

Teacher's Edition



COMMON CORE  
**myview**<sup>®</sup>  
L I T E R A C Y

1.3

SAVVAS

Teacher's Edition

COMMON CORE  
myView  
L I T E R A C Y

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For more information about our author contributions and advisory board members, visit [Savvas.com/myViewLiteracy](https://Savvas.com/myViewLiteracy)



# Grade 1 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

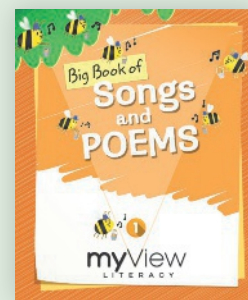
Whole Group



Student Interactive  
5 Volumes



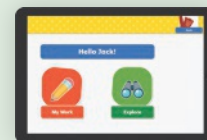
Trade Book Read Alouds



Big Books



Genre, Skill, and Strategy Videos



Savvas Realize™ Primary Student Interface

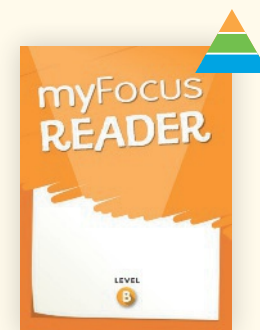
Small Group & Independent



Digital Games

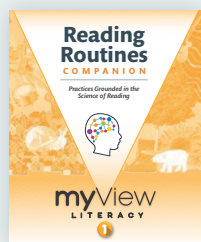


Leveled Content Readers with Access Videos



myFocus Reader

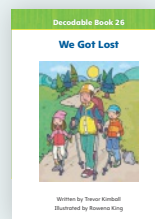
Foundational Skills



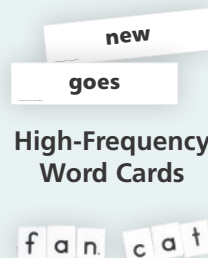
Reading Routines Companion



Decodable Stories



Decodable Readers



High-Frequency Word Cards



Letter Tiles



Picture Word Cards



Alphabet Cards



Sound Spelling Cards

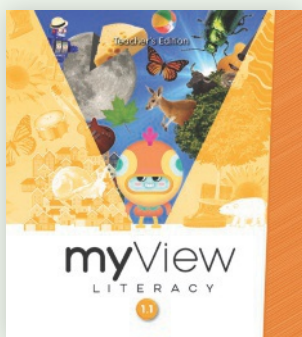


### Savvas Realize™

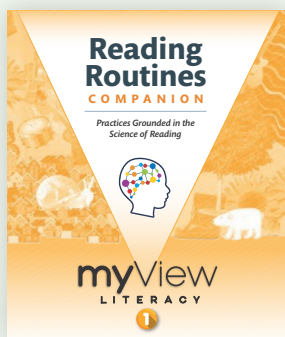
- Seamless Google Integration
- Interactive PDFs
- Distance Learning Teacher's Guide
- Downloadable/Printable Content
- Customizable Playlists
- Upload files and video
- Assign, Submit, and Grade
- Access to Realize Reader™ on and offline

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

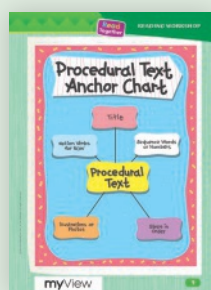
## TEACHER RESOURCES



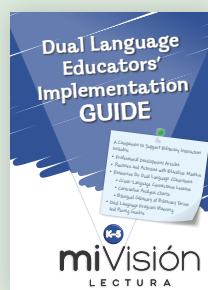
Teacher's Edition  
5 Volumes



Reading Routines Companion



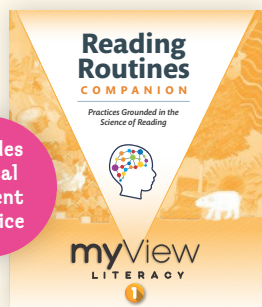
Anchor Charts



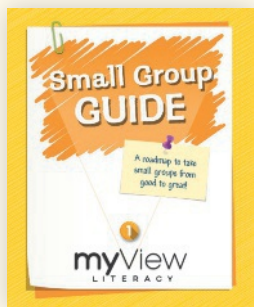
Dual Language Educators' Implementation Guide

### Printables Include:

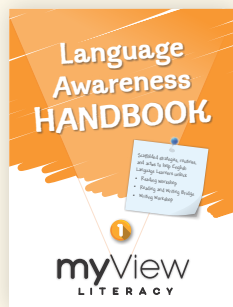
- Handwriting Practice
- Handwriting Models
- Writing Minilessons and Student Practice
- Language & Conventions Resources
- Spelling Resources
- Read Aloud Trade Book Lesson Plans



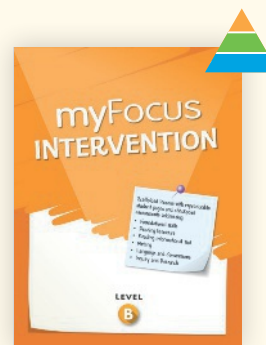
Reading Routines Companion



Small Group Professional Development Guide



Language Awareness Handbook

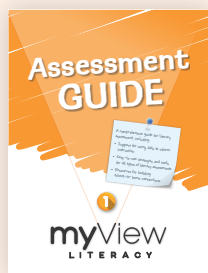


myFocus Intervention Teacher's Guide

### Printables Include:

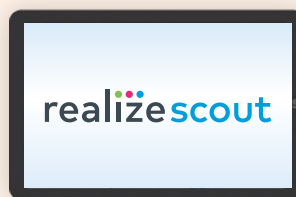
- Extension Activities
- *Quest* and *uEngineer It!* Cross-curricular projects
- Project-Based Inquiry Rubrics & Leveled Research Articles
- Writing Conference Notes & Student Feedback Template
- Leveled Literacy Stations
- Leveled Content Reader Teacher's Guide

## 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.





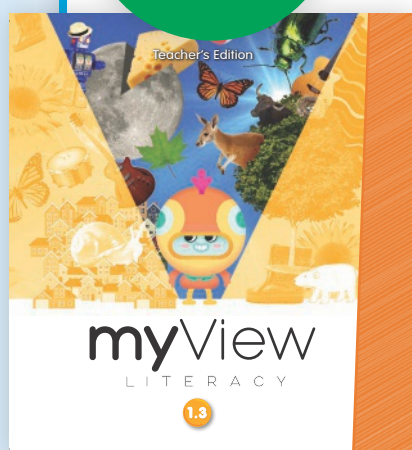
# A Continuum of Resources to Meet the Needs of Your Students



*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

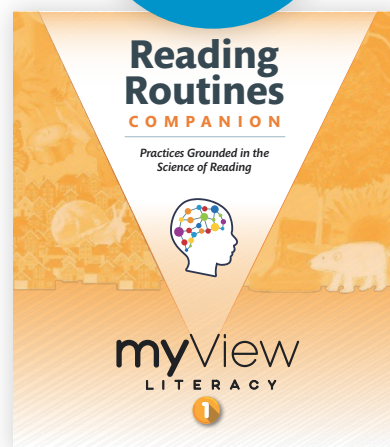
### Teacher's Edition



### 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

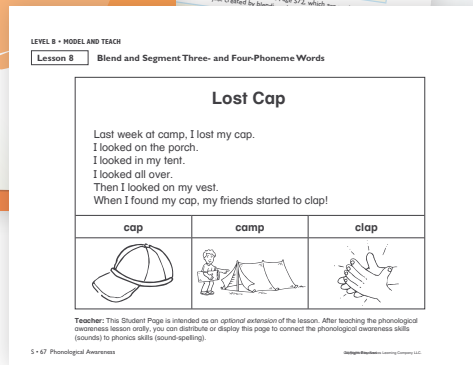
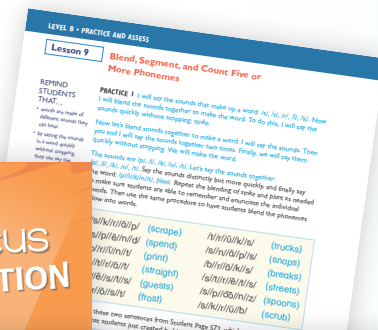


## SuccessMaker®

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

myFocus Intervention

myFocus INTERVENTION



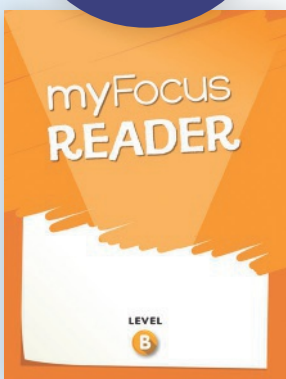
## myFocus Intervention

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



**Building a Park**

Ray and his family live in a city. The houses on their street have small yards. No one has room for a slide. The yards are too small to play ball.

The neighbors wanted to build a park. First, they picked a spot. There was an empty lot on the street. It was the right **type** of place for a park.

Next, the neighbors made drawings of the park. They put in places to play. They put in tables where people could eat. Everyone helped to clean up the lot.

**Academic Vocabulary**  
type noun that names things that are alike in some important way

**Characters**  
Mr. Johnson and Mrs. Silva are characters in this story.

**Phonics**  
Consonant *m* made Short *a* snacks

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One **group** of neighbors planted grass. Another group helped Mr. Johnson build tables. Mrs. Silva's company gave swings and slides. People helped to set them up. Now Ray's neighborhood has a place for people to play, rest, and eat.

**Unlock the Meaning of the Text**  
Characters The neighbors are characters in this story. Which details in the text tell what the neighbors do?

**Academic Vocabulary** In the first paragraph above, **group** is a noun that names "a number of people or things together." Name some groups that you are part of.

