal Narratives

OBJECTIVE

Write narratives that recount an event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide closure.

STUDENT INTERACTIVE, p. 275

PERSONAL NARRATIVE WRITING WORKSHOP

I can use elements of narrative nonfiction to write a personal narrative. **My Learning Goal**

Personal Narrative

In a **personal narrative**, an author tells about a real event in his or her life. The author, or narrator, is the person telling about the event and uses words like **I** and **me**. Personal narratives have a beginning, middle, and end and include details that make the events come alive.

My Trip to the Grand Canyon

One hot, sunny day last summer, **my** family traveled to the Grand Canyon. At first **I** was excited, but as **we** walked toward the canyon rim, I stopped. It was so deep! I didn't want to get any closer. Then my little brother passed **me**. I thought, "Okay, I can do this." I slowly walked up to the canyon rim and stopped again, but not because I was scared. The canyon was amazing! The colorful rock layers and forms stretched for miles. I had never seen anything so beautiful. **By the end of my day at the Grand Canyon, I knew that I want to be a geologist when I grow up.**

Beginning
Detail
End

275

Minilesson

Mentor STACK



TEACHING POINT Authors tell about real events when they write personal narratives. A personal narrative has a beginning, middle, and end. Authors include details to make the events come alive.

MODEL AND PRACTICE Choose a stack text with obvious features of a personal narrative. Say: **This is a personal narrative. It is a type of nonfiction writing. In a personal narrative, the author writes about a true event in his or her life. The author narrates the true event, using words such as *I* and *me*. A personal narrative is a story with a beginning, middle, and end. The ending often sums up the author's experience. The author includes interesting details that help tell the events.**

Read the stack text to students, pointing out personal pronouns, the structure of the narrative, and some interesting details.

Then direct students to p. 275 of the *Student Interactive*. Read the introductory paragraph, and repeat the routine as you read the essay to students, pointing out the title, the essay's structure, use of *I* and *me*, and interesting details such as the colorful rocks that the author saw. Say: **The ending sums up the author's experience. He or she made a personal discovery on that trip.**

To review, ask students to retell what happened in the beginning, middle, and end of the essay.

Independent Writing

Mentor **STACK**



FOCUS ON CHARACTERISTICS OF PERSONAL NARRATIVES During independent writing time, students may continue to explore personal narratives from the stack, taking notes in their writer’s notebooks.

- Encourage students to use their reading as inspiration for their own narratives.

WRITING SUPPORT

- **Modeled** Choose a stack text. Do a Think Aloud to model how to locate characteristics of a personal narrative.
- **Shared** Read a personal narrative from a stack text with students. Prompt them to identify what happens in the beginning, middle, and end of the narrative.
- **Guided** Provide explicit instruction on how to understand the structure of a personal narrative.

 **Intervention** Refer to the *Small Group Guide* for support.

- Students may also begin thinking about topics for personal narratives.

See the **Conference Prompts** on p. T360.



Share Back

Have several students share a memorable detail an author included in the personal narratives they have read.

Spelling Spell Words with Closed Syllables VC/V

OBJECTIVE

Spell one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

SPELLING WORDS

| | |
|--------|--------|
| lemon | rapid |
| shiver | comet |
| planet | driven |
| clever | tropic |
| river | proper |

HIGH-FREQUENCY WORDS

| | |
|-----------|-------|
| sometimes | young |
|-----------|-------|

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Read each sentence aloud. Then repeat the spelling word. Give students time to write the word. Repeat the word or the sentence if students ask.

Spelling Sentences

1. She sliced a **lemon** for her water.
2. He began to **shiver** in the cold.
3. They chose a **planet** to study for science class.
4. I found a **clever** way to solve the math problem.
5. They plan to take a **river** tour when they are on vacation.
6. He made **rapid** progress learning English.
7. She saw a **comet** in the night sky.
8. He was **driven** home by his father.
9. They studied the **tropic** region of their country.
10. We need to get the **proper** papers for the contest.
11. She **sometimes** goes for a walk after dinner.
12. The **young** boy rode his bicycle.

ELL Targeted Support

Spelling Patterns Review with students the VC/V spelling pattern.

Write *comet* on the board. Have students identify each letter as a vowel or a consonant. Say the word aloud, emphasizing the short *o* sound. Draw a line to show the syllables. Repeat

with more spelling words to help students recognize the spelling pattern. **EMERGING**

Have partners read a paragraph in their book and identify closed syllable VC/V words. Have them employ the spelling pattern by writing the words on the board. **DEVELOPING**

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with Closed Syllables VC/V


FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Closed Syllables VC/V

FLEXIBLE OPTION

LESSON 4

 **Spiral Review:** Spell Words with Vowel Teams *oo*, *ue*, *ew*, *ui*

LESSON 5

✓ **Assess Understanding**



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Adverbs

FOCUS Review with students that adverbs tell about things that happen. Adverbs tell how, when, or where something happens.

MODEL AND PRACTICE Display this sentence frame: *The girl played the tuba ____.* Insert the word *loudly*. Have students read the complete sentence aloud. Ask: *What is the adverb? (loudly) How do you know?* Then invite volunteers to suggest other adverbs to use in the frame and write these sentences on the board.

APPLY Have partners create sentences of their own with adverbs. Ask them to underline the adverb in each sentence.

OBJECTIVE

Edit drafts using standard English conventions, including adverbs that convey time and adverbs that convey place.

ELL Targeted Support

Language Structures During classroom instruction, remind students that an adverb can tell *how* something happens, *when* something happens, or *where* something happens.

Display and read these sentences: *I walk quickly. I walk early. I walk outside.* Ask students to act out the first sentence by walking slowly and then walking quickly. Then ask them to describe what time of day it is if someone walks early. Finally,

ask them to describe the surroundings of someone who walks outside. Then label each adverb with the question it answers: *How? When? or Where?* **EMERGING/DEVELOPING**

Direct partners to identify the adverb in each sentence and say whether it tells *how, when, or where*. Then have students use each word in a new sentence. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

LESSON 1



Spiral Review: Adverbs

FLEXIBLE OPTION
LESSON 2

Oral Language: Adjectives and Adverbs

LESSON 3

Teach Adjectives and Adverbs

LESSON 4

Practice Adjectives and Adverbs

FLEXIBLE OPTION
LESSON 5

Standards Practice

Personal Narratives: Character

OBJECTIVE

Write narratives that recount an event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide closure.

Minilesson

Mentor STACK 

TEACHING POINT The characters in a personal narrative are real people. The author narrates a true event in which he or she was the primary character, and therefore uses personal pronouns such as *I* and *me*. He or she also includes other real people.

MODEL AND PRACTICE Choose a personal narrative from the stack. Say: *We are going to read this personal narrative to understand how authors write about characters in personal narratives.* Read the selection. Say: *The author narrates the true story. He or she is the main character. He or she uses I and me to identify himself or herself.* Reread the text aloud together. Have students identify the characters, and discuss how the author writes about them.

Direct students to p. 275 in the *Student Interactive*. Remind students that this personal narrative will use the words *I* and *me*. As you read aloud, point out *we* near the beginning. Ask: *Who else is on this trip with the author? The author took a trip with his or her family. The author writes about a little brother. The author, obviously, is older than this brother. This little brother passes the author on their walk. He helps the author get past some fears. These are the other real characters in the true story.*

For more practice, choose another stack text to read together. Have students identify the characters in the stories. Discuss how the author writes about these characters.

Possible Teaching Point

Writing Process

Prewriting | Mapping

A three-column chart with the headings *Beginning*, *Middle*, and *End* can help students generate and organize ideas for their personal narratives.

Have students

- write a topic sentence about an event at the top of the web
- list who the characters are and where the setting takes place in the first box
- describe how the characters feel during the event in the middle box
- write a supporting detail about what is learned from the event in the last box

Independent Writing

Mentor STACK



FOCUS ON CHARACTER

- Students may continue to read personal narratives from the stack with a focus on characters.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model locating the characters in a personal narrative.
- **Shared** with students. Ask questions to help them identify characters.
- **Guided** Provide explicit instruction on how to locate characters in a personal narrative.

 **Intervention** Refer to the *Small Group Guide* for support.

- Students may also use their writer's notebooks to begin to brainstorm topics for a personal narrative.

See the **Conference Prompts** on p. T360.

Share Back

Have several volunteers talk about some of the real characters they have read about.

Spelling Spell Words with Closed Syllables VC/V

OBJECTIVE

Spell one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

SPELLING WORDS

| | |
|--------|--------|
| lemon | rapid |
| shiver | comet |
| planet | driven |
| clever | tropic |
| river | proper |

HIGH-FREQUENCY WORDS

| | |
|-----------|-------|
| sometimes | young |
|-----------|-------|

LESSON 2

Teach

FOCUS Say: To spell a two-syllable word with the VC/V pattern, you need a vowel after the closed syllable.

MODEL AND PRACTICE Write and say *lemon*. The *e* in *lemon* is short. I use my knowledge of syllable patterns to spell a closed syllable, *lem*, and a second syllable that begins with a vowel: *o, n, lemon*. Say *river*. Have students demonstrate spelling knowledge by identifying the short *i* sound and using their knowledge of closed syllable division patterns to spell the word.

APPLY My TURN

Have students complete *Student Interactive* p. 273 to practice spelling words with closed syllables VC/V. Use the leveled supports on p. T364 for ELLs.

SPELLING
READING-WRITING BRIDGE

Spell Words with Closed Syllables VC/V

When you divide a word into syllables after the consonant (VC/V), the vowel in the first syllable is usually short.

MY TURN Write the word that belongs in each group.

1. lake, stream _____ **river** _____
2. Earth, Mars _____ **planet** _____
3. cold, shake _____ **shiver** _____
4. fast, quick _____ **rapid** _____
5. lime, orange _____ **lemon** _____
6. smart, quick-thinking _____ **clever** _____
7. sky, light _____ **comet** _____
8. correct, right _____ **proper** _____
9. passenger, car _____ **driven** _____
10. hot, jungle _____ **tropic** _____
11. always, never _____ **sometimes** _____
12. baby, child _____ **young** _____

Spelling Words

lemon
shiver
planet
clever
river
rapid
comet
driven
tropic
proper

My Words to Know

sometimes
young

273

LESSON 2

Teach Spell Words with Closed Syllables VC/V

FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION LESSON 3

Review and More Practice Spell Words with Closed Syllables VC/V

FLEXIBLE OPTION LESSON 4

Spiral Review: Spell Words with Vowel Teams *oo, ue, ew, ui*

LESSON 5

Assess Understanding



Language & Conventions

Adjectives and Adverbs

FLEXIBLE OPTION

LESSON 2

Oral Language: Adjectives and Adverbs

FOCUS Answer any questions students have about adjectives and adverbs. Then explain to the class what adjectives and adverbs are: Adjectives describe nouns and adverbs describe actions (verbs), adjectives, and other adverbs. Say: *Both adjectives and adverbs are describing words.*

MODEL AND PRACTICE Display this sentence: *The big, red balloon floated away.* Read the sentence aloud. *This sentence is about a balloon. Balloon is a noun. Which words tell me what the balloon looks like? Big and red. Underline big, red. Big and red are adjectives because they describe the noun, balloon. What does the balloon do? It floats. Floats is a verb. Which word tells me how or where the balloon floated? Away. It floated away. Circle away. Away is an adverb because it describes the verb floats.*

APPLY Have groups of students discuss their day, using as many adjectives and adverbs as they can. After a student has shared a sentence, prompt the other group members to identify the adjectives and/or adverbs.

OBJECTIVE

Edit drafts using standard English conventions, including adjectives, adverbs, and articles.

FLEXIBLE OPTION
LESSON 2

Oral Language:
Adjectives and
Adverbs

FLEXIBLE OPTION
LESSON 1

Spiral Review:
Adverbs

LESSON 3

Teach Adjectives and
Adverbs

LESSON 4

Practice Adjectives
and Adverbs

FLEXIBLE OPTION
LESSON 5

Standards Practice

Personal Narratives: Setting and Plot

OBJECTIVE

Write narratives that recount an event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide closure.

Minilesson

Mentor STACK 

TEACHING POINT Authors structure true events with a plot. Generally, the plot centers on what happens to an author and how he or she reflects on or learns from the event. Personal narratives also include details about setting.

MODEL AND PRACTICE Choose a stack text to read to students. Say: *Authors include details about real settings in their personal narratives. Personal narratives also contain a plot—what happens to the author over the course of the story and what the author takes away from it. The author structures the plot by writing a beginning, middle, and end to the story. As you read the text, point out details of the setting and the beginning, middle, and end of the plot.*

Return to p. 275 in the *Student Interactive*. Read the essay. Say: *For the setting, this true story takes place at the Grand Canyon on a hot day.* Point out details, such as the canyon's beautiful, colorful rocks.

Point out the plot structure. *The author structures the plot by writing a beginning, middle, and end to the story. In the beginning, the author goes on a family vacation to the Grand Canyon. In the middle, the author is excited and almost scared to get too close to the canyon until the little brother passes the author by. The author decides to get closer and experiences a beautiful sight. In the ending, the author states what he or she learned—the author wants to be a geologist, a person who studies rocks.*

Possible Teaching Point

Spelling | Words with Closed Syllables VC/V

Remind students that the first syllable in a word with the closed syllable VC/V pattern has a short vowel sound, and the second syllable begins with a vowel. Provide examples as needed (*limit, ticket, second*). As students proofread their narratives, have them check the spellings of words with the closed syllable VC/V pattern.

Independent Writing

Mentor STACK



FOCUS ON SETTING AND PLOT

- Students should continue to read personal narratives from the stack, focusing on setting and plot.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model identifying the setting and plot of a personal narrative.
- **Shared** Ask students to read a personal narrative aloud. Help them list details about plot and setting.
- **Guided** Provide explicit instruction on how to locate details about setting and plot in a personal narrative.

 **Intervention** Refer to the *Small Group Guide* for support.

- Students who are ready may start to write their own personal narratives.

See the **Conference Prompts** on p. T360.

Share Back

Have several students summarize the basic setting and plot from texts they have read.

Spelling Spell Words with Closed Syllables VC/V

OBJECTIVE

Spell one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

SPELLING WORDS

| | |
|--------|--------|
| lemon | rapid |
| shiver | comet |
| planet | driven |
| clever | tropic |
| river | proper |

HIGH-FREQUENCY WORDS
 sometimes young

FLEXIBLE OPTION

LESSON 3

Review and More Practice

FOCUS Review the VC/V syllable pattern. Remind students that in a two-syllable, or multisyllabic, VC/V word, the first syllable has a short vowel sound and is closed. The second syllable begins with a vowel. Tell students they can use their knowledge of syllable division patterns to spell these multisyllabic words.

MODEL AND PRACTICE Say each of the following words aloud. Have students identify the closed syllable and spell the word correctly: *wagon, robin, never,* and *topic*.

APPLY Have students complete *Spelling* p. 209 from the *Resource Download Center*.

Name _____

Spelling
 Spell Words with Closed Syllables VC/V
 When you divide a word into syllables after the consonant (VC/V), the vowel in the first syllable is usually short.

| Spelling Words | | | | |
|----------------|--------|--------|--------|--------|
| lemon | shiver | planet | clever | river |
| rapid | comet | driven | tropic | proper |

MY TURN Fill in the blank with the correct spelling word from the box above. Use what you know about syllable patterns to check your spelling.

- The boat floated down the river.
- She felt a shiver when the wind blew.
- All of us live on the planet Earth together.
- Oliver is very clever at solving problems.
- He walked at a rapid pace down the hallway.
- Her grandparents were driven home by their friends.

Grade 2, Unit 4, Week 1
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FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with Closed Syllables VC/V

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Closed Syllables VC/V

FLEXIBLE OPTION

LESSON 4

📖 Spiral Review: Spell Words with Vowel Teams *oo, ue, ew, ui*

LESSON 5

✓ Assess Understanding



Language & Conventions

Adjectives and Adverbs

LESSON 3

Teach Adjectives and Adverbs

FOCUS Explain that adjectives describe people, places, and things. They can tell about size, shape, color, and other characteristics. Adverbs describe actions. They tell where, when, and how things happen.

MODEL AND PRACTICE Write several nouns and verbs on the board. Underline one of the nouns, for example *chair*. *I am going to think of a word that describes a chair. Chair is a noun, so I need to think of an adjective. How about brown? A brown chair. Rickety is a good adjective. I can write the rickety, brown chair. Can you think of other adjectives to describe a chair?*

Ask students to identify another noun on the board and help you think of adjectives to describe it. Repeat the activity, calling out a verb on the board. Ask students to help you think of adverbs to describe it.

OBJECTIVE

Edit drafts using standard English conventions, including adjectives, adverbs, and articles.

ELL Targeted Support

Descriptive Writing Review adjectives and adverbs with students. Explain how including adjectives and adverbs in their writing can help students describe things in specific detail. Choose a classroom object and help students create a list of adjectives to describe it. Point out that adjectives can tell about color, size, shape, and other characteristics.

EMERGING

Have partners read a paragraph in a favorite book and identify the adjectives and adverbs. Prompt them to rewrite one sentence, either adding or changing an adjective or adverb to describe something in greater detail. **DEVELOPING**

LESSON 3

Teach Adjectives and Adverbs

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Adverbs

FLEXIBLE OPTION

LESSON 2

Oral Language:
Adjectives and
Adverbs

LESSON 4

**Practice Adjectives
and Adverbs**

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Generate Ideas

OBJECTIVES

Plan a first draft by generating ideas for writing such as drawing or brainstorming.

Write narratives that recount an event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide closure.

STUDENT INTERACTIVE, p. 276

PERSONAL NARRATIVE

Generate Ideas

An author generates, or thinks of ideas, before beginning to write. For a personal narrative, an author considers events from his or her life that might be interesting to tell. Examples include a special time or an experience that was funny, sad, or scary.

MY TURN Think of special times in your life. List three possible topics for your personal narrative.

Use this checklist to help you decide which topic to use.

Topics

- This event is a real experience from my life.
- It focuses on one event.
- It has a clear beginning, middle, and end.
- I can include interesting details to make the story come alive.

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Mentor STACK



TEACHING POINT Before writing a personal narrative, an author brainstorms possible topics based on interesting events from real life. Authors consider special experiences that stand out to them, especially funny, sad, or scary times.

MODEL AND PRACTICE Read aloud a personal narrative from the stack. Ask: *What experience or event does this author describe? What happens in the beginning, middle, and end? What are some interesting details? How does the author feel about the event?*

Direct students to p. 276 in the *Student Interactive*. Before writing a personal narrative, authors brainstorm, or think of ideas. They think about real experiences that happened to them, especially funny, sad, or scary ones. Think about some special times from your life. Then list three topic ideas based on those experiences.

Have students write topic ideas. Call on a few students to share their ideas. Then point out the checklist on p. 276. Ask yourself some questions to help narrow down a topic:

- Is the event a real experience from life?
- Does the topic idea focus on one event?
- Does the event have a beginning, middle, and end?
- Can you include interesting details to make the story come alive?

Have students spend a few minutes narrowing down their topics.

Possible Teaching Point

Language & Conventions | Adjectives and Adverbs

Help students recall the differences between adjectives and adverbs.

- Adjectives describe people, places, and things.
- Adverbs tell where, when, and how things happen.

As students write their narratives, have them check that they are using adjectives and adverbs correctly in their sentences.

Independent Writing

FOCUS ON MEMORABLE EXPERIENCES Have students continue to recall memorable experiences and write topic ideas.

- If students need additional support, ask what a parent would say if asked, “What is an event my child will always remember?”

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how to brainstorm a topic for a personal narrative.
- **Shared** Use shared writing to help students list details about a potential topic.
- **Guided** Provide explicit instruction on how to use the checklist to narrow down a topic.

 **Intervention** Refer to the *Small Group Guide* for support.

- If students have a topic, have them begin writing.

See the **Conference Prompts** on p. T360.

Share Back

Ask students to share how they chose a topic for a personal narrative.

Spelling Spiral Review

OBJECTIVES

Identify and read high-frequency words.

Spell one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

SPELLING WORDS

| | |
|--------|--------|
| lemon | rapid |
| shiver | comet |
| planet | driven |
| clever | tropic |
| river | proper |

HIGH-FREQUENCY WORDS

| | |
|-----------|-------|
| sometimes | young |
|-----------|-------|

Writing Workshop

As students proofread their writing, remind them to check the spellings of words with vowel teams *oo*, *ue*, *ew*, and *ui*.

FLEXIBLE OPTION

LESSON 4

Spiral Review


FOCUS Have students review the rules for spelling words with vowel teams *oo*, *ue*, *ew*, and *ui*.

MODEL AND PRACTICE Read the following words and have students spell them: *goose*, *cue*, *drew*, and *cruise*.

APPLY Have pairs work together to write another word that contains the vowel teams *oo*, *ue*, *ew*, and *ui*.

FLEXIBLE OPTION

LESSON 4

 **Spiral Review:**
 Spell Words with
 Vowel Teams *oo*,
ue, *ew*, *ui*

LESSON 5

Assess Prior Understanding

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach Spell Words
 with Closed Syllables
 VC/V

FLEXIBLE OPTION

LESSON 3

Review and More
 Practice Spell Words
 with Closed Syllables
 VC/V



Language & Conventions

Adjectives and Adverbs

LESSON 4

Practice Adjectives and Adverbs

APPLY MyTURN Have students complete the practice activity p. 274 in the *Student Interactive* to edit drafts using adjectives and adverbs. Use the leveled supports on p. T373 for ELLs.

LANGUAGE AND CONVENTIONS

Adjectives and Adverbs

Adjectives describe persons, places, and things. That means they describe nouns. The words **a**, **an**, and **the** are special adjectives called **articles**. Use **a** before a word with a consonant and **an** before a word with a vowel sound.

A **big green** bug landed on **an empty** table.

Adverbs describe actions. That means they describe verbs. They can describe adjectives and other adverbs too. Adverbs tell how, where, or when.

We played **happily outside today**.

MYTURN Edit this draft. Cross out the incorrect adjectives and adverbs. Write the correct words above.

I was coughing ~~bad~~ ^{badly}, so I went to see my doctor.
 I had to wait in ~~a~~ ^{an} office chair for a few minutes. I
 have a ~~nice~~ ^{nicely} doctor. She checked my throat ~~careful~~ ^{carefully}.
 Then she gave my mother ~~a~~ ^{an} awful lot of papers. I
 feel much better now!

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OBJECTIVE

Edit drafts using standard English conventions, including adjectives, adverbs, and articles.

Writing Workshop

Tell students to pay attention to adjectives and adverbs during Writing Workshop. Remind them to use *a* before an adjective that begins with a consonant and *an* before an adjective that begins with a vowel sound.

FLEXIBLE OPTION
LESSON 1

Spiral Review:
Adverbs

FLEXIBLE OPTION
LESSON 2

Oral Language:
Adjectives and
Adverbs

LESSON 3

**Teach Adjectives and
Adverbs**

LESSON 4

**Practice Adjectives
and Adverbs**

FLEXIBLE OPTION
LESSON 5

Standards Practice

FAST TRACK

Plan a Personal Narrative

OBJECTIVES

Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

Write narratives that recount an event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide closure.

STUDENT INTERACTIVE, p. 277

The screenshot shows a writing workshop page titled "Plan a Personal Narrative". It includes instructions for authors to organize their ideas and a "MY TURN" section where students decide on a topic and use an organizer to plan it. The organizer is a table with the following structure:

| | |
|----------------------------|---------|
| Topic | |
| When and where it happened | |
| Beginning | Details |
| Middle | Details |
| End | Details |

The page number 277 is visible in the bottom right corner of the screenshot.

Minilesson

Mentor **STACK**



TEACHING POINT Authors plan their personal narratives by organizing ideas.

MODEL AND PRACTICE Read aloud a personal narrative from the stack. Point out its beginning, middle, and end. Ask students to tell details from each part of the narrative. Direct students to p. 277 in the *Student Interactive*.

Say: *Authors plan what they will write in their personal narratives. They select a topic and then organize the details they will write about. They use a plan to help them.*

Explain the spaces on the chart on p. 277. Remind students that the personal narrative you just read has a beginning, middle, and end—and that they will plan topic details in that order too.

Have students select a topic and then fill in the chart. As they work, ask questions to help them sequence events.

WRITING CLUB

Place students into Writing Club groups. See p. T379 for details on how to run Writing Club. See the **Conference Prompts** on p. T360.

Share Back

Have several students share their topic idea and then share some details about the beginning, middle, or end of their experience.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share topic ideas for their personal narratives.

As students are in new Writing Club groups, they should spend the first 5-10 minutes discussing the following:

- How to help one another develop ideas
- How to ask questions that require multi-word responses
- How to take turns during discussion

What Are We Sharing? Students should take turns sharing topic ideas for their personal narratives. Students should ask questions to help one another include interesting details about plot, characters, and setting.

How Do We Get Started? Conversation Starters

- What happened before/after _____?
- How did you feel about that event?
- I am not sure _____ belongs in that section.
- You might want to include more details about _____.
- I'm not sure what _____ means.

Spelling Spell Words with Closed Syllables VC/V

OBJECTIVE

Spell one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

SPELLING WORDS

| | |
|--------|--------|
| lemon | rapid |
| shiver | comet |
| planet | driven |
| clever | tropic |
| river | proper |

HIGH-FREQUENCY WORDS

| | |
|-----------|-------|
| sometimes | young |
|-----------|-------|

LESSON 5


Assess Understanding

Read each sentence aloud. Then repeat the spelling word. Give students time to write the word. Repeat the word or the sentence if students ask.

Spelling Sentences

1. We need to buy a **lemon** at the store.
2. She began to **shiver** when she got out of the pool.
3. Jupiter is the largest **planet** in our solar system.
4. Pandas are very **clever** animals.
5. Is there a **river** near your house?
6. There is a **rapid** increase in the population.
7. You need the **proper** tools to do this work.
8. A **comet** is made of ice and dust.
9. Have you ever **driven** a sports car?
10. They live in a **tropic** region.
11. **Sometimes** it is better to walk instead of drive.
12. She liked to play on the swings when she was **young**.

FLEXIBLE OPTION 
LESSON 1

 **Assess Prior Knowledge**


LESSON 2

Teach Spell Words with Closed Syllables VC/V

FLEXIBLE OPTION 
LESSON 3

Review and More Practice Spell Words with Closed Syllables VC/V

FLEXIBLE OPTION 
LESSON 4

 **Spiral Review:** Spell Words with Vowel Teams *oo*, *ue*, *ew*, *ui*

LESSON 5

 **Assess Understanding**



Language & Conventions

Adjectives and Adverbs

FLEXIBLE OPTION

LESSON 5

Standards Practice

Display the following sentence and guide students to complete the question.

We can play inside.

Which word in the sentence is an adverb?

- A play
- B inside**
- C we
- D can

APPLY Have students complete *Language & Conventions* p. 215 from the *Resource Download Center*.

Name _____

Language and Conventions

Adjectives and Adverbs
An adverb gives details about a verb. Many adverbs end in -ly. Adverbs often describe when or where things happen (for example, quickly, often, there). An adjective describes a noun. Many adjectives describe color, number, size, or feelings (for example, blue, three, large, and grumpy).

MY TURN Circle the adverb in each sentence and put an "X" through each adjective in each sentence.

- Aunt Judy walked quickly to class.
- The little squirrel ate acorns.
- Dan and Mira cheerfully washed the dirty dishes.
- The three friends ate apples sometimes.

Possible responses:
Fill in each blank below with an adjective or an adverb.

- We set out for home on a windy night.
- We stepped carefully over the stones.
- I tried to whisper quietly.
- I was wearing a warm jacket.

Grade 2, Unit 4, Week 1
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OBJECTIVE

Edit drafts using standard English conventions, including adjectives, adverbs, and articles.

FLEXIBLE OPTION

LESSON 5

Standards Practice

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Adverbs

FLEXIBLE OPTION

LESSON 2

Oral Language:
Adjectives and
Adverbs

LESSON 3

**Teach Adjectives and
Adverbs**

LESSON 4

**Practice Adjectives
and Adverbs**

Weekly Overview

Students will

- explore setting in personal narratives
- consider personal experiences to inspire their writing
- understand how authors resolve problems in their personal narratives

| WEEK | WRITING PROCESS | FLEXIBLE PATH |
|------|----------------------|--------------------------------|
| 1 | Prewriting | Introduce and Immerse |
| ▶ 2 | Drafting | Develop Elements |
| 3 | Drafting | Develop Structure |
| 4 | Revising and Editing | Writer's Craft |
| 5 | Publishing | Publish, Celebrate, and Assess |

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

| | FAST TRACK LESSON 1 | LESSON 2 | FAST TRACK LESSON 3 |
|--|--|---|--|
| MINILESSON 5–10 min. | Compose Setting T386 | Explore the Main Character: You T390 | Apply the Main Character: You T394 |
| INDEPENDENT WRITING AND CONFERENCES 30–40 min. | Independent Writing and Conferences T387 | Independent Writing and Conferences T391 | Independent Writing and Conferences T395 |
| SHARE BACK FOCUS 5–10 min. | Setting T387 | Author's Point of View T391 | Thoughts and Feelings T395 |
| READING-WRITING WORKSHOP BRIDGE 5–10 min. | <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T388 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Adjectives and Adverbs T389 | <ul style="list-style-type: none"> • Spelling Teach Open Syllables V/CV T392 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Comparative and Superlative Adjectives T393 | <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Review and More Practice T396 • Language & Conventions Teach Comparative and Superlative Adjectives T397 |



Mentor STACK



Use these criteria to choose texts that teach students elements of personal narrative:

- The setting is evident and vivid.
- The author's character and feelings are strongly present.
- There is an obvious problem and a clear resolution.

FAST TRACK

LESSON 4

LESSON 5

Explore Problem and Resolution T398

Apply Problem and Resolution T402

Independent Writing and Conferences T399

Writing Club and Conferences T402–T403

Problem and Resolution T399

Problem and Resolution T402

FLEXIBLE OPTION

- **Spelling** Spiral Review T400
- **Language & Conventions** Practice Comparative and Superlative Adjectives T401

- **Spelling** **Assess Understanding** T404
- **FLEXIBLE OPTION**
- **Language & Conventions** Standards Practice T405

ADDITIONAL RESOURCES

MINILESSON

5–10 min.

Dialogue

Dialogue

INDEPENDENT WRITING AND CONFERENCES

30–40 min.

Independent Writing and Conferences

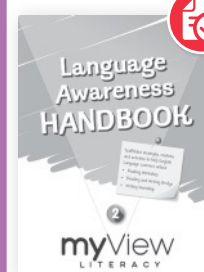
Independent Writing and Conferences

SHARE BACK FOCUS

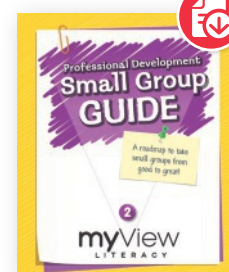
5–10 min.

Draw Your Characters

Character Drawings and Descriptions



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences



Mentor STACK



During this time, assess for how well students understand elements of personal narrative. Have stack books and minilessons available.

FORMATIVE ASSESSMENT

Conference Prompts

Compose Setting

If students need additional support,


 **Then** read examples of setting from a stack text.

If students show understanding,

Then have students describe a setting they might use in their writing.

The Main Character: You

If students need additional support,


 **Then** review a stack text in which the author discusses thoughts and feelings about an experience.

If students show understanding,

Then discuss how the student plans to put thoughts and feelings into writing.

Problem and Resolution

If students need additional support,

 **Then** read a stack text together and help students identify the author's problem or challenge.

If students show understanding,

Then have students tell you a problem and resolution they might write about.

Conference Support for ELL

EMERGING

- Help students describe a highly interesting visual.
- Have students tell their thoughts and feelings about a common experience.
- Have students create a drawing that represents a challenge in their lives.

DEVELOPING

- Model drawing to describe a setting.
- Provide sentence frames to help students discuss a real-life experience.
- Use shared writing to identify an author's problem in a stack text.

EXPANDING

- Use shared writing to help students describe a setting.
- Use a web graphic organizer to analyze an author's feelings.
- Use guided writing to help students describe a problem or challenge.

BRIDGING

- Use visuals from the stack to discuss setting.
- Have students explain their thoughts and feelings about a real-life experience.
- Have students discuss a problem they could write about that is similar to an author's problem in a stack text.



Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **descriptive details** and **comparative and superlative adjectives**.



ELL Minilesson Support

Week 2: Develop Elements

During this week, ELLs will benefit from additional writing support that expands their awareness of how to write about themselves in a personal narrative.

Use this note for the minilesson on pp. T386–T387.

ELL Targeted Support

COMPOSE SETTING

Tell students that describing a place and time requires that they use specific nouns and adjectives. Draw a T-chart with *Places* and *Times* as the headings.

Study a visual from a stack text with students. Work with them to brainstorm English nouns and adjectives that describe the setting in the picture. Add words to the T-chart as you brainstorm, and have students copy the words.

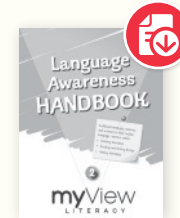
EMERGING

Read the introductory paragraphs of a stack text with students. Engage students in a discussion about where and when the story takes place. As you discuss, add nouns and adjectives to the T-chart. Then have students use the words in written sentences about the setting. **DEVELOPING**

Have student pairs read a stack text together and then tell you the story's setting. As they speak, add nouns and adjectives from their description to the T-chart. Prompt them to use words that are specific. Then have partners collaborate to write sentences about the setting using those words. **EXPANDING**

Have students read a grade-level stack text and then write nouns and adjectives that convey specific details about the story's setting in the T-chart. Then have them use the words in short written paragraphs that describe the setting.

BRIDGING



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on pp. T394–T395.

ELL Targeted Support

APPLY THE MAIN CHARACTER: YOU

Tell students that in their personal narratives, they will write stories that show readers their thoughts and feelings. That means they will be *narrators who narrate* a story. Write *narrate* and have students say the word with you. Remind them that stories usually have a beginning and an end. Explain that as they acquire more English, they will narrate with increasing specificity and detail.

Read several paragraphs of a stack text aloud. Explain that the narrator is the author. Prompt students to retell the author's basic feelings about a situation, using single words if necessary. Transcribe what students say, and then have them write by copying your transcription. **EMERGING**

Read aloud a stack text. Have students tell you who the main character is and what happens to him or her. Then help them write sentences with details from their narrations. **DEVELOPING**

Read aloud a stack text. Ask students how they would narrate the end of the story in their own words. Provide language support and have students write details from their narrations.

EXPANDING

Have students in groups take turns narrating memorable experiences. Then help individuals write their narrations with specificity and detail.

BRIDGING

FAST TRACK

Compose Setting

OBJECTIVE

Write narratives that recount an event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide closure.

STUDENT INTERACTIVE, p. 317

Minilesson

Mentor **STACK**



TEACHING POINT A personal narrative contains details about a setting—where and when a story takes place. Authors make sure to use sensory details to describe settings in their narratives.

MODEL AND PRACTICE From the stack, choose a personal narrative that has a well-described setting. Say: *A personal narrative includes details about the setting of the story. Authors of personal narratives use sensory details to vividly describe where a story takes place and when it happens. Sensory details describe how authors experience the event with their senses: what they see, hear, smell, touch, and taste.*

Read aloud the stack text, pausing to identify details about the setting. After reading, ask: *Where did the story take place? What sensory details did the author use to describe the setting?* Discuss students' answers.

Authors plan the details they will use to write about a setting in their personal narratives. You will too. Direct students to fill in the chart on p. 317 in the *Student Interactive*. Then have students refer to the chart while composing a setting for their personal narrative in their writing notebooks.

Independent Writing

FOCUS ON SETTING During independent writing time, students should develop the setting for their personal narrative, using clear and vivid details to describe the place and time.

- If students need additional support, have them tell you orally as much as they can about the place their event occurred and details about when it happened.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how to include a sensory detail in a description about setting.
- **Shared** Use shared writing to help students describe a setting.
- **Guided** Provide explicit instructions on how to include a sensory detail in a description of setting.

 **Intervention** Refer to the *Small Group Guide* for support.

- Encourage students to write details to include in their personal narratives.

See the **Conference Prompts** on p. T384.

Share Back

Ask three or four students to describe where and when their personal narratives took place.



Spelling Spell Words with Open Syllables V/CV

OBJECTIVE

Spell one-syllable and multisyllabic words with closed syllables and open syllables.

SPELLING WORDS

| | |
|--------|--------|
| bonus | lazy |
| tulip | meter |
| bacon | human |
| diner | silent |
| crater | cubic |

HIGH-FREQUENCY WORDS

| | |
|------|-------|
| talk | being |
|------|-------|

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Read each sentence aloud. Then repeat the spelling word. Give students time to write the word. Repeat the word or the sentence if students ask.

Spelling Sentences

1. Neil Armstrong was the first **human** on the moon.
2. Do you eat **bacon** and eggs for breakfast?
3. I gave my mother a red **tulip** for Mother's Day.
4. Maria answered the **bonus** question on the test.
5. The box measured nine **cubic** inches.
6. How many feet are in a **meter**?
7. We should not **talk** while others are talking.
8. My cat Leo is very **lazy**.
9. Grandpa eats lunch at a **diner** every day.
10. **Being** helpful to others is a trait of a good citizen.
11. The helicopter flew over the volcano's **crater**.
12. Students must be **silent** during the test.

ELL Targeted Support

Spelling Patterns Review the V/CV spelling pattern.

Write *bacon*. Have students identify each letter as a vowel or a consonant. Say the word, emphasizing the long *a*. Show the syllable division. Repeat with more spelling words. **EMERGING**

Have partners read a paragraph in their book and identify open-syllable V/CV words. Have them employ the spelling pattern by writing the words on the board. **DEVELOPING**

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with Open Syllables V/CV


FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Open Syllables V/CV

FLEXIBLE OPTION

LESSON 4

 **Spiral Review:** Spell Words with Closed Syllables VC/V

LESSON 5

✓ **Assess Understanding**



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Adjectives and Adverbs

FOCUS Remind students that adjectives describe people, places, and things. They can tell about size, shape, color, and other characteristics. Adverbs describe verbs, or actions. They tell where, when, and how things happen.

MODEL AND PRACTICE Write this sentence on the board: *The little, blue bird sings softly.* Read the sentence aloud. *This sentence is about a bird. Bird is a noun. Which words tell me what the bird looks like? Little and blue. Underline little, blue. Little and blue are adjectives because they describe the noun, bird. What does the bird do? It sings. Sings is a verb. Which word tells me how or where the bird sings? Softly. It sings softly. Circle softly. Softly is an adverb because it describes the verb sings. Point out that many adverbs end in -ly.*

APPLY Supply magazines or picture cards. Have partners choose a picture and write one or two sentences to describe it. Remind them to use at least one adjective and one adverb. Ask students to share, and prompt the class to identify the adjectives and/or adverbs.

OBJECTIVE

Edit drafts using standard English conventions, including adjectives, adverbs, and articles.

ELL Targeted Support

Descriptive Writing Review adjectives and adverbs with students.

Explain how including adjectives and adverbs in their writing can help students describe things in specific detail. Choose a classroom object and help students create a list of adjectives to describe it. Point out that adjectives can tell about color, size, shape, and other characteristics. **EMERGING**

Have partners read a paragraph in a favorite book and identify the adjectives and adverbs. Prompt them to rewrite one sentence, either adding or changing an adjective or adverb to describe something in greater detail. **DEVELOPING**

FLEXIBLE OPTION

LESSON 1



Spiral Review: Adjectives and Adverbs

FLEXIBLE OPTION

LESSON 2

Oral Language:
Comparative and
Superlative Adjectives

LESSON 3

**Teach Comparative
and Superlative
Adjectives**

LESSON 4

**Practice Comparative
and Superlative
Adjectives**

FLEXIBLE OPTION

LESSON 5

Standards Practice

Explore the Main Character: You

OBJECTIVE

Write narratives that recount an event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide closure.

Minilesson

Mentor **STACK**

TEACHING POINT The author of a personal narrative is the main character of the story. When writing personal narratives, authors not only narrate what happens during a story; they also describe how they think and feel about it.

MODEL AND PRACTICE Explain to students that they will be the main character in their personal narratives. They will describe a real event and include their thoughts and feelings about the event. Read aloud a personal narrative from the stack. Pause to identify details about the author's thoughts and feelings.

Read one or more personal narratives from the stack. Ask: *Who is the main character of the story? (the author) What happened to the author of this story? What did the author think and feel about what happened?* Ask students to tell the author's emotions, such as happy, sad, excited, scared, or confused. Ask students to give specific details that connect to the author's state of mind at different points in the narrative.

Possible Teaching Point

Writing Process

Drafting | Exploring Problem and Resolution

Students should be incorporating details about a personal experience that reveal the problem and how it is solved. Remind students of the general order in which these details should appear in their narratives.

- The beginning tells the problem.
- The middle tells what actions the author takes to solve the problem.
- The end tells how the author solved the problem (resolution).

Independent Writing

FOCUS ON THE MAIN CHARACTER

- Students should recall personal narratives they have read, with a focus on how authors describe their thoughts and feelings about an event.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how to locate a detail about an author's feelings.
- **Shared** Read a stack text together. Ask students to point out details that identify an author's thoughts and feelings.
- **Guided** Provide explicit instruction on how an author writes about thoughts and feelings.

 **Intervention** Refer to the *Small Group Guide* for support.

- Have students begin to write about their own thoughts and feelings about an event.

See the **Conference Prompts** on p. T384.

Share Back

Have volunteers share a detail they plan to use in their writing that tells how they felt about an event.

Spelling Spell Words with Open Syllables V/CV

OBJECTIVE

Spell one-syllable and multisyllabic words with closed syllables and open syllables.

SPELLING WORDS

| | |
|--------|--------|
| bonus | lazy |
| tulip | meter |
| bacon | human |
| diner | silent |
| crater | cubic |

HIGH-FREQUENCY WORDS

| | |
|------|-------|
| talk | being |
|------|-------|

LESSON 2

Teach

FOCUS Say: To spell a two-syllable word with the V/CV pattern, listen for a long vowel sound in the first syllable, and make sure that a consonant comes after the open syllable.

MODEL AND PRACTICE Write and say *tiger*. The *i* in *tiger* has a long sound. I use my knowledge of syllable patterns to spell an open syllable, *i*, and a second syllable that begins with a consonant: *g, e, r, tiger*. Say *driver*. Have students demonstrate their spelling knowledge by identifying the long *i* sound and by using their knowledge of open syllable division patterns to spell the word.

APPLY MyTURN

Have students complete *Student Interactive* p. 315 to practice spelling words with open syllables V/CV. Use the leveled supports on p. T388 for ELLs.

SPELLING
READING-WRITING BRIDGE

Spell Words with Open Syllables V/CV

An open syllable ends with a vowel. The vowel usually has a long sound. Learn this syllable division pattern.

MYTURN Unscramble the letters to make Spelling Words. Write each word.

| Spelling Words | | | | |
|----------------|-------|--------|--------|-------|
| bonus | lazy | tulip | meter | bacon |
| human | diner | silent | crater | cubic |

1. mteer meter
2. slient silent
3. yzal lazy
4. riden diner
5. utpil tulip
6. hanmu human
7. ccubi cubic
8. buson bonus
9. cabno bacon
10. crtaer crater

My Words to Know

talk being

Complete each sentence with a My Words to Know word.

Please talk louder so I can hear you.

Someone who doesn't share is being selfish.

315

LESSON 2

Teach Spell Words with Open Syllables V/CV

FLEXIBLE OPTION
LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION
LESSON 3

Review and More Practice Spell Words with Open Syllables V/CV

FLEXIBLE OPTION
LESSON 4

Spiral Review: Spell Words with Closed Syllables VC/V

LESSON 5

Assess Understanding



Language & Conventions

Comparative and Superlative Adjectives

FLEXIBLE OPTION

LESSON 2

Oral Language: Comparative and Superlative Adjectives

FOCUS Explain that we use special adjectives called comparatives and superlatives when we compare things.

MODEL AND PRACTICE Tell students that words such as *bigger* and *biggest* are examples of these special adjectives. Write this sentence on the board and read it aloud: *A horse is bigger than a dog. This sentence compares two things: the size of a horse and the size of a dog. It tells me that a horse is bigger.* Underline *bigger*. *Bigger* is a comparative adjective.

Then write: *A blue whale is the biggest animal of all.* Read the sentence aloud. *This sentence compares more than two things. It tells me that a blue whale is the biggest of all animals.* Underline *biggest*. *Biggest* is a superlative adjective.

Write several comparative and superlative adjectives on the board and have students use each one in a sentence.

APPLY Have groups of students describe people, places, and things in your school, using comparative and superlative adjectives.

OBJECTIVES

Identify the meanings of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion/tion/sion*.

Edit drafts using standard English conventions, including adjectives, adverbs, and articles.

FLEXIBLE OPTION
LESSON 2

Oral Language:
Comparative and
Superlative Adjectives

FLEXIBLE OPTION
LESSON 1

Spiral Review:
Adjectives and
Adverbs

LESSON 3

Teach Comparative
and Superlative
Adjectives

LESSON 4

Practice Comparative
and Superlative
Adjectives

FLEXIBLE OPTION
LESSON 5

Standards Practice

FAST TRACK

Apply the Main Character: You

OBJECTIVE


Write narratives that recount an event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide closure.

STUDENT INTERACTIVE, p. 318

PERSONAL NARRATIVE

The Narrator: You

The narrator of a personal narrative is the author. In a personal narrative, authors describe an event and tell what they were thinking and feeling at the time.

 **MY TURN** Fill in the chart to help you plan what you will write. Then compose your personal narrative.

| |
|---------------------|
| What Happened |
| |
| What I Was Thinking |
| |
| What I Was Feeling |
| |

318

Minilesson

Mentor STACK 

TEACHING POINT Authors write personal narratives to tell about an event and share their thoughts and feelings about it. As students plan their personal narratives, they can use a chart to organize their thoughts and feelings.

MODEL AND PRACTICE Direct students to p. 318 of the *Student Interactive*. Explain that as the authors of their own stories, they are the main characters. Each of them will narrate a story about a real-life event, making sure to include details that describe their feelings about it.

Say: A chart will help you plan which thoughts and feelings to include in your personal narrative. Start by summarizing what happened to you. Then ask yourself: What was I thinking during this experience? What was I feeling during this experience?

Have students fill in the chart on p. 318. As necessary, use stack texts to reinforce how authors describe what they thought and felt about an event.

Possible Teaching Point

Spelling | Words with Open Syllables V/CV

Some students may have difficulty remembering the difference between open and closed syllables. Explain to students that

- an open syllable ends with a vowel
- a closed syllable ends with a consonant

Have students read their drafts aloud and listen for words with a long vowel sound that follow the open syllable V/CV pattern. Then have them check the spelling of these words to make sure they used the V/CV pattern as appropriate.

Independent Writing

FOCUS ON THOUGHTS AND FEELINGS During independent writing time, students should continue to record their feelings and thoughts about a personal event.

- Have students who need additional support talk to you or a partner about the details of the event and then talk about how they felt; they will then have in mind what they can write.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how to recall thoughts and feelings about an event.
- **Shared** Use shared writing to help students write descriptions of thoughts and feelings.
- **Guided** Offer words to help students write a description of their thoughts and feelings.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T384.

Share Back

Call on several students to read descriptions of their own or an author's thoughts and feelings about an event.

Spelling Spell Words with Open Syllables V/CV

OBJECTIVE

Spell one-syllable and multisyllabic words with closed syllables and open syllables.

SPELLING WORDS

| | |
|--------|--------|
| bonus | lazy |
| tulip | meter |
| bacon | human |
| diner | silent |
| crater | cubic |

HIGH-FREQUENCY WORDS

| | |
|------|-------|
| talk | being |
|------|-------|

FLEXIBLE OPTION

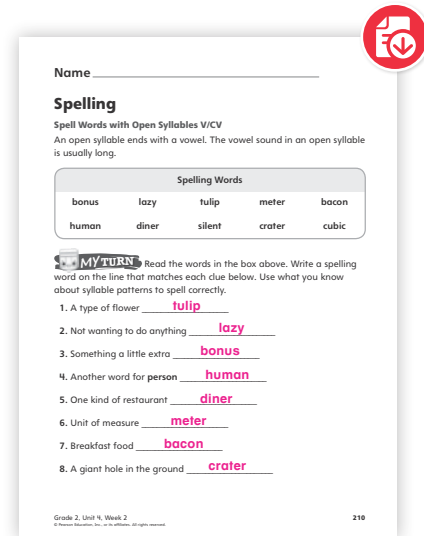
LESSON 3

Review and More Practice

FOCUS Review the V/CV spelling pattern. Explain that spelling a multisyllabic word with an open syllable requires identifying the long vowel sound at the end of the open syllable.

MODEL AND PRACTICE Have students read the following words aloud, listen for the long vowel sound in the open syllable, and identify the V/CV spelling pattern in each: *nature*, *stable*, *notice*, *table*, and *slogan*. Then say the words *hotel* and *label* and have students spell them.

APPLY Have students complete *Spelling* p. 210 from the *Resource Download Center*.



Name _____

Spelling
 Spell Words with Open Syllables V/CV
 An open syllable ends with a vowel. The vowel sound in an open syllable is usually long.

| Spelling Words | | | | |
|----------------|-------|--------|--------|-------|
| bonus | lazy | tulip | meter | bacon |
| human | diner | silent | crater | cubic |

MY TURN Read the words in the box above. Write a spelling word on the line that matches each clue below. Use what you know about syllable patterns to spell correctly.

- A type of flower _____ **tulip** _____
- Not wanting to do anything _____ **lazy** _____
- Something a little extra _____ **bonus** _____
- Another word for person _____ **human** _____
- One kind of restaurant _____ **diner** _____
- Unit of measure _____ **meter** _____
- Breakfast food _____ **bacon** _____
- A giant hole in the ground _____ **crater** _____

Grade 2, Unit 4, Week 2
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FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with Open Syllables V/CV

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Open Syllables V/CV

FLEXIBLE OPTION

LESSON 4

📖 Spiral Review: Spell Words with Closed Syllables VC/V

LESSON 5

✓ Assess Understanding



Language & Conventions

Comparative and Superlative Adjectives

LESSON 3

Teach Comparative and Superlative Adjectives

FOCUS Tell students that many comparative and superlative adjectives follow special spelling rules. Read the spelling rules at the top of p. 316 in the *Student Interactive*. Then read through the chart.

MODEL AND PRACTICE Use words from the chart in sentences you write on the board. For example: *July is hotter than June. August is the hottest month. Tom was later than Alex. Midnight was the latest I stayed up. Is Boston windier than Chicago? March is the windiest month.* Read the first sentence aloud. **This sentence compares two things, so it uses a comparative adjective, *hotter*.** Have students read the remaining sentences with you. Ask them to identify what is being compared and the adjective that compares them, and then tell if that adjective is comparative or superlative.

Direct students to write a comparative and superlative sentence using the following adjectives: *easy, sad, nice, and old*.

OBJECTIVES

Identify the meanings of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion/tion/sion*.

Edit drafts using standard English conventions, including adjectives, adverbs, and articles.

ELL Targeted Support

Spelling Rules Help students employ English spelling rules in their writing.

Have students copy sets of adjectives, such as: *big, bigger, biggest; heavy, heavier, heaviest; and fine, finer, finest*. Help them recognize the spelling rule for each adjective. **EMERGING**

Have students think of and write the comparative and superlative forms of two adjectives and check that they are spelled correctly. **DEVELOPING**

Have students use comparative and superlative adjectives in short written sentences and check that they are spelled correctly. **EXPANDING**

Have students use comparative and superlative adjectives in short written sentences, check the spelling of these words, and explain the spelling rule. **BRIDGING**

LESSON 3

Teach Comparative and Superlative Adjectives

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Adjectives and
Adverbs

FLEXIBLE OPTION

LESSON 2

Oral Language:
Comparative and
Superlative Adjectives

FLEXIBLE OPTION

LESSON 5

LESSON 4

Practice Comparative and Superlative Adjectives

Standards Practice

Explore Problem and Resolution

OBJECTIVE

Write narratives that recount an event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide closure.

Minilesson

Mentor STACK



TEACHING POINT In the beginning of a personal narrative, the author has a problem or experience. In the middle, the author tries to solve the problem. In the end of a personal narrative, the author solves the problem. This is called the resolution.

MODEL AND PRACTICE Say: *The beginning of a personal narrative usually reveals a problem. The author wants to change or fix a situation. In the middle, the author tries to solve this problem and describes the action he or she takes to do so. At the end, the author tells how he or she solved this problem. This is called the resolution to the story.*

Read aloud a personal narrative from the stack, pausing to summarize what happens in the beginning, middle, and ending of the story. Ask: *What problem or experience does the author have in the beginning? How does the author try to solve the problem in the middle? How does the author eventually solve this problem?*

Repeat the above routine with one or more books from the stack. Review how authors describe a problem at the beginning of a personal narrative, describe how they tried to solve it in the middle, and then describe the resolution to the problem at the end.

Possible Teaching Point

Language & Conventions | Comparative and Superlative Adjectives

Remind students that comparative adjectives compare two things and superlative adjectives compare three or more things. Explain that comparative adjectives often end in *-er*, while superlative adjectives often end in *-est*.

Ask students to look for comparative and superlative adjectives in their drafts and ask themselves whether they are comparing two things or more than two things. Have them check that they are using the correct form of the adjective.

Independent Writing

Mentor STACK



FOCUS ON PROBLEM AND RESOLUTION Students should revisit their topic ideas to jot down notes about how they experienced a problem and made attempts to solve it.

- As necessary, students should continue to consult stack texts to understand how authors present problems and resolutions.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model identifying details about an author's problem in the beginning, actions taken in the middle, and the resolution at the end of the narrative.
- **Shared** Prompt students to identify the problem and resolution of a personal narrative.
- **Guided** Provide explicit instruction on how authors resolve problems; use the the beginning, middle, and end of written narratives.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T384.

Share Back

Ask a few students to describe an author's problem and resolution that gave them helpful ideas for their own personal narratives.

Spelling Spiral Review

OBJECTIVE

Spell one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

SPELLING WORDS

| | |
|--------|--------|
| bonus | lazy |
| tulip | meter |
| bacon | human |
| diner | silent |
| crater | cubic |

HIGH-FREQUENCY WORDS

| | |
|------|-------|
| talk | being |
|------|-------|

Writing Workshop

As students proofread their writing, remind them to check the spelling of words with the closed syllable VC/V spelling pattern.

FLEXIBLE OPTION

LESSON 4

Spiral Review


FOCUS Have students review the closed syllable VC/V spelling pattern.

MODEL AND PRACTICE Write these words on the board: *rapid*, *cavern*, and *camel*. Read the words aloud. **These words have a short vowel sound in the first syllable. That means they are in a closed syllable that ends with a consonant.** Label the VC/V pattern in each word and then draw a line to divide the word. Write these words on the board: *boxer*, *mixer*, *fixer*, and *clamor*. Have students read each word aloud, identify the VC/V pattern, and break the word into syllables. Encourage students to explain their answers.

APPLY Have partners review the reading and identify three words with closed syllables. Have volunteers write the words on the board, break them into syllables, and point out the closed syllables.

FLEXIBLE OPTION

LESSON 4

 **Spiral Review:**
 Spell Words with
 Closed Syllables
 VC/V

LESSON 5

Assess Understanding

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach Spell Words
 with Open Syllables
 V/CV

FLEXIBLE OPTION

LESSON 3

Review and More
 Practice Spell Words
 with Open Syllables
 V/CV



Language & Conventions

Comparative and Superlative Adjectives

LESSON 4

Practice Comparative and Superlative Adjectives

APPLY MyTURN Have students complete the practice activity on *Student Interactive* p. 316 to edit drafts using comparative and superlative adjectives. Use the leveled supports on p. T397 for ELLs.

LANGUAGE AND CONVENTIONS

Comparative and Superlative Adjectives

Add *-er* to the end of an adjective to compare two things.
Add *-est* to compare three or more things.

| If the word ends with . . . | Follow this rule | Examples |
|-----------------------------|-----------------------|--|
| a short vowel and consonant | Double the consonant. | hot + <i>-er</i> = hotter hot + <i>-est</i> = hottest |
| e | Drop the final e. | late + <i>-er</i> = later late + <i>-est</i> = latest |
| a consonant followed by y | Change the y to i. | windy + <i>-er</i> = windier windy + <i>-est</i> = windiest |

MYTURN Edit this draft by crossing out the incorrect adjectives and writing the correct words above.

My sister Alix is the ~~youngest~~ ^{youngest} one in my family.
I am one year ~~older~~ ^{older}, but she is ~~bigger~~ ^{bigger} than I am.
Alix has an ~~easier~~ ^{easier} time making friends. She has many friends, but I am her ~~closest~~ ^{closest} friend.

316

OBJECTIVES

Identify the meanings of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion/tion/sion*.

Edit drafts using standard English conventions, including adjectives, adverbs, and articles.

Writing Workshop

Encourage students to use comparative and superlative adjective forms in their writing and review when to double the consonant, drop the final e, or change y to i.

FLEXIBLE OPTION
LESSON 1

Spiral Review:
Adjectives and
Adverbs

FLEXIBLE OPTION
LESSON 2

Oral Language:
Comparative and
Superlative Adjectives

LESSON 3

**Teach Comparative
and Superlative
Adjectives**

LESSON 4

**Practice Comparative
and Superlative
Adjectives**

FLEXIBLE OPTION
LESSON 5

Standards Practice

FAST TRACK

Apply Problem and Resolution

OBJECTIVE

Write narratives that recount an event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide closure.

STUDENT INTERACTIVE, p. 319

The screenshot shows a page from a student interactive titled "Problem and Resolution" under the heading "WRITING WORKSHOP". The text explains that a personal narrative has a beginning, middle, and end. In the beginning, the author tells the reader about a problem or experience. In the middle, the author tells about trying to solve the problem. The ending, or resolution, tells how the problem was solved. A "MY TURN" section asks students to fill in a chart to plan the problem and resolution they will write about. The chart has three rows: "Topic", "Problem", and "Resolution". The page number "319" is in the bottom right corner.

Minilesson

Mentor **STACK**



TEACHING POINT Before writing a personal narrative, authors plan what they will write about in the beginning, middle, and end of the story. They plan how they will describe how they faced a problem in the beginning, how they tried to resolve it in the middle, and how they resolved it at the end.

MODEL AND PRACTICE Read aloud a personal narrative from the stack, pausing to identify the beginning, middle, and end along with accompanying descriptions of an author's problem, how he or she tried to fix or solve it, and the resolution. Read aloud another stack text. Ask: **What happens in the beginning of the story? middle? ending? What is the author's problem? What does the author do to solve it or change it? What is the resolution of the author's problem?**

Direct students to p. 319 of the *Student Interactive*. Have students fill in a topic idea, state the problem they faced, and describe its resolution. After students settle on the problem and resolution, have them fill in as many details as they can about the situation.

WRITING CLUB

Have students move into their Writing Club groups. See p. T403 for details on how to run Writing Club. See the **Conference Prompts** on p. T384.

Share Back

Ask three or four students to describe a problem they can tell about in a personal narrative and briefly report how it was resolved.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share and receive feedback on the elements of their personal narratives.

Students should spend the first 5-10 minutes of their Writing Club time discussing the following:

- How to ask questions to help each other develop ideas
- How to politely suggest alternatives
- How to listen to feedback

What Are We Sharing? Tell students that they will be sharing their personal narratives. Encourage students to help one another develop the beginning, middle, and ending of their stories with details about the problems they faced and their resolutions.

How Do We Get Started? Conversation Starters

- What happened before/after _____?
- What did you think/feel about _____?
- I think you need to add more details about _____.
- How did you resolve _____?
- Where did your story take place?

Spelling Spell Words with Open Syllables V/CV

OBJECTIVE

Spell one-syllable and multisyllabic words with closed syllables and open syllables.

SPELLING WORDS

| | |
|--------|--------|
| bonus | lazy |
| tulip | meter |
| bacon | human |
| diner | silent |
| crater | cubic |

HIGH-FREQUENCY WORDS

| | |
|------|-------|
| talk | being |
|------|-------|

LESSON 5

✓ Assess Understanding

Read each sentence aloud. Then repeat the spelling word. Give students time to write the word. Repeat the word or the sentence if students ask.

Spelling Sentences

1. The spaceship landed near the **crater**.
2. Sam ate a **bacon** cheeseburger for lunch.
3. Always be friendly when you **talk** to a new student.
4. My older brother is a cook at a **diner**.
5. We had a busy day yesterday, so today we will be **lazy**.
6. It is **human** to make mistakes.
7. Movies used to be **silent**.
8. There is a **bonus** question for a bigger prize.
9. Mario is **being** silly.
10. A **meter** is a measure of length.
11. There was a pink **tulip** in the vase.
12. How many **cubic** feet are inside the ship?

FLEXIBLE OPTION LESSON 1

✓ Assess Prior Knowledge


LESSON 2

Teach Spell Words with Open Syllables V/CV

FLEXIBLE OPTION LESSON 3

Review and More Practice Spell Words with Open Syllables V/CV

FLEXIBLE OPTION LESSON 4

 Spiral Review: Spell Words with Closed Syllables VC/V

LESSON 5

✓ Assess Understanding



Language & Conventions

Comparative and Superlative Adjectives

FLEXIBLE OPTION

LESSON 5

Standards Practice

Display the following sentence and guide students to complete the question.

It is _____ today than it was yesterday.

Which word is the correct form?

- A hotter
- B more hot
- C hotter
- D hot

APPLY Have students complete *Language & Conventions* p. 216 from the *Resource Download Center*.

Name _____

Language and Conventions
Comparative and Superlative Adjectives

A comparative adjective ends in **-er** (hungrier, wetter) and compares two nouns. A superlative adjective ends in **-est** (hungriest, wettest) and compares three or more nouns.

MY TURN Choose the adjective that best completes each sentence. Write the correct adjective on the line.

- John brought a healthier snack than Joe did.
healthier healthiest
- That bear is the largest animal at the zoo.
larger largest
- Angie is the tallest girl in her class.
taller tallest
- The coast was smaller than it looked.
smaller smallest
- That is the biggest house I've ever seen!
bigger biggest
- My sister is lazier than my brother is.
lazier laziest

Grade 2, Unit 4, Week 2
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OBJECTIVES

Identify the meanings of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion/tion/sion*.

Edit drafts using standard English conventions, including adjectives, adverbs, and articles.

FLEXIBLE OPTION

LESSON 5

Standards Practice

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Adjectives and
Adverbs

FLEXIBLE OPTION

LESSON 2

Oral Language:
Comparative and
Superlative Adjectives

LESSON 3

**Teach Comparative
and Superlative
Adjectives**

LESSON 4

**Practice Comparative
and Superlative
Adjectives**

Weekly Overview

Students will develop the structure of their personal narratives by

- organizing events into sequential order using temporal words
- crafting a conclusion
- using a variety of details to describe their experiences

| WEEK | WRITING PROCESS | FLEXIBLE PATH |
|------|----------------------|--------------------------------|
| 1 | Prewriting | Introduce and Immerse |
| 2 | Drafting | Develop Elements |
| 3 | Drafting | Develop Structure |
| 4 | Revising and Editing | Writer's Craft |
| 5 | Publishing | Publish, Celebrate, and Assess |

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

| | FAST TRACK LESSON 1 | LESSON 2 | FAST TRACK LESSON 3 |
|--|--|--|---|
| MINILESSON 5–10 min. | Sequence of Events T410 | Explore Conclusion T414 | Apply Conclusion T418 |
| INDEPENDENT WRITING AND CONFERENCES 30–40 min. | Independent Writing and Conferences T411 | Independent Writing and Conferences T415 | Independent Writing and Conferences T419 |
| SHARE BACK FOCUS 5–10 min. | Temporal Words and Sequence 411 | Idea for a Conclusion T415 | Conclusion T419 |
| READING-WRITING WORKSHOP BRIDGE 5–10 min. | <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T412 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Comparative and Superlative Adjectives T413 | <ul style="list-style-type: none"> • Spelling Teach Spell Words with Suffixes <i>-ly, -ful, -er, -less, -or</i> T416 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Commas in Dates and Letters T417 | <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Review and More Practice T420 • Language & Conventions Teach Commas in Dates and Letters T421 |



Mentor STACK



These criteria may be helpful in selecting texts that teach students the characteristics of personal narratives:

- Temporal words (*first, next, etc.*) help show the sequence of events.
- Vivid details can be pointed out to students.
- A conclusion is an evident part of the structure.

FAST TRACK

LESSON 4

LESSON 5

| | |
|---|--|
| Explore Details T422 | Apply Details T426 |
| Independent Writing and Conferences T423 | Writing Club and Conferences T426–T427 |
| Inner and Outer Details T423 | A Detail T426 |
| <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Spiral Review T424 • Language & Conventions Practice Commas in Dates and Letters T425 | <ul style="list-style-type: none"> • Spelling Assess Understanding T428 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Standards Practice T429 |

ADDITIONAL RESOURCES

MINILESSON

5–10 min.

Set the Scene

Scene

INDEPENDENT WRITING AND CONFERENCES

30–40 min.

Independent Writing and Conferences

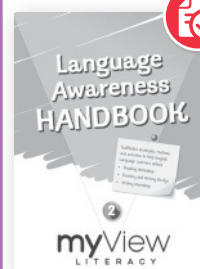
Independent Writing and Conferences

SHARE BACK FOCUS

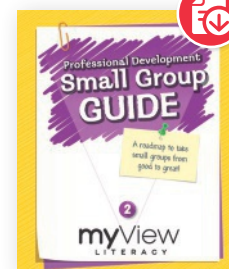
5–10 min.

Character's Thoughts

Character's Thoughts



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences Mentor STACK

During this time, assess for understanding of how authors develop personal narratives with temporal words, details, and conclusions that sum up their experiences. Have stack texts and minilessons available.

FORMATIVE ASSESSMENT


Conference Prompts

Sequence of Events

If students need additional support,  **Then** review a book from the stack, pointing out temporal words.


If students show understanding, **Then** tell students to use temporal words as they describe a personal experience.

Conclusion

If students need additional support,  **Then** read a stack text and point out the conclusion that sums up an author's experience.

If students show understanding, **Then** invite students to describe what they might put into their written conclusion.

Details

If students need additional support,  **Then** read a book from the stack together, pointing out examples of inner and outer details.

If students show understanding, **Then** have students consider details to add to their writing that will make it more vivid and explanatory.

Conference Support for ELL

EMERGING

- Do a Think Aloud to model how one event follows another.
- Use modeled writing to help students with writing inner and outer details.
- Use modeled writing to help students plan a conclusion.

DEVELOPING

- Use shared writing with temporal words to show a sequence of events.
- Identify inner and outer details in a stack text. Prompt students to retell what you read.
- Ask students what they learned from a personal experience. Use shared writing to transcribe what they said.

EXPANDING

- Show and discuss a list of events that contain temporal words.
- Use guided writing to help students write inner and outer details.
- Have students read a conclusion from a stack text and prompt them to summarize what the author thought, felt, or learned from the experience.

BRIDGING

- Have students point out temporal words in a text.
- Have students tell you inner and outer details they could add to a draft of their personal narratives.
- Use guided writing to help students write a conclusion.



Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **first and third person** and **commas in dates and letters**.



ELL Minilesson Support

Week 3: Develop Structure

During this week, ELLs will benefit from additional writing support that expands on how to sequence events in a personal narrative and how to write personal details.

Use this note for the minilesson on pp. T410–T411.

ELL Targeted Support

SEQUENCE OF EVENTS

Give students practice using newly acquired temporal words in written English.

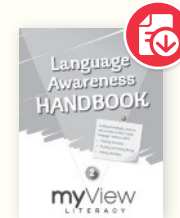
Recount the details of an event familiar to the class using temporal words. Use visual cues and pause to emphasize temporal words.

Have students write the temporal words you emphasize. **EMERGING**

Recount a familiar event as above. Write three main steps in order, and have students tell you which temporal word or phrase to use at the beginning of each step. Then have students write sentences that combine the temporal words with what you wrote. **DEVELOPING**

Have partners describe an experience they both had in class. Supply them with temporal words, such as: *first, next, then, and last*. Have them collaborate to write a paragraph using the newly acquired vocabulary words to combine phrases, clauses, and sentences. **EXPANDING**

Write: *before, soon, then, later, and finally*. Ask students to write about an event using all five temporal words. **BRIDGING**



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on pp. T426–T427.

ELL Targeted Support

APPLY DETAILS

Help students express thoughts and feelings by accurately using a variety of sentence patterns.

Have students tell you about an experience they could use as the basis for a personal narrative. Then help them complete these sentences in writing: *When that happened, I thought ____.* *I felt ____ when that happened.* **EMERGING**

Have students tell you about an event they could include in a personal narrative. Then have them complete these sentences in writing: *The event made me think of ____.* *Because of ____, I felt ____.* **DEVELOPING**

Have student pairs read a stack text together and then discuss how the author used inner and outer details to describe an experience. Help partners collaborate to accurately complete these sentences: *We know that the author thought ____ because ____.* *We know the author felt ____ because ____.* **EXPANDING**

Ask students to write a paragraph that summarizes an experience they plan to describe in a personal narrative. Then help them complete these sentences accurately in writing: *By changing ____, this experience taught me that ____.* *I ____ as a result.* **BRIDGING**

FAST TRACK

Sequence of Events

OBJECTIVES

Develop drafts into a focused piece of writing by organizing with structure.

Write narratives that recount an event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide closure.

STUDENT INTERACTIVE, P. 361

PERSONAL NARRATIVE WRITING WORKSHOP

I can use elements of narrative nonfiction to write a personal narrative.

My Learning Goal

Sequence of Events

An author organizes the events of a personal narrative in the order, or **sequence**, in which they happened. The author uses time-order words like these to help show the sequence:

first next last then later finally

MY TURN Develop the structure of your personal narrative. Organize the events by sequence in the chart. Then use your ideas to develop a draft in your writer's notebook.

361

Minilesson

Mentor STACK



TEACHING POINT Authors organize their personal narratives in the order in which events happened. They use temporal words such as *first*, *next*, *then*, and *last* to sequence events.

MODEL AND PRACTICE Say: *Authors of personal narratives want readers to understand the sequence, or order, of what happened to them. The first thing that happens appears first in a narrative. Later events appear after the first one—in order. The last events appear at the end. Authors use words that show time order, such as first, next, last, then, later, and finally, to help readers understand when events happen.*

Read aloud a personal narrative from the stack. Pause to help students identify the sequence of events. Point out temporal words as you read. Review the sequence of events, asking questions and having students use temporal words in their answers:

- What happens first to the author?
- What is the next thing that happens?
- What event happens later in the story?
- What is the last or final thing that happens?

Direct students to p. 361 of the *Student Interactive*. Say: *You will develop a structure for your personal narrative by first organizing events in sequence.* Read the directions, and be sure students understand sequencing and what to put in the chart. Have students fill in the chart and then refer to it when writing.

Independent Writing

FOCUS ON TIME-ORDER WORDS

- Students should review their drafts for time-order words and add them where needed. They should use their sequence charts as a guide.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model using a temporal word to identify when an event occurs.
- **Shared** Use shared writing to add temporal words when writing about an event.
- **Guided** Provide explicit instruction on how to use a temporal word to write about when an event took place.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T408.

Share Back

Ask several students to share some temporal words they used in their writing.



Spelling Spell Words with Suffixes *-ly, -ful, -er, -less, -or*

OBJECTIVE

Spell multisyllabic words with multiple sound-spelling patterns.

SPELLING WORDS

| | |
|----------|----------|
| fearless | helpful |
| useful | helper |
| teacher | sailor |
| visitor | cheerful |
| weekly | quickly |

HIGH-FREQUENCY WORDS
 above family

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Read each sentence aloud. Then repeat the spelling word. Give students time to write the word. Repeat the word or the sentence if students ask.

Spelling Sentences

1. The skydiver seemed **fearless** as she jumped from the plane.
2. An eraser is a **useful** thing to have.
3. Our **teacher** is very tall.
4. We have a **visitor** at our house this week.
5. In the summer, we mow our yard **weekly**.
6. Jason is a **helpful** person.
7. I am the classroom **helper** this week.
8. The **sailor** steered his boat across the bay.
9. Josie is always so **cheerful**.
10. I opened the door **quickly**.
11. The kite flew high **above** our heads.
12. There are four people in my **family**.

ELL Targeted Support

Spelling Patterns Review the spelling patterns of words with suffixes *-ly, -ful, -er, -less, and -or*.

Display words with these suffixes. Have students copy them and underline the suffixes. **EMERGING**

Have students look in books to find words with these suffixes. Then have them write these words. **DEVELOPING**

Have partners write words with these suffixes, then use the words in sentences. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with Suffixes *-ly, -ful, -er, -less, -or*


FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Suffixes *-ly, -ful, -er, -less, -or*

FLEXIBLE OPTION

LESSON 4

 **Spiral Review:** Spell Words with Open Syllables V/CV

LESSON 5

✓ Assess Understanding



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Comparative and Superlative Adjectives

FOCUS Review with students comparative and superlative adjectives.

MODEL AND PRACTICE Write the following words on the board: *big, funny, and hungry*. Then guide students to say sentences using these words in comparisons, such as: *That book is bigger than this one.*

APPLY Ask students to write sentences using comparative and superlative adjectives.

OBJECTIVES

Identify the meanings of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion/tion/sion*.

Edit drafts using standard English conventions, including adjectives, adverbs, and articles.

ELL Targeted Support

Spelling Rules Help students employ English spelling rules in their writing.

Have students copy sets of adjectives, such as: *big, bigger, biggest; heavy, heavier, heaviest; and fine, finer, finest*. Help them recognize the spelling rule for each adjective. **EMERGING**

Have students think of and write the comparative and superlative forms of two adjectives and check that they are spelled correctly. **DEVELOPING**

Have students use comparative and superlative adjectives in short written sentences and check that they are spelled correctly. **EXPANDING**

Have partners use superlative adjectives in short written sentences, check the spelling of these words, and explain the spelling rule. **BRIDGING**

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Comparative
and Superlative
Adjectives

FLEXIBLE OPTION

LESSON 2

Oral Language:
Commas in Dates and
Letters

LESSON 3

Teach Commas in
Dates and Letters

LESSON 4

Practice Commas in
Dates and Letters

FLEXIBLE OPTION

LESSON 5

Standards Practice

Explore Conclusion

OBJECTIVES

Develop drafts into a focused piece of writing by organizing with structure.

Write narratives that recount an event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide closure.

Minilesson

Mentor STACK



TEACHING POINT Authors write a conclusion to a personal narrative. A conclusion wraps up a story in an interesting way by

- sharing what the author learned from an experience
- telling what the author felt about an experience
- explaining why the experience was important to the author

MODEL AND PRACTICE Say: *A conclusion comes at the end of the author's story. It wraps up the story. In the conclusion, authors can share what they learned, what they felt, or why the experience was important.*

Read aloud a personal narrative from the stack. Ask: *How did the author conclude the story? What did he or she learn or feel about the experience? Why was the experience important to the author?*

As a class, read or review another stack text that has a clear conclusion. Have students identify the conclusion and discuss what they learn from it. Direct students to summarize the conclusions in their writer's notebooks.

Possible Teaching Point

Writing Process

Drafting | Explore Conclusion

Remind students that the conclusion includes the resolution of the story. Explain to students that they can make the conclusion in their narrative both interesting and clear by answering the following questions.

- *What did I learn from this experience?*
- *How did the experience make me feel?*
- *Why is this experience important to me?*

Independent Writing

Mentor STACK



FOCUS ON CONCLUSION Have students continue to develop their drafts of personal narratives.

- If students are not ready to write a conclusion yet, have them continue drafting while thinking about what they learned from or thought about each part of the experience.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model what a reader learns about the author in a conclusion.
- **Shared** Prompt students to identify the conclusion of a text and to share details from it.
- **Guided** Use a stack text to provide explicit instruction on how to identify and describe a conclusion.

 **Intervention** Refer to the *Small Group Guide* for support.

- If students have already written a conclusion, they should review it in light of what they just learned.

See the **Conference Prompts** on p. T408.

Share Back

Call on several students to share an idea they will include in their conclusion. Ask how they felt about the experience they are describing.

Spelling Spell Words with Suffixes *-ly, -ful, -er, -less, -or*

OBJECTIVE

Spell multisyllabic words with multiple sound-spelling patterns.

SPELLING WORDS

| | |
|----------|----------|
| fearless | helpful |
| useful | helper |
| teacher | sailor |
| visitor | cheerful |
| weekly | quickly |

HIGH-FREQUENCY WORDS

| | |
|-------|--------|
| above | family |
|-------|--------|

LESSON 2

Teach

FOCUS Define suffix. Demonstrate how words with suffixes *-ly, -ful, -er, -less,* and *-or* are multisyllabic and have multiple sound-spelling patterns. Discuss how students can apply spelling knowledge to spell words with these suffixes.

MODEL AND PRACTICE Display: *quickly, softly, playful, worker, useless,* and *visitor*. Identify the suffix and base word in *quickly*. Say and spell the word. Have students do the same for the remaining words.

APPLY My TURN

Have students complete *Student Interactive* p. 359 to practice spelling words with suffixes *-ly, -ful, -er, -less,* and *-or*. Use the leveled supports on p. T412 for ELLs.

SPELLING
READING-WRITING BRIDGE

Spell Words with Suffixes *-ly, -ful, -er, -less, -or*

MY TURN Sort the spelling words by suffixes.

| | |
|--|---|
| <p>-er</p> <p>teacher _____</p> <p>helper _____</p> | <p>-or</p> <p>visitor _____</p> <p>sailor _____</p> |
| <p>-ly</p> <p>weekly _____</p> <p>quickly _____</p> | <p>-ful</p> <p>useful _____</p> <p>helpful _____</p> <p>cheerful _____</p> |
| <p>-less</p> <p>fearless _____</p> | |

Write a My Words to Know word to complete each sentence.

There are three children in my **family** _____.

She saw the moon in the sky **above** _____.

Spelling Words

fearless

useful

teacher

visitor

weekly

helpful

helper

sailor

cheerful

quickly

My Words to Know

above

family

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LESSON 2

Teach Spell Words with Suffixes *-ly, -ful, -er, -less, -or*

FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION LESSON 3

Review and More Practice Spell Words with Suffixes *-ly, -ful, -er, -less, -or*

FLEXIBLE OPTION LESSON 4

Spiral Review: Spell Words with Open Syllables V/CV

LESSON 5

Assess Understanding



Language & Conventions

Commas in Dates and Letters

FLEXIBLE OPTION

LESSON 2

Oral Language: Commas in Dates and Letters

FOCUS Tell students that when we write a letter, we use a comma in certain places.

MODEL AND PRACTICE Write a short letter, including the date, a greeting, and a closing, on the board. Ask students to point out the commas. Challenge them to figure out and explain the rule for each comma placement.

APPLY Ask partners to write and read short letters to each other. Then have them check each other's comma placement and discuss any errors.

OBJECTIVES

Edit drafts using standard English conventions, including end punctuation, apostrophes in contractions, and commas with items in a series and in dates.

Compare formal and informal uses of English.

FLEXIBLE OPTION
LESSON 2

Oral Language:
Commas in Dates and Letters

FLEXIBLE OPTION
LESSON 1

Spiral Review:
Comparative and Superlative Adjectives

LESSON 3

Teach Commas in Dates and Letters

LESSON 4

Practice Commas in Dates and Letters

FLEXIBLE OPTION
LESSON 5

Standards Practice

FAST TRACK

Apply Conclusion

OBJECTIVES

Develop drafts into a focused piece of writing by organizing with structure.

Write narratives that recount an event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide closure.


STUDENT INTERACTIVE, p. 362

PERSONAL NARRATIVE

Conclusion

An author writes a **conclusion** to a personal narrative. The conclusion wraps up the story in an interesting way. In the conclusion, authors may

- share something they learned from the experience.
- tell how they feel about the experience.
- tell why the experience was important to them.

 **MY TURN** Plan the conclusion for your personal narrative. Then use your notes to develop your draft in your writer's notebook.

What did you learn from the experience?

How did you feel about the experience?

Why was this experience important to you?

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Minilesson

Mentor STACK 

TEACHING POINT A conclusion is an important part of the structure of a personal narrative. In the conclusion, an author sums up what he or she learned from an experience or felt about an experience and what was most important about the experience.

MODEL AND PRACTICE Review an author's conclusion, using a stack text that students are familiar with. Ask: *What did the author learn or feel about what happened? Why was the experience important to the author?*

Direct students to p. 362 in the *Student Interactive*.

Read the page and point out the chart. Tell students they will plan what to write in their conclusions. Say: *Your conclusion can include information about why an experience was important to you, what you learned from it, and how you felt about it.*

As students fill in the chart, ask questions to help them recall their thoughts and feelings about the experience.

Possible Teaching Point

Spelling | Words with Suffixes *-ly, -ful, -er, -less, -or*

Remind students that suffixes are word parts that are added to the end of a word to change its meaning. Have them review the sound-spelling patterns, and then check the spelling of words with these suffixes in their drafts.

Independent Writing

FOCUS ON CONCLUSION Students should continue drafting their personal narratives.

- Encourage them to start trying to write a conclusion if they have not done so already.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how to write a conclusion.
- **Shared** Use shared writing to help students write a conclusion.
- **Guided** Provide explicit instruction on how to write a conclusion.

 **Intervention** Refer to the *Small Group Guide* for support.

- Remind students that if they have reached the end of one personal narrative, they can begin a new story at any time.

See the **Conference Prompts** on p. T408.

Share Back

Ask a few students to share the conclusions to their drafts. Allow the class to discuss what they learned about the author from the conclusion.

Spelling Spell Words with Suffixes -ly, -ful, -er, -less, -or

OBJECTIVE

Spell multisyllabic words with multiple sound-spelling patterns.

SPELLING WORDS

| | |
|----------|----------|
| fearless | helpful |
| useful | helper |
| teacher | sailor |
| visitor | cheerful |
| weekly | quickly |

HIGH-FREQUENCY WORDS

| | |
|-------|--------|
| above | family |
|-------|--------|

FLEXIBLE OPTION

LESSON 3

Review and More Practice

FOCUS Review words with *-ly*, *-ful*, *-er*, *-less*, and *-or* suffixes. Demonstrate how to spell words with these suffixes, which are multisyllabic words with multiple sound-spelling patterns.

MODEL AND PRACTICE Write *quick*, *cloud*, *pain*, *write*, *friend*, and *act* on one set of index cards, and *-ly*, *-ful*, *-er*, *-less*, and *-or* on another set. Demonstrate how to form a new word with the cards. Then have students form new words, write them, and define them.

APPLY Have students complete *Spelling* p. 211 from the *Resource Download Center*.

Name _____

Spelling
 Spell Words with Suffixes -ly, -ful, -er, -less, -or
 A suffix is a small word part that is added to the end of a word. The suffix changes the meaning of the word. Some suffixes are -ly, -ful, -er, -less, and -or.

| Spelling Words | | | | |
|----------------|--------|---------|----------|---------|
| fearless | useful | teacher | visitor | weekly |
| helpful | helper | sailor | cheerful | quickly |

MY TURN Read the words in the box above. Write a spelling word on each line that matches the clue given. Use what you know about suffixes to spell correctly.

- Not afraid fearless
- Full of help helpful
- Someone who visits visitor
- Someone who sails sailor
- Full of cheer cheerful
- In a fast way quickly

Grade 2, Unit 4, Week 3
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FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with Suffixes *-ly*, *-ful*, *-er*, *-less*, *-or*

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Suffixes *-ly*, *-ful*, *-er*, *-less*, *-or*

FLEXIBLE OPTION

LESSON 4

📖 Spiral Review: Spell Words with Open Syllables V/CV

LESSON 5

✓ Assess Understanding



Language & Conventions

Commas in Dates and Letters

LESSON 3

Teach Commas in Dates and Letters

FOCUS Remind students that there are rules for using commas in dates and letters. Formal English requires writers to follow these rules.

MODEL AND PRACTICE Write today's date, without the comma, on the board. Point out the name of the month and the numerals that show the day and the year. Say: *There is a rule that says I need to put a comma after the day. Where should I put my comma?* Let students direct you.

Write a short letter on the board, using informal English, such as the following:

Dear Grandma
I miss you.
Love Elliot

Say: *There are also rules for formal English about using commas in greetings and closings in letters. Identify the greeting and closing in your letter. A comma goes after the greeting and after the closing. Where will the commas go in this letter?* Let students direct you.

OBJECTIVES

Edit drafts using standard English conventions, including end punctuation, apostrophes in contractions, and commas with items in a series and in dates.

Compare formal and informal uses of English.

ELL Targeted Support

Language Structures Review with the class the correct use of commas in dates and letters. Then use the following activities to help students develop a firm grasp of this topic.

Provide teacher support by helping students write a short letter with a date, an opening, and a closing. Demonstrate correct use of commas. **EMERGING/DEVELOPING**

Have students work in supportive peer groups to write a short letter with a date, an opening, and a closing. Have groups exchange letters to check for the correct use of commas.

EXPANDING/BRIDGING

LESSON 3

Teach Commas in Dates and Letters

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Comparative
and Superlative
Adjectives

FLEXIBLE OPTION

LESSON 2

Oral Language:
Commas in Dates and
Letters

LESSON 4

**Practice Commas in
Dates and Letters**

FLEXIBLE OPTION

LESSON 5

Standards Practice

Explore Details

OBJECTIVES

Develop drafts into a focused piece of writing by organizing with structure.

Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.

Write narratives that recount an event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide closure.

Minilesson

Mentor STACK 

TEACHING POINT When writing a personal narrative, authors use details to help readers picture an experience. Authors will choose interesting and sensory words to describe the experience and actions taken. Outer details describe what the author senses—what he or she sees, hears, smells, feels, and tastes.

MODEL AND PRACTICE Say: *Authors use details called sensory details to describe what they see, hear, smell, taste, and feel physically by touch. Sensory details are “outer” details. They describe what authors experience outside of themselves.*

Read aloud a stack text. Pause to point out sensory details. As you read, ask: *What does this outer detail describe? What does the author see/hear/smell/feel/taste? What do you, as the reader, picture when the author describes _____?*

Have students in small groups read a personal narrative together and then discuss the author’s use of sensory details. Prompt students to spend a few minutes writing or drawing in their writer’s notebooks, reflecting on how they experienced the author’s descriptions.

Possible Teaching Point

Language & Conventions | Commas in Dates and Letters

This week students are learning about the placement of commas in dates and letters.

Commas appear

- after the day in a date
- after the greeting and the closing in a letter

Ask students to review their narrative drafts and check that they have placed commas according to these rules.

Independent Writing

FOCUS ON OUTER DETAILS During independent writing time, students should add outer details to their drafts.

- If students need additional support, ask them specific questions to help them recall details about their experience.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how to describe a sensory detail connected to a personal event.
- **Shared** Use shared writing to help students describe a sensory detail related to a personal event.
- **Guided** Provide explicit instruction on how to add a sensory detail to a personal narrative.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T408.

Share Back

Ask several students to share outer details from their personal narratives. Have other students describe what they pictured in their minds as the person spoke.

Spelling Spiral Review

OBJECTIVE

Spell one-syllable and multisyllabic words with closed syllables and open syllables.

SPELLING WORDS

| | |
|----------|----------|
| fearless | helpful |
| useful | helper |
| teacher | sailor |
| visitor | cheerful |
| weekly | quickly |

HIGH-FREQUENCY WORDS

| | |
|-------|--------|
| above | family |
|-------|--------|

Writing Workshop

Ask students to edit their writing to check the spelling of words with the open syllable V/CV pattern.

FLEXIBLE OPTION

LESSON 4

Spiral Review


FOCUS Remind students how to spell open-syllable V/CV words, such as: *bonus*, *lazy*, and *tulip*. Review pp. T392 and T396 for further instruction.

MODEL AND PRACTICE As you read aloud the following words, have students spell them: *silent*, *diner*, *human*, *bacon*, and *meter*.

APPLY Put students in pairs. Give each pair a list of five open syllable V/CV words. Have students quiz their partner on the spelling of their words.

FLEXIBLE OPTION

LESSON 4

 **Spiral Review:**
Spell Words with
Open Syllables
V/CV

LESSON 5

Assess Understanding

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach Spell Words with Suffixes *-ly*, *-ful*, *-er*, *-less*, *-or*

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Suffixes *-ly*, *-ful*, *-er*, *-less*, *-or*



Language & Conventions

Commas in Dates and Letters

LESSON 4

Practice Commas in Dates and Letters

APPLY MyTURN Have students complete the practice activity p. 360 to edit drafts using commas in dates and letters. Use the leveled supports on p. T421 for ELLs.

LANGUAGE AND CONVENTIONS

Commas in Dates and Letters

When you write a letter, use a comma in these places.

| Between the day and year | After the greeting | After the closing |
|--------------------------|--------------------|-------------------|
| May 15, 2018 | Dear Mom and Dad, | Love, Joshua |

MYTURN Edit this draft by crossing out the incorrect commas and writing the commas where they are needed.

March 8, 2018,
Dear Ella,
I'm starting a community project. Would you like to help me clean up the park? There is a lot of trash and weeds. I want to make it a prettier place to enjoy.
Sincerely,
Thomas

360

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OBJECTIVES

Edit drafts using standard English conventions, including end punctuation, apostrophes in contractions, and commas with items in a series and in dates.

Compare formal and informal uses of English.

Writing Workshop

Encourage students to check their Writing Workshop drafts for the correct use of commas in dates and letters.

FLEXIBLE OPTION

LESSON 1

Spiral Review:
Comparative and Superlative Adjectives

FLEXIBLE OPTION

LESSON 2

Oral Language:
Commas in Dates and Letters

LESSON 3

Teach Commas in Dates and Letters

LESSON 4

Practice Commas in Dates and Letters

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Apply Details

OBJECTIVES

Create audio recordings of stories; add drawings or other visuals to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Write narratives that recount an event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide closure.

STUDENT INTERACTIVE, p. 363

WRITING WORKSHOP

Details

An author uses words and visuals to add details to a personal narrative. These details help readers picture the experience. Interesting and sensory details describe what is happening and tell a narrator's actions, thoughts, and feelings.

MY TURN Write details to include in your personal narrative. Add visuals to make your ideas, thoughts, and feelings clear. Share your draft and visuals in Writing Club. Listen for feedback.

| Outer Details | Inner Details |
|---------------|---------------|
| I saw | I thought |
| I heard | |
| I smelled | I felt |
| I touched | |
| I tasted | |

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Minilesson

Mentor STACK

TEACHING POINT When writing personal narratives, authors describe not only outer details but also their thoughts and feelings about an event or experience.

MODEL AND PRACTICE Choose a personal narrative from the stack. Say: *Remember, authors of personal narratives include details called outer details that describe what the authors see, hear, smell, taste, and feel physically by touch. Authors also describe their thoughts and feelings in personal narratives. Thoughts and feelings are inner details. They happen inside the author. Inner details may be difficult to write, but they help the reader learn more about the author.*

Read aloud the stack text. As you read, pause to identify the author's thoughts and feelings. Ask: *What did the author feel when _____ happened? Why did the author think _____ when _____? How did the author describe this thought/feeling?*

Direct students to p. 363 of the *Student Interactive*. Read the information at the top of the page with them. Have students fill in the chart on p. 363, using both words and visuals.

WRITING CLUB

Have students move into their Writing Club groups. See p. T427 for details on how to run Writing Club. Also see **Conference Prompts** on p. T408.

Share Back

Ask students to share a detail from their drafts that describes a thought or a feeling.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will help each other develop their personal narratives by sequencing events and adding inner and outer details.

Students should spend the first 5-10 minutes of their Writing Club time discussing the following:

- How to listen without thinking ahead
- The role of the audience when someone is reading a personal narrative
- How to ask questions that will draw specific feedback from listeners

What Are We Sharing? Students should take turns reading their personal narratives and sharing visuals they have created. Classmates should offer feedback on how to organize events in sequential order and how to help readers picture events.

How Do We Get Started? Conversation Starters

- What did you feel/think about _____?
- You could add inner/outer details to _____.
- When did _____ happen?
- I think this event _____ belongs in this part _____ of your personal narrative.
- Your description helped me picture _____.
- Your visuals helped me understand _____.

Spelling Spell Words with Suffixes *-ly, -ful, -er, -less, -or*

OBJECTIVE

Spell multisyllabic words with multiple sound-spelling patterns.

SPELLING WORDS

| | |
|----------|----------|
| fearless | helpful |
| useful | helper |
| teacher | sailor |
| visitor | cheerful |
| weekly | quickly |

HIGH-FREQUENCY WORDS

| | |
|-------|--------|
| above | family |
|-------|--------|

LESSON 5


Assess Understanding

Read each sentence aloud. Then repeat the spelling word. Give students time to write the word. Repeat the word or the sentence if students ask.

Spelling Sentences

1. That climber is **fearless**.
2. That would be **useful** to know.
3. We have a new **teacher**.
4. Who is the **visitor** to our school?
5. Did you do your **weekly** reading?
6. That was **helpful**.
7. Pierre is a homework **helper**.
8. My uncle is a **sailor**.
9. Jon is very **cheerful** today.
10. Let's do this **quickly**.
11. It's on the shelf **above** that one.
12. Our whole **family** will be there.

FLEXIBLE OPTION 
LESSON 1

 **Assess Prior Knowledge**


LESSON 2

Teach Spell Words with Suffixes *-ly, -ful, -er, -less, -or*

FLEXIBLE OPTION 
LESSON 3

Review and More Practice Spell Words with Suffixes *-ly, -ful, -er, -less, -or*

FLEXIBLE OPTION 
LESSON 4

 **Spiral Review:** Spell Words with Open Syllables V/CV

LESSON 5

 **Assess Understanding**



Language & Conventions

Commas in Dates and Letters

FLEXIBLE OPTION

LESSON 5

Standards Practice

Ask students to respond to the following question on their own. Remind them to choose just one answer.

Which of the following is correct?

- A January, 1 2020
- B January 1, 2020
- C January 1 2020
- D January, 1, 2020

APPLY Have students complete *Language & Conventions* p. 217 from the *Resource Download Center*.

Name _____

Language and Conventions

Commas in Dates and Letters

In a letter, commas are used after the greeting (Dear Mom,) and in the closing (Your Friend,). In dates, commas are used to separate the day and the year (June 4, 2017).

MY TURN Circle the two examples that have the commas in the correct place.

January, 5 2020
 December 19, 2022
 Dear, Dad
 Dear Grandma,

MY TURN Add the commas to the correct places below.

- Dear Papa,
- Sincerely,
- July 9, 2020
- Love,
- October 31, 2021

Grade 2, Unit 4, Week 3
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OBJECTIVES

Edit drafts using standard English conventions, including end punctuation, apostrophes in contractions, and commas with items in a series and in dates.

Compare formal and informal uses of English.

FLEXIBLE OPTION

LESSON 5

Standards Practice

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Comparative
and Superlative
Adjectives

FLEXIBLE OPTION

LESSON 2

Oral Language:
Commas in Dates and
Letters

LESSON 3

**Teach Commas in
Dates and Letters**

LESSON 4

**Practice Commas in
Dates and Letters**

Weekly Overview

Students will revise their personal narratives by

- capitalizing names of people, places, months, and days of the week
- editing for subject, object, and possessive pronoun cases
- combining sentences by using *and* between related subjects and predicates

| WEEK | WRITING PROCESS | FLEXIBLE PATH |
|------|----------------------|--------------------------------|
| 1 | Prewriting | Introduce and Immerse |
| 2 | Drafting | Develop Elements |
| 3 | Drafting | Develop Structure |
| ▶ 4 | Revising and Editing | Writer's Craft |
| 5 | Publishing | Publish, Celebrate, and Assess |

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

| | FAST TRACK LESSON 1 | LESSON 2 | FAST TRACK LESSON 3 |
|--|---|--|--|
| MINILESSON 5–10 min. | Capitalization and Commas T434 | Explore Pronouns T438 | Apply Pronouns T442 |
| INDEPENDENT WRITING AND CONFERENCES 30–40 min. | Independent Writing and Conferences T435 | Independent Writing and Conferences T439 | Independent Writing and Conferences T443 |
| SHARE BACK FOCUS 5–10 min. | Capitalization and Commas T435 | Examples of Pronouns T439 | Pronouns T443 |
| READING-WRITING WORKSHOP BRIDGE 5–10 min. | <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T436 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Commas in Dates and Letters T437 | <ul style="list-style-type: none"> • Spelling Teach Spell Words with Prefixes <i>un-</i>, <i>re-</i>, <i>pre-</i>, <i>dis-</i> T440 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Pronouns T441 | <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Review and More Practice T444 • Language & Conventions Teach Pronouns T445 |



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Use these criteria to choose texts that support the week's minilessons:

- Capitalized proper names and different kinds of pronouns are used.
- Some sentences include compound subjects and compound predicates.

FAST TRACK

LESSON 4

LESSON 5

| | |
|--|---|
| Explore Compound Subjects and Predicates T446 | Apply Compound Subjects and Predicates T450 |
| Independent Writing and Conferences T447 | Writing Club and Conferences T450–T451 |
| Compound Subject or Predicate T447 | Form Compound Sentences T450 |
| <p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Spelling Spiral Review T448 • Language & Conventions Practice Pronouns T449 | <ul style="list-style-type: none"> • Spelling Assess Understanding T452 <p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Language & Conventions Standards Practice T453 |

ADDITIONAL RESOURCES

| | | |
|---|---|-------------------------------------|
| MINILESSON | | |
| 5–10 min. | Staying on Topic | Staying on Topic |
| INDEPENDENT WRITING AND CONFERENCES | | |
| 30–40 min. | Independent Writing and Conferences | Independent Writing and Conferences |
| SHARE BACK FOCUS | | |
| 5–10 min. | Voice | Added Dialogue and Voice |
|  <p>See the online <i>Language Awareness Handbook</i> for additional writing support.</p> |  <p>See the <i>Small Group Guide</i> for additional writing support.</p> | |

Conferences



Mentor STACK




During this time, assess for understanding of how to revise drafts to correct capitalization, comma use, and pronoun case and combine sentences.

FORMATIVE ASSESSMENT

Conference Prompts

Capitalization and Commas

If students need additional support,


 **Then** read a text from the stack together, pointing out capitalization of names, places, days of the week, and months.

If students show understanding,

Then ask: What words will you capitalize in your personal narrative?

Pronouns

If students need additional support,


 **Then** review a stack text together, identifying and explaining subject, object, and possessive pronouns.

If students show understanding,

Then help students edit their own work for correct pronoun case.

Compound Subjects and Predicates

If students need additional support,

 **Then** read a stack text, identifying and discussing compound subjects or compound predicates.

If students show understanding,

Then have students think aloud how they would join two related sentences with *and*.

Conference Support for ELL

EMERGING

- Show students environmental print, such as a calendar, to demonstrate how days of the week and months are capitalized.
- Create a chart of pronouns and example sentences.
- Use a Think Aloud to join two subjects or predicates with *and*.

DEVELOPING

- Use modeled writing to help students apply correct capitalization and commas to a date, such as: tuesday june 12 2012
- Give students cloze sentences that omit pronouns. Help them choose pronouns to fill in the blanks.
- Use a word bank to help students build sentences with compound subjects and predicates.

EXPANDING

- Use shared writing to help students apply correct capitalization and commas to a letter.
- Have students list various pronouns and example sentences.
- Guide students in creating sentences with compound subjects and compound predicates.

BRIDGING

- Have students show you correct capitalization and commas in a letter.
- Have students explain a chart of pronouns and example sentences.
- Have students explain joining two short, similar sentences with *and*.



Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **literal and figurative language, including idioms and subject, object, and possessive pronouns.**



ELL Minilesson Support

Week 4: Writer's Craft

During the Writer's Craft week, ELLs will benefit from additional writing support that expands their awareness of capitalization, use of commas, and combining sentences.

Use this note for the minilesson on pp. T434–T435.

ELL Targeted Support

CAPITALIZATION AND COMMAS

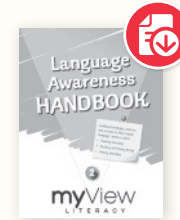
Help students comprehend English language structures so that they can use them correctly in their writing. Focus on dates in letters. Explain that dates have a specific language structure in English. Display *May 21, 2020*. Point out that the month is capitalized and there is a comma between the date and year.

Display examples of letters, and work with students to identify the dates. Emphasize the consistent structure. Then give them sample dates, and have them correct errors in capitalization and commas, such as *july 14 2011*. (July 14, 2011) **EMERGING**

Give pairs several examples of dates with errors in capitalization and commas, and have students correct them. **DEVELOPING**

Pair students. Have one partner say a date, and have the other partner write it using the correct structure, capitalization, and punctuation. Then have pairs switch roles. **EXPANDING**

Have pairs write a brief friendly letter to their partner, including today's date. Have students use their *Student Interactive* as a guide, and remind them to correctly structure, punctuate, and capitalize the date. Partners should read each other's letters and offer any corrective feedback. **BRIDGING**



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on pp. T446–T447.

ELL Targeted Support

COMPOUND SUBJECTS AND PREDICATES

Give students extra practice using the connecting word *and* to write compound subjects and compound predicates.

Read aloud two simple sentences in which the subjects or predicates could be combined into one sentence. Do a Think Aloud to model how to join the sentences with *and*. Have students repeat the compound sentence. Then write the sentence, underline the connecting word *and*, and have students copy what you wrote.

EMERGING

Give students four simple sentences, two with the same subject and two with the same predicate. Help students use the connecting word *and* to write one sentence with a compound subject and another with a compound predicate. **DEVELOPING**

Ask students to read two related sentences and explain how they would combine the parts into one sentence. Then have them use the connecting word *and* to write the sentence they proposed. **EXPANDING**

Provide students with two related compound sentences on the same topic, such as after-school events. Have students write a new sentence about the topic using the connecting word *and* with a compound subject or a compound predicate. **BRIDGING**

FAST TRACK

Capitalization and Commas

OBJECTIVES

Edit drafts using capitalization of people, places, months, days of the week, and the salutation and conclusion of a letter.

Edit drafts using end punctuation, and commas with items in a series, in dates, and in greetings and closings of letters.

STUDENT INTERACTIVE, p. 405

The screenshot shows a page titled 'PERSONAL NARRATIVE WRITING WORKSHOP'. It includes a 'My Learning Goal' section with a cartoon character and the text: 'I can use elements of narrative nonfiction to write a personal narrative.' Below this is the main heading 'Edit for Capitalization and Commas' and instructions: 'Capitalize the names of people, places, months, and days of the week. Capitalize the greeting and conclusion in a letter. Use a comma in dates. Authors edit their writing to make sure they have used capital letters and commas correctly.' A text box contains the sentence: 'Today is May 4, 2020. On Sunday, Tim leaves for Florida.' Below this is a 'MY TURN' section with instructions: 'Edit the letter. Use capital letters and commas correctly. Then edit the draft of your personal narrative for capital letters and commas.' The letter draft is: 'November 14, 2020
Dear Grandma,
It is a dark and dreary Saturday. I am lonely because my best friend Lisa is away on a trip to Austin.
Love,
Coby'

Minilesson

Mentor STACK



TEACHING POINT As authors edit their writing, they make sure they have used capital letters and commas correctly, including

- capitalizing the names of people, places, months, and days of the week
- capitalizing the greeting and conclusion of a letter
- placing commas in dates

MODEL AND PRACTICE Use personal narratives from the stack to show examples of capitalizing names of people, places, months, and days. Also have a sample letter available. Say: *Authors edit their writing to make sure they use capital letters and commas correctly.*

- Names of people, places, months, and days of the week should always be capitalized.
- When you start a letter, the greeting should be capitalized, for example, “Dear.” The conclusion, for example, “Love” or “From,” should always be capitalized too.
- In dates, a comma is placed between the date of the day and the year.

Then direct students to p. 405 in the *Student Interactive*. Read the top part with students. Say: *The author edited these sentences because the names of the month, person, and day of the week were not capitalized. The author also edited for correct comma use and placed a comma between the date of the day and the year.*

Have students edit the letter on the bottom of p. 405.

Independent Writing

FOCUS ON CAPITALIZATION AND COMMAS During independent writing time, students should revise their drafts, focusing on correct use of capitalization and commas.

- Offer individual support to students who have difficulty capitalizing words and placing commas in dates.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model where to place capitals and a comma in a date.
- **Shared** Prompt students to correct errors of capitalization and commas in a sentence.
- **Guided** Provide explicit instruction on which words to capitalize and where to place commas.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T432.