7

## myFocus Reader

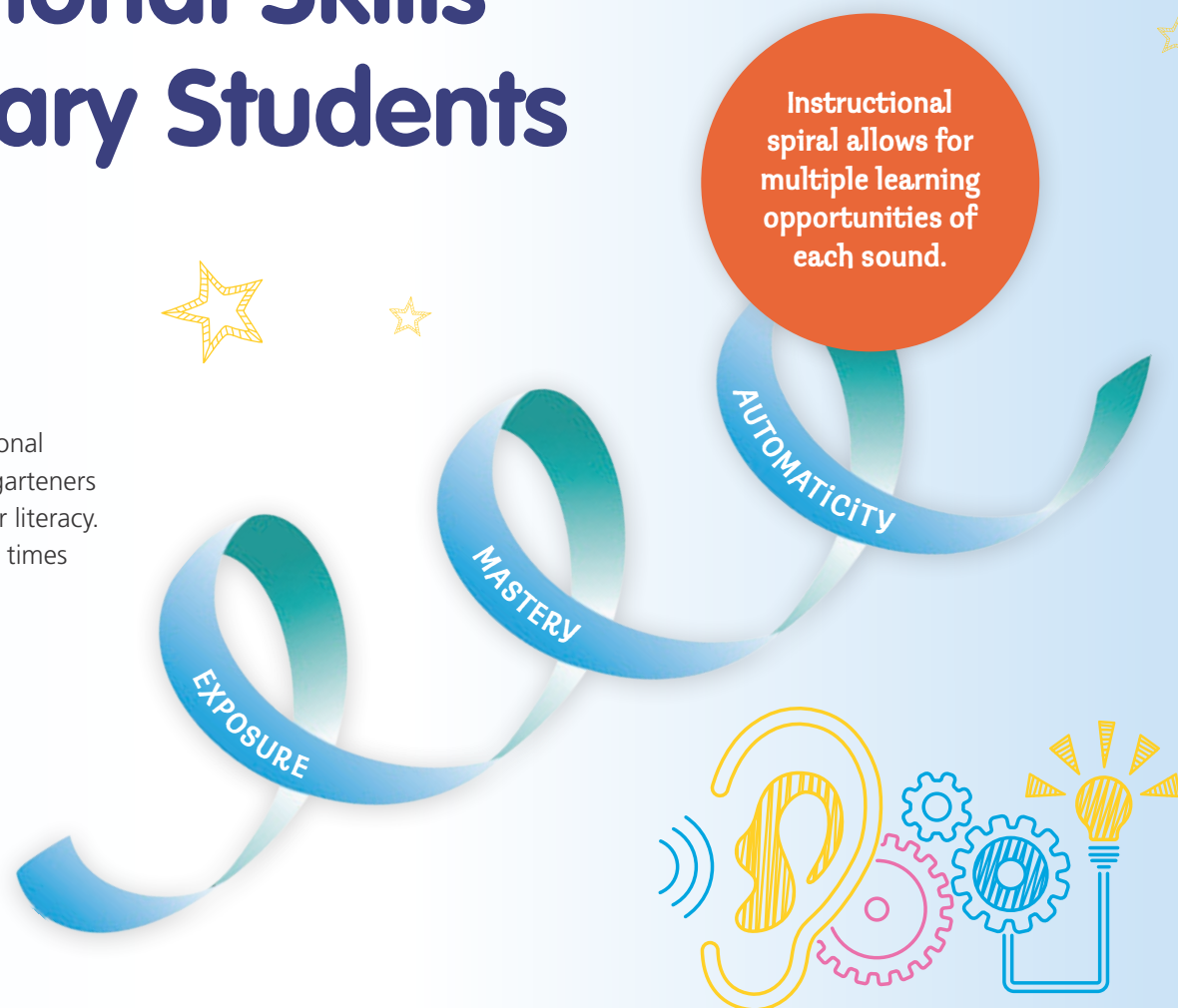
Additional high-interest selections tied to the unit theme provide students with guided and extended practice for:

- 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**  
Decide 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*.

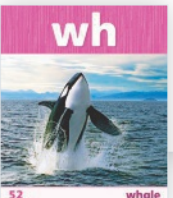
**Phonics: Decode and Write Words with Digraphs and Trigraphs**

**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*.

Phonics, p. 137



52 whale

myView Digital

**FORMATIVE ASSESSMENT OPTIONS**

**Apply**  
**OPTION 1 | Turn, Talk, and Share** 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  
no  
put  
round  
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 hutch

**Model and Practice** Say each picture name. Highlight the digraph or trigraph in each picture name. Tell students to make a sound with the digraph or trigraph.

**Phonics** What happens next? Finish the story about Chip and Patch.

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

**Apply** Say each picture name. Highlight the digraph or trigraph in each picture name. Tell students to make a sound with the digraph or trigraph.

chip and patch  
have fun when they catch.

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

**Apply** Say each picture name. Highlight the digraph or trigraph in each picture name. Tell students to make a sound with the digraph or trigraph.

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 Stephen. Say each word aloud and underline the digraph. Repeat with the word match and underline the trigraph.

**APPLY | Turn, Talk, and Share** Have students complete p. 49 in the *Student Interactive* independently.

**SPELLING WORDS**  
catch inch match  
check chin 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**

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Decodable Book 5

## We Make It



Written by Hugo Delmar  
Illustrated by Sandy Brightman

Decodable Reader

## Kate Wins the Game

Written by Moira McGinty



**Long e: e**  
broke game lake  
Date June Kate  
Rimes Kate mile


**Consonant Digraph sh**  
shade smash

**High-Frequency Words**  
is her the you

Decodable Reader

## The Bravest

Written by Ramona Vargas



**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!

**Megan's Robot** Decodable Practice Passage 6B

**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.

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# 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

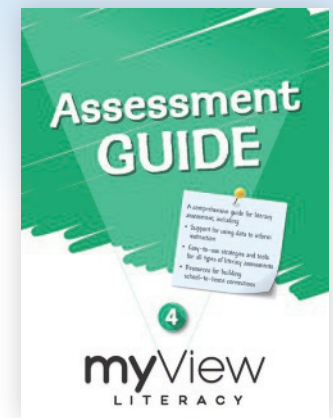
- Quick Checks
- Assess and Differentiate
- Assess Prior Knowledge
- Assess Understanding
- Observational Checklists
- Conferring Checklists
- Reading and Writing Rubrics for Student Self-Assessment
- Weekly Progress Check-Ups
- Weekly Cold Read Assessments for Fluency and Comprehension (Grades 1-5)

## 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

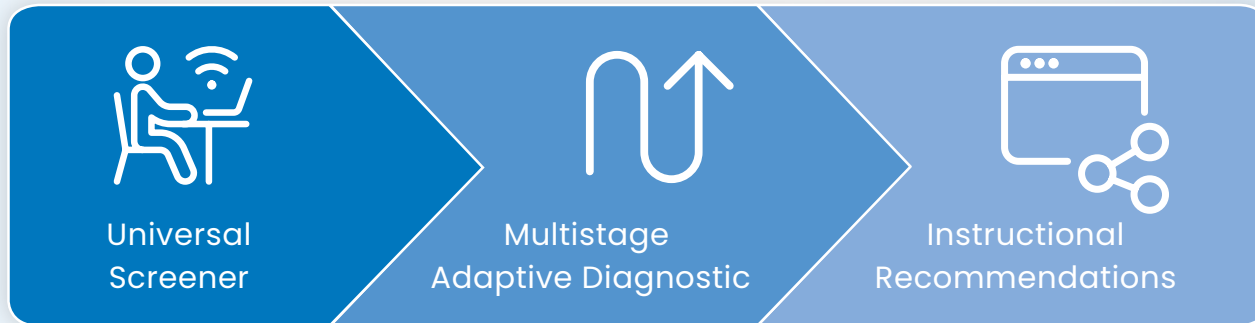
### Test Preparation (Grades 2–5)



- 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.

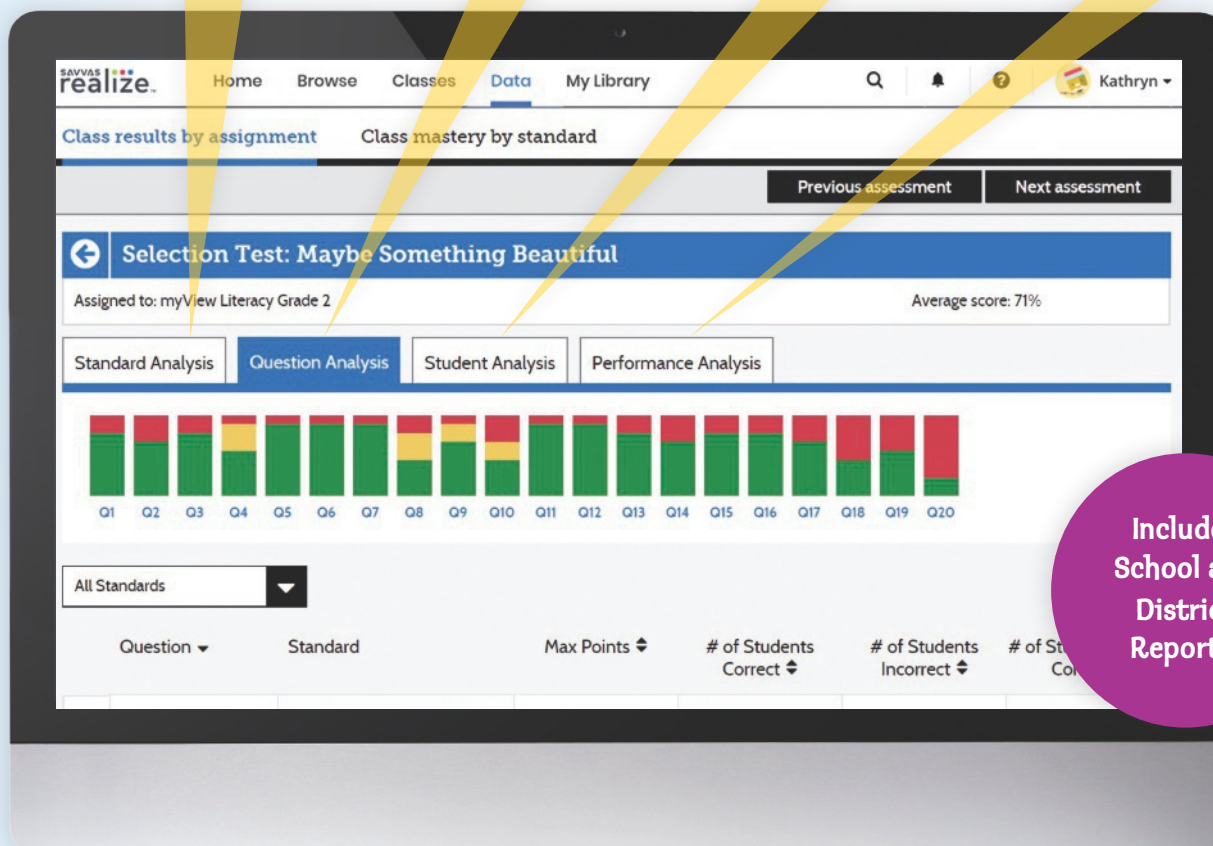
Student data connects skills to instructional supports and resources.