Share Back

Have students share words they capitalized and places where they inserted commas.



Spelling Spell Words with Prefixes *un-*, *re-*, *pre-*, *dis-*

OBJECTIVES

Spell words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*.

Identify and read high-frequency words.

SPELLING WORDS

| | |
|-----------|-----------|
| unfair | unlock |
| preschool | discover |
| refill | preview |
| dislike | rebuild |
| rerun | disappear |

HIGH-FREQUENCY WORDS

| | |
|-------|-----------|
| color | questions |
|-------|-----------|

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Read each sentence aloud. Then repeat the spelling word. Give students time to write the word. Repeat the word or the sentence if students ask.

Spelling Sentences

1. It is **unfair** for people to throw trash on the ground.
2. My sister goes to **preschool**.
3. I will **refill** the bowl.
4. The dogs **dislike** the cats.
5. They will **rerun** the race.
6. Would you **unlock** the door?
7. We want to **discover** a new idea.
8. The class had a **preview** of the new lesson.
9. The ants had to **rebuild** their hill.
10. I watched the clouds **disappear**.
11. What **color** are the flowers?
12. I have **questions** to ask.

ELL Targeted Support

Pronunciation Use these activities to help students practice producing sounds of newly acquired vocabulary.

Have partners practice producing sounds by saying the spelling words to each other. **EMERGING**

Provide mirrors so that students can study the shape of their mouth as they practice producing the sounds of the listed spelling words. **DEVELOPING**

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with Prefixes *un-*, *re-*, *pre-*, *dis-*


FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Prefixes *un-*, *re-*, *pre-*, *dis-*

FLEXIBLE OPTION

LESSON 4

 **Spiral Review:** Spell Words with Suffixes *-ly*, *-ful*, *-er*, *-less*, *-or*

LESSON 5

✓ **Assess Understanding**



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Commas in Dates and Letters

FOCUS Remind students that when we write a letter, we use a comma in the date, the greeting, and the closing.

MODEL AND PRACTICE Write a short letter on the board, including the date, a greeting, and a closing. Ask students to point out the commas. Challenge them to figure out and explain the rule for comma placement in each instance.

APPLY Ask partners to write and read short letters to each other. Then have them check each other's comma placement and discuss any errors.

OBJECTIVES

Edit drafts using standard English conventions, including end punctuation, apostrophes in contractions, and commas with items in a series and in dates.

Compare formal and informal uses of English.

ELL Targeted Support

Language Structures Review with the class the correct use of commas in dates and letters. Then use the following activities to help students develop a firm grasp of this topic.

Provide teacher support by helping students write a short letter with a date, an opening, and a closing. Demonstrate correct use of commas. **EMERGING/DEVELOPING**

Have students work in supportive peer groups to write a short letter with a date, an opening, and a closing. Have groups exchange letters to check for the correct use of commas. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Commas in Dates
and Letters

FLEXIBLE OPTION

LESSON 2

Oral Language:
Pronouns

LESSON 3

Teach Pronouns

LESSON 4

Practice Pronouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

Explore Pronouns

OBJECTIVES

Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

Correctly use reflexive pronouns.

Minilesson

Mentor STACK 

TEACHING POINT Authors edit their writing to make sure they have used pronouns correctly.

MODEL AND PRACTICE Use a stack text to point out pronouns the author has used as you discuss the following. Say: *Authors want to make sure they use pronouns correctly. Pronouns have different cases, or forms, depending on what they are doing in a sentence.*

A subject pronoun comes before the verb in a sentence. It is the subject of a sentence—the subject takes the action: *I walk, you walk, she walks, he walks, we walk, they walk.* The pronoun is doing something.

An object pronoun comes after the action verb or preposition: *found him, scared me, talked to them.* An action is happening to the object pronoun.

A reflexive pronoun appears when the subject and object are the same. *He talked himself out of climbing the tree. We danced ourselves out the door. They marched themselves through the street.*

A possessive pronoun shows ownership: *her toy, his dream, our house, your sweater, their decision.* The pronouns possess, or own, something.

Use more stack texts and identify various pronouns. Point out whether the pronoun comes before a verb or after a verb or preposition. Ask: *What type of pronoun is being used: subject, object, reflexive, or possessive? Is the pronoun taking an action? receiving an action? both? Does it own or have something?*

Possible Teaching Point

Writing Process

Revising and Editing | Pronouns

Explain to students that part of revising and editing is checking to see whether they have used words correctly. As students revise and edit their writing, have them pay attention to pronouns. Students should check to be sure that they have used subject, object, and possessive pronouns correctly. Encourage students to read their text aloud because they might hear pronoun errors that they didn't notice while writing or reading.

Independent Writing

FOCUS ON PRONOUNS Students should check their drafts for correct pronoun use.

- If needed, have students work together to help each other understand how to use each pronoun case.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how to identify a subjective, objective, or possessive pronoun.
- **Shared** Point to a pronoun. Ask students whether it takes an action, receives an action, or shows possession
- **Guided** Provide explicit instruction on how to use the correct pronoun case in a sentence.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T432.

Share Back

Have students share some examples of pronouns they used.

Spelling Spell Words with Prefixes *un-*, *re-*, *pre-*, *dis-*

OBJECTIVES

Spell words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*.

Identify and read high-frequency words.

SPELLING WORDS

| | |
|-----------|-----------|
| unfair | unlock |
| preschool | discover |
| refill | preview |
| dislike | rebuild |
| rerun | disappear |

HIGH-FREQUENCY WORDS

| | |
|-------|-----------|
| color | questions |
|-------|-----------|

LESSON 2

Teach

FOCUS Review prefixes *un-*, *re-*, *pre-*, and *dis-*. Say: To spell words with these prefixes, first spell the prefix. Then think about how the base word is spelled.

MODEL AND PRACTICE Display *unkind*, *displace*, *preheat*, and *reuse*. Point to *unkind*. I see the prefix *un-* and the base word *kind*. First spell the prefix, and then spell the base word. Finally, spell the entire word. Have students follow this process to spell the remaining words.

APPLY My TURN Have students complete *Student Interactive* p. 403 to spell words with prefixes *un-*, *re-*, *pre-*, and *dis-*. Use the leveled supports on p. T436 for ELLs.

SPELLING
READING-WRITING BRIDGE

Spell Words with Prefixes *un-*, *re-*, *pre-*, *dis-*

To spell words with prefixes, spell the prefix and then think about how the base word is spelled. For example, *un* + *fair* make the word *unfair*.

MY TURN Write words from the list that have the same prefix as each word below.

| | |
|-------------------|-----------------|
| unhappy | retell |
| unfair _____ | refill _____ |
| unlock _____ | rerun _____ |
| | rebuild _____ |
| disconnect | preheat |
| dislike _____ | preschool _____ |
| discover _____ | preview _____ |
| disappear _____ | |

Spelling Words

unfair
preschool
refill
dislike
rerun
unlock
discover
preview
rebuild
disappear

My Words to Know

color
questions

Write a My Words to Know word to complete each sentence.

My favorite **color** _____ is blue.

We asked our teacher a lot of **questions** _____.

403

LESSON 2

Teach Spell Words with Prefixes *un-*, *re-*, *pre-*, *dis-*

FLEXIBLE OPTION
LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION
LESSON 3

Review and More Practice Spell Words with Prefixes *un-*, *re-*, *pre-*, *dis-*

FLEXIBLE OPTION
LESSON 4

Spiral Review: Spell Words with Suffixes *-ly*, *-ful*, *-er*, *-less*, *-or*

LESSON 5

Assess Understanding



Language & Conventions

Pronouns

FLEXIBLE OPTION

LESSON 2

Oral Language: Pronouns

FOCUS Remind students that a pronoun takes the place of a noun.

MODEL AND PRACTICE Direct students' attention to p. 404 of the Student Interactive. Read the explanatory paragraph aloud. Then have students echo-read the chart with you.

Tell students to listen carefully as you read aloud from a favorite book. When they hear a pronoun, they should raise their hand. Ask them to repeat the pronoun and tell what noun it is replacing.

APPLY Ask small groups of students to talk about personal experiences. Prompt them to use pronouns when sharing their stories.

OBJECTIVE

Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

FLEXIBLE OPTION
LESSON 2

Oral Language: Pronouns

FLEXIBLE OPTION
LESSON 1

Spiral Review:
Commas in Dates
and Letters

LESSON 3

Teach Pronouns

LESSON 4

Practice Pronouns

FLEXIBLE OPTION
LESSON 5

Standards Practice

FAST TRACK

Apply Pronouns

OBJECTIVES

Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

Correctly use reflexive pronouns.

STUDENT INTERACTIVE, p. 406

PERSONAL NARRATIVE

Edit for Pronouns

A **subject pronoun** can be the subject of a sentence. An **object pronoun** is used after an action verb or a preposition, not as a subject. A **possessive pronoun** shows ownership. A pronoun must **agree** with the person or thing it refers to. Dad took off **his** hat. (Not **her** hat.)

Authors edit their writing to make sure they have used subject, object, and possessive pronouns correctly.

My sister and ~~me~~^I were so tired. We had looked all over town for ~~he~~^{him}. We finally gave up and went home. There he was. ~~ours~~^{our} lost puppy!

MY TURN Edit the sentences. Cross out the incorrect pronoun. Write the correct pronoun above it. Then edit the draft of your personal narrative to be sure you used subject, object, and possessive pronouns correctly.

Diego invited ~~to~~^{me} to come for lunch. Her mother made ~~us~~^{his} corn tortillas. ~~Us~~^{We} filled them to make ~~us~~^{our} own tacos.

406

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TEACHING POINT Authors revise their drafts by making sure they have used the correct pronoun case: subjective, objective, possessive, or reflexive.

MODEL AND PRACTICE Direct students to p. 406 in the *Student Interactive* and read the top part of the page. Explain that

- subject pronouns are the subject of a sentence and usually come before verbs. The subject pronoun is carrying out an action: *I ride the bus. She shows the class. We listen to the song.*
- object pronouns come after the verb or preposition—an action is happening to the object pronoun: *Ki saw her in the store. Mom talked to him about the day. Ted took a picture of them standing in the park.*
- reflexive pronouns appear when the subject takes and receives the same action: *I ask myself a question.*
- possessive pronouns show ownership—the pronoun has or owns something: *her party, his notebook, their questions, my brother.*

Ask questions to check for comprehension.

Refer to the example in the middle of p. 406. In the first sentence, the pronoun is part of the subject, so it should be subjective: *My sister and I.*

In the next sentence, *he* was crossed out because *he* is not an object pronoun. For whom did we look all over town? *We looked all over town for him.*

The last sentence needs a possessive pronoun to show who has a puppy. *Our, not ours, is correct.*

Have students edit the paragraph at the bottom of the page.

Possible Teaching Point

Spelling | Words with Prefixes un-, re-, pre-, dis-

Remind students that a prefix is a group of letters added at the beginning of a word that changes the base word's meaning.

Ask students to identify words with these prefixes in their narrative drafts. Have students circle the prefixes and then look at the base word to make sure they have spelled the words with prefixes correctly.

Independent Writing

FOCUS ON PRONOUN CASE

- Students should edit their personal narratives for correct pronoun case.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how to choose the correct case of pronoun.
- **Shared** Use shared writing to help students write the correct subjective or objective pronoun in a sentence.
- **Guided** Provide explicit instruction on how to correctly use subjective and objective pronouns.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T432.

Share Back

Ask three or four students to share pronouns they used correctly.

Spelling Spell Words with Prefixes *un-*, *re-*, *pre-*, *dis-*

OBJECTIVES

Spell words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*.

Identify and read high-frequency words.

SPELLING WORDS

| | |
|-----------|-----------|
| unfair | unlock |
| preschool | discover |
| refill | preview |
| dislike | rebuild |
| rerun | disappear |

HIGH-FREQUENCY WORDS

| | |
|-------|-----------|
| color | questions |
|-------|-----------|

FLEXIBLE OPTION

LESSON 3

Review and More Practice

FOCUS Say: Remember that a prefix is a letter or letters added to the beginning of a base word. A prefix changes the base word's meaning. Review instruction on spelling words with the prefixes *un-*, *re-*, *pre-*, and *dis-*.

MODEL AND PRACTICE Display: *unlucky*, *dislike*, *rerun*, *unhappy*, and *preview*. Identify and spell the prefix and base word in *unlucky*. Then spell the entire word. Have students do this for the remaining words.

APPLY Have students complete *Spelling* p. 212 from the *Resource Download Center* to practice spelling words with prefixes *un-*, *re-*, *pre-*, and *dis-*.

Name _____

Spelling
 Spell Words with Prefixes *un-*, *re-*, *pre-*, *dis-*
 A prefix is one or more letters added to the beginning of a word. Prefixes change the meaning of the word.

| Spelling Words | | | | |
|----------------|---------|---------|----------|-----------|
| unfair | unlock | rerun | rebuild | refill |
| preschool | preview | dislike | discover | disappear |

MY TURN Read the words in the box above. Write the spelling word that best completes each sentence below in the blank. Use what you know about prefixes to spell correctly.

- The men had to rebuild the bridge after it fell apart.
- My dad watched a rerun of his favorite TV show.
- Do you know how to refill your water bottle?
- We watched a preview of the new movie.
- Sapna needed to unlock the door to get inside.
- She loved soccer but had a strong dislike for golf.

Grade 2, Unit 4, Week 4
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FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Prefixes *un-*, *re-*, *pre-*, *dis-*

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with Prefixes *un-*, *re-*, *pre-*, *dis-*

FLEXIBLE OPTION

LESSON 4

Spiral Review: Spell Words with Suffixes *-ly*, *-ful*, *-er*, *-less*, *-or*

LESSON 5

✓ Assess Understanding



Language & Conventions

Pronouns

LESSON 3

Teach Pronouns

FOCUS Remind students that a pronoun takes the place of a noun.

MODEL AND PRACTICE Provide examples of pronoun usage in several sentences. In each case, ask students to identify the pronoun and the person or thing it stands for. Then draw a three-column chart on the board, with the headings *Subject Pronouns*, *Object Pronouns*, and *Possessive Pronouns*. Call out various pronouns and have students tell you which column each one belongs in. Write each pronoun under the correct heading. Then ask volunteers to use each one in a sentence. Have the class verify correct usage.

OBJECTIVE

Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

ELL Targeted Support

Pronoun Agreement Help students edit their writing for pronoun agreement.

Have four students come forward. Ask two students to hand books to the other two students. Say: *(Student's name) and (student's name) give books to (student's name) and (student's name)*. Have the students echo your words. Guide

students to write the sentence with pronouns. Help them review the sentence for pronoun agreement, editing their writing as needed. **EMERGING**

Repeat the activity above. Then have students write two additional sentences with pronouns, editing their writing for pronoun agreement. **DEVELOPING**

LESSON 3

Teach Pronouns

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Commas in Dates
and Letters

FLEXIBLE OPTION

LESSON 2

Oral Language:
Pronouns

LESSON 4

Practice Pronouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

Explore Compound Subjects and Predicates

OBJECTIVE

Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects and predicates.

Minilesson

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TEACHING POINT When revising drafts, authors often combine two sentences to form one. Sometimes they use the coordinating conjunction *and* to form a compound subject. Other times they use *and* between two predicates to form a compound predicate or verb.

MODEL AND PRACTICE Say: *When authors edit their writing, they see whether they can combine sentences to make the text more interesting for readers. And is a coordinating conjunction. This means that and can join two parts of a sentence. There are two ways to form a longer sentence with and.*

- 1) Use *and* between the subjects of two sentences to form a compound subject. For example, *Lee plays the guitar. Joe plays the guitar.* Add *and* to make the two sentences into one: *Lee and Joe play the guitar.*
- 2) Use *and* between the predicates of two sentences to form a compound predicate. For example, *Lee plays the guitar in the band. Lee sings in the band.* Add *and* to make the two sentences into one: *Lee plays the guitar and sings in the band.*

Using stack texts, identify compound subjects and compound predicates. Rewrite the sentences as two sentences. Discuss how the separated sentences are different and perhaps less interesting.

Possible Teaching Point

Language & Conventions | Pronouns

Review with students the four kinds of pronouns.

- A subject pronoun carries out the action.
- An object pronoun has the action happen to it.
- A reflexive pronoun is used when the subject and object are the same.
- A possessive pronoun shows ownership.

As students review their drafts, have them identify pronouns and make sure that each is used correctly. If students are uncertain, prompt them with questions such as these: *Is the pronoun doing the action? What does the action in a sentence?*

Independent Writing

FOCUS ON COMPOUND SUBJECTS AND PREDICATES

- Have students review the drafts of their personal narratives to see whether two short sentences can be combined into a longer sentence with a compound subject or predicate.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how to combine two sentences with the coordinating conjunction *and*.
- **Shared** Use shared writing to help students combine two sentences with *and*.
- **Guided** Provide explicit instruction on how to use *and* to join the subjects or predicates of two sentences.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T432.

Share Back

Ask volunteers to read sentences with a compound subject or a compound predicate that they have written.

Spelling Spiral Review

OBJECTIVE

Spell multisyllabic words with multiple sound-spelling patterns.

SPELLING WORDS

| | |
|-----------|-----------|
| unfair | unlock |
| preschool | discover |
| refill | preview |
| dislike | rebuild |
| rerun | disappear |

HIGH-FREQUENCY WORDS

| | |
|-------|-----------|
| color | questions |
|-------|-----------|

Writing Workshop

As students proofread their writing, remind them to check the spellings of words with suffixes *-ly*, *-ful*, *-er*, *-less*, and *-or*.

FLEXIBLE OPTION

LESSON 4

Spiral Review


FOCUS Have students recall the spelling lesson for suffixes *-ly*, *-ful*, *-er*, *-less*, and *-or*.

MODEL AND PRACTICE Remind students that a suffix is added to the end of a word to change the word's meaning. Write these words on the board: *useful*, *fearless*, *teacher*, *sailor*, *weekly*, and *cheerful*. Read the first word aloud. Identify the base word and underline it. Then identify the suffix and circle it. Ask volunteers to come up to the board and do the same with the remaining words.

APPLY Have students write the following words and then circle the suffix in each one: *helpful*, *careless*, *visitor*, *quickly*, and *careful*.


FLEXIBLE OPTION

LESSON 4

 **Spiral Review:**
 Spell Words with
 Suffixes *-ly*, *-ful*,
-er, *-less*, *-or*

FLEXIBLE OPTION

LESSON 1

 **Assess Prior Knowledge**

LESSON 2

Teach Spell Words with Prefixes *un-*, *re-*, *pre-*, *dis-*

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Prefixes *un-*, *re-*, *pre-*, *dis-*

LESSON 5

 **Assess Understanding**



Language & Conventions

Pronouns

LESSON 4

Practice Pronouns

APPLY My TURN Have students complete the practice activity on p. 404 in the *Student Interactive* to edit sentences using pronouns. Use the leveled supports on p. T445 for ELLs.

LANGUAGE AND CONVENTIONS

Pronouns

A **subject pronoun** can be the subject of a sentence. An **object pronoun** is used after an action verb or a preposition and is not used as a subject. A **possessive pronoun** shows ownership.

| Subject Pronouns | Object Pronouns | Possessive Pronouns |
|-------------------------------|-----------------------------------|--|
| I, you, he, she, it, we, they | me, you, him, her, it, us, them | my, mine, your, yours, his, her, hers, its, our, ours, their, theirs |
| I love this book. | Dad gave it to me . | My book is here, and yours is there. |

MY TURN Edit this draft by crossing out incorrect pronouns and writing the correct words above.

Our town organized a clean-up day. ~~Me~~ read about it and told ~~my~~ friend John. ~~He~~ and ~~I~~ wanted to help. ~~We~~ picked up trash. The mayor thanked ~~we~~ for helping. My friend Dora said that next year ~~her~~ will help and ~~hers~~ big brother will too.

404

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OBJECTIVE

Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

Writing Workshop

Tell students that as they begin writing drafts during Writing Workshop, they should pay attention to pronouns to make sure they are used correctly.

FLEXIBLE OPTION
LESSON 1

Spiral Review:
Commas in Dates
and Letters

FLEXIBLE OPTION
LESSON 2

Oral Language:
Pronouns

LESSON 3

Teach Pronouns

LESSON 4

Practice Pronouns

FLEXIBLE OPTION
LESSON 5

Standards Practice

FAST TRACK

Apply Compound Subjects and Predicates

OBJECTIVE

Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects and predicates.

STUDENT INTERACTIVE, p. 407

The screenshot shows a page from a student interactive with the following content:

WRITING WORKSHOP

Edit for Compound Subjects and Predicates

Authors often edit two sentences to form one. Use the coordinating conjunction **and** between two subjects to form a compound subject. Use **and** between two predicates to form a compound predicate.

and Ana play
Josh plays kickball often. ~~Ana plays kickball often.~~
and
Sara sings ~~in the play.~~ Sara dances in the play.

MY TURN Edit the sentences to form compound subjects or compound predicates. Cross out words or sentences you do not need. Then edit the draft of your personal narrative for compound subjects and compound predicates.

and the Lees
The Clarks went to the beach. ~~The Lees went to the beach.~~ They enjoyed swimming.
and
~~They enjoyed~~ playing in the sand. They built a big sand tower together.

407

Minilesson

TEACHING POINT Authors often combine sentences by using compound subjects and predicates.

MODEL AND PRACTICE Direct students to p. 407 of the *Student Interactive*. Explain how the conjunction *and* can combine the subjects or predicates of two sentences to make one sentence. Refer to the examples at the top of the page. Read the first two sentences without the edits. Say: *Josh and Ana are the subjects of the two sentences. Josh plays kickball often. Ana plays kickball often. Because Josh and Ana do the same thing, this information can appear in the same sentence. So we see the author's revision: the author added *and* to combine the two subjects. *Josh and Ana play kickball often* is a good sentence. Only one sentence is needed, so the second was crossed out.*

Read the second two sentences without edits. Say: *The predicates in these sentences contain a verb. The predicates are *sings in the play, dances in the play*. Sara does both of these things. The author can write one sentence with all of this information. We see the author's revision: the author added *and* to combine the two predicates. *Sara sings and dances in the play*. This is a good sentence, and the second sentence can be crossed out.*

Have students work in pairs to edit the paragraph on the bottom of the page. Then have them work independently on their own drafts to edit for compound subjects and compound predicates.

WRITING CLUB

Have students move into their Writing Club groups. See p. T451 for details on how to run Writing Club. Also see **Conference Prompts** on p. T432.

Share Back

Ask students to share examples of how they combined two sentences using the word *and*.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will work on revisions of their personal narratives together. Students should focus on editing for capitalization, commas, pronouns, compound subjects, and compound predicates.

Students should spend the first 5-10 minutes of their Writing Club time discussing the following:

- How to use feedback to improve drafts
- How to gain the floor respectfully
- How to offer constructive feedback

What Are We Sharing? Tell students that they will share drafts of their personal narratives. Group members should help one another edit by reading and listening for correct use of capitalization, commas, pronouns, compound subjects, and compound predicates.

How Do We Get Started? Conversation Starters

- This (name/month/day) should be capitalized.
- You could combine these two sentences by _____.
- The pronoun _____ does not show possession; it should be _____.
- A comma belongs between _____ in this date.

Spelling Spell Words with Prefixes *un-*, *re-*, *pre-*, *dis-*

OBJECTIVES

Spell words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*.

Identify and read high-frequency words.

SPELLING WORDS

| | |
|-----------|-----------|
| unfair | unlock |
| preschool | discover |
| refill | preview |
| dislike | rebuild |
| rerun | disappear |

HIGH-FREQUENCY WORDS

| | |
|-------|-----------|
| color | questions |
|-------|-----------|

LESSON 5


Assess Understanding

Read each sentence aloud. Then repeat the spelling word. Give students time to write the word. Repeat the word or the sentence if students ask.

Spelling Sentences

1. Cheating is **unfair**.
2. We donated some toys to the **preschool**.
3. I will **refill** my glass.
4. I **dislike** turnips.
5. We watched a **rerun** of our favorite show.
6. Can you **unlock** the door?
7. It is fun to **discover** new places to play.
8. We took the time to **preview** the movie.
9. Let's **rebuild** the giant block tower.
10. We watched the moon **disappear** behind the clouds.
11. What **color** are the new uniforms?
12. Did you have more **questions**?

FLEXIBLE OPTION 
LESSON 1

 **Assess Prior Knowledge**


LESSON 2

Teach Spell Words with Prefixes *un-*, *re-*, *pre-*, *dis-*

FLEXIBLE OPTION 
LESSON 3

Review and More Practice Spell Words with Prefixes *un-*, *re-*, *pre-*, *dis-*

FLEXIBLE OPTION 
LESSON 4

 **Spiral Review:** Spell Words with Suffixes *-ly*, *-ful*, *-er*, *-less*, *-or*

LESSON 5

 **Assess Understanding**



Language & Conventions

Pronouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

Have students choose the correct pronoun to complete the following sentence.

This is Dana and Jon's home.

This is _____ home.

- A mine
- B theirs
- C their
- D my

APPLY Have students complete *Language & Conventions* p. 218 from the *Resource Download Center*.

Name _____

Language and Conventions

Pronouns

A pronoun is a word that takes the place of a noun. Subject pronouns (I, you, she, he, it, we, they) often come before the verb in a sentence. Object pronouns (me, you, her, him, it, us, them) often come after the verb in a sentence. Possessive pronouns (my, mine, your, yours, her, hers, his, its, our, ours, their, theirs) show ownership.

MY TURN Pick the pronoun that completes each sentence. Write the correct pronoun on the line.

1. _____ **She** wanted to carry the logs. She Them
2. Lisa and _____ **I** walked home. I his
3. Dad bought _____ **us** a new game. hers us
4. That blue backpack is _____ **his**. his me
5. He made _____ **them** smile. we them
6. It is _____ **our** big game today. our you

Grade 2, Unit 4, Week 4
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OBJECTIVE

Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

FLEXIBLE OPTION

LESSON 5

Standards Practice

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Commas in Dates
and Letters

FLEXIBLE OPTION

LESSON 2

Oral Language:
Pronouns

LESSON 3

Teach Pronouns

LESSON 4

Practice Pronouns

Weekly Overview

Students will

- edit for adjectives, adverbs, and spelling
- prepare a final draft of a personal narrative for publishing
- complete an assessment on personal narrative

| WEEK | WRITING PROCESS | FLEXIBLE PATH |
|------|----------------------|--------------------------------|
| 1 | Prewriting | Introduce and Immerse |
| 2 | Drafting | Develop Elements |
| 3 | Drafting | Develop Structure |
| 4 | Revising and Editing | Writer's Craft |
| ▶ 5 | Publishing | Publish, Celebrate, and Assess |

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

| | FAST TRACK LESSON 1 | FAST TRACK LESSON 2 | LESSON 3 |
|--|--|--|--|
| MINILESSON 5–10 min. | Edit for Adjectives and Adverbs T458 | Edit for Spelling T462 | Prepare for Celebration T466 |
| INDEPENDENT WRITING AND CONFERENCES 30–40 min. | Independent Writing and Conferences T459 | Independent Writing and Conferences T463 | Independent Writing and Conferences T467 |
| SHARE BACK FOCUS 5–10 min. | Using Adjectives and Adverbs T459 | Spelling Challenges T463 | Revisions T467 |
| READING-WRITING WORKSHOP BRIDGE 5–10 min. | <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T460 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Pronouns T461 | <ul style="list-style-type: none"> • Spelling Teach Spell Words with Syllable Pattern VCCV T464 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Reflexive Pronouns T465 | <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Review and More Practice T468 • Language & Conventions Teach Reflexive Pronouns T469 |



Mentor STACK



These criteria may be helpful in selecting texts to teach editing conventions:

- There are many examples of adjectives and adverbs.
- A mix of easy and difficult words can be targeted as spelling examples.

FAST TRACK

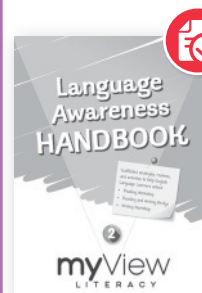
LESSON 4

LESSON 5

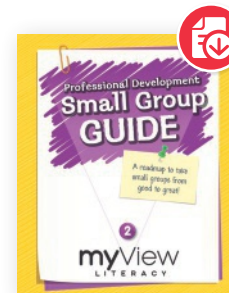
| | |
|--|--|
| Celebration T470 | Assessment T474 |
| Independent Writing and Conferences T471 | Assessment T474–T475 |
| Reflections on the Process T471 | |
| <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Spiral Review T472 • Language & Conventions Practice Reflexive Pronouns T473 | <ul style="list-style-type: none"> • Spelling <i>Assess Understanding</i> T476 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Standards Practice T477 |

ADDITIONAL RESOURCES

| | | |
|--|-------------------------------------|-------------------------------------|
| MINILESSON | | |
| 5–10 min. | Apply Capitalization | Capitalization |
| INDEPENDENT WRITING AND CONFERENCES | | |
| 30–40 min. | Independent Writing and Conferences | Independent Writing and Conferences |
| SHARE BACK FOCUS | | |
| 5–10 min. | Punctuate Dialogue | Dialogue Punctuation |



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences



Mentor STACK




During this time, assess for understanding of how to edit for adjectives, adverbs, and spelling and how to reflect on one's narrative writing skills.

FORMATIVE ASSESSMENT

Conference Prompts

Edit For Adjectives and Adverbs

If students need additional support,


 **Then** use a stack text to identify vivid, interesting adjectives and adverbs.

If students show understanding,

Then ask: How can you use adjectives and adverbs to make your writing more interesting?

Edit for Spelling

If students need additional support,


 **Then** ask: Which words do you have trouble spelling? Have students copy the correct spellings on flashcards or in their writer's notebooks.

If students show understanding,

Then have students continue to check their drafts for correct spelling.

Prepare for Celebration

If students need additional support,

 **Then** ask: Which skill did you feel most successful about using in your personal narrative?

If students show understanding,

Then ask: Which skill did you feel least successful about using in your personal narrative?

Conference Support for ELL

EMERGING

- Use modeled writing to add adjectives and adverbs.
- Learn key phrases in your students' home languages.
- Model drawing so students know it is an acceptable form of communication.

DEVELOPING

- Ask questions about vivid adjectives and adverbs to add.
- Help students create a picture dictionary for words that frequently appear in personal narratives.
- Ask questions to learn students' opinions of personal narratives.

EXPANDING

- Guide students in editing for adjectives and adverbs.
- Guide students in using a dictionary to check spelling.
- Invite students to describe their personal narrative writing experience.

BRIDGING

- Have students discuss how to add adjectives and adverbs to a sentence.
- Guide students in using a print or on-line dictionary to check spelling.
- Ask students to describe their strengths and weaknesses in personal narrative writing.



Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **word choice** and **reflexive pronouns**.



ELL Minilesson Support

Week 5: Publish, Celebrate, Assess

During this week, ELLs will benefit from additional writing support that expands their awareness of how authors write with adjectives, adverbs, and correct spelling.

Use this note for the minilesson on pp. T458–T459.

ELL Targeted Support

EDIT FOR ADJECTIVES AND ADVERBS

Help students add specificity and detail to descriptions. Show students a sentence with an unmodified noun and an unmodified action verb.

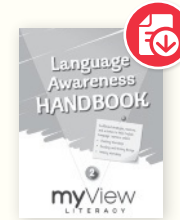
Work with students to decide on one or more adjectives and adverbs that could be added to make the sentence more specific. **EMERGING**

Have small groups of students decide on adjectives and adverbs that could be modifiers to make the sentence more specific.

DEVELOPING

Have student pairs rewrite the sentence using adjectives and adverbs that add specificity and detail. **EXPANDING**

Have individual students rewrite the sentence using adjectives and adverbs and then rewrite it with different adjectives and adverbs that would change the meaning. **BRIDGING**



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on pp. T462–T463.

ELL Targeted Support

EDIT FOR SPELLING

Give students practice with spelling familiar English words with increasing accuracy.

Have students draw pictures of the event in their personal narratives. Help them correctly spell labels for their drawings. Then ask them to see if their written personal narratives use any of these words. **EMERGING**

Use a word wall to display a list of familiar, common hard-to-spell words. Have students check their written personal narratives for any of these words. **DEVELOPING**

Have students copy common hard-to-spell words in their writing notebooks and check their drafts for any of these words. **EXPANDING**

Have student pairs help each other edit their drafts for spelling. **BRIDGING**

FAST TRACK

Edit for Adjectives and Adverbs

OBJECTIVES

Edit drafts using standard English conventions, including adjectives, adverbs, and articles.

Edit drafts using standard English conventions, including adverbs that convey time and adverbs that convey place.

STUDENT INTERACTIVE, p. 441

PERSONAL NARRATIVE **WRITING WORKSHOP**

I can use elements of narrative nonfiction to write a personal narrative.

My Learning Goal

Edit for Adjectives and Adverbs

Authors edit their writing to check that they have used adjectives, including articles, and adverbs correctly.

MYTURN Edit this draft. Read it once to look for ways you can add adjectives and adverbs to make the writing more interesting. Read it again to look for mistakes in the use of adjectives, including articles, and adverbs. Possible answers are shown.

Our class went on a trip to ^{an} awesome pumpkin ^{yesterday} farm. There were hundreds of pumpkins! I could ^{hardly} ~~hard~~ decide which one to pick. So I picked two. First, I chose ^a the tall, oval pumpkin. Then I chose a ^{round} small one. I'm going to paint ^a ~~a~~ ^{scary} ~~scary~~ ^{tomorrow} ~~tomorrow~~ take on each one.

MYTURN Edit your personal narrative for adjectives, including articles, and adverbs.

441

Minilesson

Mentor STACK



TEACHING POINT Authors edit their writing to make sure they have used adjectives, articles, and adverbs correctly. While revising, they also add adjectives and adverbs to make their writing more interesting.

MODEL AND PRACTICE Have a stack text ready to show students. Say:
Authors use adjectives and adverbs to make their writing more interesting.

- Adjectives describe the nouns in a sentence. For example, *a strong girl*. *Strong* describes the girl.
- The articles *a*, *an*, and *the* describe nouns, too.
- Adverbs describe verbs that show action in a sentence. For example, *the girl quickly walks away*. *Quickly* describes how the girl is walking. Adverbs often end in *-ly*, but sometimes they do not.
- Adverbs are also words that describe how, when, where, why, and how much. For example, *he went to bed already*. *Already* describes when something happened.

Read aloud the stack text, and pause to identify adjectives, articles, and adverbs. Then direct students to p. 441 in the *Student Interactive*. Say:
When authors edit their writing, they check to see whether they have used *a*, *an*, and *the* correctly. Sometimes they add adjectives to modify nouns and adverbs to modify verbs.

Have students work in pairs to edit the paragraph on p. 441.

Independent Writing

FOCUS ON ADJECTIVES, ADVERBS, AND ARTICLES Students should spend time editing their personal narratives for adjectives, articles, and adverbs.

- If students cannot find places to add adjectives and adverbs, have them work with a partner.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how to add interest to a sentence by adding adverbs and adjectives.
- **Shared** Ask students questions about a sentence to help them improve.
- **Guided** Provide explicit instruction on how to choose a correct article or adverb for a sentence.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T456.

Share Back

Ask several students to read a sentence to which they added an adjective or adverb.



Spelling Spell Words with Syllable Pattern VCCV

OBJECTIVES

Spell one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

Alphabetize a series of words and use a dictionary or glossary to find words.

SPELLING WORDS

| | |
|---------|---------|
| bandit | contest |
| dentist | doctor |
| harvest | hornet |
| magnet | signal |
| sister | velvet |

HIGH-FREQUENCY WORDS

| | |
|---------|----------|
| problem | complete |
|---------|----------|

FLEXIBLE OPTION 

LESSON 1

 **Assess Prior Knowledge**

Read each sentence aloud. Then repeat the spelling word. Give students time to write the word. Repeat the word or the sentence if students ask.

Spelling Sentences

1. Did you enter the reading **contest**?
2. The **doctor** gave me a shot today.
3. A **magnet** holds the cabinet door closed.
4. The **velvet** fabric is beautiful.
5. We solved the **problem**.
6. My **sister** is younger than I am.
7. We will **harvest** beans from our garden.
8. The **dentist** checked my teeth.
9. Did you **complete** your homework?
10. The sting of a **hornet** is painful.
11. A red light is a **signal** to stop.
12. I played a **bandit** in the community play.

ELL Targeted Support

Sound-Letter Relationships Help students learn how sounds and letters of the English language are related. Display these words: *bandit*, *hornet*, *sister*, and *velvet*.


Say each word and have students repeat and write it.

EMERGING

Explain that even though a word might have two syllables, it is still one word. Underline each syllable in each word. Have students write the words. **DEVELOPING**

FLEXIBLE OPTION 

LESSON 1

 **Assess Prior Knowledge**

LESSON 2

Teach Spell Words with Syllable Pattern VCCV


FLEXIBLE OPTION 

LESSON 3

Review and More Practice Spell Words with Syllable Pattern VCCV

FLEXIBLE OPTION 

LESSON 4

 **Spiral Review:** Spell Words with Prefixes *un-*, *re-*, *pre-*, *dis-*

LESSON 5

 **Assess Understanding**



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Pronouns

FOCUS Review pronouns with students.

MODEL AND PRACTICE Remind students that the subject of a sentence is who or what is doing the action or being. The object of a sentence is who or what the action is done to. Write this sentence on the board: *Mike threw the ball.* Read the sentence aloud. *Mike is the one acting; Mike is the subject. The thing Mike throws is the ball. The ball is the object.* Underneath the sentence, write this sentence: *He threw it. He replaces Mike, so he is a subject pronoun. It replaces the ball, so it is an object pronoun.* Underneath the two sentences, write *Mike threw his ball.* Read this sentence aloud. *His shows that Mike possesses, or owns, the ball. His is a possessive pronoun.*

APPLY Have pairs revise the following sentences by identifying and revising the incorrect pronouns: *The strawberries are ready to be picked. Me love them very much, and so does my sister. My aunt says her will help we pick them.*

OBJECTIVE

Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

ELL Targeted Support

Pronoun Agreement Help students edit their writing for pronoun agreement.

Have four students come forward. Ask two students to hand books to the other two students. Say: *(Student's name) and (student's name) give books to (student's name) and (student's name).* Have the students echo your words. Guide

students to write the sentence with pronouns. Help them review the sentence for pronoun agreement, editing their writing as needed. **EMERGING**

Repeat the Emerging activity. Then have students write two additional sentences with pronouns, editing their writing for pronoun agreement. **DEVELOPING**

FLEXIBLE OPTION

LESSON 1



Spiral Review: Pronouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Reflexive Pronouns

LESSON 3

Teach Reflexive
Pronouns

LESSON 4

Practice Reflexive
Pronouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Edit for Spelling

OBJECTIVE

Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.

STUDENT INTERACTIVE, p. 442

PERSONAL NARRATIVE

Edit for Spelling

Authors use spelling patterns and rules as they edit to make sure they have spelled words correctly. Here are some tips for spelling words correctly:

- Think about the base word, or main part, of long words. For example, **helper** has the word **help** in it.
- You can add endings to word parts to make other words.
- Say the word. Which letters spell the sounds you hear?

MY TURN Edit this draft to fix mistakes in spelling.

Last month, my class wanted to help **people** in our community. So we **decided** to have a food drive. We had a **contest** to see who could collect the most food. **Everybody** brought in something. Our **teacher** was very proud of us!

MY TURN Edit your personal narrative for the correct spelling of words.

442

Minilesson

TEACHING POINT When authors edit their work, they check to make sure they have spelled words correctly.

MODEL AND PRACTICE Direct students to p. 442 in the *Student Interactive*. Say: Authors check to see that they've spelled words correctly. When you edit your writing, you will check the spelling of your words. Here are a few tips you can use.

- Break up longer words into their smaller parts. For example, many words have *-er* on the end—*helper, worker, eater*. Think about the smaller part *help, work, eat*—and make sure it is spelled correctly.
- Say the word. Think about which letters spell the sounds you hear.
- If you are unsure how to spell a word, try looking up the word in a print or online dictionary.

Have student pairs read the directions and complete the editing exercise on p. 442.

Possible Teaching Point

Writing Process

Publishing | Share Writing

In Writing Workshop, students work through the steps of the Writing Process at their own pace until it is time to publish their writing.

Help students share their exhibit successfully by sharing these tips. As students share their work, they should

- speak loudly and clearly
- talk about how the drawing they chose adds to their personal narrative writing

Independent Writing

FOCUS ON SPELLING

- Have students edit their personal narratives, checking for correct spelling.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how to break up a word and spell its smaller parts.
- **Shared** Use shared writing to help students practice spelling common hard-to-spell words.
- **Guided** Write a misspelled word. Guide students in finding its correct spelling in the dictionary.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T456.

Share Back

Have students share examples of spelling errors they had to correct as they edited their personal narratives.

Spelling Spell Words with Syllable Pattern VCCV

OBJECTIVES

Spell one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

Alphabetize a series of words and use a dictionary or glossary to find words.

SPELLING WORDS

| | |
|---------|---------|
| bandit | contest |
| dentist | doctor |
| harvest | hornet |
| magnet | signal |
| sister | velvet |

HIGH-FREQUENCY WORDS
 problem complete

LESSON 2

Teach

FOCUS VCCV words contain two vowels separated by consonants, and the syllables break between the consonants. The first syllable often has a short vowel, such as in *doc/tor*. Tell students they will spell multisyllabic VCCV words with closed syllables.

MODEL AND PRACTICE Read the spelling words aloud. Use the word *bandit* to model alphabetizing. Then have students identify the next word.

APPLY My TURN Have students complete *Student Interactive* p. 439 to spell multisyllabic words with closed syllables. Use the leveled supports on p. T460 for ELLs.

READING-WRITING BRIDGE

SPELLING

Spell Words with Syllable Pattern VCCV

MY TURN A dictionary has **guide words** that tell the first and last words on each page. Write the Spelling Word you would find on a dictionary page with each pair of guide words.

- hit-hump hornet
- vase-vest velvet

Write the rest of the Spelling Words and the My Words to Know words in alphabetical order. To help you write the words in ABC order, say the alphabet to yourself. If two words start with the same letter, look at the second and third letters. Hint: **complete** comes before **contest** because **m** comes before **n**.

| | |
|--------------------|-------------------|
| 1. <u>bandit</u> | 6. <u>harvest</u> |
| 2. <u>complete</u> | 7. <u>magnet</u> |
| 3. <u>contest</u> | 8. <u>problem</u> |
| 4. <u>dentist</u> | 9. <u>signal</u> |
| 5. <u>doctor</u> | 10. <u>sister</u> |

Spelling Words

magnet
 hornet
 bandit
 signal
 velvet
 dentist
 doctor
 sister
 harvest
 contest

My Words to Know

problem
 complete

439

LESSON 2

Teach Spell Words with Syllable Pattern VCCV

FLEXIBLE OPTION
LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION
LESSON 3

Review and More Practice Spell Words with Syllable Pattern VCCV

FLEXIBLE OPTION
LESSON 4

Spiral Review: Spell Words with Prefixes *un-*, *re-*, *pre-*, *dis-*

LESSON 5

Assess Understanding



Language & Conventions

Reflexive Pronouns

FLEXIBLE OPTION

LESSON 2

Oral Language: Reflexive Pronouns

FOCUS Tell students that a reflexive pronoun refers to the subject of a sentence. Reflexive pronouns end in *-self* or *-selves*. For example, *myself* refers to *I*, as in *I see myself in the mirror*. *Themselves* refers to *they*, as in *They see themselves in the mirror*.

MODEL AND PRACTICE Write the following sentence frame on the board: *They took care of the class pet ____*. Tell students you are going to complete the sentence with the correct reflexive pronoun. Explain that the subject of the sentence is *they*, and the reflexive pronoun that refers to *they* is *themselves*. Then complete and reread the sentence: *They took care of the class pet themselves*.

Help students complete the following sentence frame with the appropriate reflexive pronoun: *Nick painted the picture ____*.

APPLY Have partners write a sentence that uses the reflexive pronoun *yourself*. Ask students to share their sentence with another pair and identify what subject *yourself* refers to.

OBJECTIVES

Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

Correctly use reflexive pronouns.

FLEXIBLE OPTION
LESSON 2

Oral Language:
Reflexive Pronouns

FLEXIBLE OPTION
LESSON 1

Spiral Review:
Pronouns

LESSON 3

Teach Reflexive
Pronouns

LESSON 4

Practice Reflexive
Pronouns

FLEXIBLE OPTION
LESSON 5

Standards Practice

Prepare for Celebration

OBJECTIVE

Publish and share writing.

Minilesson

TEACHING POINT Writers revise and edit their personal narratives. They prepare for celebration by revising their work one final time.

MODEL AND PRACTICE Say: During this unit, you wrote a narrative about a real event from your life. You became the main character of your story. You explained a problem and how you resolved it. Today, you will make sure your personal narrative is ready to share by checking that

- your personal narrative has a plot and is structured with a beginning, middle, and end—introducing your problem in the beginning and resolving it by the end
- you told your experience with inner details of thoughts and feelings and outer details of what you saw, heard, felt, smelled, and tasted
- you provided a strong conclusion that summed up what you think, what you learned, or how you felt about the experience
- you used correct forms of adverbs to show time and place
- you added adjectives and included articles correctly to make descriptions more precise and interesting
- you used correct grammar and capitalization

Student groups should reread one another's work and suggest edits. Remind them that their narratives should be interesting to readers.

Possible Teaching Point

Spelling | My Words to Know

Tell students that each week they learn how to read some commonly used words that don't follow regular spelling patterns. These words are called My Words to Know. List the Unit 4 My Words to Know on the board:

- *sometimes*
- *family*
- *young*
- *color*
- *talk*
- *questions*
- *being*
- *problem*
- *above*
- *complete*

If students have used words from the My Words to Know list in their writing, they should make sure the spelling is correct.

Independent Writing

FOCUS ON REVISIONS

- Have students make revisions to their personal narratives and then reread them to catch any last changes they want to make.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how to edit for the structure of a personal narrative.
- **Shared** Prompt students to identify inner and outer details in their personal narratives.
- **Guided** Use a stack text to show students grammar, usage, and mechanics conventions so they can avoid errors.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T456.

Share Back

Call on several students to discuss how they readied their personal narratives for celebration.

Spelling Spell Words with Syllable Pattern VCCV

OBJECTIVES

Spell one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

Alphabetize a series of words and use a dictionary or glossary to find words.

SPELLING WORDS

| | |
|---------|---------|
| bandit | contest |
| dentist | doctor |
| harvest | hornet |
| magnet | signal |
| sister | velvet |

HIGH-FREQUENCY WORDS

| | |
|---------|----------|
| problem | complete |
|---------|----------|

FLEXIBLE OPTION

LESSON 3

Review and More Practice

FOCUS In VCCV words, the syllables break between the consonants. The first syllable often has a short vowel.

MODEL AND PRACTICE Write and read aloud *sister*. I hear two syllables. The *i* in the first syllable is short. That means it is in a closed syllable. A closed syllable ends with a consonant. Now I know to divide *sister* between the *s* and the *t*. Draw a line to show the syllable break. Point out the VCCV pattern. Repeat this activity with other spelling words.

APPLY Have students complete *Spelling* p. 213 from the *Resource Download Center*.

Name _____

Spelling
 Spell Words with Syllable Pattern VCCV
 These spelling words all have two consonants in the middle. Carefully say each sound to yourself to help you spell the words.

| Spelling Words | | | | |
|----------------|--------|--------|---------|---------|
| magnet | hornet | bandit | signal | velvet |
| dentist | doctor | sister | harvest | contest |

MY TURN Find the spelling word that best completes each sentence. Circle the word. Then write it on the line. Use what you know about syllable patterns to spell correctly.

- The _____ held up the papers. (magnet) hornet
- The _____ stung my hand. magnet (hornet)
- The police got the _____ quickly. (bandit) harvest
- Our _____ clothes were soft. dentist (velvet)
- Connor went to visit the _____ (dentist) velvet
- She is my oldest _____ doctor (sister)

Grade 2, Unit 4, Week 5
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FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with Syllable Pattern VCCV

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Syllable Pattern VCCV

FLEXIBLE OPTION

LESSON 4

📖 Spiral Review: Spell Words with Prefixes *un-*, *re-*, *pre-*, *dis-*

LESSON 5

✓ Assess Understanding



Language & Conventions

Reflexive Pronouns

LESSON 3

Teach Reflexive Pronouns

FOCUS Remind students that a reflexive pronoun is one that refers to the subject, as in *Assad walked to the park by himself*.

MODEL AND PRACTICE To reinforce the instruction, write the following sentence frames on the board: *She laughs at ___ all the time. We laugh at ___ all the time.* Help students complete each sentence using a reflexive pronoun.

Then ask partners to complete the following sentence with a reflexive pronoun: *I will make ___ a piece of toast.* Have students explain their choice.

OBJECTIVES

Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

Correctly use reflexive pronouns.

ELL Targeted Support

Language Structures Display these sentences: *I bought it for myself. She saw herself in the mirror. You should make the sandwich yourself.* Then use the following activities to help students learn new language structures involving reflexive pronouns.

During classroom instruction, read the first sentence with students. Help them identify the reflexive pronoun and the

subject. Circle both words and emphasize that both refer to the same person. Repeat with the remaining sentences.

EMERGING

Have partners engage in classroom interactions by reading each sentence and circling the subject and the reflexive pronoun. Ask them to identify which is which. **DEVELOPING**

LESSON 3

Teach Reflexive Pronouns

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Pronouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Reflexive Pronouns

LESSON 4

Practice Reflexive
Pronouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

Celebration

OBJECTIVE

Publish and share writing.

Minilesson

TEACHING POINT Publishing and sharing personal narratives are ways to celebrate hard work.

MODEL AND PRACTICE Tell students that they will celebrate their personal narratives with a classroom exhibit. Call on students to suggest a name for the celebration, such as “About Me” or “Let Me Tell You Something.”

Have students work in groups to display their typed or legibly handwritten narratives on a board or table. Have students choose their best drawings to accompany their texts. When students are ready, have the class visit each exhibit to read the text.

Prompt students to introduce their work by stating what they learned from their experience. Help them by posing the following questions.

- What do you remember most about this experience?
- How would other people in your narrative describe this experience?
- Would you want this to happen again? Explain.

Possible Teaching Point

Language & Conventions | Reflexive Pronouns

Remind students that reflexive pronouns end in *-self* or *-selves*. Ask students to read their drafts quietly to themselves. At each reflexive pronoun, have students stop and check that it refers correctly to the subject.

Independent Writing

FOCUS ON THE WRITING PROCESS

- In their writer's notebooks, students should reflect on the celebration and on the process of writing their personal narratives.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how to reflect on the process of writing a personal narrative.
- **Shared** Ask questions to help students discuss their work. Transcribe their answers.
- **Guided** Ask students questions to help them reflect on the writing process in their writer's notebooks.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T456.

Share Back

Invite students to recall interesting incidents, details, and writing styles in one another's work.

Spelling Spiral Review

OBJECTIVES

Spell words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*.

Identify and read high-frequency words.

SPELLING WORDS

| | |
|---------|---------|
| bandit | contest |
| dentist | doctor |
| harvest | hornet |
| magnet | signal |
| sister | velvet |

HIGH-FREQUENCY WORDS

| | |
|---------|----------|
| problem | complete |
|---------|----------|

Writing Workshop

As students proofread their writing, remind them to check the spelling of words with the prefixes *un-*, *re-*, *pre-*, and *dis-*.

FLEXIBLE OPTION

LESSON 4

Spiral Review

FOCUS ON STRATEGIES Review the previous spelling rules for the prefixes *un-*, *re-*, *pre-*, and *dis-*.

MODEL AND PRACTICE Read the following words and have students spell them. Then ask them to help you determine and underline the prefix in each: *unfair*, *refill*, *dislike*, and *preschool*. (unfair, refill, dislike, preschool)

APPLY Have students work in pairs to underline the prefix in each of the following words: *unlock*, *rerun*, *discover*, and *preview*. (unlock, rerun, discover, preview)

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach Spell Words with Syllable Pattern VCCV


FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Syllable Pattern VCCV

FLEXIBLE OPTION

LESSON 4

 **Spiral Review:** Spell Words with Prefixes *un-*, *re-*, *pre-*, *dis-*

LESSON 5

Assess Understanding



Language & Conventions

Reflexive Pronouns

LESSON 4

Practice Reflexive Pronouns

APPLY MyTURN Have students complete the practice activity on *Student Interactive* p. 440 to edit for reflexive pronouns. Use the leveled supports on p. T469 for ELLs.

LANGUAGE AND CONVENTIONS

Reflexive Pronouns

A reflexive pronoun refers back to the subject of the sentence. Reflexive pronouns end in **-self** or **-selves**.

I see **myself** in the mirror. They see **themselves** in the mirror.

| Reflexive Pronouns | |
|--|---|
| myself refers to I | ourselves refers to we |
| yourself refers to you | yourselves refers to you |
| himself refers to he or a noun herself refers to she or a noun itself refers to it or a noun | themselves refers to they |

MYTURN Write the correct reflexive pronouns to complete this story.

I made breakfast **myself** today. When Dad came into the kitchen, I said, "You can help **yourself**." We ate by **ourselves** because Mom was still asleep. After breakfast, Dad cleaned up by **himself**. Later we all went for a walk and saw children playing ball. They were really enjoying **themselves**!

440

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OBJECTIVES

Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

Correctly use reflexive pronouns.

Writing Workshop

As students begin drafts during Writing Workshop, remind them to use reflexive pronouns correctly. Have students trade drafts with a partner to check that reflexive pronouns have been used correctly.

FLEXIBLE OPTION
LESSON 1

Spiral Review:
Pronouns

FLEXIBLE OPTION
LESSON 2

Oral Language:
Reflexive Pronouns

LESSON 3

Teach Reflexive
Pronouns

LESSON 4

Practice Reflexive
Pronouns

FLEXIBLE OPTION
LESSON 5

Standards Practice

FAST TRACK

Assessment

OBJECTIVES

Edit drafts using standard English conventions.

Write narratives that recount an event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide closure.

STUDENT INTERACTIVE, p. 443

The screenshot shows a page titled 'WRITING WORKSHOP' with a section for 'Assessment'. It includes instructions: 'In this unit, you learned to write a personal narrative. Rate how well you understand each skill. Review any skill you mark "No."' and a checklist table with 7 items and 'YES'/'NO' columns.

| | YES | NO |
|---|-----|----|
| 1. How to generate ideas for a personal narrative | | |
| 2. How to plan a personal narrative | | |
| 3. How to write a setting | | |
| 4. How to develop a sequence of events with a problem and a resolution | | |
| 5. How to add details | | |
| 6. How to write a conclusion | | |
| 7. How to proofread and edit for: <ul style="list-style-type: none"> capitalization and commas pronouns compound subjects and predicates adjectives and adverbs spelling | | |

Minilesson

TEACHING POINT Tell students that they will be assessed on their personal narrative writing skills. Point out that the checklist in the *Student Interactive* will help them review their understanding of

- the structure and organization of a personal narrative
- the elements of writer’s craft
- English language conventions

MODEL AND PRACTICE Direct students to the checklist on p. 443. Explain that they practiced certain skills when writing their personal narratives and that they will be given an assessment on these skills.

Say: *The checklist will help you review the skills you’ve learned. Read each statement and mark “yes” if you understand the skill. Mark “no” if you do not understand the skill or are even unsure about it. Your honest answers will show you what you need to review. This will prepare you for the assessment.*

Read over the checklist. Prompt students to ask for clarification if they do not understand what some of the words mean.

Direct students to complete the checklist.

Assessment

Have students complete the assessment on p. T475, or assess students’ published writing with the accompanying rubric.



Writing Assessment



WEEK 5 • LESSON 5 OPTION

Personal Narrative

Provide students the assessment prompt below. The prompt may be displayed for students to respond to on a separate sheet of paper. Alternatively, you may print the prompt from SavvasRealize.com.

PROMPT Think about a person who has positively inspired you. Write a personal narrative about a special time when you did something with that person.

Be sure to

- include a clear beginning, middle, and end.
- tell what you were thinking and feeling.
- use words that indicate time.
- use correct spelling, punctuation, and grammar.

4-Point Personal Narrative Writing Rubric



| Score | Focus | Organization | Development | Language and Vocabulary | Conventions |
|-------|--|---|---|---|---|
| 4 | Narrative is clearly focused around one personal event. | Narrative has a well-developed structure with a beginning, middle, and end. | Narrative effectively uses details and description; author sums up experience in conclusion. | Narrative has concrete sensory language and precise vocabulary that is used correctly. | Narrative correctly uses grammar, spelling, capitalization, and punctuation. |
| 3 | Narrative is mostly focused around one personal event. | Narrative is mostly structured into a beginning, middle, and end. Some events seem confusing, out of order, or unrelated. | Narrative adequately uses details and description; author adequately sums up experience in conclusion. | Narrative has adequate sensory language and vocabulary that mostly is used correctly. | Narrative has a few conventions errors but is coherent. |
| 2 | Narrative is somewhat focused but may occasionally lose focus. | Events are difficult to follow. Some structural elements are undeveloped or missing. | Narrative includes only a few details and descriptions; author's conclusion does not sum up the experience. | Language in the narrative is not concrete or sensory; words are sometimes used incorrectly. | Narrative has some conventions errors that affect clarity. |
| 1 | Narrative is unfocused, disordered, or incomplete. | Narrative has little or no apparent structure. | Narrative includes few or no descriptions of author's experience; conclusion is weak or missing. | Language is vague, unclear, or confusing. | Narrative has many conventions errors, which make it difficult to understand. |
| 0 | Narrative does not demonstrate skills in narrative writing traits. | | | | |

Spelling Spell Words with Syllable Pattern VCCV

OBJECTIVES

Spell one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

Alphabetize a series of words and use a dictionary or glossary to find words.

SPELLING WORDS

| | |
|---------|---------|
| bandit | contest |
| dentist | doctor |
| harvest | hornet |
| magnet | signal |
| sister | velvet |

HIGH-FREQUENCY WORDS

| | |
|---------|----------|
| problem | complete |
|---------|----------|

LESSON 5


Assess Understanding

Read each sentence aloud. Then repeat the spelling word. Give students time to write the word. Repeat the word or the sentence if students ask.

Spelling Sentences

1. I won the spelling **contest**.
2. The **doctor** told me to stay in bed for a few days.
3. There is a **magnet** on the refrigerator.
4. Your **velvet** dress is so soft.
5. Let me help you solve the math **problem**.
6. Sayid's older **sister** helped him fix his bike.
7. It is time to **harvest** the corn from the fields.
8. My **dentist** said my teeth are healthy.
9. It took a long time to **complete** the puzzle.
10. Naomi was stung by a **hornet** yesterday.
11. The coach gave the **signal** to start the game.
12. The **bandit** rode off on his horse.

FLEXIBLE OPTION LESSON 1

 **Assess Prior Knowledge**


LESSON 2

Teach Spell Words with Syllable Pattern VCCV

FLEXIBLE OPTION LESSON 3

Review and More Practice Spell Words with Syllable Pattern VCCV

FLEXIBLE OPTION LESSON 4

 **Spiral Review:** Spell Words with Prefixes *un-*, *re-*, *pre-*, *dis-*

LESSON 5

 **Assess Understanding**



Language & Conventions

Reflexive Pronouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

Display the following sentence and then have students respond independently.

I was afraid to walk to Tom's house by myself.

What subject does the reflexive pronoun refer to?

- A house
- B Tom's
- C walk
- D I**

APPLY Have students complete *Language & Conventions*, p. 219 from the *Resource Download Center*.

Name _____

Language and Conventions

Reflexive Pronouns
A pronoun takes the place of a noun (person, place, or thing) in a sentence. A reflexive pronoun refers to the subject of the sentence and ends in *-self* or *-selves*.

MY TURN Circle the reflexive pronoun that best completes each sentence.

1. She looked at herself in the mirror.
herself himself
2. We learned to tie our shoes by ourselves.
myself ourselves
3. They picked up the trash all by themselves.
themselves myself
4. He found himself a new jersey to wear.
yourself himself
5. I enjoyed myself at the park today.
myself herself
6. Help yourself to the snacks.
myself yourself

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OBJECTIVES

Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

Correctly use reflexive pronouns.

FLEXIBLE OPTION

LESSON 5

Standards Practice

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Pronouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Reflexive Pronouns

LESSON 3

Teach Reflexive
Pronouns

LESSON 4

Practice Reflexive
Pronouns

Weekly Overview

Students will be introduced to book reviews. They will

- explore opinion writing through the genre of book review
- identify topics, opinions, and reasons
- generate ideas and plan their own book review

| WEEK | WRITING PROCESS | FLEXIBLE PATH |
|------|----------------------|--------------------------------|
| ▶ 1 | Prewriting | Introduce and Immerse |
| 2 | Drafting | Develop Elements |
| 3 | Drafting | Develop Structure |
| 4 | Revising and Editing | Writer's Craft |
| 5 | Publishing | Publish, Celebrate, and Assess |

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

FAST TRACK

| | LESSON 1 | LESSON 2 | LESSON 3 |
|--|---|---|---|
| MINILESSON 5–10 min. | Book Review WW2 | Book Review: Opinions WW3 | Book Review: Reasons WW4 |
| INDEPENDENT WRITING AND CONFERENCES 30–40 min. | Independent Writing and Conferences WW2 | Independent Writing and Conferences WW3 | Independent Writing and Conferences WW4 |
| SHARE BACK FOCUS 5–10 min. | Common Features of Book Reviews WW2 | Book Titles and Opinions WW3 | Reasons WW4 |



Mentor STACK



You may choose to print or project examples of book reviews from

- *Stone Soup* periodical magazine
- *School Library Journal* periodical magazine
- *Publisher's Weekly* periodical magazine

Use the following criteria to add to your book review stack:

- The book being reviewed within the book review is appropriate for students.
- The opinion is clearly stated.
- The opinion is supported with strong reasons.

Preview these selections for appropriateness for your students.

FAST TRACK

LESSON 4

LESSON 5

Brainstorm Ideas WW5

Plan Your Book Review WW6

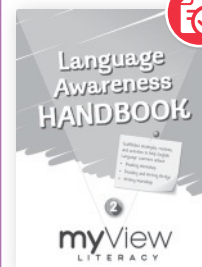
Independent Writing and Conferences WW5

Writing Club and Conferences WW6–WW7

Book Review Ideas WW5

Making a Plan WW6

ADDITIONAL RESOURCES



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences



Mentor STACK




During this time, assess for understanding of the elements of opinion writing within a book review to gauge students' ability to brainstorm and plan their own book review. Have stacks and minilessons available to reference during conferences.

FORMATIVE ASSESSMENT

Conference Prompts

Book Review

If students need additional support,


 **Then** show a stack text that students are familiar with. Ask: What does the writer think about the book? How do you know?

If students show understanding,

Then ask students to tell different opinions people might have about the book being reviewed.

Brainstorm Ideas

If students need additional support,


 **Then** ask about some of the students' favorite types of books. Provide examples of several options within that preferred genre.

If students show understanding,

Then ask students to investigate other books by that same author or other books on a related topic.

Plan Your Book Review

If students need additional support,

 **Then** have students practice stating their opinion and one reason aloud.

If students show understanding,

Then ask: Which reason is most important to you? Why?

Conference Support for ELL

EMERGING

- Read book reviews with a simple sentence structure.
- Create a sentence frame such as *One reason I liked this book is because ___*.
- Explain that reasons tell why.

DEVELOPING

- Use stack books students have heard before. Ask students to tell which words gave clues to tell if the writer enjoyed the book.
- Model language used to identify a reason. Use words such as *because* and *since*.
- Have students help create a word bank of useful words to describe a book.

EXPANDING

- Have students restate the opinion and at least one reason found in several book reviews.
- Discuss how their own opinion is similar to, or different from, the opinion in one of the reviews.
- Discuss additional reasons the writer might have given to explain what they enjoyed about a book.

BRIDGING

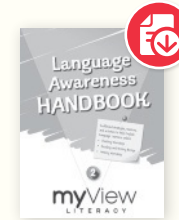
- Ask students to work with partners to plan their book reviews and generate additional reasons.
- Have students identify the opinion and reasons in a new book review.
- Have students make a word bank of specific words that help state opinions and reasons.



ELL Minilesson Support

Week 1: Introduce and Immerse

During the week, your ELLs will benefit from additional support that increases their ability to understand published book reviews and plan their own book review.



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW2.

ELL Targeted Support

BOOK REVIEW

Use the stack texts to help students identify the opinion and reasons in a book review.

Work individually with students to identify the opinion and reasons. Have them repeat or retell the opinion and reasons using a simple sentence frame such as *She likes the book ___ because ___*. **EMERGING**

Ask students to restate the opinion and a reason from the stack text with a sentence that includes the word *because* or *since*.

DEVELOPING

Have several students talk together about their favorite books on a similar topic. **EXPANDING**

Have students create a short audio commercial advertisement for a favorite book. **BRIDGING**

Use this note for the minilesson on p. WW5.

ELL Targeted Support

BRAINSTORM IDEAS

Students may need support generating words to identify reasons that explain why they enjoyed a book.

Display several of the group's favorite books. Help students generate adjectives that describe each book and put those words on sticky notes to place on each book cover. Model using those descriptive words in a sentence frame such as *We like this book because it is ___*. **EMERGING**

Have students choose two books on similar topics or of the same genre. Think aloud as you compare the two and select a favorite. Model different ways to identify your choice and reasons, such as *I like ___ better because it is ___*. **DEVELOPING**

Have students talk with a partner and state their preferences or opinions about several books. Remind students that they do not need to have the same opinion or the same reasons. **EXPANDING**

Have students talk together about books they have enjoyed. Then ask students to restate their partner's opinion of one of the books to the larger group. **BRIDGING**

FAST TRACK

Book Review

OBJECTIVE

Identify characteristics of opinion writing within a book review.

STUDENT INTERACTIVE 2.2, p. 681

WRITING WORKSHOP

I can write a book review. **My Learning Goal**

Book Review

An **opinion** tells what you think about something. In a book review, the author tells readers about a book and states an opinion about the book. The author gives supporting reasons that help readers know if the book is one they might like to read.

| Opinion Writing | |
|--------------------------|--|
| Topic and Opinion | I think everyone will enjoy Amelia Bedelia. |
| Reason | Boys and girls will love this book because Amelia is so funny. She will make everyone laugh. |
| Reason | This book is also great because it teaches a lesson about following directions. |
| Conclusion | These are the reasons why I think you will love reading Amelia Bedelia. |

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Writing Support

- **Modeled** Choose a stack text. Do a Think Aloud to identify what book is being reviewed and what the author's opinion is.
- **Shared** With students' input, make a list of reasons given in one of the stack texts.
- **Guided** Use a stack text to provide explicit instruction on the elements of opinion writing within a book review.

Intervention Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK

TEACHING POINT An opinion tells what a person feels, thinks, or believes. A book review gives an opinion on a book the writer has read. A book review is one type of opinion writing. A book review includes

- an introduction that tells the title of the book and states an opinion.
- reasons that support and connect to the opinion.
- a conclusion that restates the opinion in a different way.

MODEL AND PRACTICE Tell students that they will be learning about opinion writing in book reviews and then writing a book review of their own. Introduce opinion writing in book reviews by selecting a text from the stack. Read the title aloud. Ask students: **How do you know this is a book review and not a book?** Ask students to raise their hands as soon as they can tell if the writer enjoyed the book or not. As you read, pause to reinforce the opinion and reasons.

After reading, tell students: **The writer gives an opinion about the book. What words does the author use to do that?** Ask for specific examples of a clear opinion from within the text. **Writers need to give reasons for the opinions. What are some of the reasons given in this text?** Help students identify the reasons that support the opinion.

Have students turn to p. 681 in *Student Interactive 2.2*. Review the parts of a book review: the clear introduction that gives the title of the book and an opinion, the supporting reasons, and a solid conclusion.

Independent Writing

Mentor STACK

After the immersion lesson, students can continue reading stack texts if they need more time to develop their understanding of opinion writing within a book review. If students demonstrate understanding, they can begin jotting down possible book titles for their own book review. See the **Conference Prompts** for suggestions.

Share Back

Call on students to tell an element one can find in a well-written book review. Ask students to site an example from one of the stack texts to demonstrate understanding. Correct any misconceptions as they arise.

Book Review: Opinions

Minilesson

Mentor STACK 

TEACHING POINT A book review includes an introduction that gives the title of the book and a clearly stated opinion. A book review also includes reasons that support and connect to the opinion. A strong conclusion in a book review should restate the opinion in a new way.

MODEL AND PRACTICE Select a text from the stack and read it aloud to the class. Ask students to tell why the text is an example of a book review. Encourage and model the use of the terms *introduction*, *title*, *opinion*, *reasons*, *support*, and *conclusion*.

When you have finished reading, remind students that an opinion is a person's thoughts or feelings about a topic and that not everyone will have the same opinion. Explain that even people who share the same opinion about a book may have different reasons to support that opinion.

Use similar questions to prompt discussion:


- Which words in the text let you know that this is an opinion?
- What reasons were given to support the opinion?
- Which reason did you think was the strongest?
- Did the review make you want to read this book? Why or why not?
- What question might you ask the person who wrote this review?

OBJECTIVE

Identify elements of book reviews.

Writing Support

- **Modeled** Read a stack text aloud and do a Think Aloud to point out the opinion and reasons given.
- **Shared** Prompt students to identify the opinion and supporting reasons from one of the texts from the stack.
- **Guided** Use the stack texts to provide explicit instruction on identifying the elements of opinion writing in book reviews.

 **Intervention** Refer to the *Small Group Guide* for support.

Independent Writing

Mentor STACK 

As students begin their independent writing time, invite them to continue studying the stack texts if they need more time to learn about the elements found in book reviews. If some students are ready to write, they can use this time to write ideas about how they could introduce the book they are reviewing and what the opinion will be. See the **Conference Prompts**.

Share Back

Ask students to share the title of the books being reviewed and opinions from either stack texts or the book reviews they are starting to write. Ask listeners to restate the writer's opinion. Remind students to use their own words in their restatements.


Book Review: Reasons

OBJECTIVE

Retell the important details in book reviews.

Writing Support

- **Modeled** Read a stack text aloud and do a Think Aloud to retell the topic, opinion, and at least one supporting reason.
- **Shared** Have students choose a stack text, determine if the writer enjoyed the book, and retell several reasons given in the review.
- **Guided** Have students retell several reasons given in one of the stack texts, providing explicit instruction and support as needed.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT Well-written book reviews provide not just an opinion about the book, but solid reasons that support and explain the opinion. A clearly stated reason will help the reader understand, and perhaps even agree with, the opinion that is presented. A strong, positive review may make other people want to read the book.

MODEL AND PRACTICE Read aloud from a text in the stack. Ask: **How could you restate the opinion in your own words?** Write the opinion on a chart or the board. Ask: **How would you restate one of the reasons in your own words?** Write that reason on the chart as well. Have students tell you if the reason is a good connection to and support for the opinion. Draw a thin line connecting the reason and the opinion if the group thinks the reason is only somewhat strong and a bolder line if they think the reason is stronger and a better connection. Continue with other reasons given in the text, and have the class evaluate the strength of each reason. Read another stack text aloud. Invite students to suggest the strongest reason given and the weakest. Encourage them to explain their thinking.

Independent Writing

Mentor STACK 

If students need additional support before moving to writing independently, have them review the stack texts to see how writers include reasons to support their opinions. If students show understanding, have them begin writing reasons to support their opinions in their book reviews. See the **Conference Prompts** for suggestions.

Share Back

Invite students to share a reason from their book review that they think is very strong. Model how to offer feedback on the reason that may help the writer strengthen the reason even more.

Brainstorm Ideas

Minilesson

Mentor STACK 

TEACHING POINT Writers often brainstorm ideas before finalizing what they will write. Writers of opinion pieces and book reviews may generate many reasons and then choose only the strongest, most convincing, reasons to include in the final book review.

MODEL AND PRACTICE Show several book review examples from the stack. Help students recall the opinions and reasons in each review. Say: *We have read many books. When writing a book review, we must first decide on a book to review. I'm going to choose one of my favorite books.* Explain that the writer of a book review usually wants other people to read that book. Say: *I want to think about why I really liked this book and what parts of the book will help me explain that or be examples of that reason.*

Have students turn to p. 682 in *Student Interactive 2.2*. Explain that they will use this page to help them develop possible ideas for their book reviews. You may want to model completing the page using one of your favorite books.

OBJECTIVE


Plan a book review by selecting a book, an opinion, and reasons.

STUDENT INTERACTIVE 2.2, p. 682

BOOK REVIEW

Brainstorm Ideas

An author of a book review chooses what book to write about and decides if other people should read the book. Then an author thinks about why the book is a favorite and what parts of the book are examples of that reason.

 **MY TURN** Think of a book you have enjoyed. Write the title. Write two reasons why you think other people will like it too. What parts of the book are examples of each reason? Write what you could tell readers.

| | |
|---------------------------------------|---------------------------------------|
| Book Title: | |
| Readers will enjoy this book because: | Readers will enjoy this book because: |
| Tell readers about: | Tell readers about: |

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Independent Writing

Mentor STACK 

Students should determine a book to review and work on writing their book reviews. If students have difficulty, they should review one of the book reviews in the stack and identify what they might use as models. If students are comfortable with their opinions, they should continue developing their book reviews. See **Conference Prompts** for suggestions.

Share Back

Invite students to share the titles, opinions, and one of the reasons they have brainstormed. Ask them to explain why they made those choices. Point out that it is natural for different readers to have varying opinions about books.

Writing Support

- **Modeled** Use a Think Aloud to model brainstorming ideas for a book review.
- **Shared** Once students have brainstormed several titles, have them select a book and tell a partner one reason that book was chosen.
- **Guided** Provide explicit support as needed to help students stay focused on choosing one book. You might give them several choices from within their favorite genres or topics.



Intervention Refer to the *Small Group Guide* for support.

FAST TRACK

Plan Your Book Review

OBJECTIVES

Listen actively, ask questions, and provide useful feedback.

Plan the elements for writing a book review.

STUDENT INTERACTIVE 2.2, p. 683

WRITING WORKSHOP

Plan Your Book Review

Authors need to plan their book reviews to be certain everything important is included.

MY TURN Develop ideas for your book review. List ideas you might want to include.

What is the book?

↓

What is my opinion of the book?

↓

What reasons will support my opinion?


↓

Why will readers enjoy this book?

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Writing Support

- **Modeled** Conduct a Think Aloud to model how to plan a book review.
- **Shared** Ask questions to help students think about how they might get someone interested in reading a book they enjoyed themselves.
- **Guided** Provide support and instruction as needed to ensure that all elements of the book review are covered in the planning.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

TEACHING POINT A book review focuses on an opinion about one book. Strong reasons and examples from the book can encourage people to want to read the book. A good conclusion reminds the reader of the title of the book and what the writer’s opinion was.

MODEL AND PRACTICE Remind students that all the writers of the book reviews in the stack made plans before beginning to write. When writing a book review, writers need to first decide what book will be the topic of the review.

Direct students to p. 683 in *Student Interactive 2.2*. Model selecting a title and writing in the graphic organizer. Think aloud as you state several ways you might word your opinion about the book. Say: *I could say that this is one of my favorite animal stories. Maybe I might say that people who love animal stories as much as I do will love reading this book.* Ask for more suggestions. When you are finished, talk about the suggestions students made and how the suggestions were helpful to you as you planned your book review. Follow the same process for the remaining parts of the graphic organizer.

Ask students to complete the page and talk about their decisions with a partner. Circulate around the room and comment on positive examples of collaboration.

WRITING CLUB

Place students in Writing Club groups. See p. WW7 for details on how to facilitate Writing Club.

Share Back

Invite students to share with the class the books they have selected and their opinions. Encourage them to tell how comments from others were helpful in making their choices. Ask for specific examples of changes or additions they made based on suggestions from others. Remind students that giving and receiving feedback is an important part of successful writing.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share their planning for their book reviews.

As students are in new Writing Club groups, they should spend the first 5–10 minutes discussing the following:

- How to listen actively to the speaker
- How to give a helpful suggestion
- How to make certain everyone contributes

What Are We Sharing? Students should share the topics, opinions, and reasons they are planning to use in their book review. Students who are familiar with the books may give helpful feedback by suggesting what they enjoyed about each book. This conversation will help the writer begin to evaluate the reasons he or she might include in the book reviews.



How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Clubs.

- Why did you choose that book?
- What would be important to tell someone who has never read that book?
- What else did you like or not like about that book?



Weekly Overview

This week students will continue to write their own book reviews. They will

- apply their knowledge of opinion writing to draft a book review
- choose a book to review
- state an opinion and supply reasons to support it

| WEEK | WRITING PROCESS | FLEXIBLE PATH |
|------|----------------------|--------------------------------|
| 1 | Prewriting | Introduce and Immerse |
| 2 | Drafting | Develop Elements |
| 3 | Drafting | Develop Structure |
| 4 | Revising and Editing | Writer's Craft |
| 5 | Publishing | Publish, Celebrate, and Assess |

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

| | FAST TRACK LESSON 1 | LESSON 2 | FAST TRACK LESSON 3 |
|--|--|--|--|
| MINILESSON 5–10 min. | Choose a Book WW12 | Explore State an Opinion WW13 | Apply State an Opinion WW14 |
| INDEPENDENT WRITING AND CONFERENCES 30–40 min. | Independent Writing and Conferences WW12 | Independent Writing and Conferences WW13 | Independent Writing and Conferences WW14 |
| SHARE BACK FOCUS 5–10 min. | Book Choices WW12 | Identify Opinions WW13 | State Opinions WW14 |



Mentor STACK



These criteria may be helpful in selecting texts to teach the elements of opinion writing within a book review.

- texts that introduce the book being reviewed
- texts that include a clearly stated opinion
- texts containing reasons that support the opinion

FAST TRACK

LESSON 4

LESSON 5

Explore Supply Reasons
WW15

Apply Supply Reasons
WW16

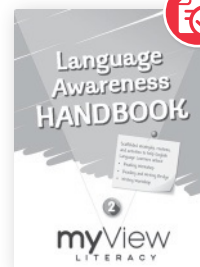
Independent Writing
and Conferences WW15

Writing Club and
Conferences
WW16–WW17

Identify Reasons WW15

Supply Supporting
Reasons WW16

ADDITIONAL RESOURCES






See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences Mentor STACK

During this time, assess for understanding of the elements of book reviews to gauge the need for additional support and to address any misconceptions. Have stacks and minilessons available to reference during conferences.

| FORMATIVE ASSESSMENT | | Conference Prompts |
|---|---|--------------------|
| Choose a Book | | |
| If students need additional support, |  Then ask leading questions to help students determine the types of books they enjoy reading. | |
| If students show understanding, | Then ask: What are you looking for most when choosing a book to review? | |
| State an Opinion | | |
| If students need additional support, |  Then read a book review together and help students identify the sentences that state an opinion. | |
| If students show understanding, | Then have students use their writer's notebooks to try several different ways to state the same opinions. | |
| Supply Reasons | | |
| If students need additional support, |  Then review a stack text and work together to identify and highlight the reasons that are given. | |
| If students show understanding, | Then have students add details to their own book reviews to make the reasons stronger. | |

Conference Support for ELL

EMERGING

- Have students draw pictures showing something they especially liked, or did not like, about the books they are reviewing. Use the drawings to talk together about the books and how they felt about them.
- Create a simple sentence frame such as *_____ is my favorite book because _____*. Have students repeat the model with you as you help them state their opinions and reasons.

DEVELOPING

- Work with students to create a chart of what they look for in a good book.
- Provide sentence frames to help students write an opinion statement and reasons based on the chart.
- As students state opinions and reasons, transcribe what they have said.

EXPANDING

- Have students brainstorm a list of their favorite books.
- Choose one book from the list and model how to state an opinion with several supporting reasons.
- Ask specific questions to help students add more specific information to their reasons.

BRIDGING

- Have students work with partners to create a list of characteristics of books they enjoy.
- Ask partners to choose two books and then compare and contrast them using the characteristics they listed.



ELL Minilesson Support

Week 2: Develop Elements

During this week, your ELLs will benefit from additional writing support that helps them develop the elements of opinion writing within book reviews. These targeted supports help students better understand how to draft their own book reviews.

Use this note for the minilesson on p. WW13.

ELL Targeted Support

EXPLORE STATE AN OPINION

As students work on developing their opinions, have them work on making their opinion sentences clear and strong.

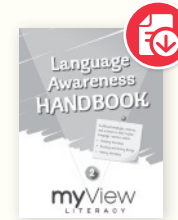
Show students a book they have read before. Have students say and then write one sentence that expresses an opinion about the book. Provide a sentence frame as needed.

EMERGING

Work individually with students as they draft an opinion sentence. Provide a word bank for reference, including words such as *favorite*, *like*, *enjoy*, *love*, *mysterious*, *funny*, *suspenseful*, and *best*. **DEVELOPING**

Have students discuss two books with partners. Encourage them to discuss which book they prefer and why they prefer one over the other. Encourage them to jot down notes on the discussion. **EXPANDING**

Have students state their own opinion about a book and then state the opposite opinion. Have students write several different ways to word each opinion. **BRIDGING**



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW16.

ELL Targeted Support

APPLY SUPPLY REASONS

Have students practice supplying reasons that support their opinions.

Have students choose a book they enjoy. Help students develop reason sentences that use the word *because* or *since*. **EMERGING**

Have students work with partners and take turns telling about a book they enjoy and why they enjoy it. Encourage students to ask questions of their partners and to restate their partner's reasons for enjoying the books.

DEVELOPING

Have students tell partners two reasons for their opinions about favorite books they have both read. Encourage the listener to then add a reason to those already given. **EXPANDING**

Ask students to state reasons someone may give who has the opposite opinion about a book they both reviewed. **BRIDGING**

FAST TRACK

Choose a Book

OBJECTIVE

Select and introduce a book as the subject for a book review.

STUDENT INTERACTIVE 2.2, p. 684

BOOK REVIEW

My Learning Goal I can write a book review.

Choose a Book
Book review authors often choose a book they feel strongly about. They usually choose books they enjoyed and think others should read.

MY TURN What are some books you have read? Give a book one star if you did not like it very much. Give a book two stars if you liked it. Give the book three stars if the book is your favorite.

| Book Title | Stars ★ ★ ★ |
|------------|-------------|
| | |
| | |
| | |

MY TURN Write the title of the book you will review.

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Writing Support

- **Modeled** Choose a book and model how to state the title and tell a little about the book.
- **Shared** Have students each choose a book they enjoy and talk with partners about the book.
- **Guided** Use a familiar book to provide explicit support to students as they identify the book title and share some information about the book.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT A book review is a type of opinion writing. Most often, authors choose books to review that they are especially interested in and enjoyed.

MODEL AND PRACTICE Explain to students that choosing a book as the subject of a book review may be the most important step and requires careful thought. Say: *I want to choose a book that I really enjoyed and that I hope other people will want to read. I think about the types of books I like and what books I have read recently. I like animal books and books that teach a lesson.* Choose two books you have shared with the class recently and display them. Review briefly what type of book each is and what you enjoyed about each as you model choosing the one you enjoyed more.

Review a book from the stack and note what the writer wrote to introduce the book. Choose several familiar books, and ask students to tell something about each book. Discuss how they could tell something about the book without telling how the book ends.

Read the activity instructions on p. 684 of *Student Interactive 2.2*. Remind students how to rate books to narrow their choices for the book review.

Independent Writing

During independent writing time, students should choose the book for their book reviews and write a sentence to tell about the book. Remind students to include the title of the book. If students have difficulty selecting a book, encourage them to choose one they hope their friends will read. If students have already taken these steps, they should review what they have written and then continue to write. See the **Conference Prompts** for suggestions.

Share Back

Invite several students to read aloud what they have written to introduce their books. If multiple students select the same book, discuss different words that are used to tell about it.

Explore State an Opinion

Minilesson

Mentor **STACK**



TEACHING POINT The writer of a book review gives an opinion about a book. The opinion tells what the writer thinks or feels about the book. Not everyone has the same opinion about a book.

MODEL AND PRACTICE Read aloud one of the book reviews from the stack. Say: *This writer tells about the book and gives an opinion. What did the writer say that told us an opinion?* Discuss the words the author chose to state the opinion.

On a flip chart or the board, create a two-column chart with *Book* written at the top of one column and *Opinion* written at the top of the other. Using the stack texts, do a Think Aloud to model identifying and then writing the titles of the books and the opinions. Work as a group to identify the books and opinions from several other book reviews and record the results on the chart. Encourage students to use words from the reviews that state the opinions. Point out any frequently used words or phrases.

OBJECTIVE

Identify and state an opinion.

Writing Support

- **Modeled** Read aloud a book review and talk through how to identify the stated opinion. On a chart, write the opinion sentences you find.
- **Shared** Have students talk together about two books they have both read. Invite students to tell their opinions of each and which they enjoyed more.
- **Guided** Use stack texts to provide explicit instruction to identify and discuss clear opinion sentences.



Intervention Refer to the *Small Group Guide* for support.

Independent Writing

Mentor **STACK**



During independent writing time, students should state an opinion about the book they have selected. Students needing suggestions may review the mentor stack for models. Students who can successfully write an opinion should continue writing their book reviews. Use **Conference Prompts** as needed.

Share Back

Ask several students to share their opinions. Point out words and phrases that are used to show a clear choice or preference. You may use some of those words to create a Book Review Word Bank for future use in their writing.

FAST TRACK

Apply State an Opinion

OBJECTIVE

State an opinion clearly when writing a book review.

STUDENT INTERACTIVE 2.2, p. 685

WRITING WORKSHOP

State an Opinion

An opinion tells how the author thinks or feels. The opinion in a book review tells if the author liked or did not like the book. The opinion should be stated clearly.

MY TURN Circle Yes or No to tell if each sentence clearly states an opinion.


- I read *Note the Great*. Yes No
- Snowy Owl Invasion* was a wonderful book! Yes No
- I think you will love *Rodent Rascals*. Yes No

MY TURN Write a strong opinion statement about your book for your book review.

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Writing Support

- **Modeled** Do a Think Aloud as you choose and then state an opinion about a book. Model both a weak and a strong opinion statement to point out the differences.
- **Shared** Have students practice stating their opinions about a book to a partner before writing it.
- **Guided** Provide explicit instruction to help students state opinions clearly. Create a bank of words that can be useful.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT Opinions state choices or preferences. People who read book reviews want to know the opinion of the review writer. Opinions should be stated clearly so readers know what the review writer thought of the book.

MODEL AND PRACTICE Opinions in book reviews tell how the reviewer thinks or feels about the book. Remind students that not everyone has the same opinion about a book, and those differences of opinion can be interesting to discuss. Using a book from the stack, ask students to identify the writer's opinion and then state whether or not they agree with the writer's opinion. Students should explain why they agree or disagree with the writer.

Say: Today you will be writing your opinion. When I write a book review, I tell about the book and state my opinion. You know I like this animal book. I could write that I loved it or that it is was extremely interesting. You will know right away what my opinion is. Write your opinion sentence on the board or a chart.

Tell students that they will be practicing writing an opinion on p. 685 of *Student Interactive 2.2*. Discuss why writers often use strong words like *best* and *favorite*. Encourage students to tell their opinions to partners before writing them.

Independent Writing

Mentor STACK 

During independent writing time, have students review their opinion pieces and write a sentence that states a clear opinion. Students needing examples should review the mentor stack for clear opinion statements to use as models. Students who can successfully write opinion statements should continue writing their book reviews. Use the **Conference Prompts** to guide conferences.

Share Back

Have a few students share their opinion statements with the class. Invite students who reviewed the same book to state whether their opinions are the same or different.

Explore Supply Reasons

Minilesson

Mentor STACK 

TEACHING POINT Reasons in a book review tell or explain why the writer has a certain opinion about a book. Writers include several reasons to help readers understand the opinion. Reasons should support and explain the opinion.

MODEL AND PRACTICE Read aloud one of the stack book reviews. After reading, model how to identify the reasons that were given to explain and support the opinion. Draw attention to words such as *because* or *since*. Work with students to identify reasons found in another book review. Pause while reading to ask why the writer has that opinion. Help students use the words *because* or *since* when retelling the reasons. Discuss reasons that are especially supportive of the opinion. Repeat with other book reviews and have students tell which reasons they found strongest and why.


Say: *When a person tells us their opinion, we might wonder why they made that choice. Some reasons may be stronger than others. I could write that I liked this animal book because I like animals or that I liked it because the photo of the tiger's teeth helped me imagine what it would be like to meet a tiger. Which reason is more interesting or makes you more likely to want to read this book?* Tell students that they may try listing many reasons to support their opinions before deciding on which ones to use in their book reviews.

OBJECTIVE

Identify and supply a reason that supports an opinion.

Writing Support

- **Modeled** Use other opinion books to model how to identify reasons.
- **Shared** Encourage students to help strengthen a reason by adding more details or specific information.
- **Guided** Provide explicit instruction and support as needed to help students supply reasons that connect to and support opinions.

 **Intervention** Refer to the *Small Group Guide* for support.

Independent Writing

Mentor STACK 

Following this minilesson, students should transition into independent writing. If students need support writing reasons, have them look for models in the mentor texts. Students who are writing confidently may begin generating lists of reasons to use in their book reviews. Use **Conference Prompts** to guide conferences.

Share Back

Invite students to share a reason that would explain their opinion about the book. Model how to ask questions that might make the reasons stronger or more detailed.

FAST TRACK

Apply Supply Reasons

OBJECTIVE

Supply reasons that support an opinion within a book review.

STUDENT INTERACTIVE 2.2, p. 686

BOOK REVIEW

Supply Reasons

Reasons help readers understand the opinion of a book review author. The reasons may include some examples that will make readers want to read the book.

MY TURN Read the text. Underline the reasons that support the opinion.

I read *Jumanji*. I think you would love to read this book if you like fun adventures. One reason is because the children in the book find a game and the excitement begins right away. It is also fun when the wild animals come to life and start running around. Will the children make it out of the game alive? You will need to read the book to find out.


MY TURN Add reasons that support your opinion to your book review.

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Writing Support

- **Modeled** Do a Think Aloud to model identifying and restating reasons found in a book review.
- **Shared** Display an opinion statement about a book students have read. Ask students to generate reasons that support that opinion.
- **Guided** Provide explicit instruction in supplying reasons that support an opinion using sentence frames as needed. *I enjoyed the book because _____.*

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT Book reviews need reasons to support and explain an opinion about a book. It is useful for reasons to be specific and detailed to help readers decide if they might enjoy reading the book.

MODEL AND PRACTICE Tell students that book reviewers state opinions and need to support those opinions with reasons. Reasons explain why the review writer liked or didn't like the book. Readers like to understand why a review writer holds an opinion.

Read aloud one of the book reviews from the stack. *What are some of the reasons the writer gives us to explain the opinion? What if the writer would have just written, "I like the book. It was good." Why wouldn't that be very helpful?* As you reread the review aloud, write the reasons on a chart or the board. Invite students to tell which reasons are the strongest and why. Tell students that they will help you write a book review, just like this author did. Model how to write an opinion and supply reasons as a class.

Have students look at p. 686 in *Student Interactive 2.2*. Talk together about the reasons given for enjoying the book. Ask students to underline each reason. Have students add reasons to their own book reviews.

WRITING CLUB

Use the following page to guide Writing Club. See the **Conference Prompts** for conducting individual conferences.

Share Back

When Writing Club ends, invite a few students to share their opinions and reasons with the group. Point out how the reasons support the opinion and answer why the writer has that opinion about the book.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will introduce their books, opinions, and reasons in their book reviews.

Students should spend the first 5–10 minutes of their Writing Club time reviewing the following:

- A process to make certain everyone has a chance to contribute
- Ways to ask clarifying questions
- The best volume and speed for reading what they have written

What Are We Sharing? Tell students that they will be introducing their books, opinions, and reasons to the Writing Club. Writing Club members may help them think of additional or stronger reasons to support their opinions.

How Do We Get Started? Conversation Starters

You may use these prompts to help students begin the discussion in Writing Club meetings.

- Why did you choose that book?
- You might add more information about ___ to make the reason stronger.
- What else did you especially like about the book?

Weekly Overview

Students will

- identify the parts of a book review
- organize and draft their own book review that includes introducing the book and opinion, stating reasons, and providing a conclusion

| WEEK | WRITING PROCESS | FLEXIBLE PATH |
|------|----------------------|--------------------------------|
| 1 | Prewriting | Introduce and Immerse |
| 2 | Drafting | Develop Elements |
| 3 | Drafting | Develop Structure |
| 4 | Revising and Editing | Writer's Craft |
| 5 | Publishing | Publish, Celebrate, and Assess |

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

| | FAST TRACK LESSON 1 | LESSON 2 | FAST TRACK LESSON 3 |
|--|--|--|--|
| MINILESSON 5–10 min. | Introduce a Book and Opinion WW22 | Explore Organize Reasons WW23 | Apply Organize Reasons WW24 |
| INDEPENDENT WRITING AND CONFERENCES 30–40 min. | Independent Writing and Conferences WW22 | Independent Writing and Conferences WW23 | Independent Writing and Conferences WW24 |
| SHARE BACK FOCUS 5–10 min. | Write Introductions WW22 | Identify Supporting Reasons WW23 | Write Supporting Reasons WW24 |

Mentor **STACK**

These criteria may be helpful in selecting texts to teach the structure of book reviews.

- The text clearly introduces the book being reviewed and the opinion.
- The author provides strong reasons to support the opinion.
- The text has an identifiable conclusion that restates the opinion.

FAST TRACK**LESSON 4****LESSON 5****ADDITIONAL RESOURCES**

Explore Provide a
Conclusion WW25

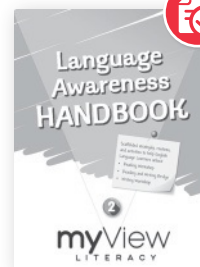
Apply Provide a
Conclusion WW26

Independent Writing
and Conferences WW25

Writing Club and
Conferences
WW26–WW27

Identify Elements of
Conclusions WW25

Write Strong Conclusions
WW26



See the online
*Language
Awareness
Handbook*
for additional
writing support.



See the *Small
Group Guide*
for additional
writing support.

Conferences

Mentor **STACK** 


During this time, assess for understanding of the structure and organization of a book review including introductions, reasons, and conclusions. Have stacks and minilessons available to reference during conferences.

FORMATIVE ASSESSMENT

Conference Prompts

Introduce a Book and Opinion

If students need additional support,


 **Then** work together to create a visual model of what should be included in a book review introduction.

If students show understanding,

Then ask: What is the most important thing to tell readers about the book using just a few words?

Organize Reasons

If students need additional support,


 **Then** help students use a web diagram to connect reasons to their opinions.

If students show understanding,

Then ask: Which of your reasons do you think is strongest? Why?

Provide a Conclusion

If students need additional support,

 **Then** work together to compare their conclusions to their introductions and note what is different and what is similar.

If students show understanding,

Then ask: How did you word your opinion differently in the conclusion?

Conference Support for ELL

EMERGING

- Create a color-coded diagram with illustrations to make the parts of a book review more visible.
- Have students point to parts of the book they are reviewing and give each part a “thumbs up” or “thumbs down” to show their opinions.
- Help students turn each of the “thumbs up” into a statement. Have students repeat each sentence with you.

DEVELOPING

- Have students retell the parts of a book review. Help students create their own anchor charts to remember how to organize a book review.
- Use a sentence frame to practice stating an opinion about a book with supporting reasons. *One reason I like this book is _____. This book is my favorite because _____.*

EXPANDING

- Have students explain how they will structure their book reviews.
- Discuss how the introduction to a book review is different from other types of writing.
- Prompt students to compare the structure of a book review to another type of writing they have done.

BRIDGING

- Help students do their own Think Aloud with a partner as they plan their own book reviews.
- Use guided writing to help students write strong sentences in each part of their book reviews.
- Invite students to talk about how their introductions and conclusions are different.



ELL Minilesson Support

Week 3: Develop Structure

During this week, your ELLs will benefit from additional writing support that helps them become more aware of how a book review is structured. These targeted supports were chosen to help students better understand how to compose and organize their writing.

Use this note for the minilesson on p. WW22.

ELL Targeted Support

INTRODUCE A BOOK AND OPINION

Tell students that writers begin book reviews by telling about the book and stating a strong opinion. Talk together about why all the parts are important.

Display a book from your class library. Have students point to where the title of the book is found. Have students repeat the title of the book with you. Help students create a sentence that tells a little about the book, such as: *This is an animal story.* **EMERGING**

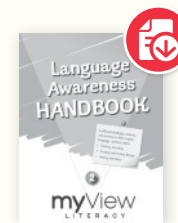
Hold up two or three books students have read before. Ask them to choose which one they would like you to read aloud. Help students create a sentence that tells the title of the book and what type of book it is. Help them reword the sentence several different ways.

DEVELOPING

Help students grow their vocabularies by working together to create a bank of words that can be used to tell about a book. The words might tell the type of book or characteristics that make books enjoyable. **EXPANDING**

Challenge students to tell how they might tell a kindergarten student about one of their favorite books. Remind them that it is likely the child has never read the book they are reviewing.

BRIDGING



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW24.

ELL Targeted Support

APPLY ORGANIZE REASONS

Remind students that reasons explain and support the opinion. Students may need support organizing and strengthening the reasons in their book reviews.

Learn the words *why* and *because* in your students' home languages. Ask a *why* question and answer with a *because* reason using gestures as needed. Remind students that the answers were the reasons. **EMERGING**

Hold up two or three books students have read before. Ask them to choose which one they would like you to read aloud. Discuss why they selected that one. Explain that their answer is a reason and tells why. **DEVELOPING**

Have one student state a reason for liking a particular book. Model different ways that the reason might be worded. Ask students to write a new reason and then work with partners to write a different way to word that reason.

EXPANDING

Have groups of students work together to list as many reasons for liking a book from your class library as possible. Review the list together and identify the strongest reasons. Talk about what makes a reason a strong reason. **BRIDGING**

FAST TRACK

Introduce a Book and Opinion

OBJECTIVES

Identify the elements of an introduction to a book review.

Develop drafts of the introduction to a book review that tells about the book and states an opinion.

STUDENT INTERACTIVE 2.2, p. 687

WRITING WORKSHOP

My Learning Goal

I can write a book review.

Introduce a Book and Opinion

The beginning of a book review should let the reader know the title of the book and a detail about the book. The introduction needs to tell if the reviewer enjoyed the book or not.

| | |
|---------|---|
| Title | I read <u>Flossie and the Fox</u> . It is about a smart girl. |
| Opinion | I think this is one of my favorite books. |

MY TURN Read the text. Circle the title. Draw a star by the sentence that tells the opinion.

I just read an animal book titled Fredda the Cheetah. I think every person in my class will love ★ this book.

MY TURN Revise the introduction to your book review to include a detail about the book and your opinion.

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Writing Support

- **Modeled** Do a Think Aloud that models deciding what to tell about a book.
- **Shared** Have students read an opinion statement from a stack text. Discuss together what makes the opinion clear or what could be adjusted.
- **Guided** Provide explicit instruction on what to include in a book review introduction and have students create a reminder list.

Intervention Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK

TEACHING POINT Authors of book reviews begin with an introduction that includes the title of the book being reviewed, tells a little about the book, and states an opinion about the book.

MODEL AND PRACTICE Choose a book review from the stack that has a strong introduction and read the introduction aloud. Say: *The introduction of a book review is very important. It needs to tell the reader what book is being reviewed and what the reviewer thought or felt about the book. Since some readers may not have read the book before, it is good to tell just a little about the book as well.* Write the elements of a good introduction on a flip chart or the board.

Help students understand that they are just going to use a few words to tell about the book, such as saying that it is a funny story or that the book has photographs of real animals. Have students identify the words used in the introduction that state an opinion.

Have students turn to p. 687 in *Student Interactive 2.2*. Read and discuss the page together and have them work with a partner to complete the page.

Independent Writing

Mentor STACK

After completing the minilesson, students should transition to independent writing. If students have difficulty with introductions, have them review how introductions in the mentor stack have been written and use those as examples. Students who are confident about what an introduction should include may draft and revise introductions to their book reviews. Use the **Conference Prompts** as needed.

Share Back

Have students share what they wrote for the introductions to their book reviews. Show how to check that all parts of the introduction are included and model giving constructive feedback.

Explore Organize Reasons

Minilesson

Mentor STACK 

TEACHING POINT Before authors of book reviews develop their reviews, they plan the reasons that support their opinions. A reviewer who really enjoyed a book will often give his or her strongest reason first to help the reader quickly understand why the book was so enjoyable.

MODEL AND PRACTICE Talk about the value of supplying reasons to support opinions. Select a book review from the stack that contains well-organized reasons. Read the review aloud and have students give a “thumbs up” signal when they hear a reason in the book review. Say: *The best writers of book reviews will think about many reasons why they like the books before they begin writing. They choose what order to put the reasons. Often the strongest reason is given first to help the reader know right away why the reviewer liked the book.*

Choose a familiar book from your classroom library that your students have enjoyed. Work with the class to generate a list of reasons why they enjoyed and would recommend the book. Once there is a sizable list of reasons, have students choose two reasons they might use in a book review. Talk more about those two reasons and do a Think Aloud as you determine which is the stronger reason you might put first in a book review.

Independent Writing

Mentor STACK 

After the minilesson, students should transition to independent writing. If students need extra support drafting their reasons, have them reread book reviews from the stack for ideas. Encourage them to make a short list of reasons that support their opinions and work with them to prioritize the reasons. Students who understand how to develop strong reasons should be encouraged to continue writing their book reviews. See the **Conference Prompts** for additional suggestions.

Share Back

Invite several students to share the drafts of their reasons. Ask the students to explain why they decided to organize the reasons as they did. Reinforce key ideas as they are brought up.


OBJECTIVES

Identify and evaluate reasons that support an opinion.

Organize and draft reasons that support an opinion in a book review.

Writing Support

- **Modeled** Think aloud as you brainstorm reasons that support an opinion about a book.
- **Shared** Create a list of reasons why a person would enjoy a book. Talk with students about which reasons might be most important to each of them. Remind students that different reasons might matter more to different people.
- **Guided** Ask targeted questions to help students check that reasons strongly support their opinions.

 **Intervention** Refer to the *Small Group Guide* for support.

FAST TRACK

Apply Organize Reasons

OBJECTIVES

Draft reasons that support an opinion.

Accept and provide feedback to strengthen writing.

STUDENT INTERACTIVE 2.2, p. 688

BOOK REVIEW

Organize Reasons

Book review authors organize the reasons in a specific way. The writer might put the strongest reason first to get the reader's attention.

MY TURN Put a star by the reason you think is stronger.

The book has nice pictures.
The book is good.

★ The main character is so funny that you will laugh out loud.

MY TURN List the reasons you will include in your book review. Put a star by the strongest reason. Then number the reasons in the order you will use them in your book review.

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Minilesson

Mentor STACK 

TEACHING POINT The reasons given in an opinion piece need to explain and support the stated opinion. In a book review, those reasons explain why the reviewer enjoyed, and in some cases didn't enjoy, a book.

MODEL AND PRACTICE Refer to a book review from the stack and review the reasons given to support the reviewer's opinion. Help students understand that strong reasons help someone who hasn't read the book decide if they might like to read it.

Work through a shared writing activity as you craft a reason to explain your opinion in your book review. Say: **One reason I like this book is because it is about a dog who gets into lots of funny situations. I could write, "I like dogs" but that doesn't seem like a very strong reason. I need to tell more.** Work with the group to add words or phrases to write a compelling reason. Remind students that they can use their strongest example as the first reason in their book reviews. Tell students to be as specific as they can be in their reasons.

Direct students to p. 688 in *Student Interactive 2.2*. Read the text on the page and make certain students understand the task. Ask students to tell partners why they selected the reason they did as being the strongest.

Writing Support

- **Modeled** Talk through book reviews in the stack with students to help them identify strong reasons and why the reasons are effective.
- **Shared** Have students work with you to modify a reason to make the language stronger.
- **Guided** Provide explicit instruction if reasons do not support the stated opinion.

 **Intervention** Refer to the *Small Group Guide* for support.

Independent Writing

Mentor STACK 

Following the minilesson, have students continue working on adding reasons to their book reviews. Students who need additional support should review a stack book for examples of strong reasons. If students feel confident in their writing, encourage them to stretch and strengthen the reasons to make their book review more interesting. See **Conference Prompts** for suggestions.

Share Back

Invite students to share the reasons they have written. Ask them to share how they stretched and strengthened their original reasons. Model how to give feedback that restates and encourages the writer's efforts.