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.

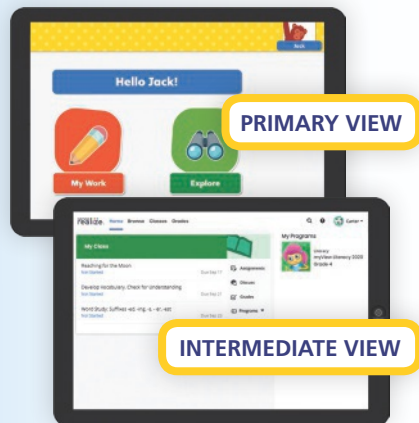
# The Digital Difference



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.

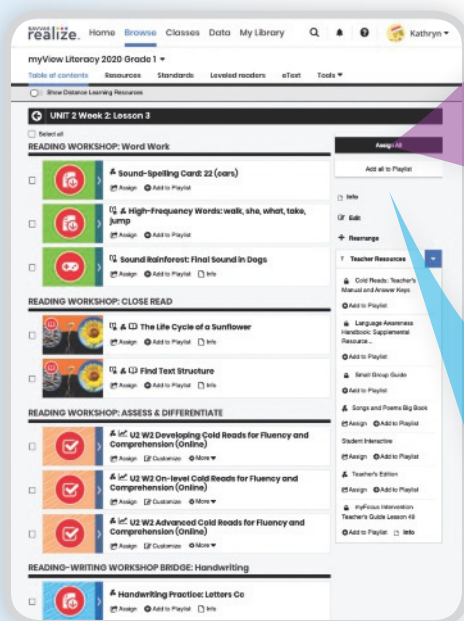


### Digital Games

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

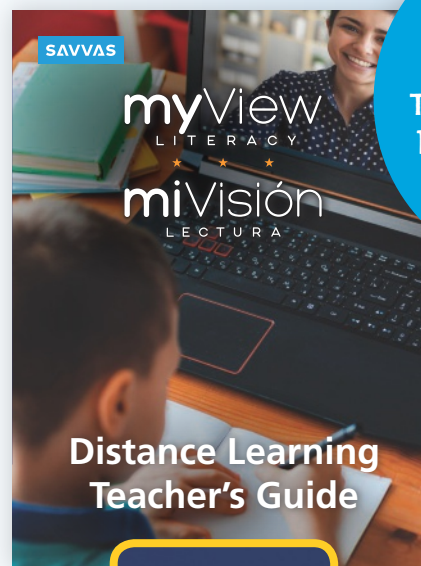
Add content, rearrange lessons, delete what you don't need—**make it your own!**

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](https://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

# Imagine That

## Essential Question

How can we use our imaginations?

SAVVAS  
**realize**<sup>™</sup>

Go ONLINE for all lessons.

myView  
Digital



REALIZE  
READER



GAME



AUDIO



DOWNLOAD



ANNOTATE



RESEARCH



VIDEO



ASSESSMENT



## WEEK 1



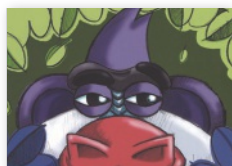
*The Ant and the Grasshopper* pp. T14–T73

Fable

by Mark White

**WEEKLY QUESTION** Why is it important to plan ahead?

## WEEK 2



*The Clever Monkey* pp. T74–T137

Folktale

by Rob Cleveland

**WEEKLY QUESTION** How do tricky characters use their imaginations?

## WEEK 3



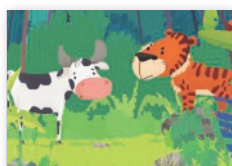
Poetry Collection: “Poodle Doodles”; “The Box”;  
“Sandcastle” pp. T138–T193

Poetry

by Jean Hansen-Novak; Sharon Wooding; Carol A. Grund

**WEEKLY QUESTION** How can imagination lead to a new idea?

## WEEK 4



*The Cow and the Tiger* pp. T194–T249

Fable

by Sudha Ramaswami

**WEEKLY QUESTION** How can stories help us learn lessons?

## WEEK 5



*Thumbs Up for Art and Music!* pp. T250–T305

Persuasive Text

by Greg Leitich Smith

**WEEKLY QUESTION** Why are art and music classes important?

## WEEKS 1–5

**BOOK CLUB** Read and discuss a book with others.

**SEL** SOCIAL-EMOTIONAL LEARNING

## WEEK 6

**PROJECT-BASED INQUIRY** pp. T434–T467





UNIT THEME

# Imagine That



WEEK  
**3**

## Poetry Collection

How can imagination lead to a new idea?

## Essential Question

How can we use our imaginations?

**Weekly Questions**  
Students relate the weekly questions to their reading.  
**WEEKS 1-5**

WEEK  
**2**



## The Clever Monkey

How do tricky characters use their imaginations?



WEEK  
**1**



## The Ant and the Grasshopper

Why is it important to plan ahead?





WEEK  
**4**

**The Cow and the Tiger**  
How can stories help us learn lessons?



WEEK  
**5**

**Thumbs Up for Art and Music!**  
Why are art and music classes important?



WEEK  
**6**




**Project**



**Project-Based Inquiry**  
At the end of the unit, students will get the chance to apply what they've learned about "Imagine That" in the **WEEK 6 PROJECT: More than a Tale.**

UNIT THEME

# Imagine That

	WEEK 1	WEEK 2	WEEK 3
<b>READING WORKSHOP</b>	<p><b>Fable</b></p>  <p><b>The Ant and the Grasshopper</b></p> <p>Describe the plot to make, correct, and confirm predictions about a story.</p>	<p><b>Folktale</b></p>  <p><b>The Clever Monkey</b></p> <p>Discuss the author's purpose in order to make connections.</p>	<p><b>Poetry</b></p>  <p><b>Poetry Collection</b></p> <p>Describe elements of poetry to make connections to other poems.</p>
<b>FOUNDATIONAL SKILLS</b>	Phonological Awareness, Phonics, High-Frequency Words		
<b>READING-WRITING WORKSHOP BRIDGE</b>	Bridge reading and writing through: <ul style="list-style-type: none"> <li>• Academic Vocabulary</li> <li>• Handwriting</li> <li>• Read Like a Writer</li> <li>• Write for a Reader</li> </ul>		
<b>BOOK CLUB SEL</b>	<i>Imagination at Work</i> by Jennifer Torres What can we learn about using our imaginations?		
<b>WRITING WORKSHOP</b>	Introduce Mentor Stacks and immerse in poetry.	Develop elements of poetry writing.	Develop the structure of poetry writing.
<b>READING-WRITING WORKSHOP BRIDGE</b>	Bridge reading and writing through: <ul style="list-style-type: none"> <li>• Spelling</li> <li>• Language &amp; Conventions</li> </ul>		

## UNIT GOALS

SEL SOCIAL-EMOTIONAL LEARNING

### UNIT THEME

- Talk with others about how we use our imaginations.

### READING WORKSHOP

- Read traditional stories and understand the elements of the genre.

### READING-WRITING WORKSHOP BRIDGE

- Use language to make connections between reading and writing traditional stories.

### WRITING WORKSHOP

- Write poetry using elements of poetry.

## WEEK 4

### Fable



#### The Cow and the Tiger

Describe plot and setting to help visualize details of a story.

Phonological Awareness, Phonics, High-Frequency Words

Bridge reading and writing through:

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

Choose Your Book

What do you imagine when reading?

Apply writer's craft and conventions of language to develop and write poetry.

## WEEK 5

### Persuasive Text



#### Thumbs Up for Art and Music!

Identify persuasive text and make connections between the text and personal experiences.

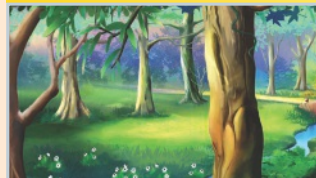
Publish, celebrate, and assess poetry writing.