Explore Provide a Conclusion

Minilesson

Mentor STACK 

TEACHING POINT The conclusion of a book review gives the author one more chance to state his or her opinion of the book and perhaps get others interested in reading the book themselves. A good conclusion states the opinion in a new way, includes the title of the book, and reminds readers why they might enjoy reading the book.

MODEL AND PRACTICE Explain the importance of a strong conclusion in a book review. Choose a book review from the stack with an especially strong conclusion. Read a page aloud and discuss the role the conclusion plays. Say: *Let's see if this conclusion does what it needs to do. Does it remind us of the reviewer's opinion? Does it tell us the title of the book again? Does it remind us of a reason we might enjoy reading this book ourselves?* Repeat this process with several other book reviews from the stack.


As you review other book reviews with the class, note words and phrases that are used. Help students develop a bank of phrases that may serve as models when writing conclusions. Post these on a chart for all to see.

OBJECTIVE

Identify the parts of conclusions to book reviews.

Writing Support

- **Modeled** Conduct a Think Aloud as you reword your opinion in several different ways.
- **Shared** Challenge students to come up with at least five different ways to restate an opinion. Transcribe the group's suggestions.
- **Guided** Ask questions that guide students to check that they have provided all the elements needed for a strong conclusion.

 **Intervention** Refer to the *Small Group Guide* for support.

Independent Writing

Mentor STACK 

As students transition to independent writing, have them draft and revise possible conclusions to their book reviews. If students have difficulty, encourage them to modify one of the models or reread a book review from the stack as a jumpstart. If students feel confident with their conclusions, they should continue writing their book reviews. See the **Conference Prompts** for additional suggestions.

Share Back

Call on several students to share what they have written. Ask the listeners to check if the conclusions restate the opinion in a new way, include the book title, and review a reason others might enjoy the book. If an element is missing, invite the group to offer suggestions.

FAST TRACK

Apply Provide a Conclusion

OBJECTIVES

Draft a conclusion to a book review.

Accept and provide feedback to strengthen writing.

STUDENT INTERACTIVE 2.2, p. 689

WRITING WORKSHOP

Provide a Conclusion

The ending of a book review is called the **conclusion**. The conclusion should retell the writer's opinion in a new way. Also, the conclusion should suggest why others should read the book.

Restate your opinion. → Those are a few of the reasons I loved this book. If you like stories where the girl is smart and clever, I think you will really want to read *Flossie and the Fox*.

Remind readers of the title and why they should read the book. →


MYTURN Answer these questions and revise the conclusion to your book review.

1. What is your opinion of the book?
2. Why do you think other people will enjoy the book?

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Writing Support

- **Modeled** Think aloud as you check your model conclusion for a restatement of your opinion, the book title, and the review of a reason.
- **Shared** Have students make suggestions of changes that could be made to improve your shared conclusion.
- **Guided** Ask targeted questions to help students write stronger conclusions to their book reviews.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT The conclusion is a writer's last chance to make the opinion clear to the readers. It might even encourage some readers to want to read the reviewed book themselves.

MODEL AND PRACTICE Read aloud a book review with a strong conclusion from the stack. Ask students to tell what should be included in a strong conclusion in a book review and if they think the review you read aloud has a strong conclusion. Help students locate examples of strong conclusions from other book reviews. Invite a volunteer who has selected a book review to lead a group discussion about how strong or weak that conclusion is.

Conduct a shared writing activity as you write and polish the conclusion for a book review for a book your students have enjoyed. **I wrote part of a review about one of our favorite books. I need to write a conclusion. What ideas do you have to help me?** Work together to craft several options of conclusions that restate the opinion, include the book's title, and remind readers of one of the reasons they might also enjoy the book. Help students revise the conclusions to include stronger words.

Have students turn to p. 689 in *Student Interactive 2.2*. Read the page with the students. Review how to evaluate a conclusion.

WRITING CLUB

Use the Writing Club guide on the following page to guide discussions. Use the **Conference Prompts** when conferring with individual students.

Share Back

Have several students read their book reviews aloud and focus attention on the conclusions. Model how to give encouraging feedback. Invite listeners to tell which words in the conclusions they found strongest and if the review made them more likely to want to read the book.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share the book reviews they have been writing. They will talk about the inclusion of all the elements.

Students should spend the first 5–10 minutes of their Writing Club time reviewing the following:

- Behaviors of active listeners
- Process for making helpful suggestions
- Using the proper volume and speed when speaking

What Are We Sharing? Students can share how they organized their book reviews and how they checked that all the elements were included. Remind the group that people may have different opinions on the same book and to be respectful of those differences.

How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- How did you introduce your book and opinion?
- What other reasons did you think about using?
- How did you state your opinion differently in the conclusion?
- Which part of your book review are you most pleased with? Why?

Weekly Overview

Students will revise their book reviews with an eye on

- capitalization of book titles
- simple and compound sentences
- conjunctions

| WEEK | WRITING PROCESS | FLEXIBLE PATH |
|------|----------------------|--------------------------------|
| 1 | Prewriting | Introduce and Immerse |
| 2 | Drafting | Develop Elements |
| 3 | Drafting | Develop Structure |
| 4 | Revising and Editing | Writer's Craft |
| 5 | Publishing | Publish, Celebrate, and Assess |

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

| | FAST TRACK LESSON 1 | LESSON 2 | FAST TRACK LESSON 3 |
|--|--|---|--|
| MINILESSON 5–10 min. | Capitalize Book Titles WW32 | Explore Simple and Compound Sentences WW33 | Apply Simple and Compound Sentences WW34 |
| INDEPENDENT WRITING AND CONFERENCES 30–40 min. | Independent Writing and Conferences WW32 | Independent Writing and Conferences WW33 | Independent Writing and Conferences WW34 |
| SHARE BACK FOCUS 5–10 min. | Capitalization WW32 | Discriminate Between Simple and Compound Sentences WW33 | Revise to Include Simple and Compound Sentences WW34 |

Mentor **STACK**

These criteria may be helpful in selecting texts to add to your book review stack to provide models of the correct usage of capitalization in book titles, simple and compound sentences, and conjunctions.

- The text includes examples of both simple and compound sentences.
- The text contains examples of conjunctions.

FAST TRACK**LESSON 4****LESSON 5****ADDITIONAL RESOURCES**

Explore Conjunctions
WW35

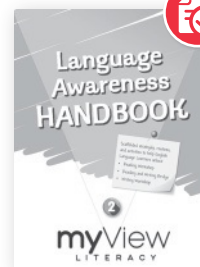
Apply Conjunctions
WW36

Independent Writing
and Conferences WW35

Writing Club and
Conferences
WW36–WW37

Identify How to Use
Conjunctions WW35

Revise to Include
Conjunctions WW36



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences



Mentor STACK




During this time, assess for understanding of how to use capitalization in book titles, simple and compound sentences, and conjunctions to determine where students need support. Have stacks and minilessons available to reference during conferences.

FORMATIVE ASSESSMENT

Conference Prompts

Capitalize Book Titles

If students need additional support,


 **Then** use a book from the classroom library or one of their book reviews. Have students point out capitalized words in a book title and review why each is capitalized.

If students show understanding,

Then ask: What rule did you follow when you capitalized this word?

Simple and Compound Sentences

If students need additional support,


 **Then** model how two simple sentences could be joined to make a compound sentence.

If students show understanding,

Then have students identify examples of both simple and compound sentences in their own writing.

Conjunctions

If students need additional support,

 **Then** use a stack text to show how conjunctions can be used to connect reasons to the opinion.

If students show understanding,

Then ask: How did you decide which conjunction to use here?

Conference Support for ELL

EMERGING

- Write two simple sentences on a chart or the board. Ask students to repeat them after you. Use a conjunction to create a compound sentence and have students repeat that sentence. Circle the conjunction that joined the two sentences.
- Make word cards with one conjunction on each card. Give each student a card and help them create and say a sentence that contains their conjunction.

DEVELOPING

- Work with students to create a visual anchor chart to help them remember the rules for capitalizing book titles.
- Ask one student to stand holding a card with an opinion written on it. Ask two students to stand holding cards with reasons on them. Ask a student to hold a conjunction word. Demonstrate how that conjunction could connect each reason to the opinion.

EXPANDING

- Transcribe sentences students suggest that include conjunctions. Have students circle each conjunction.
- Use shared writing to help students expand a simple sentence into a compound sentence.

BRIDGING

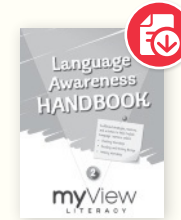
- Have students work with partners to create several compound sentences. Invite them to tell what the smaller sentences were that were joined together.
- Ask volunteers to conduct a Think Aloud for the group as they capitalize book titles.



ELL Minilesson Support

Week 4: Writer's Craft

During the Writer's Craft week, your ELLs will benefit from additional writing support that helps them focus on understanding grammar rules. These targeted supports were chosen to help students better understand the English language and build foundational writing skills.



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW33.

ELL Targeted Support

EXPLORE SIMPLE AND COMPOUND SENTENCES

Work with students to identify and write both simple and compound sentences.

Write two simple sentences on sentence strips. *I like trucks. They are big.* Have students read and repeat the sentences. Create a third sentence strip that says, *I like trucks because they are big.* Have students read and repeat the sentence. Repeat the procedure with sentences students suggest. **EMERGING**

Provide partners with sentences, some simple and some compound. Have partners discuss which type of sentences they have and how they know. **DEVELOPING**

Give each student a simple sentence written on a card. Have them walk from person to person to see if there is a way to join their sentences to form compound sentences. If students can make a compound sentence, partners should read the new sentence to the group.

EXPANDING

Challenge students to find compound sentences in books from the classroom library. Have them share their findings and tell which conjunction is used. **BRIDGING**

Use this note for the minilesson on p. WW35.

ELL Targeted Support

EXPLORE CONJUNCTIONS

Help students understand how to use conjunctions to write better sentences.

Write: *I enjoyed this book because it had many new facts about snakes.* Circle *because* and say: **Because is a conjunction. It joins these two parts together.** Help students read the sentence aloud. **EMERGING**

Write: *I loved this book and especially liked the snake photos.* Ask students to identify the conjunction and tell or show what it does. Help them identify the opinion and the reason.

DEVELOPING

Write: *I think you will like this book. It is full of photos of young animals.* Work with students to use a conjunction to connect the opinion and the reason. As students respond, write the new sentence for all to see. Invite volunteers to use the first sentence and join a new reason to it using a different conjunction. **EXPANDING**

Write: *I think _____ because _____.* Circle the conjunction *because*. Have students work in pairs to write sentences. Have pairs read the new sentences and tell which part is the opinion and which is the reason. **BRIDGING**

FAST TRACK

Capitalize Book Titles

OBJECTIVES

Correctly capitalize book titles.

Edit drafts using standard English conventions including capitalization of book titles.

STUDENT INTERACTIVE 2.2, p. 690

BOOK REVIEW

My Learning Goal I can write a book review.

Capitalize Book Titles
In a book title, you should capitalize:

- the first word and the last word
- important words

MY TURN Circle the letters that should be capitalized in these book titles.

| |
|---------------------|
| the boxcar children |
| seeds and trees |
| Billy the bug |
| the last puppy |

MY TURN Edit your book review to make sure you have capitalized the book title correctly.

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Writing Support

- **Modeled** Use classroom library books and stack texts to point out capitalization in book titles.
- **Shared** Have partners work together to check for correct capitalization of the book titles in their book reviews.
- **Guided** Use stack texts to provide explicit instruction on capitalization.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT The titles of books follow special rules for capitalization. They check to be certain that the first and last word in the title begin with capital letters. They also check that any important words, such as verbs, nouns, pronouns, adverbs, and adjectives are capitalized.

MODEL AND PRACTICE Display several books from the stack that demonstrate proper capitalization. Tell students that the titles of books follow different rules for capitalization than sentences follow. Guide students to determine that the first and last words should be capitalized. Important words such as verbs, nouns, pronouns, adjectives, and adverbs should also be capitalized. Write a book title on a chart or the board using only lowercase letters. Work together to determine which words to capitalize based on the rules students have learned. Repeat the process with several titles.

Have students turn to p. 690 in *Student Interactive 2.2*. Have students tell a partner what capitalization rules they should remember. When students have completed the page, talk about the capitalization rules they used.

Independent Writing

Mentor STACK 

After the minilesson, students may begin checking their book reviews for the correct usage of capital letters in book titles. If students need extra support, suggest that they identify the capitalization rules that are followed in a stack text. Students who are confident in capitalizing book titles may continue writing their book reviews. See the **Conference Prompts** on p. WW30 for more suggestions.

Share Back

Have students share how they capitalized the book titles in their book reviews and tell what capitalization rules they used.

Explore Simple and Compound Sentences

Minilesson

Mentor STACK 

TEACHING POINT Authors use a combination of some simple sentences and some compound sentences to make their writing more interesting.

MODEL AND PRACTICE Select a text from the stack that has several examples of compound sentences. Choose one simple sentence and one compound sentence and read them aloud. Write both sentences on a chart or the board. Say: *We know that a sentence is a complete thought and has a naming part and an action part. This sentence is called a simple sentence because it has one naming part and one action part. This sentence is different. It is called a compound sentence. When we look at it carefully, we see that it is made up of two complete thoughts that are joined together. The complete thoughts are separated by a comma.* Have students tell what the two complete thoughts are.

Explain that using a mixture of simple and compound sentences in writing can make the text more interesting. Model how to take two short sentences and create a compound sentence. Write several compound sentences and note the two complete thoughts that are separated by commas.

OBJECTIVE

Identify and create simple and compound sentences.

Independent Writing

Mentor STACK 

During independent writing time, have students write several compound sentences. If students are uncertain about how to combine complete thoughts, guide them to create models they can follow. When students are comfortable writing compound sentences, they should proceed to adding a compound sentence or sentences to their book reviews. See the **Conference Prompts** on p. WW30 for additional suggestions.

Writing Support

- **Modeled** Demonstrate how to join two smaller sentences. *I have a dog. His name is Max. I have a dog, and his name is Max.*
- **Shared** Work with students to practice creating compound sentences by supplying the two simple sentences and having students join them together.
- **Guided** Ask targeted questions to help students identify how simple and compound sentences differ.



Intervention Refer to the *Small Group Guide* for support.

Share Back

Call on students to share compound sentences they have written. Invite other classmates to tell the two complete thoughts that were combined.

FAST TRACK

Apply Simple and Compound Sentences

OBJECTIVE

Identify and create simple and compound sentences.

STUDENT INTERACTIVE 2.2, p. 691

WRITING WORKSHOP

Simple and Compound Sentences

A **compound sentence** is made of two simple sentences that are joined by a comma and the word *or*, *so*, *and*, or *but*.

Simple Sentences
I liked this book. I hope you enjoy it too.

Compound Sentence
I liked this book, and I hope you enjoy it too.

MY TURN Write S next to the sentence if it is a simple sentence. Write C next to the sentence if it is a compound sentence.

S The girl in the story is brave.

C The fox runs away, but he does not go far.

C Flossie can give up, or she can try to trick the fox.


S The fox thought he was very clever.

MY TURN Revise your book review to include at least one compound sentence.

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Writing Support

- **Modeled** Walk through the combining of two complete thoughts to make a compound sentence and the breaking apart of a compound sentence to identify the two complete thoughts.
- **Shared** Have students work with partners to identify the two complete thoughts in compound sentences.
- **Guided** Ask focused questions as students work with partners to write compound sentences.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT Compound sentences are made of two complete thoughts that are joined together. A mixture of simple and complex sentences within a book review can make it more interesting for the readers.

MODEL AND PRACTICE Remind students that each simple sentence has both a naming part and an action part. A compound sentence contains two complete thoughts. Read aloud a compound sentence from a stack book or other source. Say: *Is that a simple or compound sentence? How do you know? What are the two complete thoughts you heard in that sentence? What word joined those two thoughts together?* Repeat the steps with several other simple and complex sentences, asking students to explain how they determined if the sentence was simple or compound.

Direct students to p. 691 in *Student Interactive 2.2*. Read the text on the page and review what students are asked to do to complete the page. Guide students to complete the activity and check for understanding. Tell students that they will be looking for ways to include compound sentences in their book reviews.

Independent Writing

Mentor STACK 

Have students continue working on their book reviews. Remind them to write an interesting compound sentence. It might be formed from combining two existing sentences or created as a new sentence. If students are having difficulty, they may review mentor texts for ideas. Students who can successfully write compound sentences should continue writing their book reviews. Confer with students using the **Conference Prompts** on p. WW30.

Share Back

Invite a student to share sentences from his or her book review. Ask listeners to tell if the sentences are simple or compound and how they know.

Explore Conjunctions

Minilesson

Mentor STACK 

TEACHING POINT A conjunction is a type of word. Conjunctions connect words or parts of sentences. The words *and* and *because* are both conjunctions. Writers of book reviews and other opinion pieces often use conjunctions to connect reasons to the opinions they support.

MODEL AND PRACTICE Write the words *and* and *because* on a chart or the board. Invite a student to say a sentence that uses one of these words. Tell students that *and* and *because* are conjunctions. Explain conjunctions connect words or parts of sentences. Explain that conjunctions can be especially useful in opinion writing because they can help connect reasons to the opinions they support. Use an example sentence from one of the stack texts that uses *and* or *because* to connect a reason to the opinion.

State an opinion about a book you have read as a class. Invite students to suggest a reason that supports that opinion. Say: **We have an opinion and a reason. Let's use the word *because* to create one sentence that connects them.** Model your thinking as you draft a new sentence. Circle the word *because* and draw attention to how it connects the reason to the opinion. Repeat the procedure with a sentence using *and* to connect the reason and opinion.

Independent Writing

Mentor STACK 

Have students write sentences that clearly connect a reason to the opinion. Students who are not yet confident using conjunctions may review a stack text to help identify where conjunctions might be used in their book reviews. Students who are confident using conjunctions should continue writing their book reviews. See the **Conference Prompts** on page WW30 for additional suggestions.

Share Back

Ask a student to read a sentence that contains a conjunction. Talk together about how the conjunction helps join the reason and opinion.

OBJECTIVES

Use conjunctions correctly.

Connect reasons to the opinions they support when writing opinion pieces.

Writing Support

- **Modeled** Conduct a Think Aloud as you talk about using a conjunction to connect a reason to an opinion.
- **Shared** If students are uncertain if they have used conjunctions correctly, encourage them to read the sentence aloud to a partner. Have the partners tell if the reason connects to the opinion.
- **Guided** Use leading questions to guide students to determine if the conjunction helps connect the reason and opinion.



Intervention Refer to the *Small Group Guide* for support.

FAST TRACK

Apply Conjunctions

OBJECTIVES

Use conjunctions correctly.

Connect reasons to the opinions they support when writing opinion pieces.

STUDENT INTERACTIVE 2.2, p. 692

BOOK REVIEW

Conjunctions

Conjunctions are words that join parts of sentences. *And* and *because* are examples of conjunctions. When writing a book review, you can use conjunctions to connect the opinion and reasons.

I think you will enjoy this book **because** it is full of surprises.

MY TURN Circle the conjunctions in each sentence.

This book is interesting **and** includes photos of all the coins I like to collect.

I learned about interesting jungle animals **and** about wild animals near where we live.

One reason I think this book is funny is **because** the hero keeps getting lost.

MY TURN Revise your book review to include conjunctions that connect your opinion and reasons.

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Minilesson

Mentor STACK 


TEACHING POINT Conjunctions, such as *and* and *because*, connect words and ideas in sentences. Authors may use one sentence containing *and* rather than writing two short sentences. Authors of book reviews and other opinion pieces often use the conjunction *because* to connect a reason to the opinion it supports.

MODEL AND PRACTICE Read a sentence containing *because* from one of the stack books. Demonstrate how using *because* helps signal to the reader that the sentence contains a reason. Say: **I might write, "I thought this book was terrific because it helped me learn about how to care for puppies." The word *because* helps let you know that I'm giving a reason why I thought the book was terrific. The conjunction *because* connects the reason to the opinion.** Have students help you think of another sentence about a book they are reviewing that uses the conjunction *and*.

Direct students to p. 692 in *Student Interactive 2.2*. Read the text on the page and review what students are asked to do to complete the page. Guide students to complete the activity. Then they should begin to look for ways to improve their opinion pieces with the inclusion of conjunctions.

Writing Support

- **Modeled** Think aloud as you revise your writing and explain how you will use a conjunction to join a reason to the opinion.
- **Shared** Help students locate conjunctions in mentor texts. Talk together about how the conjunctions are used.
- **Guided** Remind students to read their sentences aloud or to partners and check if the sentences make sense.

 **Intervention** Refer to the *Small Group Guide* for support.

WRITING CLUB

Use the Writing Club guide on the following page to guide discussions. Use the **Conference Prompts** on p. WW30 when conferring with individual students.

Share Back

Have several students select one of their book reviews to read aloud. Ask questions to be certain the pieces have been checked for the correct capitalization of book titles, simple and compound sentences, and conjunctions.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share their writing to demonstrate understanding of capitalization of book titles, simple and compound sentences, and conjunctions.

Students should spend the first 5–10 minutes of their Writing Club time reviewing how they will follow these listening and speaking rules:

- Listen actively and do not interrupt others
- Build on ideas stated by others
- Give feedback that is helpful

What Are We Sharing? Tell students that they will share the drafts of their book reviews with the Writing Club members. Group members should make helpful suggestions for revisions that might make the book review even stronger with correct usage of capitalization and conjunctions.

How Do We Get Started? *Conversation Starters*

Use these prompts to help students begin the discussions in their Writing Club.

- Do you have some simple sentences and some compound sentences?
- Have you thought about connecting this reason to your opinion using a conjunction?
- Should this letter in the title should be capitalized?

Weekly Overview

This week, students will publish and celebrate their writing. They may also be assessed on what they have learned about opinion writing. Students will

- edit their writing for the correct capitalization of book titles
- edit their writing for conjunctions
- present their book reviews to the class
- review what they have learned about writing a book review

| WEEK | WRITING PROCESS | FLEXIBLE PATH |
|------|----------------------|--------------------------------|
| 1 | Prewriting | Introduce and Immerse |
| 2 | Drafting | Develop Elements |
| 3 | Drafting | Develop Structure |
| 4 | Revising and Editing | Writer's Craft |
| 5 | Publishing | Publish, Celebrate, and Assess |

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

| | FAST TRACK LESSON 1 | FAST TRACK LESSON 2 | LESSON 3 |
|--|---|---|--|
| MINILESSON 5–10 min. | Edit for Capitalization of Book Titles WW42 | Edit for Conjunctions WW43 | Prepare for Celebration WW44 |
| INDEPENDENT WRITING AND CONFERENCES 30–40 min. | Independent Writing and Conferences WW42 | Independent Writing and Conferences WW43 | Independent Writing and Conferences WW44 |
| SHARE BACK FOCUS 5–10 min. | Capitalization of Book Titles WW42 | Use Conjunctions to Connect Reasons and Opinions WW43 | Revise Book Reviews WW44 |

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These criteria may be helpful in selecting book review texts to reinforce the skills of using capital letters in book titles and using conjunctions.

- book reviews that are strong examples of opinion writing with reasons closely connected to opinions
- texts that include conjunctions

FAST TRACK**LESSON 4****LESSON 5****ADDITIONAL RESOURCES**

Celebration WW45

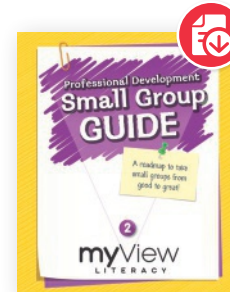
Assessment WW46

Independent Writing
and Conferences WW45Assessment
WW46–WW47

Celebration WW45

Assessment
WW46–WW47

See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences



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During this time, assess for understanding of capitalization of book titles, and using conjunctions to connect reasons and opinions. Determine where students may need extra support. Have stacks and minilessons available to reference during conferences.

FORMATIVE ASSESSMENT

Conference Prompts

Edit for Capitalization of Book Titles

If students need additional support,

Then show and explain the capitalization of book titles using stack texts or books in your classroom library.

If students show understanding,

Then ask: What rules did you follow when deciding which words in this title to capitalize?

Edit for Conjunctions

If students need additional support,

Then point out the use of *because* in a stack text. Discuss how it connects the reason and the opinion.

If students show understanding,

Then have students edit their own book reviews to include conjunctions.

Prepare for Celebration

If students need additional support,

Then ask: Which skill do you feel most confident using in your book review?

If students show understanding,

Then ask: What would you do differently when writing another book review?

Conference Support for ELL

EMERGING

- Model revising a sentence involving a reason so that it now includes the word *because*.
- Use books from your classroom library to provide models of capitalization in book titles.

DEVELOPING

- Have students point out conjunctions in stack texts and their own book reviews to demonstrate how to connect reasons to opinions.
- Do a Think Aloud to decide how to capitalize a book title.
- Have students tell what they enjoyed most about opinion writing in their book reviews.

EXPANDING

- Have students tell how they know which words in book titles should be capitalized.
- Ask students to find examples of conjunctions *and* and *because* in a stack text. Have them then tell how the conjunctions are used.
- Use guided writing to help students reflect on their opinion writing skills in their book reviews.

BRIDGING

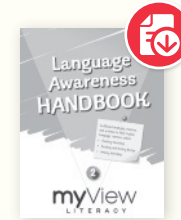
- Challenge students to work with partners to create an anchor chart to remind themselves and others how to capitalize book titles.
- Have students practice reading their book reviews fluently and with expression.



ELL Minilesson Support

Week 5: Publish, Celebrate, Assess

During this week, your ELLs will benefit from additional writing support that helps them focus on capitalization of book titles and using conjunctions to connect reasons to opinions. These targeted supports help students build confidence when sharing their book reviews.



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW43.

ELL Targeted Support

EDIT FOR CONJUNCTIONS

As students focus on the sentences in their book reviews, they should note on how to use the conjunctions *and* and *because* to connect reasons and opinions.

Point to the words *and* and *because* in sentences written on a chart or the board. Read the sentences together. Help students use those sentences as models for their own writing. **EMERGING**

Work together to connect a reason to an opinion using *and* or *because*. Have students read the resulting sentences aloud. **DEVELOPING**

Have students find sentences in stack texts that contain the conjunction *because*. Determine if it helps connect the reason to the opinion. **EXPANDING**

Have students create sentence frames that can be used to connect reasons to an opinion. Have students exchange frames and complete the sentences. **BRIDGING**

Use this note for the minilesson on p. WW44.

ELL Targeted Support

PREPARE FOR CELEBRATION

Help students practice giving feedback to writers by using positive comments and helpful suggestions.

Read a volunteer's book review aloud. Post several sentence starters to model and guide feedback. *I like the way you _____. You did a good job when _____. You could also _____.* **EMERGING**

Read a volunteer's book review aloud. Ask for comments that point out something that is well written. Discuss how the comments show the listener is paying attention and gives the writer information about what worked well. **DEVELOPING**

Have partners give feedback on each other's book review. Listen in and compliment comments that were positive and helpful. **EXPANDING**

Invite writers to share their book reviews with partners. Have writers share comments that were very helpful and why those comments were helpful. **BRIDGING**

FAST TRACK

Edit for Capitalization of Book Titles

OBJECTIVE

Edit writing for proper capitalization of book titles.

STUDENT INTERACTIVE 2.2, p. 693

WRITING WORKSHOP

I can write a book review.

My Learning Goal

Edit for Capitalization of Book Titles

Book titles follow special rules for capitalization. Always capitalize the first and last word in a book title. Capitalize all the important words.


MYTURN Write the titles of three of your favorite books. Circle the capital letters.

MYTURN Edit your book review for the correct use of capital letters.

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Writing Support

- **Modeled** Use books from the classroom library or stack texts to model how to determine which words in a book title should be capitalized.
- **Shared** Without using any capital letters, write several book titles on a chart or the board. Discuss with students which words should be capitalized and why.
- **Guided** Provide specific support for capitalization using book titles in students' book reviews.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

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TEACHING POINT Before publishing their book reviews, writers check to see that the titles of the books they are reviewing are capitalized correctly. The first and last words in a book title should be capitalized. Important words (nouns, pronouns, verbs, adjectives, and adverbs) should also be capitalized.

MODEL AND PRACTICE Tell students that authors double-check that they have capitalized the correct words in the book titles of the books they are reviewing. Point out examples of correct capitalization of titles using stack books. Write the title of a book on the chart or the board using all lowercase letters. Say: **Here is the title of the book I am reviewing. I need to check to make sure I capitalize the correct words in the title.** Review the rules for capitalizing book titles as you work together to decide which words should be capitalized. Repeat the process with several titles the students suggest.

After discussing the titles, have students turn to p. 693 in *Student Interactive 2.2*. Talk together about what they need to do to complete the activity. Remind them that they may use books from your classroom library if they need help thinking of book titles. Ask partners to check each other's titles and discuss the rules they used.

Independent Writing

After the minilesson, students should edit their book reviews to correctly capitalize the book titles. Students who have a strong understanding of capitalizing book titles should continue to make revisions to their book reviews. If students need extra support, remind them to go word by word, checking for capitalization rules that apply. See the **Conference Prompts** on p. WW40 for more suggestions.

Share Back

Have students write the title of the book they are reviewing on the board. Invite others to tell what rules were used to determine which words should be capitalized.

FAST TRACK

Edit for Conjunctions

Minilesson

Mentor STACK



TEACHING POINT Authors of book reviews check to make certain readers will understand why they liked or did not like the books they reviewed. They often help readers by using conjunctions to connect the reasons to the opinion. Conjunctions such as *and* and *because* join words or parts of sentences together.

MODEL AND PRACTICE Read part of a book review from the stack that contains conjunctions. Point out the conjunctions and discuss what they connect. Write: *I like this book very much. It is full of maps.* Say: *I wrote that the book is full of maps, but the reader may not understand that having a lot of maps is one reason I liked the book. How could I use a conjunction to help connect the reason to the opinion?* Guide students to craft a new sentence using *because*. They might make the sentence even stronger by adding *and*. Write: *I like this book because it is full of maps, and I love maps.*

Direct students to the activity on p. 694 in *Student Interactive 2.2*. Remind students that conjunctions have many uses and that one of the uses may be to help readers connect a reason to the opinion. If students need extra support, work together to complete a model and discuss what the conjunctions join.

Independent Writing

Students should spend independent writing time editing their book reviews for conjunctions that link the reasons to the opinion. If students have difficulty linking the reasons to the opinion, encourage them to draw a line from the first word of each reason to the opinion the reason supports. Students working confidently may add additional reasons linked to their opinions. See the **Conference Prompts** on p. WW40 for additional suggestions.

Share Back

Call on students to read aloud a sentence that includes a conjunction. Prompt students to tell what the conjunction joins. Remind students that editing is one of the most important steps in writing because it helps readers clearly understand the opinions.

OBJECTIVES

Use conjunctions properly.

Edit drafts with adult assistance using standard English conventions, including usage of conjunctions.

STUDENT INTERACTIVE 2.2, p. 694

BOOK REVIEW

Edit for Conjunctions

A conjunction is a word that joins together words and parts of sentences. *And* and *because* are conjunctions.

MY TURN Write the conjunction that makes sense in each sentence.

One reason I like this book is because it is about snakes.

The book has photos and charts to help you learn more.

The snake photos are great because they have labels.

MY TURN Edit your book review for conjunctions.

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Writing Support

- **Modeled** Do a Think Aloud to model how to use a conjunction to link a reason to the opinion.
- **Shared** Point out a conjunction in a sentence. Ask students to tell how the conjunction is used and what it joins.
- **Guided** Look for places in students' book reviews that could benefit from the use of a conjunction. Provide focused instruction to create the new sentence.



Intervention Refer to the *Small Group Guide* for support.

Prepare for Celebration

OBJECTIVES

Edit drafts using standard English conventions including capitalization and conjunctions.

Edit drafts to include both simple and compound sentences.

Writing Support

- **Modeled** Do a Think Aloud to model how to practice reading a book review aloud. Focus on reading clearly with enthusiasm.
- **Shared** Help students look for common grammar and punctuation errors in their book reviews.
- **Guided** Provide explicit instruction on what students should look for as they revise and edit.



Intervention Refer to the *Small Group Guide* for support.

Minilesson

TEACHING POINT Authors revise and edit their book reviews to make certain they include all the elements of a well-written opinion. Strong book reviews use both simple and compound sentences, link reasons to the opinion clearly, and use capitalization correctly.

MODEL AND PRACTICE Say: *You have worked hard writing book reviews that state your opinions about books you have read. We are almost ready to celebrate your efforts. Now is the time to check your writing to be certain it is ready to share.*

Review with students what they have learned about opinion writing. Invite students to put what they have learned in their own words. As you write each of their statements, ask students to look through their opinion books and find examples of each of the items.

Reread each statement. Ask if there are any questions about the items listed. Display the statements as students move to independent writing.

Independent Writing

Have students revise and edit their book reviews. Students needing support should review the list of statements the class created. Encourage students who are ready to practice reading their book reviews aloud quietly. See **Conference Prompts** on p. WW40 for suggestions.

Share Back

Invite students to share examples of changes they made to their book reviews. Reinforce the value of revising and editing.

Celebration

Minilesson

TEACHING POINT When writers publish their work, they are excited and pleased. They have worked hard and look forward to sharing their writing with others. They may think back on what they did well and what they might improve when they do more writing.

MODEL AND PRACTICE Tell students that the time has come to celebrate and share the work they have done with the book reviews. You may want to video record the book reviews. Model how to prepare for the presentation. Do a Think Aloud before sharing, by stating what you need to remember when speaking to a group. Say: *I want to do my best when presenting my book review. I need to stand still and look up from my paper from time to time. I want to read clearly and with expression. I love this book and want listeners to know that I'm excited for them to read it also.* Model reading aloud your book review. Provide time for students to practice reading their book reviews. Remind them to think about how they will read with expression.

Independent Writing

Have students share their book reviews. Celebrate their efforts. When sharing is completed, invite students to reflect on the experience.

OBJECTIVE

Publish and share book reviews.

Writing Support

- **Modeled** Do a Think Aloud as you reflect on the experience of writing your book review.
- **Shared** Ask questions to help students to think more deeply about what they did well and the areas where they want to improve their writing.
- **Guided** Provide sentence prompts to help them reflect on their writing.

FAST TRACK

Assessment

OBJECTIVE

Compose book reviews in which they introduce the book, state an opinion, support the opinion with reasons, and include a conclusion.

Minilesson

TEACHING POINT Assessing writing helps students identify all that they have learned and see where they may still need more practice.

MODEL AND PRACTICE You will be assessed on what you have learned about writing a book review. You will use all of the skills you have learned to respond to a writing prompt. You will need to remember to

- introduce the book and state your opinion.
- supply reasons that are connected to and support your opinion.
- write a strong conclusion.
- capitalize words correctly.

Have students turn to p. 695 in *Student Interactive 2.2*. Review the list as a class to remind them what they have learned about expressing an opinion in a book review. Have students check each skill they have learned and included in their book reviews. Remind students that they should look back at the book reviews they have written to find evidence that they understand and have used that skill.

STUDENT INTERACTIVE 2.2, p. 695

WRITING WORKSHOP

Assessment

Congratulations! You have learned how to write a book review.

MY TURN Read the list. Put a check next to what you can do.

- I can introduce the book I am writing about.
- I can clearly state my opinion.
- I can supply reasons that support my opinion.
- I can write a strong conclusion.
- I can correctly capitalize a book title.
- I can use both simple and compound sentences in my writing.
- I can use conjunctions to connect the opinion and reasons.

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Assessment

See the unit assessment on p. WW47 and tell students that they will be taking a writing assessment. Explain that they should respond to the writing prompt and use all they have learned in this unit. As another form of assessment, you may score students' writing using the rubric on p. WW47.



WRITING ASSESSMENT

**Opinion Writing: Book Review**

Provide students with the assessment prompt below. The prompt may be displayed for students or printed from SavvasRealize.com.

Prompt Write an opinion piece about a book you enjoyed. Introduce the book and state your opinion. Supply reasons to support your opinion. Use words that link or connect the reasons to the opinion. Write a conclusion. Capitalize the book title correctly. Use both simple and compound sentences.

4-Point Opinion Writing Rubric

| Score | Focus | Organization | Development | Language and Vocabulary | Conventions |
|-------|---|--|---|---|--|
| 4 | The opinion is clearly stated and well supported. | Organization is clear and effective, creating a sense of cohesion. | The reasons closely connect to, and clearly support, the opinion. | The ideas are clearly conveyed using precise language. There is a good variety of simple and complex sentences. | The command of conventions is clearly shown. |
| 3 | The opinion is clear and adequately supported. | Organization is generally clear, though some ideas are not well connected. | The reasons connect to, and somewhat support, the opinion. | The ideas are adequately conveyed using more general language. There are mostly simple sentences. | The command of conventions is somewhat shown. |
| 2 | The opinion is stated and somewhat supported. | Organization is inconsistent and some elements are missing. | The reasons somewhat connect to the opinion. | The ideas are unevenly conveyed using very simple language. There are only simple sentences. | The command of conventions is weak or uneven. |
| 1 | The opinion is not clearly stated and not well supported. | Organization is poor or nonexistent. | The reasons do not connect to the opinion or are missing. | The ideas are conveyed in a vague or confusing manner. Some sentences are incomplete. | There is very little use of correct conventions. |
| 0 | Book review gets no credit if it does not demonstrate adequate command of opinion writing traits. | | | | |

Week 6

Project Focus

This week students will

- collect items from their lives to share and use to create a group time capsule
- write letters to themselves about the time capsule project

Lesson 1

T484–T485,
T486
T494–T495

Foundational Skills

- Phonics: Decode Words with Consonant Patterns *kn, wr, gn, mb, lf*
- Spelling

Compare Across Texts

- Answer the Essential Question

Inquire

- Introduce the Project
- Read “Time Capsules”
- Use Academic Vocabulary

Lesson 2

T484–T485,
T486
T496–T499

Foundational Skills

- Phonics: Decode and Spell Words with Consonant Patterns *kn, wr, gn, mb, lf*
- Spelling: Spell Words with *kn, wr, gn, mb, lf*

Explore and Plan

- Introduce Informational Writing
- Read “Let’s Connect!”

Conduct Research

- Use a Web Site

Lesson 3

T490–T491,
T487
T500–T501

Foundational Skills

- Phonics: Consonant Patterns *kn, wr, gn, mb, lf*
- High-Frequency Words
- Spelling

Collaborate and Discuss

- Analyze Student Model
- Read “Connecting for a Cause”

Refine Research

- Primary and Secondary Sources

Lesson 4

T492–T493,
T487
T502–T503

Foundational Skills

- Phonics: Review Words with Consonant Patterns *kn, wr, gn, mb, lf*
- High-Frequency Words
- Spelling

Extend Research

- Write a Letter
- Revise and Edit
- Peer Review

Collaborate and Discuss

- Revise and Edit Your List

Lesson 5

T492–T493,
T487
T504–T505

Foundational Skills

- Phonics: Spiral Review: Words with Syllable Pattern VCCV
- Spelling

Celebrate and Reflect

- Present time capsule items
- Reflect on your project

Reflect on the Unit

- Reflect on your goals
- Reflect on your reading
- Reflect on your writing



INTEGRATE your INSTRUCTION

English Language Arts

- Write informative/explanatory pieces.
- Gather information from provided sources to answer a question.
- Participate in collaborative conversations.

Quest SOCIAL STUDIES

For alternative inquiry projects, go online to SavvasRealize.com.

Social Studies

- Develop questions and plan inquiries.
- Gather and evaluate sources.
- Communicate conclusions and identify ways to take action.

4-Point Research Project Rubric



| Score | Focus | Research | Organization | Conventions | Delivery |
|-------|--|---|--|--|--|
| 4 | Information about time capsule items is clearly stated and presented. | Two primary sources and one secondary source are included. | The information about time capsule items is presented in a logical order. | There are no spelling errors. Correct capitalization and punctuation are used. | Student reads clearly and at an appropriate rate. |
| 3 | Information about time capsule items is somewhat clearly stated and presented. | Only two sources are included. | The information about time capsule items is presented in a somewhat logical order. | Spelling, end punctuation, and capitalization are mostly correct. | Student reads fairly clearly and at an appropriate rate. |
| 2 | Information about time capsule items is not clearly stated or presented well. | Only one source is included. | The information about time capsule items is not presented in a logical order. | Writing includes several errors in spelling, punctuation, and capitalization. | Student struggles to read clearly and/or at an appropriate rate. |
| 1 | Information about time capsule items is unclear. | Research is absent, irrelevant, or inaccurate. Sources are not cited. | The organization of information about time capsule items is confusing. | There are numerous errors in spelling, punctuation, and capitalization. | Student's presentation is unclear. |
| 0 | Possible characteristics that would warrant a 0: <ul style="list-style-type: none"> • No response is given. • Student does not demonstrate adequate command of writing or delivery of information. • Response is unintelligible, illegible, or off topic. | | | | |



Have students complete the student-friendly **Research Project Checklist**, p. 248, from the *Resource Download Center*.

Compare Across Texts

OBJECTIVES

Evaluate details to determine key ideas.

Synthesize information to create new understanding.

Use text evidence to support an appropriate response.

Making a Difference

In a class discussion, remind students of the unit theme, *Making a Difference*, and the Essential Question, *Why is it important to connect with other people?* Tell students they will be reading informational texts that relate to this theme. They will be synthesizing, or putting together, the information from the texts to gain new understanding about the theme.

TURN, TALK, AND SHARE **I Spy** With a partner, have students look back at weekly questions. Then, as a class or in small groups, talk about how the weekly questions and answers help them answer the Essential Question.

Compare Across Texts

Remind students that all of the readings in this unit are connected by the unit theme, *Making a Difference*. Have a student volunteer point to each selection in the opener and tell how it relates to people making a difference in their communities. Ask the questions below to help students compare the information presented in the texts.

- Which texts show how people from history made differences in their communities? (Possible response: *Who Says Women Can't Be Doctors?* *The Story of Elizabeth Blackwell* and *Building on Nature: The Life of Antoni Gaudí*.)
- Which texts show how everyday people make a difference in their communities? (Possible response: *The Garden of Happiness* and *One Plastic Bag*)
- How does *Kids Can Be Big Helpers* relate to the unit theme? (Possible response: This text is about how children can make a difference globally and in their communities.)

Next, with a partner, have students find and record an example from each text of how one person connects with others. Tell students to use the information to help them answer the Essential Question.

Essential Question

My TURN Have students answer the Unit 4 Essential Question, *Why is it important to connect with other people?*



ELL Targeted Support Activate Prior Knowledge Explain that one way to build vocabulary on a topic is to access what the students already know about it. Ask students to name words that they have learned this week that relate to helping others. If necessary, review the *Student Interactive* pages and pictures for ideas. List the words for easy reference.

Have students complete these sentence frames: *A need in my school is _____.* *I could help with this need by _____.* Encourage students to use routine classroom language. **EMERGING/DEVELOPING**

Have students use the list of words related to helping others to write short sentences about helping in their classroom or school. Encourage students to use language needed for classroom communication. **EXPANDING/BRIDGING**



Use the *ELL Observational Assessment Checklists* to monitor student progress for this unit.

STUDENT INTERACTIVE, pp. 444–445

COMPARE ACROSS TEXTS

UNIT THEME
Making a Difference

TURN and TALK I Spy
With your partner, write an example from each text of one person connecting with another or with a group of people. Use your notes to help you answer the Essential Question.

WEEK 1
Who Says Women Can't Be Doctors?
Elizabeth visited Mary. She told Elizabeth to become a doctor.

WEEK 2
Building on Nature
People enjoy Gaudi's Park Güell.

WEEK 3
The Garden of Happiness
Marisol's sunflower makes everyone happy.

WEEK 4
One Plastic Bag
Isatou and her friends make and sell purses made from recycled bags.

WEEK 5
Kids Can Be Big Helpers
Students have a pet fair to help an animal shelter.

WEEK 6
Project
Now it is time to apply what you learned about connections in your WEEK 6 PROJECT: Time Capsule!

Essential Question
MY TURN
In your notebook, answer the Essential Question: Why is it important to connect with other people?

444 445

Word Work

OBJECTIVES

Demonstrate and apply phonetic knowledge by decoding words with silent letters such as *knife* and *gnat*.

Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words.

ADDITIONAL PRACTICE

For additional practice with consonant patterns *kn*, *wr*, *gn*, *mb*, and *lf*, use *Phonics* p. 192 from the *Resource Download Center*.

Phonics
Consonant Patterns *kn*, *wr*, *gn*, *mb*, *lf*
A few consonants can be silent when they are paired with another consonant. The *k* in *kn*, the *w* in *wr*, the *g* in *gn*, the *b* in *mb*, and the *l* in *lf* are often silent.

MYTURN Read the words in the box. Then pick a word from the box to complete each sentence. Write the correct word on each line.

| | | |
|------|------|-------|
| gnat | knee | write |
| half | comb | climb |

- The gnat is an annoying black bug that bites.
- Larry wanted to write a letter to his grandpa.
- Stacie hurt her knee running down the sidewalk.
- The red comb is in the drawer in the bathroom.
- We cut the apple in half.
- It was a hard climb to get to the end of the trail.

Grade 2, Unit 4, Week 6
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Phonics p. 192

FOUNDATIONAL SKILLS EXTENSION

Write the following words on the board: *knelt*, *wrap*, *gnaw*, *assign*, *numb*, *half*. Have students apply phonetic knowledge by decoding these words with silent letters. Have them tell which letters are silent.

Phonics: Decode Words with Consonant Patterns *kn*, *wr*, *gn*, *mb*, *lf*

Minilesson

FOCUS Explain that in some consonant patterns, one of the letters is silent. Display Sound-Spelling Card 42. Write *knight*. Underline *kn*. Say: *The k in knight, know, knock, knee, and knew is silent. When you see this consonant pattern at the beginning of a word, the k will be silent.*

APPLY AND PRACTICE Continue with Sound-Spelling Cards 53 (*wrench*) and 40 (*sign*). Point out that while the consonant pattern *wr* only comes at the beginning of words (as in *wrench*, *wrong*, and *wrist*), the consonant pattern *gn* can come at the beginning or the end of a word (as in *gnat*, *gnaw*, *sign*, and *reign*).

Display Sound-Spelling Card 43. Write the word *comb*. Underline the letters *mb*. Tell students that this consonant pattern only comes at the end of words like *thumb*, *climb*, *comb*, and *crumb*. Write the words *half* and *calf*. Say each word and have students repeat them after you. Say: *When the consonant pattern lf appears after the vowel a, as in the words half and calf, the l will be silent. Where does this consonant pattern come in a word?*

APPLY MyTURN Read aloud the first word from the chart on *SI* p. 446. Have students demonstrate phonetic knowledge by decoding *know*, pointing to the silent letter, and underlining *kn*.

Phonics: Decode and Spell Words

Minilesson

FOCUS Have students decode the words from the chart on *SI* p. 446. Then have pairs read the sentences and decode the words with silent letters at the bottom of the page. Have them tell which consonants are silent and choose one word to use in a sentence.

APPLY AND PRACTICE Challenge students to spell the words in the box on p. 447. Then ask them to use each word in a sentence.



FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 MyTURN Have students read the words in the box on the top of p. 447 to decode words with silent letters. Then have students use the words to match each clue and circle the silent letter in each word.

OPTION 2 Independent Activity Have students use letter tiles to create and read new words containing the letter patterns *kn*, *wr*, *gn*, *mb*, and *lf*. Then have them write the words on a separate sheet of paper, read them aloud, and circle the silent letters.

QUICK CHECK

Notice and Assess Are students able to decode and write words with the consonant patterns *kn*, *wr*, *gn*, *mb*, and *lf*?

Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T488–T489.
- **If students show understanding**, have them practice the challenge words *wrestle*, *plumbing*, and *knowledge*.

STUDENT INTERACTIVE, pp. 446–447

| Silent Consonants | Examples |
|-------------------|------------|
| k in kn | know |
| w in wr | write |
| g in gn | gnat, sign |
| b in mb | thumb |
| l in lf | half |

TURN and TALK Read these sentences with a partner. Tell which consonants are silent. Then choose one of the words and use it in a sentence. Share your sentence with your partner.

I knew the word on the sign was wrong.
A lamb and a calf climb the hill.
Silent letters: knew, sign, wrong, lamb, calf, climb

MYTURN Write the word from the box to match each clue. Circle the silent letter. Then read the word.

| | | |
|------|-------|-------|
| calf | knock | lamb |
| sign | wrong | knife |

- make a noise on a door knock
- the opposite of right wrong
- where you see the word STOP sign
- a baby sheep lamb
- something sharp to cut with knife
- a baby cow calf

MYTURN Use two of the words from the box in a sentence. Read your sentence aloud.
Responses should be one sentence with two of the words above.

Spelling: Spell Words with *kn, wr, gn, mb, lf*

OBJECTIVES

Demonstrate and apply phonetic knowledge by decoding words with silent letters such as *knife* and *gnat*.

Identify and read high-frequency words.

Spell words with silent letters such as *knife* and *gnat*.

SPELLING WORDS

| | |
|-------|-------|
| wrong | climb |
| thumb | comb |
| calf | knife |
| gnat | sign |
| know | write |

HIGH-FREQUENCY WORDS

| | |
|---------|---------|
| usually | friends |
|---------|---------|

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

Read aloud the words and sentences. Have students spell each spelling word, including the two high-frequency words.

Spelling Sentences

1. I made a **wrong** turn.
2. Don't bang your **thumb** with that hammer.
3. There is a **calf** in the pasture.
4. I swatted the **gnat** flying near my face.
5. I **know** the answer to that question.
6. **Climb** the ladder slowly.
7. He needs to **comb** his hair.
8. Cut the bread with a **knife**.
9. What does the **sign** say?
10. Can you **write** your address?

HIGH-FREQUENCY WORDS

11. We **usually** have a quiz on Friday.
12. My **friends** are coming to my house.

LESSON 2

Teach

FOCUS Explain that some consonant patterns have silent letters.

MODEL AND PRACTICE Model completing the first item in the activity on p. 449. Give students opportunities to spell words with silent letters. Have them find the next word in the box and tell the missing letter.

APPLY My TURN Have students write the missing letter for each word on p. 449 and then write the spelling word on the line. Have them write a word from the My Words to Know list to complete sentences 11 and 12.

STUDENT INTERACTIVE, p. 449

SPELLING FOUNDATIONAL SKILLS

Spell Words with *kn, wr, gn, mb, lf*

MY TURN The Spelling Words have consonant patterns with silent letters. Write the missing letter to make a spelling word from the list. Then write the word.

| | | |
|------------------|-------|-------|
| 1. clim b | _____ | climb |
| 2. co l f | _____ | calf |
| 3. k nife | _____ | knife |
| 4. w rong | _____ | wrong |
| 5. si g n | _____ | sign |
| 6. thum b | _____ | thumb |
| 7. g nat | _____ | gnat |
| 8. w rite | _____ | write |
| 9. com b | _____ | comb |
| 10. k now | _____ | know |

Spelling Words

wrong
thumb
calf
gnat
know
climb
comb
knife
sign
write

My Words to Know

usually
friends

Write a My Words to Know word to complete each sentence.

11. She usually has cereal for breakfast.
12. I like to play with my friends.

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FLEXIBLE OPTION

LESSON 3

Review and More Practice

FOCUS Remind students that in the consonant patterns *kn*, *wr*, *gn*, *mb*, and *lf*, one of the letters is silent.

MODEL AND PRACTICE Write: *know*, *wrong*, *gnat*, *thumb*, and *calf*. Say: *know* and *wrong* aloud and point out the silent letter consonant pattern in each word. Then have students decode the remaining words with silent letters.

APPLY Have students use letter tiles to spell the words from the list.

Have students complete Spelling, p. 214 from the *Resource Download Center* to spell words with silent letters.

FLEXIBLE OPTION

LESSON 4



Spiral Review

FOCUS Remind students that when they see the syllable pattern VCCV, they need to break the syllables between the two consonants.

MODEL AND PRACTICE Write or display these words on the board: *basket*, *window*, *public*, *sister*, *admit*, and *bumper*. Point to each word and have students say the word.

APPLY Review with students how to divide *basket* and *window* into syllables by drawing a line to separate the middle consonants: *bas/ket*, *win/dow*. Then have students break the remaining words, *public*, *sister*, *admit*, and *bumper*, into syllables.

Project-Based Inquiry As students work on their lists and reasons, remind them to check the spellings of words containing the consonant pattern VCCV.

LESSON 5

Assess Understanding

Read aloud the words and sentences. Have students spell each word, including the two high-frequency words.

Spelling Sentences

1. This is the **wrong** answer.
2. I hurt my **thumb** during the game.
3. The **calf** is with his mother.
4. The buzzing **gnat** is tiny.
5. I **know** where I left my book.
6. We are going to **climb** the hill.
7. I lost my **comb**.
8. The **knife** is in the drawer.
9. We came to a stop **sign**.
10. I will **write** you a letter.

HIGH-FREQUENCY WORDS

11. I **usually** study after dinner.
12. My **friends** are going to the party.



Name _____

Spelling

Spell Words with Consonant Patterns: *kn*, *wr*, *gn*, *mb*, *lf*
Some words have a consonant that is silent.

Spelling Words

| | | | | |
|-------|-------|-------|------|-------|
| wrong | climb | thumb | comb | calf |
| knife | gnat | sign | know | write |

MY TURN Read the spelling words in the box above. Write the word on the line that matches each clue below. Use what you learned about silent letters to spell correctly.

1. Opposite of right _____ **wrong** _____
2. To form letters on paper _____ **write** _____
3. To understand _____ **know** _____
4. Something used to cut food _____ **knife** _____
5. A way to get up a tree _____ **climb** _____
6. A baby cow _____ **calf** _____
7. Four fingers are next to this _____ **thumb** _____
8. Use this to get the tangles out of hair _____ **comb** _____

Use the  **QUICK CHECK** on p. T485 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group

CONSONANT PATTERNS *kn, wr, gn, mb, lf*

Give each student a card with one of the consonant patterns:

kn, wr, gn, mb, lf. Write the following words: *knew, wrong, gnat, thumb, sign, half*.

Read each word aloud. Tell students to hold up the card that matches the consonant pattern in each word. Continue with *calf, gnome, wrist, knee, resign, and comb*.



ELL Targeted Support

Tell students that using words in sentences can help them learn new words.

Have students choose an example word from p. 446 in the *Student Interactive*. Tell them to say the word and draw a picture to represent the word. Then have them say the word in a simple oral sentence. Tell students to watch pronunciation and check that they are using the word correctly in their sentences. When they are satisfied, they can write the sentence under their picture. **EMERGING/DEVELOPING**

Have students look in books and magazines for additional words containing the target consonant patterns. Tell students to list the new words and use them in sentences. Remind students to check the pronunciation and meaning of each new word in a beginning dictionary.

EXPANDING/BRIDGING



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity

IDENTIFY SILENT CONSONANTS

Use Lesson 16, in the *myFocus Teacher's Guide* for instruction on silent consonants.

LEVEL C • MODEL AND TEACH


Lesson 16 Silent Consonants

INTRODUCE Remind students of letter-sound correspondence: We learn to read many words by saying the sounds that each letter stands for. Explain that some words have letters that we do not say. Some words have silent letters. We use the silent letters when we spell the words, but we do not say them when we read the words out loud.

MODEL Display and read aloud Student Page S103.

Clara's Walk

One **autumn** day, Clara saw a **sign** that pointed to a **castle**. At the gate, some **gnats** buzzed a **rhyme**. "You eat lunch at this time of day. Your **knife** and fork are on the way."



TEACH Read the passage aloud. Point to and say each word with highlighted letters: *mn* in *autumn* makes the /m/ sound; *st* in *castle* makes the /s/ sound; *gn* in *gnats* makes the /n/ sound; and *rh* in *rhyme* makes the /r/ sound. Discuss word meanings as needed.

Have students repeat each word with you. Ask: What sound do you hear at the end of *autumn*? (/m/) Do you hear the /n/ sound in the word? (no) The letters *mn* sometimes make the /m/ sound. The *n* in *autumn* is silent. Cross out the silent *n* and point to the word. Let's say the word together, *autumn*.

Follow the same procedure for *castle*, *sign*, and *rhyme*.

Then point to and say the words *gnats* and *knife*. These words begin with silent letters. Which letter is silent in *gnats*? (g) Which letter is silent in *knife*? (k) Have students repeat the words with you several times.

We learn words such as *knife, autumn, castle, sign, and rhyme* by remembering the letter combinations and the sounds they make.

Phonics, Morphology, and Spelling T • 103

Intervention

PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 1–3.



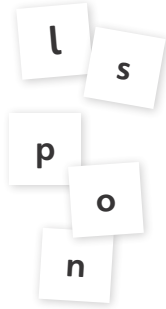
Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Distribute letter tiles to students. Have students practice forming the following words: *knee, gnaw, wrist, sign, crumb, and calf.*



Students can also play the letter tile game in the myView games on SavvasRealize.com.

Decodable Reader



Have students read the decodable reader for this unit, *Meet Tom Lamb*, to practice reading words containing the consonant patterns *kn*, *wr*, *gn*, *mb*, and *lf*.

High-Frequency Words

Have students make their own word cards for this week's high-frequency words: *since, usually, and friends*, as well as two or three words from the previous week. Have students practice reading words with a partner.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Decodable Reader

Meet Tom Lamb
Written by Karen Vincent

Decodable Reader
24

Consonant Patterns kn, wr, gn, mb

| | | | |
|---------|----------|---------|------------|
| knee | knocking | sign | wrench(es) |
| knelt | knew | wiggled | wrist |
| knob | Lamb | wreath | wrong |
| knocked | | | |

High-Frequency Words

| | |
|------|-------|
| know | truck |
| man | who |

185

An old, white truck pulled into our driveway. A man knocked on our door.

186

"I know who that is," Dad said. "It is Tom Lamb. He has come to fix our pipes." Dad let the man in.

187

"What are you making?" Tom asked as he pulled out his tools. "It's a flower wreath," I said proudly. "I made a sign that has my name too."

188

Tom had his arm wrapped. My dad asked if he had hurt it. Tom said that he had hit it with a wrench. His wrist was still sore.

189

Tom had many wrenches. He knelt down, put his knee on the ground, and then lay under the sink. Tom turned a knob.

190

Clink! Clank! "Oops!" Tom said. "Wrong pipe!" I held a wrench for Tom while he looked closer.

191

When my wreath was done, I showed Dad and Tom Lamb. Tom was finished too. There was no more knocking in the water pipes.

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Word Work

OBJECTIVES

Demonstrate and apply phonetic knowledge by decoding words with silent letters such as *knife* and *gnat*.

Identify and read high-frequency words.

Phonics: Consonant Patterns *kn, wr, gn, mb, lf*

PREPARE Make individual word cards with the following words, leaving out the silent letter in each word:

- *k: _nock, _nife, _nee, _nit*
- *w: _ring, _rite, _rong, _rap*
- *g: _nat, _nome, si_n, desi_n*
- *b: com_, lam_, thum_, crum_*
- *l: ha_f, ca_f*

Put students in small groups. Provide each group with several of the following letter tiles: *k, w, g, b, and l*. If you do not have enough letter tiles, write the letters on small cards or have students do so.

PLAY THE GAME Tell students they will decide what letter is missing from words and then use letter tiles to fill in the missing letters.

Have students put the word cards in the middle of the table face down. Have one student display a card so everyone in the group can see it. Tell players to look at the word and decide which letter is missing. The first player who identifies the missing letter and completes the word with the correct letter tile keeps the card. The player with the most cards at the end of the game wins.



High-Frequency Words

Minilesson

FOCUS Students will practice the high-frequency words from this week.

MODEL AND PRACTICE Write or display these high-frequency words: *since*, *usually*, and *friends*. Model saying each word aloud with students. Then practice with students by asking them to say each word aloud.

APPLY MyTURN Have students read the words in the box on p. 448 in the *Student Interactive*. Then have them underline the high-frequency words in the paragraph under the box. Finally, have students write the correct word on the line next to its meaning.

TURN, TALK, AND SHARE Have partners make up new sentences that use each of the My Words to Know words.

STUDENT INTERACTIVE, p. 448

HIGH-FREQUENCY WORDS

My Words to Know

MYTURN Read the high-frequency words in the box. Identify and underline the words in the paragraph. Then read the paragraph.

| | | |
|-------|---------|---------|
| since | usually | friends |
|-------|---------|---------|

Dana has lots of friends. She usually plays with them at the park. Since she has a lot of friends, she is never lonely.

Write each word next to its meaning.

- most of the time usually
- people you like to spend time with friends
- another word for because since

TURNandTALK Work with a partner. Make up new sentences that use each word.

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Word Work

OBJECTIVES

Decode words with silent letters such as *knife* and *gnat*.

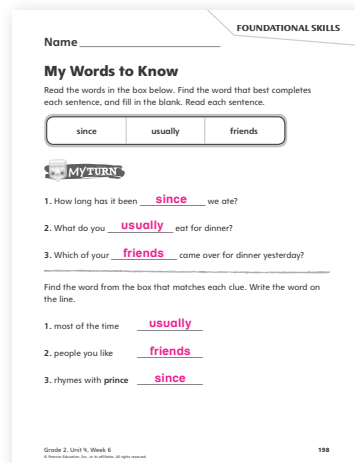
Recognize and read grade-appropriate irregularly spelled words.

Decode words using knowledge of syllable division.

Identify and read high-frequency words.

ADDITIONAL PRACTICE

For additional practice on high-frequency words, see *My Words to Know* p. 198 in the *Resource Download Center*.



My Words to Know p. 198

Phonics: Review Words with Consonant Patterns *kn*, *wr*, *gn*, *mb*, *lf*

Minilesson

FOCUS Review the consonant patterns *kn*, *wr*, *gn*, *mb*, and *lf* that students learned in this week of study.

MODEL AND PRACTICE Remind students of the consonant patterns they learned. Write an example word for each consonant pattern, such as *knew*, *wrist*, *gnome*, *lamb*, and *half*. Have students decode the words. Then have students write their own words containing these consonant patterns.

Phonics: Spiral Review: Words with Syllable Pattern VCCV

Minilesson

FOCUS Review the VCCV syllable pattern students learned last week.

MODEL AND PRACTICE Remind students of the VCCV syllable pattern. Write three or four example words for this pattern, such as: *trumpet*, *wander*, *basket*, and *tablet*. Have students practice decoding the words and breaking them into syllables between the middle consonants.

Next, be sure students can identify words with the VCCV pattern. Write pairs of words for students, such as *picture* and *hotel*. Ask students to tell you which word has the VCCV pattern in it. Then try these pairs of words: *special*, *sentence*; *couch*, *escape*; *pillow*, *patch*.

Finally, have students write their own list of words containing the VCCV syllable pattern.



ELL Targeted Support Sound-Letter Relationships Help students learn the relationships between sounds and letters of the English language so students know how to represent these sounds when writing in English.

Review consonant patterns: *kn, wr, gn, mb, and lf*. Remind students which letter is silent and what sound is represented by each pair of letters. Then display a five-column chart with the following headings: *kn, wr, gn, mb, and lf*. Write an example word under each column, such as: *knock, wrench, sign, comb, and calf*. Have students copy the chart. Then brainstorm with students additional words that contain each consonant pattern and have them add the words to the chart.

Say the example words from the chart and have students read them with you. Guide them to identify which letter is silent and which sound is represented by each consonant pattern. Then provide sentence frames for students to use the words in written sentences: *I _____ on the door. (knock) Turn the _____ to the left. (wrench) The _____ says "Open." (sign) I _____ my hair every night. (comb) The _____ walked in the barn. (calf)* Have partners take turns reading aloud the sentences they wrote. **EMERGING**

Have partners choose one word from each column of the chart they made, circle the consonant pattern, and underline the silent letter in each word. Then ask students to read each word aloud to ensure that they are pronouncing it correctly. Finally, have pairs work together to write a sentence for each word they circled. **DEVELOPING**

Have students choose a word from each column of the chart, circle the consonant pattern, and underline the silent letter in each word. Then have students write a sentence using each word. Ask students to read their sentences to a partner. Partners should listen closely to ensure that each word containing a consonant pattern with a silent letter is pronounced correctly. **EXPANDING**

Have students complete the Expanding activity. Then have partners repeat the activity using five new words from the chart. **BRIDGING**

HIGH-FREQUENCY WORDS



Remind students that high-frequency words are words that they will hear and see over and over in texts. Use the words *since, usually, friends, horse, problem, and complete* in sentences. Have students write each word and create sentences of their own using the words.

Inquire

OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others.

Interact with sources in meaningful ways such as illustrating and writing.

Respond using newly acquired vocabulary as appropriate.

Generate questions for formal and informal inquiry with adult assistance.

Develop and follow a research plan with adult assistance.

RESEARCH ARTICLES



| | |
|------------------------|------------------|
| Time Capsules | 520L, 590L, 650L |
| Let's Connect! | 540L, 610L, 650L |
| Connecting for a Cause | 530L, 600L, 630L |

See *Small Group Guide* for additional information on how to distribute the articles.

ELL Language Transfer

gn /n/ and **mb /m/** Spanish speakers will be familiar with silent letters. In Spanish, the letter *h* is always silent, and the letter *u* is silent when it follows *q*. Refer to these instances before introducing *gn*, *mb*, and other silent letter combinations.

Introduce the Project

This week students will learn about time capsules and collect items from their own lives to save in a group time capsule. Students will also write letters to themselves about the time capsule project.

CRITICAL LITERACY

Build Background

Read-Pause-Make Connections Distribute copies of “Time Capsules.” Use the article to help students build background for the topic. After each paragraph, have partners pause to share connections to the text. Write the following stems to start conversations.

- This reminds me of...
- One item that is important to me is...
- I read a book about sharing or saving things, and I remember...

After reading, have students discuss their connections with the class.

COLLABORATE

Allow time for pairs to generate questions they would like to have answered for their time capsule project. Ask questions about their lists, such as *What item do you think you would like to include in the time capsule?* Challenge students to think of their own questions and key words for researching time capsules.

Use Academic Vocabulary

COLLABORATE

Have students incorporate some of their newly-acquired Academic Vocabulary in their discussions and see how those new words relate to the ones on their lists. Remind students that they will use some of these words in their lists and letters.



EXPERT'S VIEW Alfred Tatum, University of Illinois at Chicago

“Shape a literacy collaborative in your classroom—we are all responsible for the success of everyone in that environment. As the teacher, you set the context. When students are in an environment where the routines and expectations are very clear, they know literacy—reading and writing—is something to be embraced.”

See SavvasRealize.com for more professional development on research-based best practices.

DIFFERENTIATED SUPPORT

OPTION 1 Intervention Have pairs of students read the article together with pauses between paragraphs. Condense the questions from “Collaborate” on *Student Interactive* p. 458 into an idea cluster with one center circle. Inside the circle write, “My Time Capsule.” Guide pairs to write words or phrases related to the time capsule topic on lines branching off the circle. Have them use this graphic organizer to generate key words about the topic, and then push them to generate their own key words about the topic.

OPTION 2 Advanced If a pair answers the stem statements quickly, have pairs generate inquiry questions about time capsules. Prompt them to begin thinking of key words they could use in a library data base or Internet search related to the topic.

ELL Targeted Support

Have students practice reading and saying the Academic Vocabulary words on p. 451. **EMERGING/DEVELOPING**

Have partners use a dictionary to look up the Academic Vocabulary words on p. 451. Have students discuss each word and its definition with another pair, and then use each word in a sentence of their own. **EXPANDING/BRIDGING**

NEXT STEPS Remind students that, with your assistance, they will develop and follow a research plan in order to complete the project in a week. Walk students through the Time Capsule Research Plan on p. 451. Make sure that students can cross off the first step of generating key words for research.

STUDENT INTERACTIVE, pp. 450–451

INQUIRE
PROJECT-BASED INQUIRY

Time Capsule

Activity

A time capsule is a way to connect with people in the future. Create a group time capsule you could bury that would help future generations understand your life today.

Let's Read!

This week you will read three articles about connecting with other people. Today's article will give you information about time capsules.

Generate Questions

COLLABORATE With a partner, list two keywords or terms to use to guide your search in learning more about time capsules.

Use Academic Words

COLLABORATE What would you like people in the future to know about your life today? How could you tell those people what your life is like? Talk with your partner. Take turns listening and speaking. Try to use the Academic Vocabulary words.

| Academic Vocabulary | |
|---------------------|-------------|
| connect | improve |
| discuss | responsible |
| equal | |

Time Capsule Research Plan

Create and follow a research plan with help from your teacher.

Day 1 Generate key words for research.

Day 2 Do research to learn more about time capsules.

Day 3 Plan a time capsule.

Day 4 Write and revise a list of items in your time capsule. Include reasons for each.

Day 5 Present the time capsule.

Explore and Plan

OBJECTIVES

Evaluate details read to determine key ideas.

Recognize characteristics and structures of informational text.

Compose informational texts, including procedural texts and reports.

RESEARCH ARTICLES

| | |
|------------------------|-------------------------|
| Time Capsules | 520L, 590L, 650L |
| Let's Connect! | 540L, 610L, 650L |
| Connecting for a Cause | 530L, 600L, 630L |

See the *Small Group Guide* for additional support on how to distribute the articles.

Introduce Informational Writing

Use the article “Let’s Connect!” to help students recognize characteristics of informational texts. Have students record their thoughts on the chart on page 452. Remind them of the parts of an informational text: one central idea, key details and facts, examples or definitions to support the central idea.

CRITICAL LITERACY

Challenge the Text

Distribute copies of “Let’s Connect!” Tell students that when we read informational texts critically, we investigate where facts come from and how they support an author’s topic. Have students use sticky notes or pieces of paper to bookmark information from the article. Write the following tasks:

- write what you find most interesting,
- write who you think this article is written for,
- write a word you think the class should know, and
- identify facts or definitions that support the author’s central idea.

After reading, have students discuss their annotations with the class.

COLLABORATE

After recording their ideas, have students work in pairs to fill out the Just the Facts Chart on p. 452 about “Let’s Connect!” Have students identify the central idea and the facts that support the idea.

Write for a Reader

Audience Remind students that their time capsules and reasons for their items are for someone in the future, so they should use formal language. Tell them to follow the format of professional correspondence. Offer questions to help students think about their audience, such as: *What do you think people from the future would want to know about students from our time period? What interesting items might inform people from the future about them? How will people in the future react to the items?*



ELL Targeted Support Comprehend Vocabulary Help students comprehend English vocabulary used routinely in written classroom materials. Direct students' attention to the chart on the bottom of SI p. 452. Point out the vocabulary terms *central idea*, *details*, *facts*, *examples*, and *definitions* in the chart and review the meaning of each term.

Review the terms: *central idea*, *details*, *facts*, *examples*, and *definitions*. Use these words to guide a discussion about the article "Let's Connect!" Provide sentence frames: *The main idea is _____. One detail is _____.* **EMERGING**

Use words such as *central idea*, *details*, *facts*, *examples*, and *definitions* to discuss the article "Let's Connect!" Say: *The central idea is the most important idea in an article. What is the central idea of "Let's Connect!"? What is one detail? What is one fact from the article?*

DEVELOPING

Have partners use the words *central idea*, *details*, *facts*, *examples*, and *definitions* to discuss the article "Let's Connect!" **EXPANDING**

Have partners use words such as *central idea*, *details*, *facts*, *examples*, and *definitions* to summarize the article. **BRIDGING**

NEXT STEPS Check students' understanding of time capsules and informational writing by having them state why they included each time capsule item.

STUDENT INTERACTIVE, p. 452

COLLABORATE AND DISCUSS

Just the Facts

An informational text has

- one main idea.
- key details that provide supporting evidence.
- facts, examples, and definitions if needed.

COLLABORATE Read "Let's Connect!" Then fill in the chart with information from the text.

| | |
|---|--|
| Main Idea Social media helps us connect with others. | |
| Key Detail You can connect with friends. | Key Detail You can learn about other people. |
| Facts, Examples, and Definitions You can chat or share photos and videos. | Facts, Examples, and Definitions You can use hashtags to learn about other people. Hashtags are links. The hashtag #AutismAwareness lets you learn about people with autism. |

452

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Conduct Research

OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others.

Interact with sources in meaningful ways such as illustrating and writing.

Recognize characteristics of multimedia and digital texts.

Identify and gather relevant sources and information to answer the questions.

Demonstrate understanding of information gathered.

CUSTOMIZE IT!

Differentiate instruction by offering students the opportunity to be creative in presenting their time capsule items. For example, encourage students to write a piece of fiction from the point of view of one of their items. Ask them to imagine their item is a character similar to themselves, but surrounded in fictional events or settings. Remind them of the theme of Making a Difference. Ask them to express this theme in their stories.

Use a Web Site

TEACHING POINT Explain to students that when they conduct an online search, their research results will only be as strong as the key words they use. Key words should be specific and brief. Then guide them to recognize characteristics of digital texts, such as links, menus, and navigation arrows on Web sites.

MODEL AND PRACTICE Model the process for determining key words and searching online by using the think aloud below.

Navigating a Web Site

Say: You have been thinking of key words to search online for your topic. Many of you are using the phrase “time capsule” for a key word search. When we search online using this phrase, we are directed to a site about time capsules, like the one on p. 453. This Web site has different pages with information. Sometimes the links to these pages are along the top of the Web page, or they are listed at the side. It depends on the page. Have students look at the example on p. 453 of the *Student Interactive*. Model putting a cursor over one of these links. Say: I put my cursor over one of these links, and often the cursor changes from an arrow to a hand. When I want to read information on a certain link, I click the link. Then I am directed to the page. Most times, Web pages have a “back” button on the top left side of the page. This directs me back again to the home page. If a link is not helpful, I can go back and try another.

Then have students go to p. 453 and use their knowledge of characteristics of digital texts to answer the questions in the “Collaborate” section about using a Web site. After that, have students research time capsules and find information on those sites. Remind them to record the information about the site, such as the Web site name and the URL.



EXPERT'S VIEW Julie Coiro, University of Rhode Island

“As young children research online, it’s important to teach them to recognize the difference between information and commercials. You might start from the familiar—the difference between news and commercials on TV. On many Web sites, there are commercials. Sometimes they are on the side, sometimes they are woven into the text, and sometimes they pop up in texts. Talk aloud as children encounter new types of text. Help them evaluate whether the text is information or advertising.”

See SavvasRealize.com for more professional development on research-based best practices.

DIFFERENTIATED SUPPORT

OPTION 1 Intervention Give sentence frames to struggling students. Have students look at the sample Web page and complete the sentence frames, such as: *A link on this Web page is _____ . It tells me about _____ .* Have students repeat these frames with one or two more links.

OPTION 2 Advanced If students are already very familiar with how to navigate a Web page, have them begin their research. Ask them to begin determining what sources they want to use in their research. If they are ahead of other students, have them interview family members about what they would put in a time capsule and why.

ELL Targeted Support

Have students think about their own experiences with the words they are finding in their research. Have them discuss this prior knowledge and vocabulary in small groups.

NEXT STEPS Inform students that they will be reviewing a sample time capsule list and going over the difference between primary and secondary sources.

STUDENT INTERACTIVE, p. 453

CONDUCT RESEARCH

PROJECT-BASED INQUIRY

Use a Web Site

A Web site often has different pages. Web pages on a Web site are linked. Each Web page has different information.

The home page of a Web site shows its Web pages as links you can click on. There are ways to identify the links. The text may be a different color, or it may turn a different color when you put the cursor over it.



COLLABORATE Work with your partner to follow your research plan. Name the Web pages linked to the home page above. Then find a Web site to help you research time capsules. Find information on the Web pages. Record the name of the Web site and its URL.

Response should be name and URL of Web site about time capsules.

453

Collaborate and Discuss

OBJECTIVES

Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.

Compose informational texts, including procedural texts and reports.

Identify and gather relevant sources and information to answer the questions.

Identify primary and secondary sources.

Demonstrate understanding of information gathered.

Analyze Student Model

Remind students that informational writing often has a clear main idea and details that support that idea. Read aloud “List with Reasons” on p. 454 in the *Student Interactive* and guide students to understand the two parts of an informational writing piece.

As you draw attention to the parts of the list, point to these sections and say: **The central, or main, idea is at the top of the list: “Items in My Time Capsule.” Notice that this is a title, so all important words are capitalized. The time capsule items are listed after bullet points. After each listed item, there is a reason for choosing the item. Note that each reason is a complete sentence ending with a period.**

Instruct students to begin drafting their time capsule lists. Remind students to use what they learned about time capsules from their search online.

RESEARCH ARTICLES



| | |
|---------------------------------|-------------------------|
| Time Capsules | 520L, 590L, 650L |
| Let's Connect! | 540L, 610L, 650L |
| “Connecting for a Cause” | 530L, 600L, 630L |

See *Small Group Guide* for additional information on how to distribute the articles.

CRITICAL LITERACY

Challenge the Text



Distribute copies of “Connecting for a Cause.” Use the article to help students review and recognize characteristics of an informational text. Have partners take turns orally reading the article.

Write the following sentence stems. Have the students use the stems to clarify their positions on taking action.

- One connection presented in the article that made a change is ...
- This article made me think about how I could take action by ...

CUSTOMIZE IT!

Instead of a list of reasons, allow students to create a poster with their own drawings or photographs of their time capsule items. Students can generate explanations about their items with the following sentence stems:

This time capsule item is: _____.
I chose this item because _____.

Primary and Secondary Sources

COLLABORATE Explain to students that time capsules can have primary source items and secondary source items. Say: **A primary source is created by a person who saw or is part of the event. Examples of primary sources are journals or letters. A secondary source is created by a person who got the information from other sources. Examples of secondary sources are textbooks or biographies.** Write *science book* and *diary* and ask students to identify which one is the primary source and which is the secondary source.

Have students complete *SI* p. 455. Focus especially on the second “Collaborate” activity, where students must decide on two primary source items and one secondary source item for the time capsule. Have students edit their lists to include these items.

ELL Targeted Support Evaluate Structures Offer English language learners the opportunity to evaluate the parts of the List with Reasons.

Have students work in groups to evaluate the different sections of the list on p. 454. Use sentence starters to help them, such as: *The topic of the List with Reasons is: _____.* *One of the bullet items is _____.* *The reason is _____.* Then ask students to write their own sentences. **EMERGING**

Have students work with partners on their List with Reasons, following the structure of the sample on p. 454. Then ask students to read their lists aloud. **DEVELOPING**

First have students write their List with Reasons, following the model on p. 454. Then ask partners to discuss and label the individual parts of their lists, using their newly-acquired vocabulary and the correct terms for informational writing. **EXPANDING/BRIDGING**

NEXT STEPS Check in with student pairs as they write their lists. Use a template of the structure of the List with Reasons to assist struggling writers.

STUDENT INTERACTIVE, pp. 454–455

COLLABORATE AND DISCUSS

List with Reasons

Write a list of what you would put in your time capsule. Include your reasons for including these items.

Items in My Time Capsule to Be Opened in 2050

- recording of my favorite songs
I want people in the future to hear today's music.
- daily newspaper
People can read about today's important events.
- my favorite book
Books in print may not exist in the future.
- a picture of my soccer team
Sports jerseys and hairstyles will change.
- a copy of my daily schedule
People may want to know how children spent their days.

Reasons

Topic

454

REFINE RESEARCH

Primary and Secondary Sources

COLLABORATE A **primary source** is made by someone who was at an event. It could be a letter, a blog or diary, or a recording. A **secondary source** is made by someone who got information from other sources. It could be a textbook or a book.

As you research time capsules, identify the items included as primary or secondary sources. Record two of each below. **Possible responses shown.**

| Primary Sources | Secondary Sources |
|--|---|
| <ul style="list-style-type: none"> • a letter • a photograph | <ul style="list-style-type: none"> • science textbook • Web site printout |

COLLABORATE With your group, decide on two primary sources and one secondary source for your time capsule.

Primary source: **Possible response: interview on video, diary**

Secondary source: **Possible response: magazine article**

455

Extend Research

OBJECTIVES

Compose correspondence such as thank you notes or letters.

Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.

Edit drafts using standard English conventions, including adjectives, articles, and adverbs.

Edit drafts using standard English conventions, including capitalization of months, days of the week, and the salutation and conclusion of a letter.

Identify and gather relevant sources and information to answer the questions.

Demonstrate understanding of information gathered.

Use a variety of digital tools to produce and publish writing, including collaboration with peers.

CUSTOMIZE IT!

Instead of a letter, allow students to present one or more of their items in a work of narrative nonfiction. Assist students in reviewing the stories they read in this unit, and have them brainstorm ideas to help them express their time capsule items through narrative nonfiction.

Primary Source SOCIAL STUDIES



Go to [SavvasRealize.com](https://www.savvasrealize.com) for primary sources that will help students with their research.

Write a Letter

COLLABORATE Students will compose correspondence to themselves about the time capsule project. Use the example on *S/* p. 456 to instruct students about the five parts of a friendly letter.

- First, students should use correct capitalization and punctuation in the heading and the date at the top of the page. The address and date make up the heading.
- Next, students use correct capitalization and punctuation to address the letter. This is the greeting.
- Then, students write a brief note where they specify what they have done and why, along with other points related to their topic. This is the body of the letter.
- Next, students signal the close of the letter. This is the closing.
- Last, students write their names. This is the signature.

Then have students complete the “Collaborate” activity on *S/* p. 456.

Revise and Edit

COLLABORATE Tell students to pay close attention to capitalization and punctuation in both their Lists of Reasons and the correspondence they composed. In addition, direct them to focus on verb tenses. Point out that the reasons on their lists should all be in the same verb tense. Explain that students will include both present and past verb tenses in their letters. Last, have students review their work to see if they used enough descriptive words. Remind them that using vivid language makes their writing more interesting to the reader.

Instruct students to go through the Revise and Edit checklists on *S/* p. 457. Have them check off each item as they make sure it is present in the list.

Peer Review

COLLABORATE Have pairs exchange the correspondence they composed and their lists. Remind students to be respectful in their comments. Tell students that their letters and lists are formal, and they should include vocabulary words and correct formats for their letters.



DIFFERENTIATED SUPPORT

OPTION 1 Intervention If students struggle with the format for a letter, create a template for them to fill in with space next to each section of the note.

OPTION 2 Advanced Pair students who readily grasp revising and editing. Ask them to discuss how to find the best possible words or phrases to express their ideas. Have dictionaries and thesauruses handy to encourage students to build their vocabulary, especially in terms of descriptive adjectives.

ELL Targeted Support

Writing Strategies Share some writing strategies with students such as prewriting and drafting. Tell students to take one step at a time. First, plan what to say. Then, draft the body of the letter. Discuss the conventions and labels of a letter. Students can practice writing and saying these words and phrases as well as writing them in sentences.

NEXT STEPS Remind students that they will have to finish composing their lists so that they can present them to the class the next day.

STUDENT INTERACTIVE, pp. 456–457

EXTEND RESEARCH

COLLABORATE AND DISCUSS

PROJECT-BASED INQUIRY

Write a Letter

A friendly letter has five parts. Note how each part is punctuated and capitalized.

420 N. Water Way
Prairie, TX 77777
April 18, 2020

Dear Emma, Alyssa, and Joshua,

We are writing to ourselves in the future. We have just made a time capsule that will be opened in thirty years. We chose things that we think will be interesting in the future.

Love,
Emma, Alyssa, and Joshua

Labels: Heading, Greeting, Body, Closing, Signature

COLLABORATE With your group, write a letter to yourselves in the future. Tell about your thoughts and choices while creating the time capsule.

Revise

COLLABORATE This week your group created a time capsule to connect with people in the future. Reread your list with the reasons why you included the items. Do you need to add or change any items?

My list has...

- a title
- the name of each item in the time capsule
- a reason explaining why we chose each item

Edit

COLLABORATE Now it is time to edit your list. Check that these are correct:

- spelling
- punctuation
- capitalization of names and places

Celebrate and Reflect

OBJECTIVES

Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others.

Develop social communication such as distinguishing between asking and telling.

Synthesize information to create new understanding.

Use a variety of digital tools to produce and publish writing, including collaboration with peers.

Use an appropriate mode of delivery, whether written, oral, or multimedia, to present results.

CUSTOMIZE IT!

Allow students to present the stories, posters, or narrative nonfiction they created in response to their time capsule items. Have the students who listen to the creations respond using the following stems: *The piece made me think about...* or *I like this because...*

ELL Access

Be patient with newcomers, who may not immediately participate in class discussions. ELL students will begin to acquire language as they settle into the classroom environment, and then they will be more comfortable with presentations.

Share

COLLABORATE Have student groups present their time capsules to another class. The list on p. 458 in the *Student Interactive* will guide students on how to work collaboratively with their group to prepare to present:

- Divide the list equally among each member of the group. Do this before presenting to the class.
- As you present, make sure to speak one at a time. Listen to others as they present. Then make appropriate contributions and build on the ideas of others.
- Allow listeners to ask questions. Call on peers one at a time.

Remind students about the following traits of effective speech:

- **Speak loudly enough so that everyone can hear.**
- **Speak clearly and at an appropriate pace.**

Before students present, allow time to practice their oral delivery and make adjustments based on the reactions of their peers.

MyTURN Once students have presented to the other class, have them reflect on their work by answering the questions on p. 458.

Reflect

MyTURN Students will evaluate their own goals on p. 459 in the *Student Interactive*. Have them consider what made them like certain reading or writing activities the most, and have them explain why they think this is so.



Reflect on the Unit

Reflect on Your Goals With students, review the Unit Goals at the beginning of the unit. Have students reflect on their reading and writing skills. Review and discuss the Essential Question.

MyTURN Reflect on Your Reading Display and discuss the stories from the unit. Have volunteers talk about what they liked about what they read during the unit.

Reflect on Your Writing Ask students to tell about their writing. Have volunteers tell what they learned about writing and how their writing improved over the course of the unit. Ask students to be as specific as possible about the ways in which their writing has improved.

Direct students to the activity on *Student Interactive* p. 459. Have them complete the sentence frames independently and then share their work with a partner.

Reading and Writing Strategy Assessment Checklists



The *Reading and Writing Strategy*



Assessment Checklists will help you monitor student progress.

STUDENT INTERACTIVE, pp. 458–459

CELEBRATE AND REFLECT

Share

COLLABORATE With your group, present your time capsule to another class. Use your list to identify and explain each item. Work collaboratively with your group to get ready to present.

- Divide the list equally among members of the group so that everyone will contribute to your talk.
- Agree on rules for discussion, such as listening to others and speaking when recognized.
- Build on each other's ideas as you make your contributions.

Reflect

MYTURN Complete the sentences.

I enjoyed working with the group on the time capsule because _____

One thing I found challenging was _____

458

REFLECT ON THE UNIT

Reflect on Your Goals

Look back at your unit goals. Use a different color to rate yourself again.

MYTURN Complete the sentences.

Reflect on Your Reading

From my independent reading in this unit, I most liked _____

because _____

Reflect on Your Writing

From my writing in this unit, I most enjoyed writing _____

because _____

459

BOOK CLUB

OBJECTIVES

Read grade-appropriate text independently.

Establish purpose for reading assigned and self-selected texts.

FLEXIBLE OPTION TRADE BOOK LESSON PLAN

To teach this unit's trade book during Small Group or Whole Group, see the lesson plan for *John Chapman: Planter and Pioneer*, available online at SavvasRealize.com.

Plan Book Club

- 1 CHOOSE THE BOOK** You may want to group students who read at about the same level of complexity into clubs. Help students choose a book, or choose one for them from the list on p. T507. (Note that only *John Chapman: Planter and Pioneer* is a biography in this unit's narrative nonfiction Spotlight Genre.)
 - 2 KNOW THE BOOK** Read the book so that you can help guide groups' conversations if necessary.
 - 3 PREVIEW THE BOOK** Present the chosen book to the assembled groups. Give a brief preview of the book's genre, main idea, and themes without giving too much away. Then allow students to discover the book on their own.
 - 4 ENJOY THE BOOK** Remember that Book Club is a time for students to read for fun. As they read and discuss the book in a group, they will apply some of the same thinking they have been introduced to in the *Student Interactive*, but the focus will be on their personal interactions both with the text and with their fellow club members.
- 
- ★ **CONNECT TO THE THEME** So that students can make text connections, you might help them choose a book related to the unit theme, Making a Difference, or the Essential Question for the unit: *Why is it important to connect with other people?* As a class, discuss how the book relates to both.
 - ★ **CONNECT TO THE SPOTLIGHT GENRE** To help students further practice their reading strategies for narrative nonfiction and to focus on the features of that genre, help them choose a narrative nonfiction book to read.



READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK

**John Chapman:
Planter and Pioneer**
by Ron Fridell**Goin' Someplace
Special** by Patricia
McKissack and
Jerry Pinkney**City Green** by
DyAnne
DiSalvo-Ryan**Somebody Loves
You, Mr. Hatch** by
Eileen Spinelli**Marching With Aunt
Susan: Susan B.
Anthony and the
Fight for Women's
Suffrage** by Claire
Rudolph Murphy**Your Family Tree** by
Robin Koontz

Preview these selections for appropriateness for your students and for title availability.

Each Day

DISCUSSION CHART Display a sample Discussion Chart. Explain that after each session with their Book Clubs, students will share details they notice, connections they make, and things they wonder about.

TEACHER'S ROLE Since Book Club is a time for students to enjoy reading in an informal setting, the teacher's role should be as an observer and occasional facilitator, helping start stalled conversations or redirect conversation that has veered off topic.

COLLABORATION An important part of Book Club is students' ability to share their ideas effectively and to listen to those of others. Offer students examples of how to phrase their ideas productively and respectfully. **SEL**

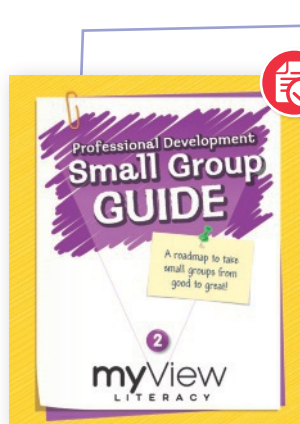
- I enjoyed your idea about _____.
- I don't agree with _____ because _____.
- Can you explain what you mean by _____?
- Where do we agree?



Book Club Options

See the *Small Group Guide* for help with

- Book Club roles and responsibilities.
- Book Club routines.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



BOOK CLUB

OBJECTIVES

Work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others.

Describe personal connections to a variety of sources.

Book Club Routine

READ At each Book Club session, students will read or reread the chosen book, and then they will meet with their group to explore more deeply what they read.

ESTABLISH GROUPS Divide students into their Book Club groups for the unit.

- Tell students how much time they have to work in their groups.
- Explain that they should be prepared to share their ideas with the whole class.

WEEKLY FOCUS Over the course of Book Club, groups will discuss the book three times, focusing on a different aspect of the book each time.

Text Students discuss the text of the book. What do they learn from the words on the page?

Pictures Students study the book's illustrations to examine how they contribute to the book's theme and the author's message.

Design Students examine the layout of the book, including the visual relationship between words and pictures, the size of the text, and other ways the author uses the page to get a message across.

GUIDE BOOK CLUB

If students have trouble getting started, try these talking points to guide their conversations along one of the weekly focuses.

- What facts do you learn from the words in the book?
- How do the illustrations help you understand the main ideas in the book?
- How does the designer connect one page to the next?

Book Support

After the individual groups have their discussions, bring students together as a class to talk about what each group said. Record the groups' Noticings, Connections, and Wonderings in the Discussion Chart, adding to it on each Book Club Day.

| Noticings | Connections | Wonderings |
|-----------|-------------|------------|
| | | |

Noticings Students should focus on what they notice in the text, pictures, and design. They might develop questions they can work to answer as a group.

Connections Students should connect the text, illustrations, and design to their experiences.

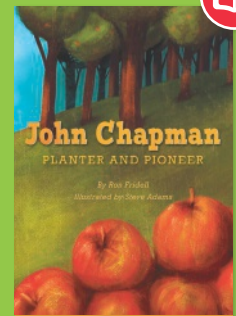
Wonderings What questions do the text, images, and design bring up?

Talk about each Book Club's ideas when the whole class comes together.



READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK

- John Chapman: Planter and Pioneer** by Ron Fridell
- Goin' Someplace Special** by Patricia McKissack and Jerry Pinkney
- City Green** by DyAnne DiSalvo-Ryan
- Somebody Loves You, Mr. Hatch** by Eileen Spinelli
- Marching With Aunt Susan: Susan B. Anthony and the Fight for Women's Suffrage** by Claire Rudolph Murphy
- Your Family Tree** by Robin Koontz

Preview these selections for appropriateness for your students.

BOOK CLUB

OBJECTIVES

Read grade-appropriate text independently.

Establish purpose for reading assigned and self-selected texts.

MODEL LESSON PLAN

For Weeks 1-3, Book Club offers instruction specific to this unit's book, *John Chapman: Planter and Pioneer*. For weeks 4-5, you can use a book from the list provided or a book of your own choosing. Note that only *John Chapman: Planter and Pioneer* is a biography in this unit's narrative nonfiction Spotlight Genre. When you assign one of the other listed books, use the opportunity to reinforce students' understanding of the differences among genres.

On pp. T506–T509 you will find a full description of the elements of Book Club with instruction you can adapt to the book of your choice.

John Chapman: Planter and Pioneer

BOOK CLUB ROUTINE Book Club will meet twice each week during Small Group time. On each Book Club day, students will assemble and continue their collaborative discussion about the book focusing on different elements from week to week.

WEEKLY FOCUS Over the course of Book Club, groups will focus on different aspects of the book.

Week 1: Text Students discuss the text of the book. What understandings do they come to from the words on the page?

Week 2: Pictures Students closely examine visuals. How do the illustrations contribute to the book's theme and the author's message?

Week 3: Design Students examine the layout of the book, including the visual relationship between words and pictures, the size of the text, and other ways the author and designer use the page to get a message across.

TEACHER'S ROLE Since Book Club is a time for students to enjoy books with friends, the teacher's role should be as an observer and occasional facilitator, helping start stalled conversations or direct groups to specific understandings.



EXPERT'S VIEW Frank Serafini, Arizona State University

“We can't assume that children know how to talk about books. For Book Clubs, you can't just leave them alone and ask them to use their role sheets. As a teacher, you should demonstrate to children how to talk about books. Through read alouds and reading alongside children, we have to model how to talk about texts.”

See SavvasRealize.com for more professional development on research-based best practices.



Discussion Charts

As students discuss the text, pictures, and design, capture their thoughts by using a Discussion Chart. Each day the discussion will center on one of three distinct focuses:

- **Noticings** let students note what catches their attention in the book.
- **Connections** encourage students to read the book through the lens of their own lives.
- **Wonderings** allow students to share any questions that remain after reading the text.

| Noticings | Connections | Wonderings |
|-----------|-------------|------------|
| | | |

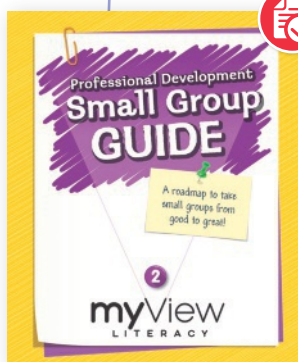
COLLABORATION Each session of Book Club features reminders and sentence starters to give students opportunities to practice their collaborative conversation skills. **SEL** SOCIAL-EMOTIONAL LEARNING



Book Club Options

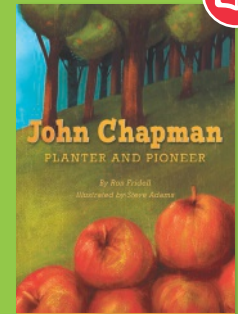
See the *Small Group Guide* for help with

- Book Club roles and responsibilities.
- Book Club routines.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK



John Chapman: Planter and Pioneer by Ron Fridell



Goin' Someplace Special by Patricia McKissack and Jerry Pinkney



City Green by DyAnne DiSalvo-Ryan



Somebody Loves You, Mr. Hatch by Eileen Spinelli



Marching With Aunt Susan: Susan B. Anthony and the Fight for Women's Suffrage by Claire Rudolph Murphy



Your Family Tree by Robin Koontz

Preview these selections for appropriateness for your students.

BOOK CLUB

OBJECTIVES

Read grade-appropriate text independently.

Establish purpose for reading assigned and self-selected texts.

Week 1

Launch *John Chapman: Planter and Pioneer*

INTRODUCE Remind students that Book Club is a time to enjoy books. They will read *John Chapman: Planter and Pioneer*.

READ Tell students to read *John Chapman: Planter and Pioneer*. Provide individual assistance as needed. Explain that they will meet with their Book Club group to explore more deeply what they read. Today they will focus on understanding what the text says, or what the book is about.

CONNECT TO THE THEME Explain that *John Chapman: Planter and Pioneer* connects both to the unit theme, Making a Difference, and to the Essential Question for the unit: *Why is it important to connect with other people?* As a class, discuss how the book relates to both.

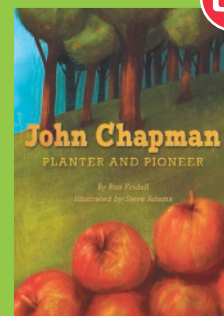
CONNECT TO THE SPOTLIGHT GENRE Remind students that the narrative nonfiction in Unit 4 is true information presented in story form. Explain that *John Chapman: Planter and Pioneer* gives information about an early pioneer in a narrative, or story form.

- This book's purpose is to provide information about an American pioneer.
- *John Chapman: Planter and Pioneer* gives facts and details about John Chapman in story form.

ESTABLISH GROUPS Divide students into their Book Club groups for the unit.

- Tell students how much time they have to work in their groups.
- Explain that they should be prepared to share their ideas with the whole class.

SMALL GROUP



CHOOSE YOUR

BOOK



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Fight for Women's
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Rudolph Murphy



Your Family Tree by
Robin Koontz

Preview these selections
for appropriateness for
your students.

Focus on Text: Noticings

Session 1

GUIDE BOOK CLUB

Allow students time to discuss the book in their groups. If they have trouble getting started, introduce the following talking points to initiate conversation about their noticings.

- Did you notice where Johnny got his apple seeds?
- I noticed that Johnny planted trees in Ohio, Indiana, Illinois, and Pennsylvania.
- Which stories about Johnny may not be true?

Bring the class back together. Display a new Discussion Chart and tell students that today they will fill in the Noticings column. Allow each Book Club to share an idea about the text. What did they notice?

Noticings

COLLABORATION Remind students that talking about texts helps all readers share ideas. Students should listen carefully and build on the ideas of others. Offer sentence stems like these as examples of how students might phrase their ideas. **SEL** SOCIAL-EMOTIONAL LEARNING

- I like your idea about _____ because _____.
- Your idea about _____ made me think about _____.

BOOK CLUB

OBJECTIVES

Work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others.


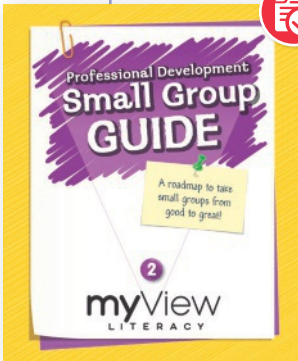
Describe personal connections to a variety of sources.

Week 1

Focus on Text

Today students will continue to focus on understanding what the text of *John Chapman: Planter and Pioneer* says. They will explore the text further in their Book Clubs using the Discussion Chart, focusing on their connections and wonderings.

REREAD AND RETELL Give students time to reread the text as necessary. Review the reading and discussion from Session 1 by having students take turns retelling information that they learned in *John Chapman: Planter and Pioneer*. Review key noticings that students shared. Display the Noticings Chart from Session 1 as you enter into the day's discussion.



Book Club Options

See the *Small Group Guide* for help with

- Book Club roles and responsibilities.
- Book Club routines.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



Connections & Wonderings

Session 2

GUIDE BOOK CLUB

Allow students time to discuss the book in their groups. If groups have difficulty knowing what to talk about, introduce a question or observation to get them talking about their connections and wonderings about the text.

- I once tried to grow a plant from a seed, and it took a long time.
- I wonder whether anyone had ever lived in the areas where Johnny planted seeds.

Reconvene the class and display the Discussion Chart. Tell students that today they will fill in the Connections and Wonderings columns. Allow each Book Club to share something they connect to or wonder about in the text.

| Connections | Wonderings |
|-------------|------------|
| | |

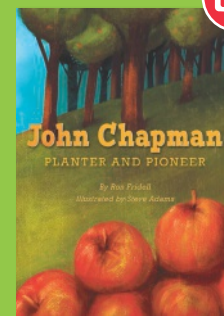
COLLABORATION Remind students to take turns and use good listening skills when having a group discussion. **SEL**

As students share their connections and wonderings, ask them to keep these points in mind:

- Am I paying attention to what my classmates are saying?
- How can I show my classmates that I am listening?
- Have I taken a turn already? Should I let someone else speak?

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK



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BOOK CLUB

OBJECTIVE

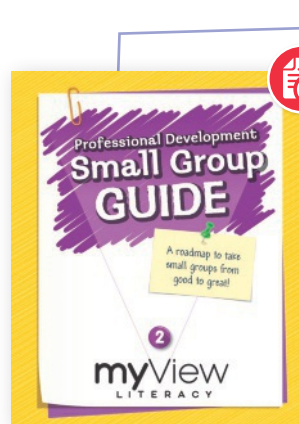
Work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others.

Week 2

Focus on Pictures

Today students will focus on understanding how the illustrations in *John Chapman: Planter and Pioneer* add to a reader's understanding of the narrative. They will explore the illustrations in their Book Clubs using the Discussion Chart, focusing on their noticings.

REREAD AND RETELL Give students time to refamiliarize themselves with the book and its illustrations. Review the reading and discussion from Session 2 by having students take turns restating their personal reactions to the text of *John Chapman: Planter and Pioneer*. Briefly summarize the connections and wonderings students shared. Display the Connections and Wonderings Chart from Session 2 as you start the day's discussion.



Book Club Options

See the *Small Group Guide* for help with

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Noticings

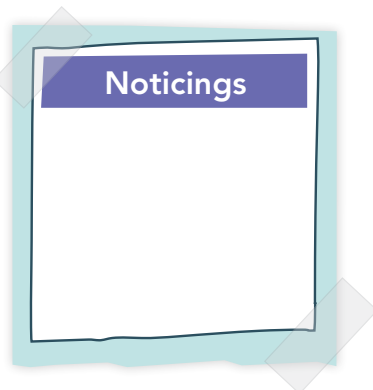
Session 3

GUIDE BOOK CLUB

Allow students time to discuss the book in their groups. If necessary, model a noticing or ask a question about what students notice in the illustrations.

- I noticed that the pictures of Johnny show him dressed just as the author describes him.
- On pages 12 and 13, what did you notice about how they made cider in the old days?

Bring the class back together. Display the Discussion Chart and tell students that today they will fill in the Noticings column. Allow each Book Club to share something they noticed about the illustrations.



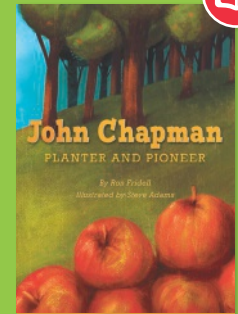
COLLABORATION Remind students to listen actively as their fellow club members speak. **SEL** SOCIAL-EMOTIONAL LEARNING

As students share their noticings, ask them to keep these points in mind.

- What is the main point my classmate is making?
- Do I agree or disagree with what has been said?
- Could I add something useful to what my classmates are saying?

READING WORKSHOP

SMALL GROUP



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BOOK



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Robin Koontz

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BOOK CLUB

OBJECTIVES

Work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others.

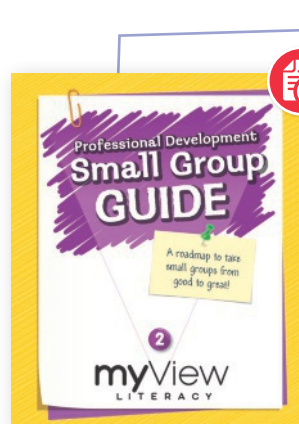
Describe personal connections to a variety of sources.

Week 2

Focus on Pictures

Today students will focus on understanding how the illustrations in *John Chapman: Planter and Pioneer* help provide additional information about an American pioneer. Students will explore the images further in their Book Clubs using the Discussion Chart, focusing on their connections and wonderings.

REREAD AND RETELL Have students skim the book to recall its illustrations. Review the reading and discussion from Session 3 by having students take turns describing the illustrations and restating one or two of the noticings they shared. Display the Noticings Chart from Session 3 as you begin the day's discussion.



Book Club Options

See the *Small Group Guide* for help with

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- facilitating Book Club when there are not enough books for all students.