Bridge reading and writing through:

- Spelling
- Language & Conventions

## WEEK 6

### Inquiry and Research



#### More than a Tale Research Articles

### FOUNDATIONAL SKILLS

Phonological Awareness, Phonics, High-Frequency Words

### Project-Based Inquiry

- Generate questions for inquiry
- Select a folktale to read that you will later write about
- Engage in productive collaboration
- Incorporate media
- Celebrate and reflect



UNIT THEME

# Imagine That

		WEEK 1		WEEK 2		WEEK 3	
		Fable		Folktale		Poetry	
		The Ant and the Grasshopper		The Clever Monkey		Poetry Collection	
		CCSS		CCSS		CCSS	
READING WORKSHOP	Foundational Skills	Phonological Awareness: Segment and Blend Phonemes; Manipulate Phonemes	RF.1.2.b; RF.1.2.d	Phonological Awareness: Remove Phonemes; Medial /ū/; Distinguish Between /u/ and /ū/	RF.1.2; RF.1.2.c	Phonological Awareness: Remove Phonemes; Segment and Blend Phonemes; Distinguish Between /e/ and /ē/	RF.1.2.a; RF.1.2.b; RF.1.2.d
		Phonics: Consonant Digraphs and Trigraphs; Contractions	RF.1.3; RF.1.3.a	Phonics: Long o Spelled VCe; Long u and e Spelled VCe	RF.1.3.c	Phonics: Long e Spelled e, ee; Inflectional Ending -ed	RF.1.3; L.1.4.c
		High-Frequency Words: round, good, said, no, put	RF.1.3.g	High-Frequency Words: could, be, old, why, of	RF.1.3.g	High-Frequency Words: or, live, work, who, out	RF.1.3.g
	Minilesson Bank	Web Site: Planning Your Visit to the Zoo	RI.1.5	Infographic: What Is a Tricky Character?	SL.1.1.c	Infographic: New Ideas!	SL.1.2
		Fable: <i>The Ant and the Grasshopper</i>	RL.1.10	Folktale: <i>The Clever Monkey</i>	RL.1.10	Poetry: "Poodle Doodles"; "The Box"; "Sandcastle"	RL.1.10
		Words that Tell About Past Actions	L.1.6	Words that Describe Actions	L.1.6	Words that Tell About Drawing	L.1.6
		Describe Plot	RL.1.2	Discuss Author's Purpose	RL.1.1	Find Elements of Poetry	RL.1.10
		Correct and Confirm Predictions About Characteristics of Genre	RL.1.2	Make Connections About Author's Purpose/Society	RL.1.1	Make Connections to Other Poems	RL.1.10
		Write to Sources: Respond to Literature	RL.1.2	Talk About It: Retell	RL.1.2	Talk About It: Opinion	SL.1.6
	READING-WRITING WORKSHOP BRIDGE	Academic Vocabulary	Related Words	L.1.6	Synonyms and Antonyms	L.1.5	Context Clues
Handwriting		Letters Gg and Jj	L.1.1.a	Letters Qq and Uu	L.1.1.a	Letters Ss and Bb	L.1.1.a
Read Like a Writer, Write for a Reader		Third-Person Text	RL.1.6	Word Choice	RL.1.4	Elements of Poetry	RL.1.10
WRITING WORKSHOP	Weekly Focus	Introduce and Immerse		Develop Elements		Develop Structure	
	Minilesson Bank	Poetry	RL.1.10	The Five Senses	RL.1.4	Line Breaks and White Space	SL.1.1
		Poetry: What It Sounds Like	RL.1.10	Explore Imagery	RL.1.4	Explore Sound Words	SL.1.1.a
		Poetry: What It Looks Like	RL.1.10	Apply Imagery	RL.1.4	Apply Sound Words	L.1.5
		Generate Ideas	SL.1.4	Explore Word Choice	RF.1.4	Explore Rhyme	SL.1.1.a
		Plan Your Poetry	W.1.5	Apply Word Choice	SL.1.1	Apply Rhyme	SL.1.1
	Spelling	Spell Words with Consonant Digraphs and Trigraphs	RF.1.3.a	Spell Words with Long o Spelled VCe	RF.1.3.a	Spell Long e Words	RF.1.3.c
Language & Conventions	Singular and Plural Nouns	L.1.1.c	Common and Proper Nouns	L.1.1.b	Pronouns	L.1.1.d	

# Essential Question

How can we use our imaginations?

## WEEK 4

### Fable

#### The Cow and the Tiger



## WEEK 5

### Persuasive Text

#### Thumbs Up for Art and Music!



## WEEK 6

### Inquiry and Research

#### More than a Tale

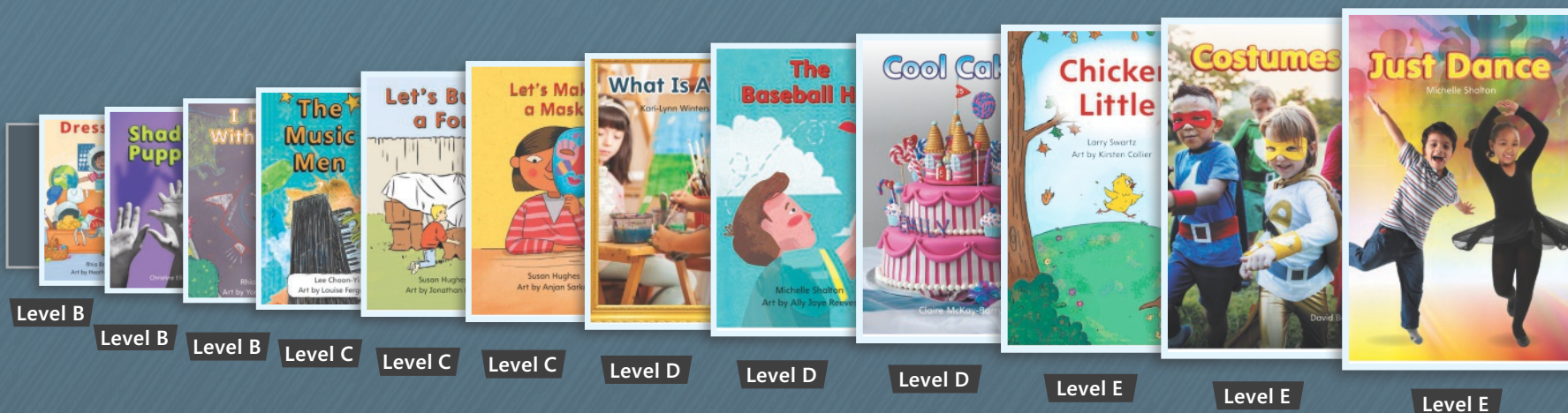


	CCSS		CCSS
Phonological Awareness: Final /i/ and /ē/; Segment and Blend Phonemes; Manipulate Phonemes	RF.1.2.b; RF.1.2.c; RF.1.2.d	Phonological Awareness: Final Sounds; Syllables; Add Phonemes	RF.1.2; RF.1.2.c
Phonics: Vowel Sounds of y; Syllable Pattern VCCV	RF.1.3	Phonics: Consonant Patterns ng, nk; Open Syllables	RF.1.3; RF.1.3.d
High-Frequency Words: there, down, drink, now, together	RF.1.3.g	High-Frequency Words: grow, full, around, find, under	RF.1.3.g
Poem: Stories Tell About . . .	RL.1.10	Infographic: Creative Expression	SL.1.2
Fable: <i>The Cow and the Tiger</i>	RL.1.10	Persuasive Text: <i>Thumbs Up for Art and Music!</i>	RI.1.10
Words that Tell About Feelings	L.1.4.a	Words that Tell About Thinking	L.1.4.a
Describe Main Events and Setting	RL.1.3	Identify Persuasive Text	RI.1.8
Visual Details About Plot and Setting	RL.1.3	Make Connections About Persuasive Text and Personal Experiences	SL.1.4
Write to Sources: Respond to Literature	RL.1.3	Talk About It: Retell	RI.1.2
Word Parts	L.1.4.a	Oral Language	L.1.6
Write Words and Letters Pp	L.1.1.a	Letters Rr and Nn	L.1.1.a
Dialogue	RL.1.4	Word Choice	RI.1.8
<b>Writer's Craft</b>		<b>Publish, Celebrate, and Assess</b>	
Pronouns	L.1.1; L.1.1.d	Edit for Nouns	L.1.1.b; L.1.1.c
Explore Spelling Patterns and Rules	L.1.1	Edit for Complete Sentences with Subject-Verb Agreement	SL.1.6
Apply Spelling Patterns and Rules	L.1.2	Prepare for Celebration	W.1.6
Explore Adverbs that Convey Time	L.1.2	Publish and Celebrate	W.1.5
Apply Adverbs that Convey Time	L.1.1	Assessment	SL.1.1.c
Spell Words with the Vowel Sounds of y	L.1.2.d	Spell Words with Consonant Patterns ng, nk	L.1.2.d
Pronouns I and me	L.1.2.d	Capitalize I and Proper Names	L.1.2

### FOUNDATIONAL SKILLS

Phonological Awareness: Segment and Blend Phonemes; Add Phonemes	RF.1.2.b; RF.1.2.d
Phonics: r-Controlled Vowels or, ore; Compound Words	RF.1.3
High-Frequency Words: eat, play, so, their, some	RF.1.3.g
Spelling: Spell Words with r-Controlled Vowels or, ore	SL.1.1
Compare Across Texts: "Imagine That"	SL.1.1
Inquire: Folktales	W.1.7
Leveled Research Articles	RF.1.4.a
Academic Words	L.1.6
Explore and Plan: Explore Persuasive Writing	RF.1.4.a
Conduct Research: Use Audio and Video Sources	W.1.6
Collaborate and Discuss: Analyze Student Model	W.1.1
Determine Central Message	RL.1.2
Extend Research: Incorporate Media	W.1.6
Revise and Edit	L.1.1.b
Celebrate and Reflect	SL.1.5

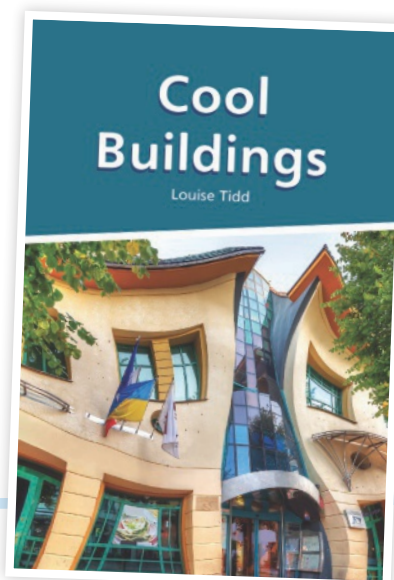
# UNIT 3 LEVELED READERS LIBRARY



## LEVEL B

### Leveled Readers for Unit 3

- Unit 3 guided reading levels range from Level B through Level I.
- Readers align to the unit theme, Imagine That, and to the unit Spotlight Genre, Traditional Stories.
- 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 1 Leveled Library



- A range of levels from Level B through Level I
- Rich variety of genres, including realistic fiction, narrative nonfiction, informational text, and more
- Text structures and features aligned to the continuum of text levels
- Leveled Reader Search functionality in SavvasRealize.com





LEVEL I

## 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

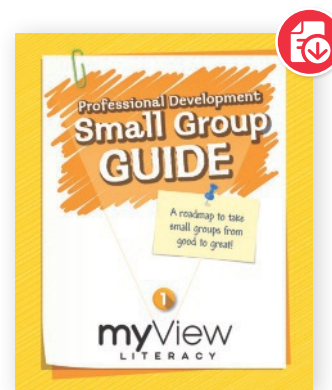
- Prompts for responding to text

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

# Imagine That

## OBJECTIVES

With prompting and support, read prose and poetry of appropriate complexity for grade 1.


With prompting and support, read informational texts appropriately complex for grade 1.

Establish purpose for reading assigned and self-selected texts with adult assistance.

Recognize characteristics of multimedia and digital texts.

## Essential Question

Introduce the Essential Question for Unit 3: *How can we use our imaginations?* Tell students they will read many texts to learn about the ways we use our imaginations.

**Watch the Unit Video** Tell students that a video gives information through sound and pictures. Have students listen to and watch the Unit 3 Video, “Ready, Set, Imagine!” 

**TURN, TALK, AND SHARE** Tell partners to discuss how they use their imaginations. Use the following questions to guide their discussions.

- When do you use your imagination?
- What things do you like to imagine?

STUDENT INTERACTIVE, pp. 6-7

**UNIT 3**

# Imagine That

**Essential Question**  
How can we use our imaginations?

**Watch**  
“Ready, Set, Imagine!” See how people use their imaginations to create things.

**TURN and TALK** How do you use your imagination?

**SAVVAS realize**  
Go ONLINE for all lessons.

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

**Spotlight on Traditional Story**

**Reading Workshop**

- Web Site: Planning Your Visit to the Zoo**
- The Ant and the Grasshopper** ..... Fable  
by Mark White
- Infographic: What Is a Tricky Character?**
- The Clever Monkey** ..... Folktale  
by Rob Cleveland
- Infographic: New Ideas!**
- Poetry Collection** ..... Poetry  
by Jean Hansen-Novak | Sharon Wooding | Carol A. Grund
- Poem: Stories Tell About . . .**
- The Cow and the Tiger** ..... Fable  
by Sudha Ramaswami
- Infographic: Creative Expression**
- Thumbs Up for Art and Music!** ..... Persuasive Text  
by Greg Leitch Smith

**Reading-Writing Bridge**

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

**Writing Workshop** Poetry

- Plan Your Poetry
- Word Choice • Rhyme
- Edit for Adverbs that Convey Time • Publish and Celebrate

**Project-Based Inquiry**

- Inquire • Research • Collaborate

**7**

**ELL Targeted Support** **Prior Knowledge** Play “Ready, Set, Imagine!”

Focus on words and facts in the video. Ask students if they have heard these words before and if they know what they mean. **EMERGING**

Begin by defining the word *imagination*. Tell one way you use your imagination, and then have students discuss how they use theirs. **DEVELOPING**

# Independent Reading

**Self-Select Texts** Read aloud pp. 8–9 in the *Student Interactive*. Tell students that when they self-select texts, they choose books that interest them. They can select a text by a favorite author or about a favorite hobby. Also explain that they can set a purpose for reading by thinking about their reason for reading. Are they reading for enjoyment or to learn something? Then have students:

- Self-select texts that are neither too hard nor too easy.
- Establish a purpose, or reason, for reading their self-selected text. Provide assistance.
- Spend increasing periods of time reading independently to build stamina.
- Record their independent reading in the Reading Log on p. 9.

STUDENT INTERACTIVE, pp. 8–9

**UNIT 3** INDEPENDENT READING Read Together

## Independent Reading

When you read independently, you read books on your own. Self-select, or choose, your own book by flipping through the book and reading some of the pages. Are they too easy? Are they too hard? Or are they just right?

Each time you read your book, try to read for longer periods of time. If you read for ten minutes yesterday, read for fifteen minutes today!

**Fix-Up Strategies**

Try one of these ideas if you do not understand something as you read:

- re-read the word or section.
- ask questions.
- look at the pictures to help with meaning.
- think about what you already know.

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Read Together

## My Reading Log

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

You may wish to use a Reader's Notebook to record and respond to your reading.

# UNIT 3

## 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:

- create : *crear*
- imagine : *imaginar*
- suppose : *suponer*
- possible : *posible*

### 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 bulleted list of goals on p. 10 in the *Student Interactive*.
- **My TURN** Have students color the “thumbs up” if they feel they have already accomplished the goal, 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 language used to talk about ideas. Explain that as students work through the unit, they will learn and use these academic words to talk about our imaginations. Read aloud the paragraph on p. 11 in the *Student Interactive*. Then use the **EXPAND** and **ASK** questions for each word. Have students respond, or say something in reply to someone else, using the newly acquired Academic Vocabulary as appropriate.

**Expand:** You can **create** an illustration using crayons.

**Ask:** What is something you **create** in art class?

**Expand:** When you **imagine** something, you picture it in your mind.

**Ask:** What things or activities do you like to **imagine**?

**Expand:** I **suppose** it is a good idea to study hard for a test.

**Ask:** What do you **suppose** the temperature is when it is snowing?

**Expand:** If something is **possible**, that means you are able to do it.

**Ask:** What are some things that are and are not **possible** for you to do right now?

**TURN, TALK, AND SHARE** Have partners use the Academic Vocabulary words as they discuss what they could create with the materials in the picture.



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

“Current readability systems, where vocabulary is measured as average word frequency, don’t capture the potential challenge of figurative language. Why? Because figurative language often consists of common words—*quick as a fox, sweet dreams*. We need to study texts from the perspective of our students, asking questions such as: Are the concepts/words familiar to students? Is the text filled with figurative language? These variables will influence comprehension.”

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

**ELL Targeted Support Learn Academic Vocabulary** Use the oral vocabulary routine to help students learn Academic Vocabulary they hear.

Write the Academic Vocabulary words on the board and say them aloud, along with a brief definition. Have partners take turns repeating the words and definitions. **EMERGING**

Explain the Language Transfer note to students to help them learn Academic Vocabulary. Then provide sentence frames for students to complete using short phrases that include one of the Academic Vocabulary words. **DEVELOPING**

Display the “ask” questions from the oral vocabulary routine. Have partners take turns asking and answering one question. **EXPANDING**

Have pairs take turns explaining the meaning of each Academic Vocabulary word. Then have each student make up a sentence using one of the words. **BRIDGING**

STUDENT INTERACTIVE, pp. 10-11

**UNIT 3**

**INTRODUCTION**

**Read Together**

**Read Together**

### Unit Goals

In this unit, you will

- read traditional stories
- write poetry
- learn about using your imagination


**MY TURN** Color the pictures to answer.

I can read traditional stories.		
I can make and use words to read and write about imagination.		
I can write poetry.		
I understand how we can use our imaginations.		

### Academic Vocabulary

create
imagine
suppose
possible

In this unit, you will learn about using your imagination. **Suppose** you want to **create** something new. Take a moment to **imagine** what is **possible**.



**TURN and TALK** Talk with your partner about what you can create using the materials in the picture. Which of your ideas are possible?

**10**

**11**



# UNIT 3 WEEK 1

## 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 traditional stories.
- I can make and use words to connect reading and writing.
- I can write poetry.