Connections & Wonderings

Session 4

GUIDE BOOK CLUB

Give students time to discuss the book in their groups. If groups veer off topic, introduce a question or observation to refocus them on their connections and wonderings about the illustrations.

- Those pictures of apple trees remind me of how I drew trees when I was little.
- I wonder how old Johnny is supposed to be in those first pictures.

Bring the class back together. Display the Discussion Chart and tell students that today they will fill in the Connections and Wonderings columns. Allow each Book Club time to share something they connected to and something they wondered about from the illustrations.

| Connections | Wonderings |
|-------------|------------|
| | |

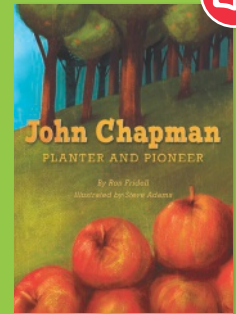
COLLABORATION Remind students that speaking clearly helps them to communicate ideas to their groups. **SEL**

As students share their connections and wonderings, ask them to keep these points in mind:

- Am I speaking loudly without shouting?
- Can I express this idea in a complete sentence?
- Where should I look as I share my idea with the group?

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK



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BOOK CLUB

OBJECTIVE

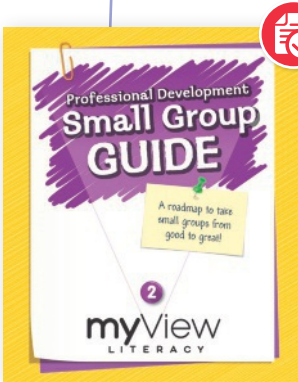
Work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others.

Week 3

Focus on Design

Today students will focus on understanding how the book's design affects their appreciation of *John Chapman: Planter and Pioneer*. They will explore the design in their Book Clubs using the Discussion Chart, focusing on their noticings.

REREAD AND RETELL Have students look through the book to see how the text relates to the illustrations, how the author uses headings, and how colors change from one section to the next. Review the reading and discussion from Session 4 by having students identify their favorite illustrations from *John Chapman: Planter and Pioneer* and discussing some connections and wonderings that students shared. Display the Connections and Wonderings Chart from Session 4 as you begin the day's discussion.



Book Club Options

See the *Small Group Guide* for help with

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- Book Club routines.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



Noticings

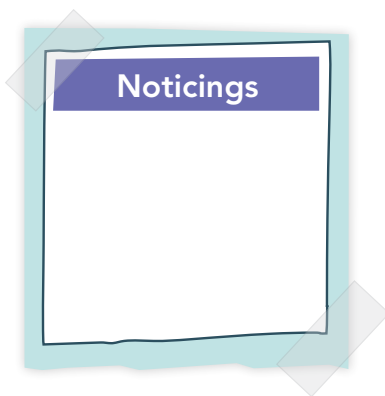
Session 5

GUIDE BOOK CLUB

Allow students time to discuss the book in their groups. If groups have trouble focusing, introduce a question or observation to draw out their noticings about the design of the book.

- How do the words fit into the art?
- On pages with dark colors, what colors are the words?
- When does the author use headings? How does the design make headings easy to find?

Bring the class back together. Display the Discussion Chart and tell students that today they will fill in the Noticings column. Allow each Book Club to share something they noticed about the design.



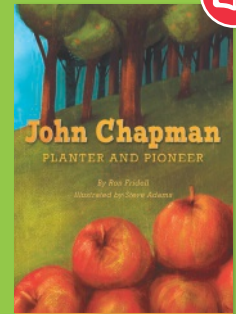
COLLABORATION Point out that students may learn something new by listening to other club members' ideas. **SEL**

As students share their connections and wonderings, ask them to keep these points in mind:

- Did anyone's ideas make me think differently about the book?
- Do I have something to add that will interest my classmates?
- If someone's idea confuses me, what should I say?

READING WORKSHOP

SMALL GROUP



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BOOK



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BOOK CLUB

OBJECTIVES

Work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others.

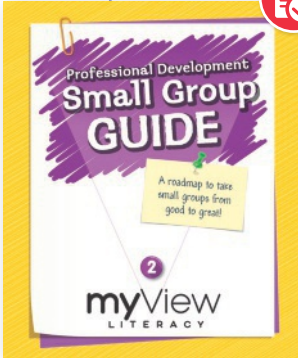
Describe personal connections to a variety of sources.

Week 3

Focus on Design

Today students will continue to focus on understanding how the design of *John Chapman: Planter and Pioneer* contributes to the experience of reading the book. They will explore the design further in their Book Clubs using the Discussion Chart, focusing on their connections and wonderings.

REREAD AND RETELL Give students time to look at the book and refresh their impressions of its design. Review the reading and discussion from Session 5 by having students take turns mentioning things that they noticed in the design. Display the Noticings Chart from Session 5 as you enter into the day's discussion.



Book Club Options

See the *Small Group Guide* for help with

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- Book Club routines.
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Connections & Wonderings

Session 6

GUIDE BOOK CLUB

Have students begin by discussing the book in their groups. If they have trouble focusing on design elements, provide these models:

- I see headings like this when I read textbooks.
- I wonder whether the designer used a lot of red and yellow because apples are red and yellow.

Reconvene the class and display the Discussion Chart. Tell students that today they will fill in the Connections and Wonderings columns. Allow each Book Club to share something they connected to and something they wondered about in the design.

| Connections | Wonderings |
|-------------|------------|
| | |

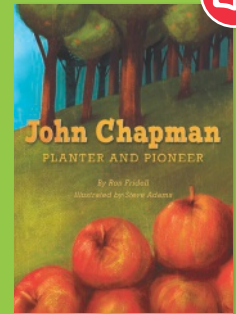
COLLABORATION Encourage participation by reminding students that every club member has something helpful to add to the conversation. **SEL** SOCIAL-EMOTIONAL LEARNING

As students share their connections and wonderings, ask them to keep these points in mind.

- Have I shared yet today, or should I offer my idea?
- If I asked a question, would that help other people share?
- What can I add that has not already been said?

READING WORKSHOP

SMALL GROUP



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Glossary

OBJECTIVES

Alphabetize a series of words and use a dictionary or glossary to find words.

Use print or digital resources to determine meaning and pronunciation of unknown words.

How to Use a Glossary

Minilesson

FOCUS ON STRATEGIES Remind students that a glossary is in the back of a book. It tells what words in the book mean and how to say them. A glossary lists words in ABC order.

Point out the guide words. Explain that these show the first and last words on the page. To find a word, students can think about how it is spelled. Students can use ABC order to look up a word.

Remind students that, if a word does not appear in the glossary, they can look it up in a print or digital dictionary. Print and digital dictionaries include the meaning of a word as well as its pronunciation. A print dictionary also uses ABC order. For an online dictionary, students can type the word into the search box.

MODEL AND PRACTICE Model how to use a glossary entry using the example glossary entry from p. 696 in the *Student Interactive*.

- When I look up a word in a glossary, I am looking for an entry word. The entry words are bold. I look for the entry word based on its starting letter. In this case, *crater* begins with the letter *c*, so I know it will be toward the beginning of the glossary.
- In parentheses, I see how *crater* is pronounced.
- Next, I find the word's definition, or what the word means.

Ask students to work with a partner to locate a different word in the glossary. Have them explain what they learned from the entry and then use the word in a sentence.

ASSESS UNDERSTANDING

Apply

My TURN Have students turn and talk to a partner about how they would use the glossary to find the meaning of the word *exhausted*. First, have them write its meaning and a sentence using the word. Then, have them pronounce it. Finally, have pairs find a new word in a dictionary, and determine its meaning. Challenge students to alphabetize *exhausted* and the new word.

STUDENT INTERACTIVE, p. 696

GLOSSARY INSTRUCTION

How to Use a Glossary

A **glossary** can help you find the meaning and pronunciation of words. Words in a glossary are listed alphabetically, from A to Z. **Guide words** at the top of each page show the first and last words on the page. A print or online **dictionary** is like a glossary, but it has more words. To use an online dictionary, type the word in the search box. You will get the definition. Sometimes you can hear how to say the word.

Cc
crater (KRAY tuhr) A crater is a hole at the top of a volcano. NOUN

The pronunciation guide shows you how to say the word.

All words that begin with c will be after Cc.

This sentence tells you what the word means.

MY TURN Find the word **exhausted** in the glossary. On a piece of paper, write its meaning. Write a sentence using the word. Decide how to say it. Then find the meaning of a word that is not in this glossary. Use a dictionary.

GLOSSARY

STUDENT INTERACTIVE, p. 697

GLOSSARY

accept • coast

Aa

accept (ak SEPT) If you **accept** something that is offered to you, you take it. VERB

admiration (ad muh RAY shuhn) **Admiration** is a feeling of great respect and approval. NOUN

alarmed (uh LARMD) Someone who is **alarmed** feels fearful of danger. VERB

allowed (uh LOWD) If you were **allowed** to do something, you were told you could do it. VERB

amount (uh MOWNT) The **amount** of something is how much there is or how many there are. NOUN

arches (ARCH iz) **Arches** are curved structures that often form the tops of doors, windows, and gateways. NOUN

architect (AR kuh tect) An **architect** is a person who designs buildings. NOUN

Bb

balance (BAL uhns) If something is in **balance**, it is in a steady condition. NOUN

belief (bi LEEF) A **belief** is something thought to be true or real. NOUN

blossoms (BLOSS uhms) **Blossoms** are the flowers of a plant that produces fruit. NOUN

Cc

canyons (KAN yuhn) **Canyons** are narrow valleys with high, steep sides, often with a stream at the bottom. NOUN

challenge (CHAL uhnj) A **challenge** is something difficult that requires extra work. NOUN

cinders (SIN derz) **Cinders** are pieces of rock and wood that are partly burned. NOUN

coast (KOHST) The **coast** is the land along the sea. NOUN

697

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STUDENT INTERACTIVE, p. 698

GLOSSARY

communication • disasters

communication (kuh myoo nuh KAY shuhn) **Communication** is the sharing of information. NOUN

connect (kuh NEKT) If you **connect** something to something else, you join the things together. VERB

construction (kuhn STRUHK shuhn) **Construction** is the act of building something. NOUN

contentment (kuhn TENT muhnt) **Contentment** is a feeling of happiness. NOUN

crater (KRAY tuhr) A **crater** is a hole at the top of a volcano. NOUN

creations (kree AY shuhn) **Creations** are things that are made or produced. NOUN

crumble (KRUHM buhl) To **crumble** is to break apart into small pieces over time. VERB

culture (KUL chuhr) A **culture** is a group of people with the same language and traditions. NOUN

cure (KYUR) To **cure** is to get rid of sickness. VERB

Dd

damage (DAM ij) **Damage** is harm or injury. NOUN

den (DEN) A **den** is a wild animal's home or resting place. NOUN

desert (DEZ ert) A **desert** is a dry, sandy area of land without water and trees. NOUN

destroy (di STROI) To **destroy** something is to hurt it very badly. VERB

determined (di TER muhnd) Someone who is **determined** shows strong purpose and is unwilling to quit. ADJECTIVE

detour (DEE tur) To **detour** is to go a different way when a road is blocked. VERB
A **detour** is another way of getting to a place. NOUN

disappointments (diss uh POINT muhnts) **Disappointments** are feelings of not getting what you wanted. NOUN

disasters (duh ZAS terz) **Disasters** are events that cause great damage, loss, or suffering. NOUN

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STUDENT INTERACTIVE, p. 699

discuss • ingredients

discuss (dis KUS) To **discuss** something is to talk about it with other people. VERB

drooped (DROOPT) If something **drooped**, it hung down. VERB

Ee

environment (en VY ruh muhnt) The **environment** is everything around us that helps us live, especially air, water, and soil. NOUN

equal (EE kwuhl) If two things are **equal**, they are the same in size, number, or amount. ADJECTIVE

exhausted (eg ZAW stid) To be **exhausted** is to be very tired. ADJECTIVE

expensive (ek SPEN siv) When something is **expensive**, it costs a lot of money. ADJECTIVE

Ff

faded (FAYD id) Something that has **faded** has lost its freshness or color. VERB

flows (FLOHZ) If something **flows**, it moves along smoothly. VERB

forgave (fer GAYV) **Forgave** means stopped being angry with someone for something the person did. VERB

fossils (FOS uhlz) **Fossils** are parts or prints of a plant or animal that lived a long time ago. NOUN

Gg

garbage (GAR bij) **Garbage** is scraps of things thrown away. NOUN

Hh

hopes (HOHPS) **Hopes** are things wanted in the future. NOUN

Ii

improve (im PROOV) If you **improve** something, you make it better. VERB

ingredients (in GREE dee uhnts) **Ingredients** are foods you use to make a dish. NOUN

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STUDENT INTERACTIVE, p. 700

GLOSSARY

inhaled • organizing

inhaled (in HAYLD) **Inhaled** means breathed in. VERB

Ll

lava (LAH vuh) **Lava** is hot, melted rock that flows from a volcano. NOUN

layers (LAY erz) **Layers** are thin or thick parts of something that are over or under one another. NOUN

Mm

magma (MAG muh) **Magma** is hot, melted rock under the surface of the earth. NOUN

maintain (mayn TAYN) To **maintain** something is to take care of it. VERB

mechanic (muh KAN ik) A **mechanic** is a person whose job is fixing machines. NOUN

medicines (MED uh suhnh) **Medicines** are things used to make a sick person well. NOUN

messenger (MES n jer) A **messenger** is a person who carries news or a message to someone else. NOUN

minerals (MIN uhr uhlyz) **Minerals** are solid materials, usually dug from the earth, such as coal and gold. NOUN

moccasins (MOK uh suhnh) **Moccasins** are soft leather shoes. NOUN

monuments (MON yuh muhnts) **Monuments** are buildings, statues, and places that honor a person or an event. NOUN

mural (MYUR uhl) A **mural** is a large picture painted directly on a wall. NOUN

Nn

natural (NACH er uhl) Something that is **natural** is produced by nature, not people. ADJECTIVE

Oo

observes (uhb ZERVZ) Someone who **observes** watches carefully. VERB

organizing (OR guh nyz ing) **Organizing** is planning so things run smoothly. VERB

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Pp

participate (par TIS uh payt) To **participate** is to take part or join. **VERB**

plain (PLAYN) If something is **plain**, it is simple and does not have a lot of extra things on it. **ADJECTIVE**

plains (PLAYNZ) **Plains** are flat areas of land. **NOUN**

plastic (PLASS tik) **Plastic** is a light, strong material that can be made into things. **NOUN**

plots (PLOTS) **Plots** are small pieces of land used for a purpose. **NOUN**

products (PROD uhkts) **Products** are things people use or eat. **NOUN**

purpose (PER puhss) A **purpose** is a reason for something that someone wants to do. **NOUN**

Rr

rage (RAYJ) **Rage** is a feeling of strong anger. **NOUN**

participate · scents

reaction (ree AK shuhn) A **reaction** is an action in response to something. **NOUN**

refused (ri FYUZD) If you **refused**, you did not do something. **VERB**

resources (REE sors is) **Resources** are things that meet a need. **NOUN**

respect (ri SPEKT) When you **respect** something or someone, you feel or show honor to them. **VERB**

responsible (ri SPON suh buhl) If you are **responsible** for something, you are expected to take care of it. **ADJECTIVE**

ruin (ROO uhn) To **ruin** something is to break or spoil it completely. **VERB**

Ss

sauce (SAWSS) A **sauce** is a liquid served with food to make the food taste better. **NOUN**

scents (SENTS) **Scents** are strong smells, good or bad. **NOUN**

GLOSSARY

shelter · volunteers

shelter (SHEL ter) A **shelter** is a home for a short time. **NOUN**

skill (SKIL) A **skill** is something a person does well. **NOUN**

slippery (SLIP er ee) Something that is **slippery** is likely to cause slipping or sliding. **ADJECTIVE**

society (suh SY uh tee) A **society** is a group of people living together. **NOUN**

soil (SOIL) **Soil** is the loose top layer of the Earth. Soil is dirt. **NOUN**

spicy (SPY see) If something is **spicy**, it has a strong, sharp flavor. **ADJECTIVE**

stranded (STRAND id) If you are **stranded**, you are not able to leave because there is no way to get anywhere else. **VERB**

surface (SER fess) A **surface** is the top or outside part of something. **NOUN**

survive (suh VYV) To **survive** is to continue to live. **VERB**

Tt

traditions (truh DISH uhnz) **Traditions** are beliefs, stories, and ways of living passed down from parents to children. **NOUN**

Uu

underground (UHN der grownd) **Underground** describes something that is beneath the ground. **ADJECTIVE**

useless (YOOSS luhss) If something is **useless**, it is not helpful or good for anything. **ADJECTIVE**

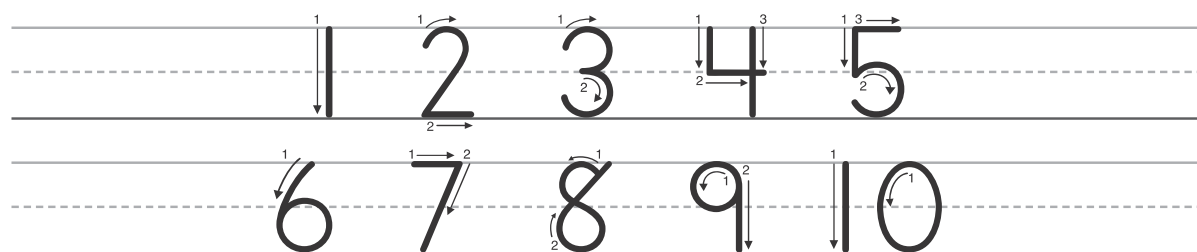
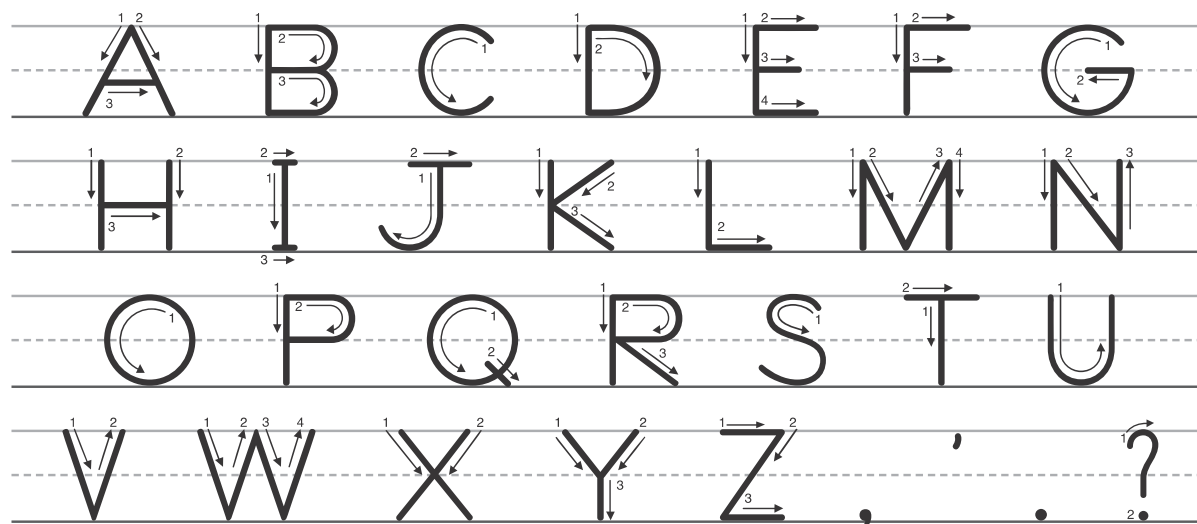
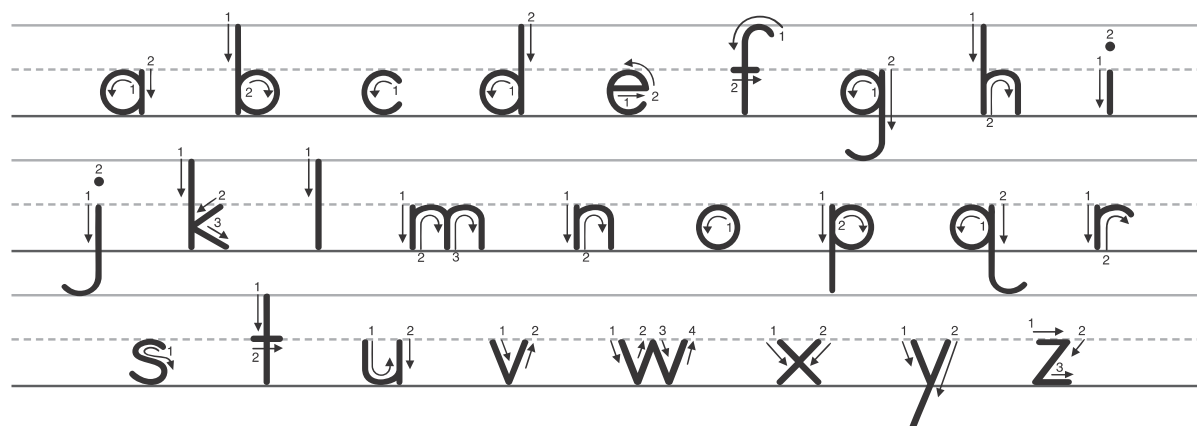
Vv

volcano (vol KAY noh) A **volcano** is an opening in the Earth's crust through which steam, ashes, and lava are sometimes forced out. **NOUN**

volunteers (vol uhn TIRZ) **Volunteers** are people who do jobs without getting paid. **NOUN**

Handwriting Model

Manuscript



Handwriting Model

D'Nealian™ Alphabet

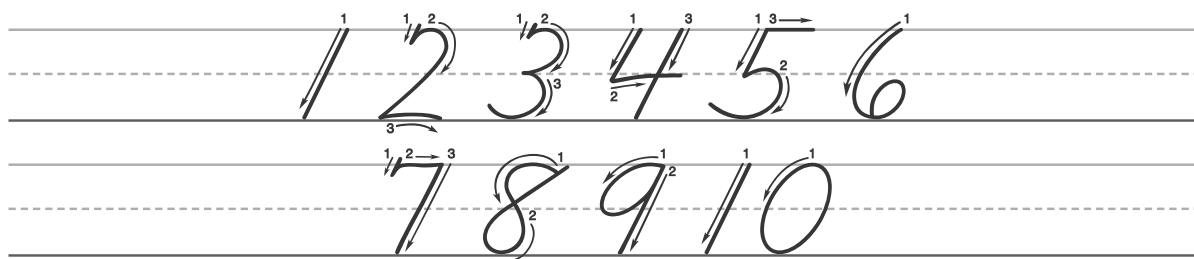
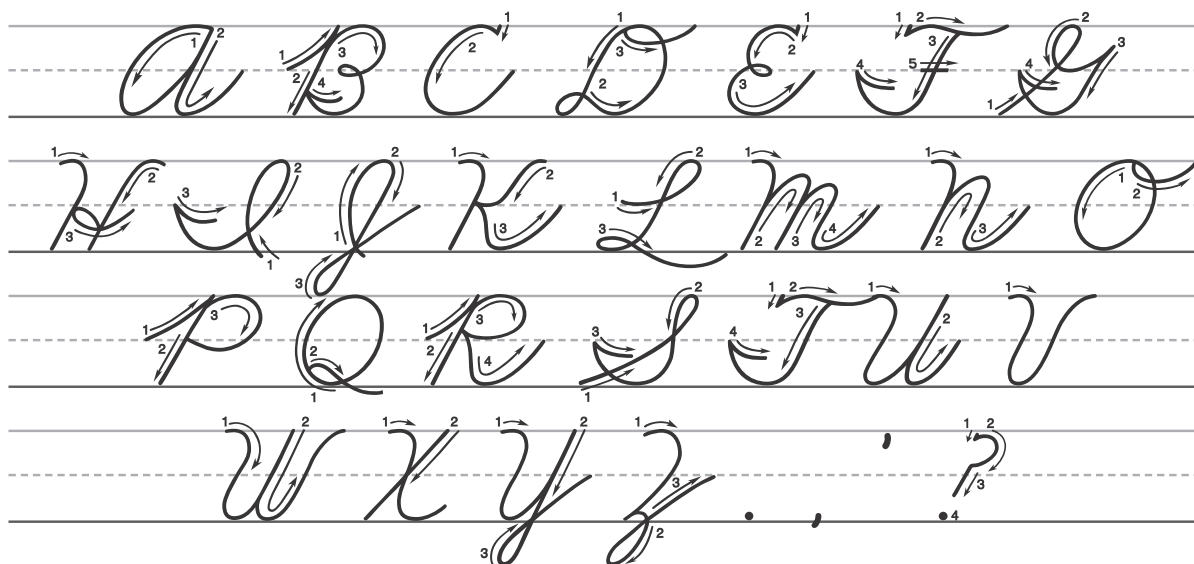
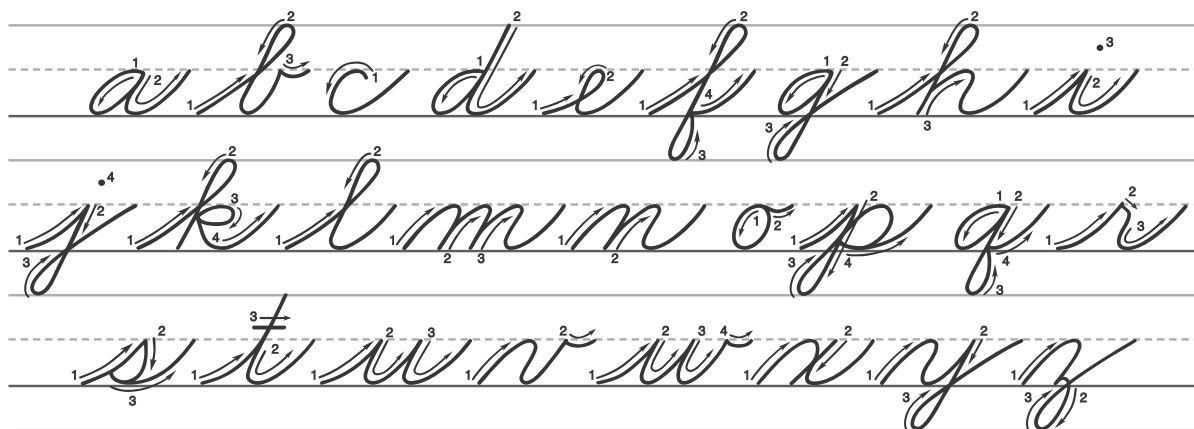
a b c d e f g h i
j k l m n o p q r s t
u v w x y z

A B C D E F G
H I J K L M N O
P Q R S T U V
W X Y Z . , ' ?

1 2 3 4 5 6
7 8 9 10

Handwriting Model

Cursive



Handwriting Model

D'Nealian™ Cursive

a b c d e f g h i
j k l m n o p q r
s t u v w x y z

A B C D E F G
H I J K L M N O
P Q R S T U V
W X Y Z . , ' ?

1 2 3 4 5 6
7 8 9 10

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TEXT COMPLEXITY CHARTS

**Who Says Women
Can't Be Doctors? The
Story of Elizabeth
Blackwell**

By Tanya Lee Stone

Genre: Narrative

Nonfiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Figurative language
- Knowledge Demands: Women's changing roles and rights in society

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: 580L

Average Sentence Length: 9.225

Word Frequency: 3.743

Word Count: 821

Complexity Level

Qualitative Measures

Author's Purpose



Simple

Very Complex

This nonfiction narrative biography has an **easily identified** purpose of telling the story of a significant historical figure but also includes themes of persistence in the face of obstacles and gender equality.

Text Structure



Simple

Very Complex

The narrative is **chronological** and clear. Words and phrases relating to time and sequence (such as *first*, *finally*, and *in the 1830s*) help the illustrations **directly support** and **assist readers** in interpreting the text.

Language Conventuality and Clarity



Simple

Very Complex

Sentence constructions include **fairly complex sentences**, sentence fragments, and sentences containing quoted material. The tone is engaging and **conversational**, with some use of figurative language. The narrator addresses the reader in a familiar, storytelling fashion (*I'll bet you've met plenty of doctors ...*), which may confuse readers.

Knowledge Demands



Simple

Very Complex

The narrative includes **themes of varying levels of complexity**. Familiarity with historical cultural gender norms and women's struggle for equality will help students interpret the author's message about Blackwell.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Language Preview some of the figurative language in the narrative by discussing these examples:

- a "handful" (a small amount)
- as stubborn as a mule (very stubborn)
- take the bait (be lured into doing something embarrassing or wrong)

Have students give examples of each figure of speech, as they are able.

Knowledge Demands Have students anticipate the content of the narrative, using a **T-chart**. In one column have students list the jobs women can do today. In the other column, have them name jobs they think women could do 200 years ago.

Have students **Think-Pair-Share** ideas they have about the chart. Ask them to say how the chart relates to the book.

Purpose Say: *This is a nonfiction narrative—a story of a real person's life, or biography. When you read the title, what do you think the author's purpose for writing this narrative might be?*

- Have students share their predictions about the author's purpose.
- Tell students to think as they read about whether their predictions were correct or incorrect.

**Building on Nature:
The Life of Antoni
Gaudí**

By Rachel Rodríguez
Genre: Narrative
Nonfiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Using context to infer meaning
- Knowledge Demands: Looking at the work of Antoni Gaudí

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: 570L

Average Sentence Length: 7.382

Word Frequency: 3.125

Word Count: 753

Complexity Level

Qualitative Measures

Author's Purpose



This nonfiction narrative biography has an **easily identified purpose** of telling the story of a significant historical figure: Antoni Gaudí, a Spanish architect who changed design with his unusual, brightly colored, geometric designs. The story includes **themes** related to creativity, art, and beauty.

Text Structure



The narrative is **chronological**, but **connections** between ideas and details are **implicit**. The illustrations are detailed and **support parts of the text** by showing Gaudí's artwork and innovative architectural designs.

Language Conventuality and Clarity



Language is **complex** and contains many examples of **abstract and figurative language**. The tone is whimsical, and descriptive sentences such as *Mountain peaks jag against the sky* provide interest but may prove challenging. **Vocabulary** such as *metalsmiths*, *monastery*, and *ruins* may be unfamiliar.

Knowledge Demands



The narrative includes **complex and sophisticated themes**. The experiences of Antoni Gaudí are likely different from experiences of the common reader. Familiarity with art and architecture, especially that of religious buildings, will be useful to students.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Language Remind students of strategies for determining the meaning of unfamiliar words in the text, such as using context. Read the third sentence of the narrative together, and **ask**: *What do you think the word jag means?* Have students suggest synonyms that could be used to substitute for *jag*, such as *point* or *poke*. Have students **draw** a picture of mountain peaks that “jag against the sky.”

Knowledge Demands Show students some **photos** of Antoni Gaudí's work before reading. Have partners discuss the following questions:

- Do you think Gaudí's work is beautiful? Why or why not?
- Do you think Gaudí's work looks like nature? Why or why not?
- What else do you notice about his work?

Purpose Say: *This text includes the sentence “All around him is light, form, and the Great Book of Nature.” What do you think the Great Book of Nature is? Is it a real book?*

- Have students share their ideas.
- After students read, have them discuss the question again. How did their ideas change?

TEXT COMPLEXITY CHARTS

The Garden of Happiness

By Erika Tamar

Genre: Realistic Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Text Structure: Identifying a subplot
- Knowledge Demands: Understanding the reference to *Jack and the Beanstalk*

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: 660L

Average Sentence Length: 9.07

Word Frequency: 3.502

Word Count: 1,170

Complexity Level

Qualitative Measures

Levels of Meaning



The text includes **clear** but **subtly interwoven** themes of doing one's part and the power of even the smallest person or thing to make positive change. The illustrations extend the text and are necessary to understanding the ending.

Text Structure



The third-person narrative is **chronological** and focused on the main character, Marisol, as she interacts with a larger story about a community garden. A subplot about teenagers making a mural intersects with Marisol's story in a surprise ending.

Language Conventuality and Clarity



The sentences are mostly **simple** and **compound**. The vocabulary is mostly **contemporary**, **conversational**, and **familiar**, although there are some non-English words within the dialogue and some figurative language (*without windows for eyes*).

Knowledge Demands



The story includes **themes of varying levels of complexity**. **Cultural references** to types of foods and garden plants (*habituelas*) and the places the immigrant neighbors came from may need explanation. A **reference to another text**—the tale of Jack and the beanstalk—is included.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Knowledge Demands Tell students this story includes a reference to a story called *Jack and the Beanstalk*. Share a version of this story and ask students to retell its main events using **sentence frames**.

- The first event in the story is _____.
- Then, Jack _____.
- Jack plants a _____.
- It grows into a _____.

Structure Explain that the plot is what happens in a story. Say: *Some plots have subplots, which are additional plots that connect to the main plot.*

Use a familiar story with a subplot, such as the friendships between the animals in *Charlotte's Web* and *Bambi*. Discuss the plots and then **ask**:

- **What is the main plot about?**
- **How does the subplot connect to the main plot?**

Meaning Say: *This is a story about a person who plants a seed. What can seeds teach us? What can they represent?*

- Have partners discuss how seeds start small and can grow very large.
- Have them suggest ways they could use a seed to teach a lesson about being small.

One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia
By Miranda Paul
Genre: Narrative Nonfiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Language: Reading and recognizing sentence fragments
- Knowledge Demands: Using the title to predict and preview the content

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **580L** Average Sentence Length: **7.008** Word Frequency: **3.436** Word Count: **827**

Complexity Level

Qualitative Measures

Author's Purpose



This narrative is clearly meant to tell the story of real women who solved a problem in their community, but it also includes **themes** of using creativity to solve problems and one's duty to make the community and the world a better place. Some of these themes are **subtle** and must be inferred from the text as a whole.

Text Structure



The narrative follows a **chronological** structure with repeated word patterns to provide additional structure to the text. Since the text covers a long period of time, as the main character grows from childhood to adulthood, students may need support tracking the passage of time.

Language Conventinality and Clarity



Sentence constructions include **mostly simple and compound** sentences, with a few complex sentences and sentence fragments. There is some use of **figurative language**, but most of the language is literal. There are some non-English terms, such as *ndanka* (slowly), *waaw* (yes), and *jerejef* (thank you); their meanings can be inferred through context.

Knowledge Demands



The narrative includes **themes of varying levels of complexity**. Experiences of Isatou and members of her community will likely be **different from the experiences of many readers**. There are many **references to cultural elements**, including customs, foods, and some non-English terms and phrases.

Reader and Task Considerations

| English Language Learners | Intervention | On Level/Advanced |
|---|--|---|
| <p>Language Point to the sentence fragments on page 375: <i>Then two. Then ten.</i> Explain that sometimes authors use sentence fragments to emphasize meaning or create a pleasing rhythm. Read aloud paragraphs 4–7. Then, have students look through the text to find more examples of “Then two” and “Then ten.” Read the examples aloud in context and have students repeat them after you.</p> | <p>Knowledge Demands Read aloud the title and subtitle, and have students offer one thing they can predict about the story based on the title, and one question they have about the story based on the title. Discuss the ideas and questions, and revisit them following the reading. You may also want to</p> <ul style="list-style-type: none"> • have students find The Gambia on a map. • have students research to find photos of The Gambia. | <p>Purpose Say: <i>What should you do if you see trash on the ground?</i></p> <ul style="list-style-type: none"> • Have students talk with a partner about what people should do when they see litter or trash on the ground, and why. • Ask students to share their ideas and reasons with the class. |

TEXT COMPLEXITY CHARTS

Kids Can Be Big Helpers

By Kenneth Braswell

Genre: Persuasive Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Text Structure: Tracking ways to help and reasons to help in the text
- Knowledge Demands: Volunteering and communities

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **550L**

Average Sentence Length: **8.341**

Word Frequency: **3.579**

Word Count: **684**

Complexity Level

Qualitative Measures

Author's Purpose



Simple

Very Complex

The author's **purpose** is **implied**, and must be inferred from the text's different parts, which focus on ways people and kids can be helpers and on reasons why being a helper is important. Students may need support to understand that the author wants to show kids both how to be helpers and why being a helper is important.

Text Structure



Simple

Very Complex

The text has a **clear, easy-to-understand** descriptive structure, including a section showing that kids can help others, a section telling reasons to help others, and a section giving kids ideas for how to help. Headings, text features, and photos are used to **supplement understanding**.

Language Conventionalty and Clarity



Simple

Very Complex

The sentences are **simple**, and the vocabulary is mostly **familiar and contemporary**. Students may need support understanding some academic and domain-specific vocabulary, such as *successful, community, participate, volunteer, and reason*.

Knowledge Demands



Simple

Very Complex

Subject matter includes **some common, practical knowledge and some discipline-specific content knowledge**. Ideas presented are mostly simple, such as ways to help people, but some ideas are more **complicated**, such as how a community is like a family.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Structure Help students create a **T-chart** to organize Reasons to Be a Helper and Ways to Be a Helper. Then, use paragraph 2 to model how to fill in the chart. Read the paragraph. Then **ask: What is one way to be a helper?** Give **sentence frames** to help students answer, and model how to write these ideas in the chart.

- I can be a helper by _____.
- People are helpers when they _____.

Knowledge Demands Use a **KWL chart** to determine what students know and want to know about volunteering. Discuss their ideas and questions as a class. You may also want to

- have students research local organizations that recruit volunteers to help people.
- have students make a poster of ways or reasons to be a volunteer.

Purpose Say: *Listen to this statement: It is important to help others. Give reasons to support this statement.*

- Have students tell a partner their reasons.
- Invite pairs to suggest their strongest reason, and list these on the board.
- Revisit the list after reading, to add reasons.

| SCOPE AND SEQUENCE | K | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|---|
| FOUNDATIONAL SKILLS | | | | | | |
| Print Concepts | | | | | | |
| Hold a book upright and turn from page to page | • | • | | | | |
| Track print from left to right, top to bottom of a page, and from front to back of a book | • | • | | | | |
| Know uppercase and lowercase letters | • | • | | | | |
| Understand that words are separated by spaces | • | • | | | | |
| Identify the correspondence between oral words and printed words | • | • | | | | |
| Show awareness of information in different parts of a book | • | • | | | | |
| Recognize the upper- and lowercase letters of the alphabet | • | • | | | | |
| Alphabetize to the first or second letter | | • | • | | | |
| Phonological Awareness | | | | | | |
| Recognize and produce rhyming words | • | • | • | | | |
| Count syllables in spoken words | • | • | | | | |
| Segment and blend syllables in words | • | • | | | | |
| Segment and blend onset and rime | • | • | | | | |
| Identify the same and different initial sounds in words | • | • | | | | |
| Identify the same and different ending sounds in words | • | • | | | | |
| Identify the same and different medial sounds in words | • | • | | | | |
| Isolate the initial, medial, or ending sounds in words | • | • | | | | |
| Add or delete beginning or ending phonemes in words | • | • | • | | | |
| Segment a word or syllable into sounds | • | • | | | | |
| Phonics | | | | | | |
| Connect sounds and letters to consonants | • | • | • | • | • | • |
| Know sound-letter relationships and match sounds to letters | • | • | • | • | • | • |
| Generate sounds from letters and blend those sounds to decode | • | • | • | • | • | • |
| • Consonants, consonant blends, and consonant digraphs | • | • | • | • | • | • |
| • Short and long vowels | • | • | • | • | • | • |
| • <i>r</i> -controlled vowels, vowel digraphs, and other common vowel patterns | • | • | • | • | • | • |
| Decode multisyllabic words | • | • | • | • | • | • |
| Recognize common letter patterns in words and use them to decode syllables (CVC, VCCV, VCV, VCCCV) | • | • | • | • | • | • |
| High-Frequency Words | | | | | | |
| Read common high-frequency words (sight words) | • | • | • | • | • | • |
| Read irregularly spelled words | • | • | • | • | • | • |

| SCOPE AND SEQUENCE | K | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|---|
| Word Structure and Knowledge | | | | | | |
| Use a dictionary to find words, determine word origin, syllabication, and pronunciation | • | • | • | • | | |
| Recognize and know the meaning of common prefixes and suffixes | | • | • | • | • | • |
| Recognize and know common inflectional endings (-s, -es, -er, -est, -ed, -ing) | | • | • | • | • | • |
| Decode words with common suffixes (-ly, -ful, -able, -ible, -ment, -less) | | • | • | • | • | • |
| Learn and recognize irregular spellings of words | | • | • | • | • | • |
| Identify and decode compound words and contractions | • | • | • | • | | |
| Fluency | | | | | | |
| Read aloud with accuracy | | • | • | • | • | • |
| Read aloud with appropriate pace and expression | | • | • | • | • | • |
| Read aloud with prosody (stress, intonation) | | • | • | • | • | • |
| Read aloud grade-level poetry and prose with fluency, accuracy, and comprehension | | • | • | • | • | • |
| READING COMPREHENSION | | | | | | |
| Genre Characteristics | | | | | | |
| Identify and understand types of fiction (e.g., historical, realistic, traditional) | • | • | • | • | • | • |
| Identify and understand types of informational texts (e.g., science, social studies, technical) | • | • | • | • | • | • |
| Identify and understand characteristics of informational texts (e.g., headings, illustrations, maps, captions, tables, sidebars) | • | • | • | • | • | • |
| Identify and understand structures of informational texts (e.g., cause and effect, problem and solution, compare and contrast) | • | • | • | • | • | • |
| Identify and understand characteristics of opinion writing or persuasive texts (facts, opinions, claim, supporting evidence, counterclaim) | • | • | • | • | • | • |
| Identify and understand characteristics of poetry and drama | • | • | • | • | • | • |
| Identify and understand characteristics of digital and multimedia texts | • | • | • | • | • | • |
| Identify the audience of a text | | | | | • | • |
| Key Ideas and Details | | | | | | |
| Ask and answer questions about what is read | • | • | • | • | • | • |
| Identify details to help determine key ideas and themes | • | • | • | • | • | • |
| Use text evidence to support a response | • | • | • | • | • | • |
| Retell and paraphrase text | • | • | • | • | • | • |
| Make inferences or draw conclusions about a text, character, or theme | • | • | • | • | • | • |
| Set a purpose for reading | • | • | • | • | • | • |
| Make predictions | • | • | • | • | • | • |

| SCOPE AND SEQUENCE | | K | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| READING WORKSHOP | Analysis | | | | | | |
| | Evaluate details to determine the main idea | • | • | • | • | • | • |
| | Retell, paraphrase, or summarize a text | • | • | • | • | • | • |
| | Make connections (to a text, to other texts, to personal experiences, to society) | • | • | • | • | • | • |
| | Identify cause and effect | | | | • | • | • |
| | Compare and contrast details and information | • | • | • | • | • | • |
| | Recognize facts and opinions | | | | • | • | • |
| | Confirm or correct predictions | • | • | • | • | • | • |
| | Create mental images to build understanding of a text | • | • | • | • | • | • |
| | Monitor comprehension and make adjustments to improve understanding | | • | • | • | • | • |
| | Describe the relationships between ideas, events, characters, people | • | • | • | • | • | • |
| | Explain the effect of various elements of poetry (rhyme, imagery, line breaks, stanzas) | | | • | • | • | • |
| | Analyze elements of fiction and drama (characters, setting, plot, dialogue, theme) | • | • | • | • | • | • |
| | Identify and analyze the parts of a plot (rising action, conflict, falling action, resolution) | • | • | • | • | • | • |
| | Identify the use of literary elements and devices (e.g., alliteration, hyperbole, imagery, symbolism) | | | • | • | • | • |
| | Synthesize information to create a new understanding | • | • | • | • | • | • |
| | Distinguish and analyze author's point of view | • | • | • | • | • | • |
| | Determine the meaning of specific words or phrases used in a text | • | • | • | • | • | • |
| | Recognize the characteristics of persuasive or argumentative text | | • | • | • | • | • |
| | Analyze graphic elements and features (e.g., illustrations, diagrams, graphs, maps) | • | • | • | • | • | • |
| Response to Sources | | | | | | | |
| Reflect on reading and respond by speaking or writing | • | • | • | • | • | • | |
| Use text or text evidence to write about what is read | • | • | • | • | • | • | |
| Interact with sources in meaningful ways | • | • | • | • | • | • | |
| Make connections to personal experiences, ideas in other texts, society | • | • | • | • | • | • | |
| Comparison Across Texts | | | | | | | |
| Compare two or more texts | • | • | • | • | • | • | |
| Compare two or more genres | • | • | • | • | • | • | |
| Compare two or more authors | • | • | • | • | • | • | |
| Appreciate texts across a broad range of genres | • | • | • | • | • | • | |

| SCOPE AND SEQUENCE | | K | 1 | 2 | 3 | 4 | 5 |
|--|--|---|---|---|---|---|---|
| READING WORKSHOP | Independent and Self-Selected Reading | | | | | | |
| | Read independently for an extended period of time | • | • | • | • | • | • |
| | Self-select texts for independent reading | • | • | • | • | • | • |
| | Oral Language | | | | | | |
| | Work collaboratively with others | • | • | • | • | • | • |
| | Listen actively, ask relevant questions, and make pertinent comments | • | • | • | • | • | • |
| | Express an opinion supported by reasons | • | • | • | • | • | • |
| | Use eye contact and speak with appropriate rate and volume | • | • | • | • | • | • |
| | Follow or restate oral directions | | | | • | • | • |
| | Develop social communication skills, such as conversing politely | • | • | • | • | • | • |
| Report on a topic or give a presentation using an appropriate mode of delivery | • | • | • | • | • | • | |
| READING-WRITING WORKSHOP BRIDGE | VOCABULARY ACQUISITION | | | | | | |
| | High-Frequency Words | | | | | | |
| | Identify and read high-frequency (sight) words | • | • | • | • | • | • |
| | Word Study | | | | | | |
| | Identify and learn words that name actions, directions, positions, sequences, and other categories and locations | • | • | | | | |
| | Alphabetize words to the third letter | | | • | • | | |
| | Identify and use context clues to learn about unfamiliar words | • | • | • | • | • | • |
| | Understand synonyms and antonyms | | | • | • | • | • |
| | Identify and understand the meaning of common prefixes | • | • | • | • | • | • |
| | Identify and understand the meaning of common suffixes | • | • | • | • | • | • |
| | Use knowledge of word roots, prefixes, and suffixes to determine the meaning of new words | | • | • | • | • | • |
| | Use knowledge of word relationships to determine the meaning of new words | | • | • | • | • | • |
| | Learn and understand common abbreviations | | | • | • | | |
| | Identify and learn about compound words | | | • | • | | |
| | Identify and learn homographs and homophones | • | • | • | • | • | |
| | Learn and understand idioms and figurative language, including word nuances (i.e., shades of meaning) and literal and nonliteral meanings of words and phrases | • | • | • | • | • | • |
| | Learn and understand transitions or signal words (e.g., time order, chronological order, cause-and-effect order, compare-and-contrast order) | | | | • | • | • |
| | Learn about word origins and word histories | | | | | | • |
| | Understand adages and proverbs | | | | | | • |

| SCOPE AND SEQUENCE | K | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| Word Learning Strategies | | | | | | |
| Use picture cues and other graphics to help determine the meaning of new words | • | • | | | | |
| Recognize and learn selection vocabulary | • | • | • | • | • | • |
| Use print and digital references to determine the meaning of new words | • | • | • | • | • | • |
| Learn academic language | • | • | • | • | • | • |
| Learn and understand domain-specific vocabulary and specialized vocabulary | | | | • | • | • |
| Academic Language | | | | | | |
| Learn the language of ideas used in academic discourse | | | | • | • | • |
| Understand the difference between informal spoken language and the conventions of formal written language | | | • | • | • | • |
| ANALYZE AUTHOR'S CRAFT | | | | | | |
| Analyze and describe an author's use of imagery and figurative language | • | • | • | • | • | • |
| Identify and analyze an author's use of simile and metaphor | | | • | • | • | • |
| Analyze an author's use of illustrations | • | • | • | • | • | • |
| Analyze an author's use of print and graphic features (e.g., titles, headings, charts, tables, graphs) | • | • | • | • | • | • |
| Analyze an author's use of text structure (e.g., time order, compare and contrast, cause and effect) | • | • | • | • | • | • |
| Analyze how an author's language and word choice contribute to voice | | • | • | • | • | • |
| Analyze an author's use of point of view | • | • | • | • | • | • |
| Analyze and explain an author's purpose and message in a text | • | • | • | • | • | • |
| DEVELOP WRITER'S CRAFT | | | | | | |
| Introduce a topic or opinion | • | • | • | • | • | • |
| Use a clear and coherent organization | | • | • | • | • | • |
| Provide reasons and evidence to support a claim or opinion | | • | • | • | • | • |
| End with a concluding or final statement | | • | • | • | • | • |
| Use linking words and phrases (i.e., transitions) to connect and organize ideas | | • | • | • | • | • |
| Describe experiences with facts and descriptive details in a clear sequence | | • | • | • | • | • |
| Use dialogue and description to develop situations and characters | | • | • | • | • | • |
| Use description to show the reaction of characters or real persons to situations and events | | | • | • | • | • |
| CONVENTIONS OF LANGUAGE | | | | | | |
| Spelling | | | | | | |
| Use and apply knowledge of spelling to spell grade-level words | • | • | • | • | • | • |
| Consult reference materials (glossaries, dictionaries) as needed to correct spelling | • | • | • | • | • | • |

| SCOPE AND SEQUENCE | K | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| Spelling (cont.) | | | | | | |
| Use and apply knowledge of base words and affixes to spell words with inflections, prefixes, or suffixes | | • | • | • | • | • |
| Spell words with blends, digraphs, silent letters, and unusual consonant combinations | • | • | • | • | • | • |
| Spell words with short vowels, long vowels, <i>r</i> -controlled vowels, the schwa sound, and other vowel combinations | | • | • | • | • | • |
| Use knowledge of Greek and Latin roots to spell words | | | | | • | • |
| Use knowledge of syllable patterns (e.g., VCV, VCCV, VCCCV) to spell multisyllabic words | • | • | • | • | • | • |
| Spell words with irregular plurals | | • | • | • | • | |
| Learn and spell high-frequency words | • | • | • | • | • | • |
| Grammar and Usage | | | | | | |
| Learn about the parts of speech, including | | | | | | |
| • nouns and pronouns | • | • | • | • | • | • |
| • adjectives and adverbs | | • | • | • | • | • |
| • prepositions and prepositional phrases | • | • | • | • | • | • |
| • conjunctions, interjections, and articles | | • | • | • | • | • |
| Use and form irregular plurals of nouns | | • | • | • | • | |
| Use and form verb tenses with regular and irregular verbs | | • | • | • | • | • |
| Use and form comparative and superlative forms of adjectives and adverbs | | | | • | • | • |
| Use coordinating, correlative, and subordinating conjunctions | | | • | • | • | • |
| Form and use contractions | | | • | • | | |
| Use an apostrophe and form singular and plural possessives | | • | • | • | • | |
| Identify and use declarative, interrogative, exclamatory, and imperative sentences | • | • | • | • | | |
| Identify and use simple, compound, and complex sentences | | • | • | • | • | • |
| Write sentences with subject-verb agreement | | • | • | • | • | • |
| Avoid common sentence errors (e.g., misused words, misplaced modifiers, double negatives, shifts in verb tense) | | | | | • | • |
| Capitalization and Punctuation | | | | | | |
| Capitalize the beginnings of sentences, proper nouns and adjectives, the pronoun <i>I</i> , days of the week and months of the year, holidays | • | • | • | • | • | • |
| Use end punctuation with sentences (period, question mark, exclamation mark) | • | • | • | • | | |
| Use common conventions for commas (e.g., in dates and addresses; with items in a series; in compound sentences; with greetings and closings; in dialogue) | | • | • | • | • | • |
| Use an apostrophe to form contractions and possessives, when appropriate | | • | • | • | • | |

| SCOPE AND SEQUENCE | | K | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| WRITING WORKSHOP | Capitalization and Punctuation (cont.) | | | | | | |
| | Learn how and when to use quotation marks with dialogue | | | | • | • | • |
| | FOUNDATIONAL SKILLS FOR WRITING | | | | | | |
| | Letter Formation, Handwriting, Cursive | | | | | | |
| | Develop handwriting by printing words legibly | • | • | • | | | |
| | Write legibly by leaving appropriate spaces between words | | • | • | • | | |
| | Write cursive letters legibly | | | • | • | • | • |
| | Ways of Writing | | | | | | |
| | Create writing in both printed and digital forms | • | • | • | • | • | • |
| | Write regularly both short and longer products | | | • | • | • | • |
| | Revise and edit drafts of writing | | • | • | • | • | • |
| | Develop keyboarding skills | | | | • | • | • |
| | Use technology to produce and publish writing | • | • | • | • | • | • |
| | Use technology to interact and collaborate with others | • | • | • | • | • | • |
| | Speaking and Listening | | | | | | |
| | Participate in discussions with partners and groups about writing | • | • | • | • | • | • |
| | Work with a peer or group to revise and edit writing | • | • | • | • | • | • |
| | COMPOSITION | | | | | | |
| | The Writing Process: Plan, Draft, Revise, Edit, Publish | | | | | | |
| | Prewrite and plan using a variety of strategies | • | • | • | • | • | • |
| | Develop drafts into organized pieces of writing | • | • | • | • | • | • |
| | Revise drafts for coherence and clarity | • | • | • | • | • | • |
| | Edit drafts for the conventions of standard English | • | • | • | • | • | • |
| | Publish written work for audiences | • | • | • | • | • | • |
| | Genre Immersion: Modes and Products | | | | | | |
| | Write in a variety of modes | | | | | | |
| | • Informative or explanatory | • | • | • | • | • | • |
| | • Narrative | • | • | • | • | • | • |
| • Opinion | • | • | • | • | • | • | |
| Write and produce a variety of forms of writing | | | | | | | |
| • Letters, thank-you notes, emails | | • | • | • | • | • | |
| • Editorials, presentations, speeches, essays, brochures | • | • | • | • | • | • | |
| • News stories, reports, summaries, how-to articles, informational articles | • | • | • | • | • | • | |
| • Poems, stories, plays, and other creative writing | • | • | • | • | • | • | |
| Write in self-selected forms | | | • | • | • | • | |

| SCOPE AND SEQUENCE | | K | 1 | 2 | 3 | 4 | 5 |
|---|--|---|---|---|---|---|---|
| ORAL LANGUAGE | SPEAKING | | | | | | |
| | Retell an experience or story | • | • | • | • | • | • |
| | Summarize a text or experience with descriptive details and relevant facts | • | • | • | • | • | • |
| | Discuss politely and respectfully in groups | • | • | • | • | • | • |
| | Speak clearly and coherently about a topic or text | • | • | • | • | • | • |
| | Speak with sufficient volume and appropriate rate | • | • | • | • | • | • |
| | Communicate effectively while following the conventions of English | • | • | • | • | • | • |
| | Ask and answer questions | • | • | • | • | • | • |
| | Ask for and provide clarification or elaboration | • | • | • | • | • | • |
| | Connect ideas to those of others in a group | • | • | • | • | • | • |
| Report on a topic or text | | • | • | • | • | • | |
| Include media in an oral presentation or report | | | • | • | • | • | |
| ORAL LANGUAGE | LISTENING | | | | | | |
| | Listen to others when working in groups or with partners | • | • | • | • | • | • |
| | Use active listening strategies (e.g., making eye contact, facing the speaker, asking questions) | • | • | • | • | • | • |
| | Work collaboratively with others by following agreed-upon rules, norms, and protocols | • | • | • | • | • | • |
| PROJECT-BASED INQUIRY | COLLABORATION | | | | | | |
| | Engage in discussions (e.g., one-on-one, in groups, teacher-led) on collaborative projects | • | • | • | • | • | • |
| | Work in pairs or with partners for inquiry projects | | • | • | • | • | • |
| | RESEARCH SKILLS AND PROCESS | | | | | | |
| | Conduct Short Research Projects | | | | | | |
| | Develop and follow a plan for research | • | • | • | • | • | • |
| | Compose correspondence that requests information | | • | • | • | • | • |
| | Take notes on sources and organize information from notes | | • | • | • | • | • |
| | Generate questions for formal or informal inquiry | • | • | • | • | • | • |
| | Use an appropriate mode of delivery to present results | | • | • | • | • | • |
| Paraphrase information from research sources | | • | • | • | • | • | |
| Identify and Gather Information | | | | | | | |
| Use primary and secondary sources for research | | | • | • | • | • | |
| Avoid plagiarism | | | | • | • | • | |
| Find information for research from both print and online sources | • | • | • | • | • | • | |
| Cite research sources (including print and online sources) and develop a bibliography | | | • | • | • | • | |
| Review sources critically for relevance and reliability | | • | • | • | • | • | |

| SCOPE AND SEQUENCE | | K | 1 | 2 | 3 | 4 | 5 |
|---|--|---|---|---|---|---|---|
| | Identify and Gather Information (cont.) | | | | | | |
| | Demonstrate understanding of information gathered | • | • | • | • | • | • |
| | Make appropriate use of media and technology | • | • | • | • | • | • |
| | Interact with sources in meaningful ways | • | • | • | • | • | • |
| ASSESSMENT | TEST PREPARATION | | | | | | |
| | Editing | | | | | | |
| | Edit for complete sentences (avoid sentence fragments, run-on sentences, and comma splices) | | | | • | • | • |
| | Edit for capitalization (e.g., proper nouns and adjectives, first word in a sentence, pronoun <i>I</i> , days of the week, months of the year) and punctuation (periods, question marks, apostrophes, quotation marks) | • | • | • | • | • | • |
| | Edit for end punctuation (periods, question marks, exclamation marks) and other punctuation, including commas, apostrophes, and quotation marks, where appropriate | • | • | • | | | |
| | Edit for commas in dates, addresses, compound sentences, and quotations | | | • | • | • | • |
| | Edit to avoid spelling mistakes | | • | • | • | • | • |
| | Edit to maintain consistent verb tense | | • | • | • | • | • |
| | Edit to maintain subject-verb agreement | | • | • | • | • | • |
| | Extended Writing Prompts | | | | | | |
| | Develop a personal narrative | | • | • | • | • | • |
| | Develop an informational or explanatory paragraph or essay | | • | • | • | • | • |
| | Develop poetry or fiction | | • | • | • | • | • |
| | Develop a persuasive paragraph or essay | | | | • | • | • |
| | Develop correspondence | | • | • | • | • | • |
| Author's Craft and Structure | | | | | | | |
| Identify the author's purpose and craft | • | • | • | • | • | • | |