#### 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

RL.1.1, RF.1.2.b, RF.1.2.d,  
RF.1.3.a, W.1.5, SL.1.2,  
L.1.1.J

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T18–T19
  - » Phonological Awareness: Segment and Blend Phonemes
  - » Phonics: Decode Words with Consonant Digraphs and Trigraphs
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore a Web Site: Weekly Question T20–T21
- Listening Comprehension: Read Aloud: “The Lion and the Mouse” T22–T23
- Fable T24–T25
  - ☑ Quick Check T25

#### READING BRIDGE

- Academic Vocabulary: Related Words T26–T27
- Handwriting: Letters Gg 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
- Confering T31

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T31
- Literacy Activities T31

**BOOK CLUB** T31 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- Poetry T316–T317
  - » Poetry
  - » Share Back

##### INDEPENDENT WRITING

- Poetry T317
- Conferences T314

#### WRITING BRIDGE

- Spelling: Spell Words with Consonant Digraphs and Trigraphs T318
  - ☑ Assess Prior Knowledge T318
- Language & Conventions: Spiral Review: Imperative Sentences T319

#### LESSON 2

RL.1.1, RF.1.3.a, W.1.5,  
SL.1.5, L.1.1.b

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T32–T33
  - » Phonics: Decode and Write Words with Consonant Digraphs and Trigraphs
  - ☑ Quick Check T33
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T34–T43
  - » Preview Vocabulary
  - » Read: *The Ant and the Grasshopper*
- Respond and Analyze T44–T45
  - » My View
  - » Develop Vocabulary
  - ☑ Quick Check T45
  - » Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Word Work Support T46
- Guided Reading/Leveled Readers T49
- Strategy and Intervention Activities T46, T48
- Fluency T48 • Confering T49
- ELL Targeted Support T46, T48

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T47
- Independent Reading T49
- Literacy Activities T49
- Collaboration T49

#### WRITING WORKSHOP

##### MINILESSON

- Poetry T320–T321
  - » Poetry: What It Sounds Like
  - » Share Back

##### INDEPENDENT WRITING

- Poetry T321
- Conferences T314

#### WRITING BRIDGE

- Spelling: Teach Spell Words with Consonant Digraphs and Trigraphs T322
- Language & Conventions: Oral Language: Singular and Plural Nouns T323

## LESSON 3

RL.1.7, RF.1.2.D, W.1.5,  
SL.1.1, L.1.1.b

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T50–T51
  - » Phonological Awareness: Segment and Blend Phonemes
  - » Phonics: Decode Contractions
  - » High-Frequency Words

#### CLOSE READ

- Describe Plot T52–T53
- Close Read: *The Ant and the Grasshopper*

 **Quick Check** T53

### READING BRIDGE

- Read Like a Writer, Write for a Reader:
- Third-Person Text T54–T55
- Handwriting: Letters *Jj* T54–T55

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T57
- Strategy and Intervention Activities T56
- Fluency T56 • Conferring T57
- ELL Targeted Support T56

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T57
- Literacy Activities T57
- Partner Reading T57

### WRITING WORKSHOP


#### MINILESSON

- Poetry T324–T325
  - » Poetry: What It Looks Like
  - » Share Back

#### INDEPENDENT WRITING

- Poetry T325
- Conferences T314

### WRITING BRIDGE


- Spelling: Review and More Practice: Spell Words with Consonant Digraphs and Trigraphs T326 
- Language & Conventions: Teach Singular and Plural Nouns T327

## LESSON 4

RL.1.1, RF.1.2.b, W.1.8,  
SL.1.2, L.1.1.b

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T58–T59
  - » Phonics: Decode and Write Contractions
-  **Quick Check** T59
- » Decodable Story: Read *Can Phil Help?* T60–T61

#### CLOSE READ

- Correct and Confirm Predictions T62–T63
- Close Read: *The Ant and the Grasshopper*

 **Quick Check** T63

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Word Work Support T64
- Guided Reading/Leveled Readers T67
- Strategy and Intervention Activities T64, T66
- Fluency T66 • Conferring T67
- ELL Targeted Support T64, T66

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T65
- Independent Reading T67
- Literacy Activities T67

### WRITING WORKSHOP


#### MINILESSON

- Poetry T328–T329
  - » Generate Ideas
  - » Share Back

#### INDEPENDENT WRITING

- Poetry T329
- Conferences T314

### WRITING BRIDGE

- Spelling: Spiral Review T330 
- Language & Conventions: Practice Singular and Plural Nouns T331

## LESSON 5


RL.1.9, RF.1.3.b, W.1.5,  
SL.1.4, L.1.1.b

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T68–T69
  - » Phonological Awareness: Manipulate Phonemes
  - » Phonics: Spiral Review: Long *i*; Consonants *c, g*
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T70–T71
  - » Write to Sources
-  **Quick Check** T71
- » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T73
- Strategy, Intervention, and On-Level/Advanced Activities T72
- ELL Targeted Support T72
- Conferring T73

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T73
- Literacy Activities T73

 **BOOK CLUB** T73 

### WRITING WORKSHOP



#### MINILESSON

- Poetry T332
  - » Plan Your Poetry
  - » Share Back

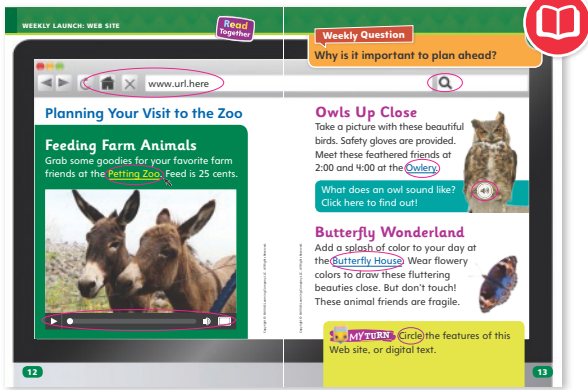
 **WRITING CLUB** T332–T333 

- Conferences T314

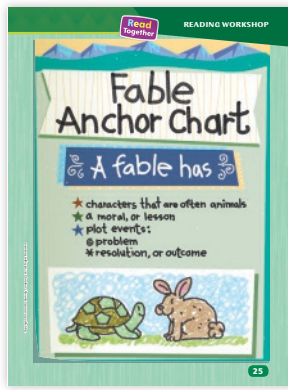
### WRITING BRIDGE

- Spelling: Spell Words with Consonant Digraphs and Trigraphs T334
-  **Assess Understanding** T334
- Language & Conventions: Standards Practice T335 

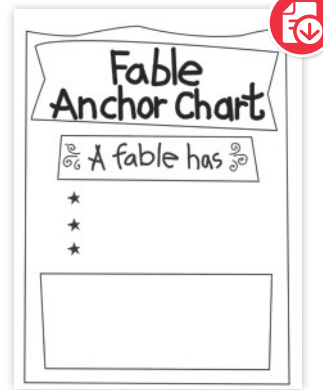
# Materials



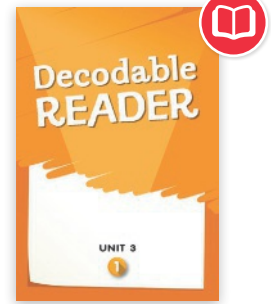
**WEB SITE**  
"Planning Your Visit to the Zoo"



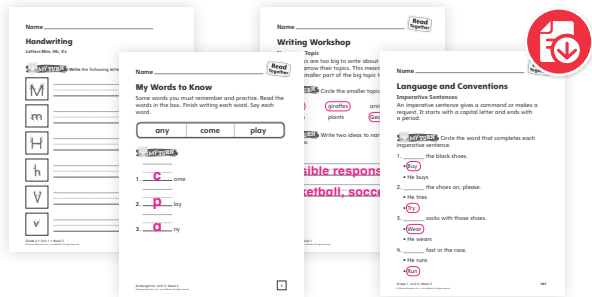
**READING ANCHOR CHART**  
Fable



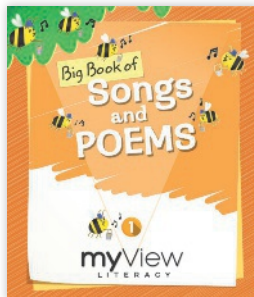
**EDITABLE ANCHOR CHART**  
Fable



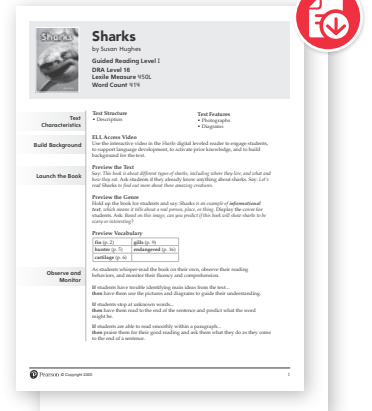
**DECODABLE READER**



**RESOURCE DOWNLOAD CENTER**  
Additional Practice



**SONGS AND POEMS BIG BOOK**



**LEVELED READER TEACHER'S GUIDE**

## Words of the Week

### High-Frequency Words

good  
no  
put  
round  
said

### Develop Vocabulary

begged  
gathered  
prepared  
stored

### Spelling Words

catch  
check  
chin  
good  
graph  
inch  
match  
whale  
which  
said

### Unit Academic Vocabulary

create  
imagine  
possible  
suppose

WEEK 1 LESSON 1 READING WORKSHOP GENRE & THEME

### Listening Comprehension

**OBJECTIVES**  
Ask and answer questions about any article in a text read aloud or presented through multimedia or a simulated 3-D environment.

**Read Aloud**  
Tell students that you are going to read aloud a fiction. Have students listen as you read. The Lion and the Mouse. Tell students to be active listeners by looking at you as you read and putting up their hands the whenever you ask a question.

**START UP**  
**READ-ALOUD ROUTINE**  
**Purpose:** Have students listen actively for elements of a fable and ask and answer questions about key details in a text read aloud.  
**READ** the entire text aloud without stopping for the Think Aloud callouts.  
**REPEAT** the text pausing to model Think Aloud strategies related to the genre.

**FLUENCY**  
After completing the Read Aloud routine, divide the Lion and the Mouse into 10-15 minute segments. Assign students to read aloud to a partner or in a small group. Encourage them to use the strategies they learned in the Read Aloud routine to help them read fluently and with expression. Encourage them to use the strategies they learned in the Read Aloud routine to help them read fluently and with expression. Encourage them to use the strategies they learned in the Read Aloud routine to help them read fluently and with expression.

**THE LION AND THE MOUSE**  
One day, Lion was walking in the forest when he saw a bush move. He was sure a small animal was hiding there.  
"Aha!" he said. "A snack!"  
Lion scooped up a tiny mouse in his large paws.  
"Please don't eat me!" Mouse begged. Lion felt sorry for Mouse and put him down.  
"Thank you," said Mouse. "I'll help you someday."  
Lion laughed. He could not imagine how a little mouse could help a big lion.

**READ ALOUD**  
"The Lion and the Mouse"



**READ ALOUD TRADE BOOK LIBRARY**

**Interactive Read Aloud**

**Fiction Lesson Plan**

**WHY**  
Interactive Read Aloud:  
• engages 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.  
• Read the text aloud to the students.  
• 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 model with students.  
• Prepare the Read Aloud routine.  
• Prepare the Read Aloud routine.  
• Prepare the Read Aloud routine.

**BEFORE READING**  
• Show the cover of the book to introduce the title, author, illustrator, and genre.  
• Ask the students to share their thoughts about the cover.  
• Point out interesting artwork or photos.  
• Gather prior knowledge and build essential background necessary for understanding.  
• Discuss key vocabulary essential for understanding.

**DURING READING**  
• You can choose to stop and reading to students get to get to the end and enjoy. Think Aloud and other modeling for a change also 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 students use to monitor comprehension and extend reading time.  
• Help students make connections to their own experiences, text they have read or learned in the past, or the world.

**AFTER READING**  
• Summarize and allow students to share thoughts about the story.  
• Engage student comprehension by modeling the Read Aloud routine of the story.  
• Choose and assign a Student Response Form available on ReadAloud.com

**INTERACTIVE READ ALOUD LESSON PLAN GUIDE**

**Shared Read**

**The Ant and the Grasshopper**  
A retelling of Aesop's fable

by Mark White  
Illustrated by Sara Rojo

**SHARED READ**  
*The Ant and the Grasshopper*

**BOOK CLUB**

Titles related to Spotlight Genre and Theme: T472-T477

**Mentor STACK**

Writing Workshop T313

**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**

myView LITERACY

**ASSESSMENT GUIDE**

# Word Work

## OBJECTIVES

Blend spoken phonemes to form one-syllable words, including initial and/or final consonant blends.

Segment spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends.

Decode words with initial and final consonant blends, digraphs, and trigraphs.

Identify and read common high-frequency words.



Sound-Spelling Cards 34, 46, 49, 52

## FOUNDATIONAL SKILLS EXTENSION

See p. T38 for a consonant digraph *wh* extension activity that can be used as the text is read.

## Phonological Awareness: Segment and Blend Phonemes

**SEE AND SAY** Point to the picture of an inch on a ruler on p. 14 in the *Student Interactive*. Say: **This is a picture of an inch on a ruler. Listen carefully as I say the sounds in *inch*: /i/ (pause) /n/ (pause) /ch/. Now let's say the sounds together: *inch*.** Repeat with the sounds for the pictures of *whale*, /hw/ /ā/ /l/; *match*, /m/ /a/ /ch/; and *phone*, /f/ /ō/ /n/.

**PRACTICE** Practice segmenting and blending these words: *pinch*, *which*, *white*, *patch*, *hitch*, and *photo*. Say a word. Have students say the word. Then have students segment the sounds and then blend them to say the word again.

## Phonics: Decode Words with Consonant Digraphs and Trigraphs

### Minilesson

**FOCUS** Tell students that when two letters spell one sound, the letters are called a consonant digraph, like the letters *sh* spell the sound /sh/.

**MODEL AND PRACTICE** Display Sound-Spelling Card 34 (*chair*) and read the word on the card aloud. **In the word *chair*, the sound /ch/ is spelled *ch*.** Display Sound-Spelling Card 46 (*phone*) and read the word aloud. **In the word *phone*, the sound /f/ is spelled *ph*.** Display Sound-Spelling Card 52 (*whale*) and read the word aloud. **In the word *whale*, the sound /hw/ is spelled *wh*.** Tell students that some digraphs can appear at the ends of words too. Write *much* and *graph* on the board and read the words. Point out the digraphs *ch* and *ph* in these words, and say: **The sound /ch/ in *much* is spelled *ch* and the sound /f/ in *graph* is spelled *ph*.**

Display Sound-Spelling Card 49 (*watch*) and read the word aloud. **In the word *watch*, the sound /ch/ is spelled *tch*. In this word, there are three letters that spell one sound. The letters *-tch* are called a trigraph.**

Write the following words and have students decode them: *whale*, *graph*, *white*, *ditch*, *chip*, *such*, *match*, *hatch*, *chat*.

**APPLY MyTURN** Direct students to the bottom of p. 14 in the *Student Interactive*. Have them practice decoding each word.

**ELL Targeted Support** Consonant Digraphs and Trigraphs

Some English Language Learners may struggle hearing the difference between some digraphs and trigraphs in spoken words.

Write the words *mash* and *match* on the board. Use each word in a simple sentence and carefully enunciate the ending sound in each word. Have students identify the digraph and trigraph in *mash* and *match*. **EMERGING/DEVELOPING**

Create sets of word cards using the digraph *-sh* and the trigraph *-tch*. Pair students. Have one student read a word and the other spell it. Have partners take turns reading and spelling the words.

**EXPANDING/BRIDGING**

**HIGH-FREQUENCY WORDS**

Write the high-frequency words *good*, *no*, *put*, *round*, *said*. Tell students to practice these words.

- Point to and read each word.
- Spell each word and read it again.
- Have students spell and read the words with you.

good

round

no

said

put

STUDENT INTERACTIVE, p. 14

## PHONOLOGICAL AWARENESS | PHONICS

Read  
Together**Segment and Blend Sounds**

**SEE and SAY** Say each sound as you name each picture. Then blend the sounds to say each picture name again.

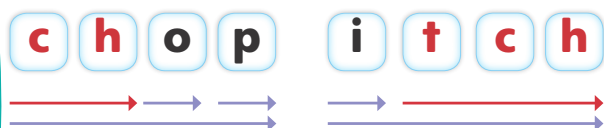


Students should say *inch*, *whale*, *match*, *phone*.

**Digraphs wh, ch, ph, Trigraph tch**

Sometimes two letters make one sound, such as **wh** in **when**, **ch** in **chest**, and **ph** in **graph**. These are called **digraphs**. Three letters together that make one sound, like **tch** in **hatch**, are called **trigraphs**.

**MY TURN** Read these words.



# Interact with Sources

## OBJECTIVES

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

Recognize characteristics of multimedia and digital texts.

## ACADEMIC VOCABULARY

**Language of Ideas** The unit Academic Vocabulary words help students access ideas. Use these words to teach and reinforce instruction throughout the lesson. For example, as you discuss the Web site, ask: [How did someone create the Web site? What can you imagine you would do at the zoo?](#)

- create
- imagine
- suppose
- possible



**Songs and Poems Big Book**  
See the *Songs and Poems Big Book* for selections that relate to the unit's theme. Share the songs and poems with students throughout the unit.

## Explore the Web Site

Remind students of the Essential Question for Unit 3: *How can we use our imaginations?* Point out and read the Weekly Question: *Why is it important to plan ahead?*

Have students follow along in their *Student Interactive*, pp. 12–13, as you read aloud the Web site “Planning Your Visit to the Zoo.” Explain that a Web site is a type of digital text, or text that you can read on a computer or other device. A digital text can have sound, video, and words. Display different features of a Web site for students, such as hyperlinks, address bar, Web site address, a refresh button, and a video play button. Lead a discussion about these different characteristics of digital texts and how to identify them. Then place students in small groups and have them discuss what features they recognize on the Web site on pp. 12–13. Ask students to discuss the content of the Web site. During the group discussions, encourage students to ask each other questions to clear up any confusion about the information on the Web site.

Display the following statements as ideas groups might discuss:

- You might need to plan ahead to bring something with you.
- You might need to plan ahead to get there on time.

Then ask: [How does visiting the Web site help you plan ahead?](#) Have each group reach a consensus on an answer and choose a representative to share the group's answer with the class.

**My TURN** Have students interact with the source by circling the features of the text on pp. 12–13 that are part of a Web site. Guide students to recognize that these features are characteristics of digital texts.

**WEEKLY QUESTION** Read the Weekly Question again: *Why is it important to plan ahead?* Explain that using imagination to plan ahead can help people be better prepared for an experience. Tell students that this week they will read about characters who need to learn to think ahead.

**ELL Targeted Support Understand Environmental Print** Display a grade-appropriate Web site for a local zoo or museum. Help students derive meaning from the environmental print as they look at the Web site. Point out important words, such as the name of the zoo or museum and names of exhibits. It is also important to point out important Web site words, such as words in the menu bar.

Ask students questions about the information on the Web site that allow them to demonstrate understanding. Tell them to point to the words on the Web site that answer your questions. **EMERGING**

Ask simple *yes/no* questions that require students to demonstrate understanding of the meaning of information on the Web site. For example: *Is this place in our state?* **DEVELOPING**

Ask students questions about how they can interact with the Web site to better understand the information. **EXPANDING**

Have partners take turns asking and answering questions about the information on the Web site. Ask them to explain how they can use the information from the Web site.

**BRIDGING**

STUDENT INTERACTIVE, pp. 12-13

WEEKLY LAUNCH: WEB SITE

Read Together

Weekly Question

WEEK 1


Why is it important to plan ahead?

www.url.here

### Planning Your Visit to the Zoo

#### Feeding Farm Animals

Grab some goodies for your favorite farm friends at the **Petting Zoo**. Feed is 25 cents.

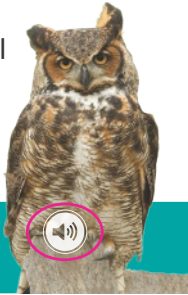


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#### Owls Up Close

Take a picture with these beautiful birds. Safety gloves are provided. Meet these feathered friends at 2:00 and 4:00 at the **Owlery**.