Academic vocabulary

integrate/integration, **U1**:T60, T68, T74, T124, T132, T138, T188, T196, T202, T244, T258, T306, T314, T320; **U2**:T62, T70, T73, T122, T130, T136, T192, T200, T206, T262, T270, T276, T324, T332, T338; **U3**:T56, T64, T70, T126, T134, T140, T196, T204, T210, T256, T264, T270, T324, T332, T338; **U4**:T64, T72, T78, T132, T140, T146, T202, T210, T216, T272, T280, T286, T334, T342, T348; **U5**:T62, T70, T76, T130, T144, T194, T202, T208, T262, T270, T276, T324, T332, T338

language of ideas, **U1**:T20, T84, T148, T212, T268; **U2**:T20, T86, T146, T216, T286; **U3**:T20, T80, T150, T220, T280; **U4**:T20, T88, T156, T226, T296; **U5**:T173, T86, T138, T154, T218, T286

oral language, **U1**:T274

synonyms, **U1**:T90, T100

use/using academic vocabulary, **U1**:T466; **U2**:T484; **U3**:T484; **U4**:T494; **U5**:T484

Word Wall, **U1**:T12; **U2**:T16; **U3**:T12; **U4**:T12; **U5**:T12

See also Vocabulary skills/strategies, academic vocabulary strategies, context clues

Accuracy. See Fluency, reading

Achieving English proficiency. See ELL (English Language Learners)

Adjectives, U4:T40, T53, T369, T373, T377, T458

comparative, **U4**:T393, T397, T401, T405

descriptive, **U3**:T428–T429, T432–T433

superlative, **U4**:T393, T397, T401, T405

Advanced-high learners. See ELL (English Language Learners)

Advanced learners. See ELL (English Language Learners)

Adverbs, U3:T302, T315, T455, T459, T463, T467; **U4**:T40, T53, T365, T369, T373, T377, T381, T458–T459; **U5**:T424–T425

Affixes. See Word Work, prefixes; Word Work, suffixes

Agreement, subject-verb, U2:T424–T425, T452–T453
U3:T245, T431, T435, T439, T443

Alliteration. See Literary devices/terms, alliteration; Sound devices and poetic elements, alliteration

Analyzing. See Higher-order thinking skills

Anchor chart, U1:T24, T88, T152, T272; **U2**:T24, T90, T150, T220, T290; **U3**:T24, T84, T154, T224, T284; **U4**:T24, T92, T160, T230, T300; **U5**:T24, T90, T158, T222, T290

Answering questions. See Questioning

Antonyms, U3:T86–T87, T109, T112, T115; **U4**:T94–T95, T118

Apostrophe, U1:T406–T407, T410–T411

Appreciating literature. See Literary response, Reflect and Share

Asking questions. See Questioning

Assess and Differentiate

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Quick Check, **U1**:T25, T33, T53, T61, T69, T75, T97, T89, T117, T125, T133, T139, T161, T153, T181, T189, T197, T203, T225, T217, T237, T245, T253, T259, T281, T273, T299, T307, T316, T321, T457; **U2**:T25, T33, T55, T63, T71, T77, T87, T91, T115, T123, T131, T137, T159, T151, T185, T193, T201, T207, T229, T221, T255, T263, T271, T277, T291, T299, T317, T325, T333, T339, T475; **U3**:T25, T33, T49, T57, T65, T71, T85, T93, T119, T127, T135, T141, T163, T155, T189, T197, T205, T211, T225, T233, T249, T257, T265, T271, T285, T293, T317, T325, T333, T339, T475; **U4**:T25, T33, T57, T65, T73, T79, T93, T101, T125, T133, T141, T147, T169, T161, T195, T203, T211, T217, T239, T231, T265, T273, T281, T287, T301, T327, T335, T343, T349, T485; **U5**:T25, T33, T55, T63, T71, T77, T91, T99, T123, T131, T139, T145, T159, T167, T187, T195, T203, T209, T223, T231, T255, T263, T271, T277, T291, T299, T317, T325, T333, T339, T475

Small Group, **U1**:T28–T31, T54–T57, T64–T65, T70–T71, T76–T77, T92–T95, T118–T121, T128–T129, T134–T135, T140–T141, T156–T159, T182–T185, T192–T193, T198–T199, T204–T205, T220–T223, T238–T241, T248–T249, T254–T255, T260–T261, T276–T279, T300–T303, T310–T311, T316–T317, T322–T323, T460–T461; **U2**:T28–T31, T56–T59, T66–T67, T72–T73, T78–T79, T94–T97, T116–T119, T126–T127, T132–T133, T138–T139, T154–T157, T186–T189, T196–T197, T202–T203, T208–T209, T224–T227, T256–T259, T266–T267, T272–T273, T278–T279, T294–T297, T318–T321, T328–T329, T334–T335, T340–T341, T478–T479; **U3**:T28–T31, T50–T53, T60–T61, T66–T67, T72–T73, T88–T91, T120–T123, T130–T131, T136–T137, T142–T143, T158–T161, T190–T193, T200–T201, T206–T207, T212–T213, T228–T231, T250–T253, T260–T261, T266–T267, T272–T273, T288–T291, T318–T321, T328–T329, T334–T335, T340–T341, T478–T479; **U4**:T28–T31, T58–T61, T68–T69, T74–T75, T80–T81, T96–T99, T126–T129, T136–T137, T142–T143, T148–T149, T164–T167, T196–T199, T206–T207, T212–T213, T218–T219, T234–T237, T266–T269, T276–T277, T282–T283, T288–T289, T304–T307, T328–T331, T338–T339, T344–T345, T350–T351, T488–T499; **U5**:T28–T31, T56–T59, T66–T67, T72–T73, T78–T79, T94–T97, T124–T127, T134–T135, T140–T141, T146–T147,

T162–T165, T188–T191, T198–T199, T204–T205, T210–T211, T226–T229, T256–T259, T266–T267, T272–T273, T278–T279, T294–T297, T318–T321, T328–T329, T334–T335, T340–T341, T478–T479

Independent/Collaborative, **U2**:T79, T127

Book Club, **U1**:T31, T77, T95, T141, T159, T205, T223, T261, T279, T323; **U2**:T31, T79, T97, T139, T157, T209, T227, T279, T297, T341; **U3**:T31, T73, T91, T143, T161, T213, T231, T273, T291, T341; **U4**:T31, T81, T99, T149, T167, T219, T237, T289, T307, T351; **U5**:T31, T79, T97, T147, T165, T211, T229, T279, T297, T341

Center Activities, **U3**:T121

Conferring, **U1**:T31, T57, T65, T71, T77, T95, T121, T129, T135, T141, T159, T185, T193, T199, T205, T223, T241, T249, T255, T261, T279, T303, T311, T317, T323; **U2**:T31, T59, T67, T73, T79, T97, T119, T127, T133, T139, T157, T189, T197, T203, T209, T227, T259, T267, T273, T279, T297, T321, T329, T335, T341; **U3**:T31, T53, T61, T67, T72, T91, T123, T131, T137, T143, T161, T193, T201, T207, T213, T231, T253, T257, T267, T273, T291, T321, T329, T335, T341; **U4**:T31, T61, T69, T75, T81, T99, T129, T137, T143, T149, T167, T199, T207, T213, T219, T237, T269, T277, T283, T289, T307, T331, T339, T345, T351; **U5**:T31, T59, T67, T73, T79, T97, T127, T135, T141, T147, T165, T191, T199, T205, T211, T229, T259, T267, T273, T279, T297, T321, T329, T335, T341

Decodable Reader, **U1**:T55, T119, T183, T239, T301, T461; **U2**:T57, T117, T187, T257, T319, T479; **U3**:T51, T121, T191, T151, T319, T479; **U4**:T59, T127, T197, T267, T329, T489; **U5**:T57, T125, T189, T257, T319, T479

High-Frequency Words, **U1**:T55, T119, T183, T239, T301, T461; **U2**:T57, T117, T187, T257, T319, T479; **U3**:T51, T121, T191, T151, T319, T479; **U4**:T59, T127, T197, T267, T329, T489; **U5**:T57, T125, T189, T257, T319, T479

Independent Reading, **U1**:T31, T57, T65, T71, T77, T95, T121, T129, T135, T141, T159, T185, T193, T199, T205, T223, T241, T249, T255, T261, T279, T303, T311, T317, T323; **U2**:T31, T59, T67, T73, T79, T97, T119, T127, T133, T139, T157, T189, T197, T203, T209, T227, T259, T267, T273, T279, T297, T321, T329, T335, T341; **U3**:T31, T53, T61, T67, T72, T91, T123, T131, T137, T143, T161, T193, T201, T207, T213, T231, T253, T257, T267, T273, T291, T321, T329, T335, T341; **U4**:T31, T61, T69, T75, T81, T199, T129, T137, T143, T149, T167, T199, T207, T213, T219, T237, T269, T277, T283, T289, T305, T331,

T339, T345, T351; **U5**:T31, T59, T67, T73, T79, T97, T127, T135, T141, T147, T165, T191, T199, T205, T211, T229, T259, T267, T273, T279, T297, T321, T329, T355, T341

Leveled Readers, **U1**:T29, T31, T57, T65, T71, T77, T93, T95, T121, T129, T135, T141, T157, T159, T185, T193, T199, T205, T221, T223, T241, T249, T255, T261, T277, T279, T303, T311, T317, T323; **U2**:T29, T31, T59, T67, T73, T79, T95, T97, T119, T127, T133, T139, T155, T157, T189, T197, T203, T209, T225, T227, T259, T267, T273, T279, T295, T297, T321, T329, T335, T341; **U3**:T31, T53, T61, T67, T72, T91, T123, T131, T137, T143, T161, T193, T201, T207, T213, T231, T253, T257, T267, T273, T291, T321, T329, T335, T341; **U4**:T29, T31, T61, T69, T75, T81, T97, T99, T129, T137, T143, T149, T165, T167, T199, T207, T213, T219, T235, T236, T269, T277, T283, T289, T305, T307, T331, T389, T339, T351; **U5**:T29, T31, T59, T67, T73, T79, T95, T97, T127, T135, T141, T147, T163, T165, T191, T199, T205, T211, T227, T229, T259, T267, T273, T279, T295, T297, T321, T329, T335, T341

Literacy Activities, **U1**:T23, T53, T65, T71, T77, T95, T121, T129, T135, T141, T159, T185, T193, T199, T205, T223, T241, T249, T255, T261, T279, T303, T311, T317, T323; **U2**:T31, T59, T67, T73, T79, T97, T119, T127, T133, T139, T157, T189, T197, T203, T209, T227, T259, T267, T273, T279, T297, T321, T329, T335, T341; **U3**:T31, T53, T61, T67, T73, T91, T123, T131, T137, T143, T161, T193, T201, T207, T213, T231, T253, T261, T267, T273, T291, T321, T329, T335, T341; **U4**:T31, T59, T69, T73, T77, T199, T129, T137, T143, T149, T167, T199, T207, T213, T219, T237, T326, T277, T283, T289, T307, T331, T387, T391, T395; **U5**:T31, T59, T67, T73, T79, T115, T127, T135, T141, T147, T165, T191, T199, T205, T211, T229, T259, T267, T273, T279, T297, T321, T329, T335, T341

Word Work Activity, **U1**:T55, T119, T183, T239, T301, T461; **U2**:T57, T117, T187, T257, T319, T479; **U3**:T51, T191, T251, T319, T479; **U4**:T59, T127, T197, T267, T329, T489; **U5**:T57, T125, T189, T257, T319, T479

Teacher-Led Options, **U1**:T30–T31, T54–T57, T64–T65, T70–T71, T76–T77, T94–T95, T118–T121, T128–T129, T134–T135, T140–T141, T158–T159, T182–T185, T192–T193, T198–T199, T204–T205, T222–T223, T238–T241, T248–T249, T254–T255, T260–T261, T278–T279, T300–T303, T310–T311, T316–T317, T322–T323, T460–T461; **U2**:T30–T31, T56–T59, T66–T67, T72–T73, T78–T79, T96–T97, T116–T119, T126–T127, T132–T133, T138–T139, T156–T157, T186–T189, T196–T197, T202–T203,

T208–T209, T226–T227, T256–T259, T266–T267, T272–T273, T278–T279, T296–T297, T318–T321, T328–T329, T334–T335, T340–T341, T478–T479; **U3**:T30–T31, T50–T53, T60–T61, T66–T67, T72–T73, T90–T91, T120–T123, T130–T131, T136–T137, T142–T143, T160–T161, T190–T193, T200–T201, T206–T207, T212–T213, T230–T231, T250–T253, T260–T261, T266–T267, T272–T273, T290–T291, T318–T321, T328–T329, T334–T335, T340–T341, T478–T479; **U4**:T30–T31, T58–T61, T68–T69, T74–T75, T80–T81, T98–T99, T126–T127, T136–T137, T142–T143, T148–T149, T166–T167, T196–T199, T206–T207, T212–T213, T218–T219, T236–T237, T366–T369, T276–T277, T282–T283, T288–T289, T306–T307, T328–T331, T338–T339, T344–T345, T350–T351, T488–T489; **U5**:T30–T31, T56–T59, T66–T67, T72–T73, T78–T79, T96–T97, T124–T127, T134–T135, T140–T141, T146–T147, T164–T165, T188–T191, T198–T199, T204–T205, T210–T211, T228–T229, T256–T259, T266–T267, T272–T273, T278–T279, T296–T297, T318–T319, T328–T329, T334–T335, T340–T341, T478–T479

Fluency, **U1**:T54, T56, T64, T70, T118, T120, T128, T134, T182, T184, T192, T198, T238, T240, T248, T254, T300, T302, T310, T316, T460; **U2**:T56, T58, T66, T72, T116, T118, T126, T132, T186, T188, T196, T202, T256, T258, T266, T272, T318, T320, T328, T334, T478; **U3**:T50, T52, T60, T66, T120, T122, T130, T136, T190, T192, T200, T206, T250, T252, T260, T266, T318, T320, T328, T334, T478; **U4**:T58, T60, T68, T72, T126, T128, T136, T142, T196, T198, T206, T212, T266, T268, T276, T282, T228, T330, T338, T344; **U5**:T56, T58, T66, T72, T124, T126, T134, T140, T188, T190, T198, T204, T256, T258, T266, T272, T318, T320, T328, T334

Intervention Activity, **U1**:T30, T54, T56, T64, T70, T76, T94, T118, T120, T128, T134, T140, T158, T182, T184, T192, T198, T204, T222, T238, T240, T248, T254, T260, T278, T300, T302, T310, T316, T322, T460; **U2**:T30, T56, T58, T66, T72, T78, T96, T116, T118, T126, T132, T138, T156, T186, T188, T196, T202, T208, T226, T256, T258, T266, T272, T278, T296, T318, T320, T328, T334, T340 T478; **U3**:T30, T50, T52, T60, T66, T72, T90, T120, T122, T130, T136, T142, T160, T190, T192, T200, T206, T212, T220, T250, T252, T260, T266, T272, T290, T318, T320, T328, T334, T340, T478; **U4**:T30, T58, T60, T68, T74, T80, T98, T126, T128, T136, T142, T148, T166, T196, T198, T206, T212, T218, T236, T266, T268, T276, T282, T288, T306, T328, T330, T338, T344, T350, T488; **U5**:T30, T56, T58, T66, T72, T78, T96, T124, T126, T134, T140, T146, T164, T188, T190, T198, T204, T210, T228, T256, T258, T266, T272, T278, T296, T318, T320, T328, T334, T340, T478

On-Level and Advanced, **U1**:T30, T76, T94, T140, T158, T204, T222, T260, T278, T322; **U2**:T30, T78, T96, T138, T156, T208, T226, T278, T296, T340; **U3**:T30, T72, T90, T142, T160, T212, T230, T272, T290, T340; **U4**:T30, T80, T98, T148, T166, T218, T236, T288, T306, T350; **U5**:T30, T78, T96, T146, T164, T210, T228, T278, T296, T340

Strategy Group, **U1**:T30, T56, T64, T70, T76, T94, T120, T128, T134, T140, T158, T184, T192, T198, T204, T222, T240, T248, T254, T260, T278, T302, T310, T316, T322; **U2**:T30, T58, T66, T72, T78, T96, T118, T126, T132, T138, T156, T188, T196, T202, T208, T226, T258, T266, T272, T278, T296, T320, T328, T334, T340; **U3**:T30, T52, T60, T66, T72, T90, T122, T130, T136, T142, T160, T192, T200, T206, T212, T230, T252, T260, T266, T272, T290, T320, T328, T334, T340; **U4**:T30, T60, T68, T74, T80, T98, T128, T136, T142, T148, T166, T198, T206, T212, T218, T236, T268, T276, T382, T288, T306, T330, T338, T344, T350; **U5**:T30, T58, T66, T72, T78, T96, T126, T134, T140, T146, T164, T190, T198, T204, T210, T228, T258, T266, T272, T278, T296, T320, T328, T334, T340

ELL Targeted Support, **U1**:T30, T56, T64, T70, T76, T94, T120, T128, T134, T140, T158, T184, T192, T198, T204, T222, T240, T248, T254, T260, T278, T302, T310, T316, T322; **U2**:T30, T58, T66, T72, T78, T96, T118, T126, T132, T138, T156, T188, T196, T202, T208, T226, T258, T266, T272, T278, T296, T320, T328, T334, T340; **U3**:T30, T52, T60, T66, T72, T90, T122, T130, T136, T142, T160, T192, T200, T206, T212, T230, T252, T260, T266, T272, T290, T320, T328, T334, T340; **U4**:T30, T60, T68, T74, T80, T98, T128, T136, T142, T148, T166, T198, T206, T212, T218, T236, T268, T276, T282, T288, T306, T330, T338, T344, T350; **U5**:T30, T58, T66, T72, T78, T96, T126, T134, T140, T146, T164, T190, T198, T204, T210, T228, T258, T266, T272, T278, T296, T320, T328, T334, T340. *See also* ELL (English Language Learners)

Word Work Strategy Group, **U1**:T54, T118, T182, T238, T300, T460; **U2**:T56, T116, T186, T256, T318, T478; **U3**:T50, T120, T190, T250, T318, T478; **U4**:T58, T126, T196, T266, T328, T488; **U5**:T56, T124, T188, T256, T318, T478

ELL Targeted Support, **U1**:T54, T118, T182, T238, T300, T460; **U2**:T56, T116, T186, T256, T318, T478; **U3**:T50, T120, T190, T250, T318, T478; **U4**:T58, T126, T196, T266, T328, T488; **U5**:T56, T124, T188, T256, T318, T478. *See also* ELL (English Language Learners)

Whole Group, **U1**:T31, T57, T65, T71, T77, T95, T121, T129, T135, T141, T159, T185, T193, T199, T205, T223, T241, T249, T255, T261, T279, T311, T317, T323; **U2**:T31, T59, T67, T73, T79, T97, T119, T127, T133, T139, T157, T189, T197, T203, T209, T227, T259, T267, T273, T279, T297, T321, T329, T335, T341; **U3**:T31, T53, T61, T67, T73, T91, T123, T131, T137, T143, T161, T193, T201, T207, T213, T231, T253, T261, T267, T273, T291, T321, T329, T335, T341; **U4**:T31, T61, T69, T75, T81, T99, T129, T137, T143, T149, T167, T199, T207, T213, T219, T237, T269, T277, T283, T289, T307, T331, T339, T345, T351; **U5**:T31, T59, T67, T73, T79, T97, T127, T135, T141, T147, T165, T191, T199, T205, T211, T229, T259, T267, T273, T279, T297, T321, T329, T335, T341

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formative, **U1**:T25, T33, T53, T61, T69, T75, T89, T97, T117, T125, T133, T139, T153, T161, T181, T189, T197, T203, T217, T225, T237, T245, T253, T259, T273, T281, T299, T307, T315, T321, T332, T356, T380, T404, T428, T457; **U2**:T25, T33, T55, T63, T71, T77, T91, T99, T115, T123, T131, T137, T151, T159, T185, T193, T201, T207, T221, T229, T255, T263, T271, T277, T291, T299, T317, T325, T333, T339, T350, T374, T398, T422, T446, T475; **U3**:T25, T33, T49, T57, T65, T71, T85, T93, T119, T127, T135, T141, T155, T163, T189, T197, T205, T211, T233, T249, T255, T257, T265, T271, T285, T293, T317, T325, T333, T339, T350, T374, T398, T422, T446, T475; **U4**:T25, T33, T57, T65, T73, T79, T93, T101, T125, T133, T141, T147, T161, T169, T195, T203, T211, T217, T231, T239, T265, T273, T281, T287, T301, T309, T327, T335, T343, T349, T360, T384, T408, T485, T432; **U5**:T25, T33, T55, T63, T71, T77, T91, T99, T123, T131, T139, T145, T159, T167, T187, T195, T203, T209, T223, T231, T255, T263, T271, T277, T291, T299, T317, T325, T333, T339, T350, T374, T398, T422, T446, T475

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scoring guide/rubric, **U1**:T453; **U2**:T471; **U3**:T471; **U4**:T481; **U5**:T471

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writing, **U1**:T446–T447; **U2**:T464–T465; **U3**:T464–T465; **U4**:T474–T475; **U5**:T464–T465. See also Writing rubrics

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Digital texts. Go to SavvasRealize.com to access Realize Reader and all other digital content

Directions, follow/give. See Genres, how-to books; Genres, procedural text

Discussion. See Listening; Speaking

Drama. See Genres, drama/play

E

Electronic information. See Technology

ELL (English Language Learners)

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Online student resources. Go to [SavvasRealize.com](https://www.savvasrealize.com) to access Realize Reader and all other digital content.

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 subject, **U1**:T101, T365, T369, T373, T377; **U5**:T431, T435,
 T439, T443
 compound, **U4**:T446–T447, T450; **U5**:T240
 subject-verb agreement, **U2**:T424–T425, T452–T453;
U3:T245, T431, T435, T439, T443

punctuation
 commas, **U5**:T177, T407, T411, T415, T419
 end, **U1**:T413, T417, T421, T425, T406–T407, T410–T411
 structure, **U1**:T108
 compound, **U1**:T166, T171, T389, T393, T397, T401
 length, **U2**:T194–T195; **U3**:T184
 simple, **U1**:T341, T345, T349, T353

Sequence, U1:T126–T127; **U3**:T181; **U4**:T401–T411. See
 also Listening, listening comprehension

Setting, **U1**:T28, T37, T41, T47, T50, T60–T61; **U2**:T154, T162, T164, T166, T170, T176, T180, T192–T193;
U4:T370–T371, T382–T384 . See also Listening, listening comprehension; Literary devices/terms, setting

Shared Read, **U1**:T34–T53, T98–T117, T162–T181, T226–T237, T282–T299; **U2**:T34–T55, T100–T115, T160–T185, T230–T255, T300–T317; **U3**:T34–T49, T94–T119, T164–T189, T234–T249, T294–T317; **U4**:T28–T31, T34–T57, T102–T125, T170–T195, T240–T265, T310–T327; **U5**:T34–T55, T100–T123, T168–T187, T232–T255, T300–T317

Small Group. See Assess and Differentiate, Small Group

Social studies activities. See Cross-Curricular Perspectives, social studies

Social studies in reading, **U1**:T453; **U4**:T481. See also Cross-Curricular Perspectives, social studies

Sound devices and poetic elements, **U3**:T166
alliteration, **U3**:T404–T405, T408–T409; **U4**:T180
beat, **U5**:T252

imagery, **U3**:T376–T377; **U5**:T246

onomatopoeia, **U2**:T250; **U5**:T172

rhyme, **U1**:T138–T139, T182–T183; **U3**:T169

sensory details, **U1**:T50; **U3**:T107, T180, T305, T380–T381, T384–T385

Sources. See Interact with Sources; Reference sources; Technology

Sources, Interact with. See Interact with Sources

Speaker's viewpoint. See Literary devices/terms, point of view

Speaking. See Listening, listening comprehension

Speaking, ask and answer questions, **U1**:T101, T113, T115, T132–T133; **U2**:T29, T39, T45, T53, T70–T71;
U4:T29, T39, T45, T50, T53, T72–T73

Spelling, **U5**:T455, T459, T463, T467

abbreviations, **U5**:T454, T458, T462, T466

phonics, connection to

closed syllables VC/V, **U4**:T62–T63, T368, T372, T376, T380

compound words, **U2**:T474–T477

consonant blends, **U1**:T384, T388, T392, T396, T400

consonant digraphs

final, **U1**:T408, T412, T416, T420, T424

initial, **U1**:T408, T412, T416, T420, T424

consonants, double, **U5**:T378, T382, T386, T390, T394

consonant trigraphs, **U1**:T408, T412, T416, T420, T424

endings

comparative, **U3**:T378, T382, T386, T390, T394

inflected, **U1**:T432, T436, T440, T444, T448

final stable syllables, consonant *-le*, *-tion*, *-sion*,
U5:T476–T477

homographs, **U5**:T354, T358, T362, T366, T370

/j/ spelled *g* or *dge*, **U3**:T474–T477, T480–T483

open syllables V/CV, **U4**:T388, T392, T396, T400, T404

prefixes, **U4**:T436, T440, T444, T448, T452

resources for, **U1**:T437, T441, T445, T449

/s/ spelled *c*, **U3**:T474–T477, T480–T483

syllable pattern VCCCV, **U5**:T426, T430, T434, T438, T442

syllable pattern VCCV, **U4**:T460, T464, T468, T472, T476

vowel teams, **U3**:T426, T430, T434, T438, T442, T450, T454, T458, T462, T466

vowels

long, **U1**:T360, T364, T368, T372, T376; **U2**:T378, T382, T386, T390, T394, T426, T430, T434, T438, T442,

T450, T454, T458, T462, T466; **U3**:T354, T358, T362, T366, T370

r-controlled, **U1**:T456–T457; **U3**:T402, T406, T410, T414, T418

short, **U1**:T336, T340, T344, T348, T352

spelled *aw*, *au*, *ough*, *al*, **U5**:T152–T153, T166–T167, T192–T193

words with *ar*, *or*, *ore*, *oar*, **U1**:T458–T459

words with *aw*, *au*, *ough*, *al*, **U5**:T402, T406, T410, T414, T418

words with *ie*, **U2**:T402, T406, T410, T414, T418

words with *kn*, *wr*, *gn*, *mb*, *lf*, **U4**:T486–T487

words with *-s*, *-es*, *-ed*, *-ing*, **U1**:T432, T436, T440, T444, T448

words with contractions, **U2**:T354, T358, T362, T366, T370

Word Work

compound words, **U2**:T474–T475

suffixes, **U4**:T412, T416, T420, T424, T428

words with *r*-controlled vowels, **U1**:T456–T457

Spiral review, **U1**:T72, T136, T200, T256, T318, T337, T348, T361, T372, T385, T396, T409, T420, T433, T444, T459, T464; **U2**:T74, T134, T204, T274, T336, T355, T366, T379, T390, T403, T414, T427, T438, T451, T462, T477, T482; **U3**:T355, T366, T379, T391, T403, T414, T427, T438, T451, T462, T477; **U4**:T365, T376, T389, T400, T413, T424, T437, T448, T461, T472, T487, T492; **U5**:T355, T366, T379, T390, T403, T414, T427, T438, T451, T462, T477, T482

Story elements. See *under* Literary devices/terms

Story map. See Graphic organizers, story map

Story structure. See Plot; Text structure

Strategies/skills

ask and answer questions, **U1**:T101, T113, T115, T132–T133; **U2**:T29, T39, T45, T53, T70–T71; **U4**:T29, T39, T45, T50, T53, T72–T73

compare and contrast stories, **U3**:T158, T171, T176, T183, T187, T196–T197

compare and contrast texts, **U5**:T94, T102, T107, T110, T114, T115, T130–T131

confirm or adjust predictions, **U2**:T103, T110; **U4**:T244, T250, T257; **U5**:T163, T172, T177, T180, T184, T202–T203

create new understandings, **U4**:T165, T173, T176, T182, T186, T188, T190, T210–T211; **U5**:T95, T104, T108, T116, T119, T138–T139

describe and understand characters, **U1**:T92, T105, T107, T110, T124–T125; **U2**:T224, T234, T238, T241, T242, T251, T262–T263

describe and understand plot elements, **U1**:T276, T285, T293, T295, T297, T306–T307

describe and understand setting, **U1**:T28, T37, T41, T47, T50, T60–T61

describe connections, **U5**:T28, T37, T40, T46, T52, T62–T63

determine key ideas, **U2**:T295, T303, T307, T312, T314, T332–T333; **U3**:T29, T37, T41, T45, T64–T65

determine theme, **U4**:T164, T175, T178, T192, T202–T203

discuss author’s purpose, **U3**:T88, T96, T99, T104, T111, T116, T126–T127, T228, T236, T245, T246, T256–T257

explain patterns and structures, **U1**:T220, T229, T231, T244–T245; **U5**:T226, T236, T240, T242, T253, T262–T263

find important details, **U4**:T235

identify elements of drama, **U5**:T162, T168, T174, T182, T194–T195

identify main idea, **U1**:T156, T164, T173, T174, T188–T189; **U5**:T294, T302, T310, T315, T324–T325

identify text structure, **U2**:T28, T40, T42, T43, T46, T49, T62–T63; **U4**:T28, T37, T41, T46, T48, T55, T64–T65, T234, T243, T248, T255, T260, T262, T272–T273

identify theme, **U3**:T28, T39, T42, T47, T56–T57

make and/or confirm predictions, **U1**:T277, T286, T289, T290, T314–T315; **U2**:T95, T94, T130–T131; **U4**:T280–T281

make connections, **U3**:T89, T100, T106, T108, T113, T114, T134–T135, T229, T241, T242, T264–T265; **U4**:T97, T108, T110, T118, T140–T141; **U5**:T227, T234, T238, T244, T249, T250, T270–T271

make inferences, **U2**:T225, T232, T237, T246, T248, T253, T270–T271; **U3**:T289, T298, T303, T305, T332–T333; **U5**:T295, T305, T309, T312, T328–T329

monitor comprehension, **U1**:T221, T235, T252–T253; **U4**:T305, T315, T318, T325, T342–T343; **U5**:T29, T38, T42, T44, T70–T71

text features, **U2**:T94, T106, T108, T110, T113

understand persuasive text, **U4**:T304, T312, T316, T320, T334–T335

understand setting and plot, **U2**:T154, T162, T164, T166, T170, T176, T180, T192–T193

understand text features, **U3**:T288, T297, T301, T308, T310, T314, T324–T325

use text evidence, **U1**:T29, T38, T42, T48, T68–T69, T157, T166, T170, T178, T196–T197

use text features, **U2**:T122–T123, T294, T304, T308, T310, T324–T325; **U4**:T96, T105, T112, T117, T119, T120, T132–T133

visualize, **U2**:T155, T168, T172, T179, T183, T200–T201; **U3**:T159, T166, T169, T180, T184, T204–T205

See also Unit Overview

Strategy Group. See Assess and Differentiate, Small Group, Teacher-Led Options, Strategy Group

Structures of informational text. See Informational text

Struggling readers. See Assess and Differentiate

Study strategies. See Graphic organizers; Graphic sources; Research/study skills

Style, author’s. See Literary response

Subject-verb agreement. See Agreement, subject-verb

Suffixes, U4:T154–T155, T168–T169, T200–T201, T412, T416, T420, T424, T428. See also Spelling, Word Work; Word Work

Syllables. See Phonics/decoding, common syllable patterns; Word Work, syllable patterns

Synonyms, U1:T90, T100; **U2**:T92–T93, T103; **U3**:T86–T87, T109, T112, T115; **U4**:T118; **U5**:T92–T93, T108, T116, T119. See also Vocabulary development, synonyms



Taking notes. See Note-taking; Research/study skills, take notes

Teaching strategies

Possible Teaching Point (Reading Workshop), **U1**:T31, T37–T40, T42–T44, T46, T48, T50, T57, T65, T71, T77, T95, T100, T101, T103, T105, T108, T114, T121, T129, T135, T141, T159, T166, T168, T169, T171, T172, T174, T176, T179, T185, T193, T199, T205, T223, T229, T230, T234, T235, T241, T249, T255, T261, T279, T284–T291, T295, T297, T303, T311, T317, T323; **U2**:T31, T38, T39, T41, T43, T45–T58, T51–T53, T59, T67, T73, T79, T97, T103, T105, T109, T111, T113, T119, T127, T133, T139, T157, T162, T167–T173, T175–T177, T180, T181, T183, T189, T197, T203, T209, T227, T234, T235, T238, T240, T241, T243, T244, T246, T247, T250–T253, T259, T267, T273, T279, T297, T302–T305, T307, T310, T313, T315, T321, T329, T335, T341; **U3**:T31, T37–T40, T42, T45–T47, T53, T61, T67, T73, T91, T97, T98, T100, T102, T104, T107, T109, T110, T112, T115, T123, T131, T137, T143, T161, T166–T169, T171–T173, T176, T177, T180–T185, T193, T201, T207, T213, T231, T237, T241–T246, T253, T261,

T267, T273, T291, T297–T302, T304, T305, T307, T309, T311, T312, T314, T315, T321, T329, T335, T341; **U4**:T31, T39, T40, T43, T45, T47–T51, T53–T55, T61, T69, T75, T81, T99, T105, T107, T109, T112, T114–T116, T118–T120, T129, T137, T143, T149, T167, T172–T175, T180, T182–T184, T187–T188, T191–T193, T199, T207, T213, T219, T236, T242–T247, T249, T251–T253, T255–T263, T269, T277, T283, T289, T307, T312, T314, T316–T317, T319–T322, T324–T325, T331, T339, T345, T351; **U5**:T31, T37, T39, T42–T46, T50–T54, T59, T73, T79, T97, T102, T106, T108, T115–T117, T119, T127, T135, T141, T147, T165, T171–T172, T174–T175, T177–T181, T183–T184, T191, T199, T205, T211, T231, T236–T238, T240–T241, T244–T245, T248, T250, T252–T253, T259, T267, T273, T279, T297, T302, T304–T308, T312, T314–T315, T321, T329, T335, T341

Possible Teaching Point (Writing Workshop), **U1**:T338, T342, T346, T364, T368, T372, T386, T390, T394, T410, T414, T418, T434, T438, T442; **U2**:T356, T360, T364, T380, T384, T388, T404, T408, T412, T428, T432, T436, T452, T456, T460; **U3**:T356, T360, T364, T380, T384, T388, T404, T408, T412, T428, T432, T436, T452, T456, T460; **U4**:T366, T370, T374, T390, T394, T398, T414, T418, T422, T438, T442, T446, T462, T466, T470; **U5**:T356, T360, T364, T380, T384, T388, T404, T408, T412, T428, T432, T436, T452, T456, T460

routines

Book Club. See Book Club

read-aloud, **U1**:T22, T86, T150, T214, T270; **U2**:T22, T88, T148, T218, T288; **U3**:T22, T82, T152, T222, T282; **U4**:T22, T90, T158, T228, T298; **U5**:T22, T88, T156, T220, T288

See also Assessment; Writing Club

Technology, Internet, U4:T498–T499

Testing, formal and informal. See Assessment

Text, types. See Genres

Text Complexity Charts, U1:R2–R6; **U2**:R2–R6; **U3**:R2–R9; **U4**:R2–R6; **U5**:R2–R7

Text elements. See Text features

Text evidence, U1:T29, T38, T42, T48, T68–T69, T157, T166, T170, T178, T196–T197

Text features, U2:T94, T106, T108, T110, T113, T122–T123, T137–T138, T243, T294, T304, T308, T310, T324–T325; **U3**:T237, T288, T297, T301, T304, T308–T312, T314, T324–T325; **U4**:T96, T105, T112, T117, T119, T120, T132–T133; **U5**:T305

captions, **U2**:T122

font, **U2**:T122

graphic sources. See Graphic sources

headings, **U2**:T122

illustrations/photographs, **U2**:T38, T122

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See also Graphic sources; Parts of a book

Text structure, U1:T174, T286, T295; **U2**:T28, T40, T42, T43, T46, T49, T62–T63, T180, T287; **U4**:T28, T37, T41, T46, T48, T54, T64–T65, T234, T243, T248, T255, T260, T262, T272–T273; **U5**:T400

cause and effect, **U5**:T132–T133, T308

chronological, **U1**:T176; **U2**:T62–T63, T64–T65

fiction, **U1**:T382–T383, T385–T386

nonfiction, **U1**:T391–T391, T393–T394

parallel, **U1**:T103

poetry, **U5**:T264–T265

sequence, **U1**:T126–T127, T176; **U3**:T181; **U4**:T410–T411

story, **U3**:T128–T129

See also Text features

Theme, of literature. See Literary devices/terms, Theme

Theme, of unit. See Unit Overview

Think-aloud statements. Think-alouds and teacher modeling are demonstrated throughout weekly lessons as basic teaching strategies.

Thinking strategies. See Higher-order thinking skills

Time sequence. See Sequence

Types of literature. See Genres



uEngineer It!, U2:T471; **U5**:T471

Unfamiliar words. See Vocabulary skills/strategies, academic vocabulary strategies, context clues

Unit goals. See Goals, unit

Unit Overview, U1:T2–T9; **U2**:T2–T9; **U3**:T2–T9; **U4**:T2–T9; **U5**:T2–T9

Usage. See Adjectives; Adverbs; Agreement, subject-verb; Contractions; Nouns; Prepositions; Pronouns; Sentences; Verbs



Venn diagram. See Graphic organizer, Venn diagram

Verbs

irregular, **U3**:T172, T177, T185, T407, T411, T415, T419

irregular past tense, **U3**:T168

tense

future, **U3**:T110, T383, T387, T391, T394, T436–T437, T440

irregular past, **U3**:T168
 past, **U3**:T98, T110, T383, T387, T391, T394, T436–T437, T440
 present, **U3**:T47, T359, T363, T367, T371, T436–T437, T440
See also Agreement, subject-verb

Visualize. *See* Strategies/skills, visualize

Vocabulary development

antonyms, **U3**:T86–T87, T109, T112, T115; **U4**:T118, T94–T95
 compound words, **U2**:T474–T475
 description words, **U2**:T109, T124–T125, T170, T246; **U3**:T39, T46; **U4**:T105, T134–T135, T188, T252, T255; **U5**:T42
 high-frequency words, **U1**:T19, T33, T59, T73, T83, T97, T123, T137, T147, T161, T187, T201, T211, T225, T243, T257, T267, T281, T305, T319, T463; **U2**:T19, T33, T61, T75, T85, T99, T121, T135, T145, T159, T191, T205, T215, T229, T261, T275, T285, T299, T323, T337, T481, T483; **U3**:T19, T33, T55, T79, T93, T149, T163, T195, T219, T233, T255, T279, T293, T323, T481, T483; **U4**:T19, T33, T63, T87, T101, T155, T201, T225, T239, T271, T295, T309, T489, T493; **U5**:T19, T33, T85, T99, T153, T167, T217, T231, T285, T299, T481, T483
 preteach. *See* ELL (English Language Learners), Targeted support, preteach vocabulary
 preview, **U1**:T34, T98, T162, T226, T282; **U2**:T34, T100, T160, T230, T300; **U3**:T34, T94, T164, T178, T234, T294; **U4**:T34, T102, T170, T240, T310; **U5**:T34, T100, T112, T168, T232, T300
 selection vocabulary, **U1**:T28, T52–T53, T92, T116–T117, T156, T180–T181, T220, T236–T237, T276, T298–T299; **U2**:T28, T54–T55, T94, T114–T115, T154, T184–T185, T224, T254–T255, T294, T316–T316; **U3**:T28, T48, T88, T118–T119, T158, T188–T189, T228, T248–T249, T288, T316–T317; **U4**:T28, T56–T57, T96, T124–T125, T164, T194–T195, T234, T264–T265, T304, T326–T327; **U5**:T28, T54–T54, T94, T106–T107, T162, T186–T187, T226, T254–T255, T294, T316–T317
 synonyms, **U1**:T90
See also Vocabulary skills/strategies

Vocabulary skills/strategies

academic vocabulary strategies, **U3**:T26–T27
 antonyms, **U3**:T86–T87, T109, T112, T115; **U4**:T94–T95, T118
 context clues, **U1**:T168, T172, T154–T155; **U2**:T152–T153, T162, T167, T169, T173, T176, T177, T181; **U3**:T156–T157, T173, T176, T182; **U4**:T162–T163, T172, T183, T187, T191; **U5**:T160–T161, T171, T175, T179, T181, T184
 oral language, **U1**:T12–T13, T285, T289, T274–T275; **U2**:T12–T13, T292–T293, T302, T305, T307, T313; **U3**:T12–T13, T297, T301, T307, T286–T287; **U4**:T12–T13,

T316, T321, T302–T303; **U5**:T12–T13, T304, T306, T314, T292–T293
 prefixes, **U4**:T257
 related words, **U1**:T37, T39, T43, T44, T26–T27; **U2**:T26–T27, T39, T43, T47, T51, T53; **U3**:T42, T45; **U4**:T26–T27, T49; **U5**:T37, T46, T50, T26–T27
 synonyms, **U2**:T92–T93, T103; **U3**:T86–T87, T109, T112, T115; **U4**:T118; **U5**:T92–T93, T108, T116, T119
 vocabulary in context, **U1**:T44, T103, T108, T169, T177, T232, T288; **U2**:T36, T51, T104, T175, T245, T309; **U3**:T38, T102, T172, T174, T239, T306, T312, T315; **U4**:T43, T107, T115, T180, T185, T258, T322; **U5**:T49, T51, T120, T179, T247, T306, T314
 word parts, **U1**:T218–T219; **U2**:T222–T223, T235, T241, T244, T252, T253; **U3**:T241, T242, T226–T227; **U4**:T232–T233; **U5**:T236, T253, T224–T225

See also Word Work

Voice, U1:T62–T63; **U5**:T174, T178, T183, T237

Vowels. *See* Phonics/decoding, vowels



Web site. *See* Technology, Internet

Word attack skills. *See* Dictionary/glossary; Phonics/decoding; Vocabulary skills/strategies, academic vocabulary strategies, context clues; Word Work

Word identification. *See* Dictionary/glossary; Vocabulary skills/strategies, academic vocabulary strategies, context clues; Word Work

Word Wall. *See* Academic vocabulary, Word Wall

Word Work, U1:T29, T93, T157, T221, T277; **U2**:T29, T95, T155, T225, T295; **U3**:T29, T89, T159, T229, T289 **U4**:T29, T97, T165, T235, T305; **U5**:T29, T95, T163, T227, T295
 abbreviations, **U5**:T284–T285, T298–T299, T322–T323, T482–T483
 add and remove sounds, **U1**:T266–T267; **U2**:T18–T19
 changes in words, **U2**:T84–T85, T144–T145
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 consonant digraphs, **U1**:T210–T211, T224–T225, T242–T243, T250, T318
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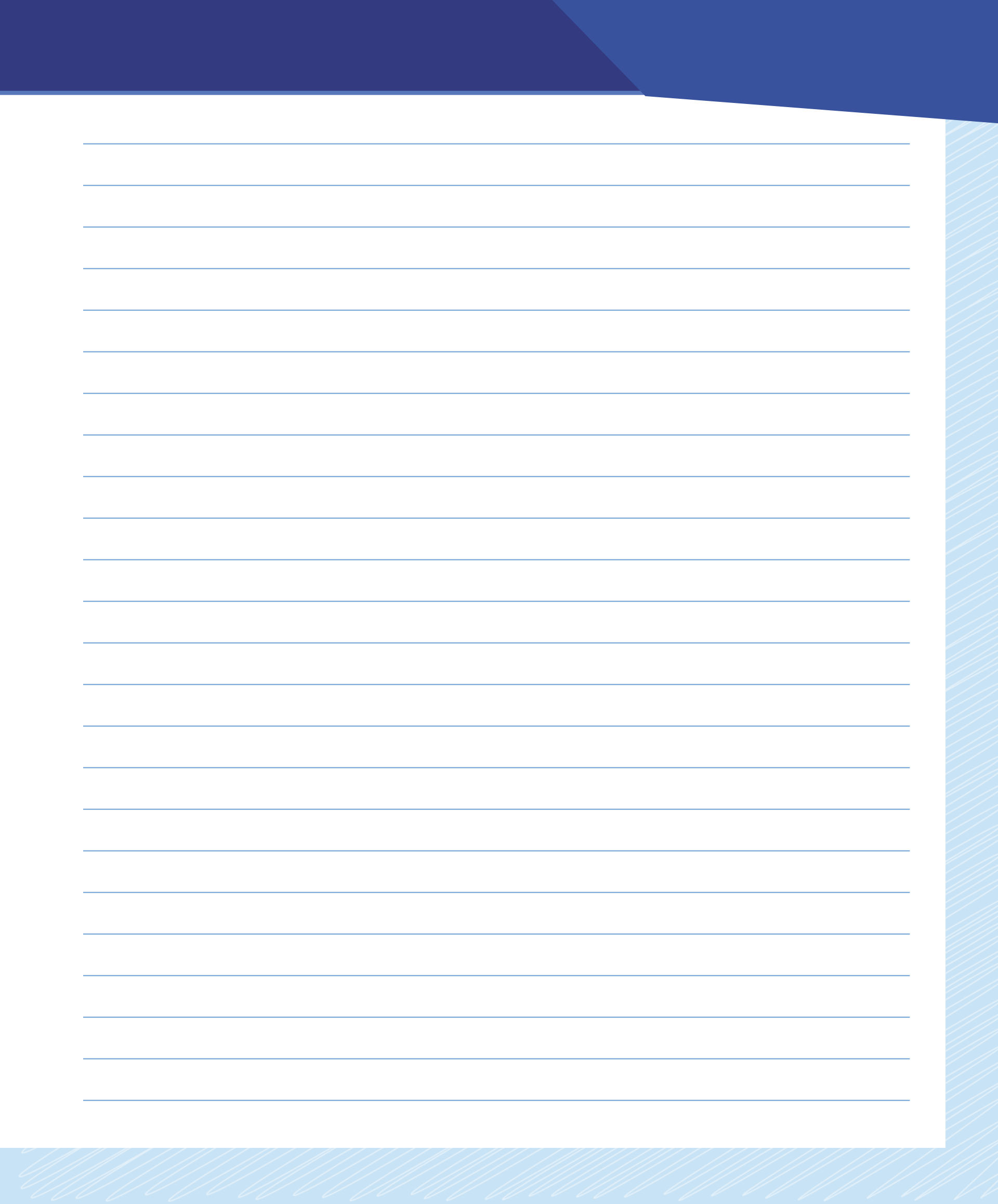
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