What does an owl sound like? Click here to find out!



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#### Butterfly Wonderland

Add a splash of color to your day at the **Butterfly House**. Wear flowery colors to draw these fluttering beauties close. But don't touch! These animal friends are fragile.



**MY TURN** Circle the features of this Web site, or digital text.

12

13



# Listening Comprehension

## OBJECTIVES

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Explain differences between books that tell stories and books that give information.


## ELL Language Transfer

**Cognates** Point out the Spanish cognates in “The Lion and the Mouse”:

- imagine : *imaginar*
- possibly : *posiblemente*

## FLUENCY

After completing the Read-Aloud Routine, display “The Lion and the Mouse.” Model reading aloud a short section, asking students to pay attention to how you read. Explain that stories such as fables are meant to be read with expression that matches the feelings of the characters. Tell students that this week they will read a fable called *The Ant and the Grasshopper*. When it is time to read it, they should practice reading it with expression.

 **THINK ALOUD** Analyze **Fables** After you reread the first two paragraphs, say: *I can tell this is a make-believe story because the characters are animals that talk. A fable is a story that has animal characters that talk. That makes me think this story might be a fable.*

## Read Aloud

Tell students that you are going to read aloud a fable. Have students listen as you read “The Lion and the Mouse.” Tell students to be active listeners by looking at you as you read and picturing in their minds the characters and actions in the fable.

### START-UP

#### READ-ALOUD ROUTINE

**Purpose** Have students listen actively for elements of a fable and ask and answer questions about key details in a text read aloud.

**READ** the entire text aloud without stopping for the Think Aloud callouts.

**REREAD** the text pausing to model Think Aloud strategies related to the genre.

## The Lion and the Mouse

One day, Lion was walking in the forest when he saw a bush move. He was sure a small animal was hiding there.

“Aha!” he said. “A snack!”

Lion scooped up a tiny mouse in his large paws.

“Please don’t eat me!” Mouse begged. Lion felt sorry for Mouse and put him down.

“Thank you,” said Mouse. “I’ll help you someday.”

Lion laughed. He could not imagine how a little mouse could help a big lion.



*“The Lion and the Mouse,” continued*

Days later, a net fell on Lion. He bit and clawed but couldn’t get out of the trap.

“Can I help?” asked Mouse.

“How can *you* help?” roared Lion. “You are just a little mouse.”

Mouse began chewing on the net. He chewed and chewed until he made a hole. Soon Lion was free!

Lion was amazed—and thankful!

Moral: Little ones can do great things.



### THINK ALOUD Analyze

**Fables** After you finish rereading the story, say: **Stories have a plot that includes a problem or challenge the characters need to solve. I read here that Lion got stuck in a trap. That is a big problem. I also read a moral, or lesson, at the end of the story. Fables have morals and animal characters who have problems they need to solve. So, I know this story is a fable.**

**ELL Targeted Support Monitor Understanding** Read aloud “The Lion and the Mouse.” Guide students to monitor their understanding of the fable.

Stop after each paragraph and ask students what happened in the story. **EMERGING**

Model asking a comprehension question after reading the first paragraph. Then have student pairs monitor their understanding by continuing to ask and answer questions after you read each of the remaining paragraphs. **DEVELOPING**

Have students work in pairs, taking turns reading aloud and pausing to ask questions that will help them to monitor their understanding of the text. **EXPANDING**

Have students demonstrate their understanding of the text by retelling what happens in their own words. **BRIDGING**

## WRAP-UP

Beginning	Middle	End

Ask students: **What events can you remember from the fable?** Use a three-column chart to record student responses. Explain that these events make up the plot of the fable.

## 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.





## SPOTLIGHT ON GENRE

## Fable

## LEARNING GOAL

I can read traditional stories.

## OBJECTIVES

Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.

Explain differences between books that tell stories and books that give information.

## LANGUAGE OF THE GENRE

As you review the Anchor Chart, check that students understand the words that help them talk about fables.

- characters
- plot
- problem
- resolution
- moral

FLEXIBLE OPTION  
ANCHOR CHARTS

To make your own anchor chart to go with this lesson, begin with the genre, traditional stories.

- Have students talk about the characteristics of a story.
- Have them suggest ideas about what distinguishes a fable from other types of stories.
- Add to the anchor chart as students learn about the genre.

## Minilesson

**FOCUS ON STRATEGIES** Like other stories, a fable has a title. It also has a plot, or main events. These main events include a problem that needs to be solved as well as a resolution, or outcome. A fable usually has animal characters, and it always teaches a moral, or simple lesson, for the reader to learn.

- Read the title. What can you guess about the story from the title?
- Think about the plot of the story. What is the order of the events? What problem do the characters face? What is the resolution, or outcome?
- What is the moral, or lesson, that this fable teaches?

**MODEL AND PRACTICE** Read the model “The Tortoise and the Hare” with students on p. 24 in the *Student Interactive*. Then model how you can tell it is a fable. “The Tortoise and the Hare” is the title of this story. The title tells me the main characters are animals. The plot includes a problem: the animals are in a race. A moral, or lesson, is included at the end. I know that a story with animal characters and a simple moral at the end is a fable. Then read the Anchor Chart on p. 25 together.

**ELL Targeted Support Use Support to Read Fables** Read aloud “The Tortoise and the Hare.” Tell students that a fable has a problem, a resolution, and a lesson to learn.

Support students in rereading the fable to identify the problem and its resolution. **EMERGING**

Have students reread the fable in pairs to support each other in identifying the problem and its resolution. Then help partners ask each other questions to determine the moral of the fable. **DEVELOPING**

Have students reread the fable in small groups. Tell them to use support from their peers to determine the moral. **EXPANDING**

Have students independently determine the moral of the fable. Then have them trade ideas with a partner, reread the fable together, and check their answers. **BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies to identify a fable.

**OPTION 1 TURN, TALK, AND SHARE** Have students talk with a partner about the moral of the fable “The Tortoise and the Hare” on p. 24 of the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students look at and read fables during independent reading. Provide a simple sequence chart for students to use in taking notes about the plot in each fable they read. Have students circle and label the problem and resolution on their sequence chart.

### QUICK CHECK

**Notice and Assess** Can students identify the elements of fables?

#### Decide

- **If students struggle**, revisit instruction about fables in Small Group on pp. T30–T31.
- **If students show understanding**, extend instruction about fables in Small Group on pp. T30–T31.

STUDENT INTERACTIVE, pp. 24–25

**GENRE: FABLE** **Read Together**

**My Learning Goal** I can read traditional stories.

**SPOTLIGHT ON GENRE**

**Fable**

A fable is a type of traditional story. It is a short story that teaches a moral, or lesson.

**The Tortoise and the Hare**

Hare asks Tortoise to race.

**Problem** → Hare is fast, and Tortoise is slow. During the race, Hare

**Resolution** → takes a nap. Tortoise passes him and wins the race. Slow

**Moral** → and steady wins the race.

**TURN and TALK** Talk about the moral of the fable.

**24**

**READING WORKSHOP** **Read Together**

**Fable Anchor Chart**

A fable has

- ★ characters that are often animals
- ★ a moral, or lesson
- ★ plot events:
  - Ⓞ problem
  - ✱ resolution, or outcome

**25**

# Academic Vocabulary

## LEARNING GOAL

I can make and use words to connect reading and writing.

## OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

### ELL Access

As students learn words related to the Academic Vocabulary, encourage students to practice using the related words by retelling or summarizing a text they have read. Challenge students to use at least two of the Academic Vocabulary, or their related words, in their summaries.

## Related Words

### Minilesson

**FOCUS ON STRATEGIES** Remind students of the Academic Vocabulary for the unit: *create, imagine, suppose, possible*. Explain that related words are words that have a word part or meaning in common. We can often learn new words by recognizing that they are related to a word we already know.

- Look for words that are related because they share a similar word part.
- Ask yourself if the new word has a similar meaning to a word you already know. The words are related by their meanings.

**MODEL AND PRACTICE** Model an example: *We are learning the word possible in this unit. I saw the word possibility in a book I'm reading, and it looks very similar to possible. They both have the letters p-o-s-s-i-b, so I think they are related. I also read the word likely. The word likely means that something will probably happen. I think that is a similar meaning to possible. I think the words are related because of their meanings.*

# Handwriting

## OBJECTIVE

Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

## Letters G and g

**FOCUS** Display uppercase and lowercase letters Gg.

**MODEL** Model how to write uppercase G using correct letter formation and slant. Have students practice writing the letter in the air with their fingers. Then repeat with lowercase g.

Write the words *tag, gift, Gil, gate, and big*, showing proper letter formation and correct letter size. Have students leave appropriate spaces between the letters in each word.



## ASSESS UNDERSTANDING

## Apply

## MyTURN

Have students complete the activity on p. 47 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 47

VOCABULARY **Read Together** READING-WRITING BRIDGE

I can make and use words to connect reading and writing.

**My Learning Goal**

### Academic Vocabulary

**Related words** are connected in some way. They have similar word parts or similar meanings.

**MYTURN** Draw a line from each vocabulary word in the center column to its related words in the left and right columns.

creative	imagine	imagination
impossible	suppose	make
supposedly	create	guess
dream	possible	might

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47






**PRACTICE** Have students use *Handwriting* p. 155 from the *Resource Download Center* to practice writing the uppercase and lowercase letters Gg.

Name \_\_\_\_\_ **Read Together**

### Handwriting






**Letters Gg**  
Where do you start uppercase G? What do you do next? How do you finish the letter?

**MYTURN** Trace the letters. Then write uppercase letter G.

Where do you start lowercase letter g? What do you do next? How do you finish the letter?

**MYTURN** Trace the letters. Then write lowercase letter g.

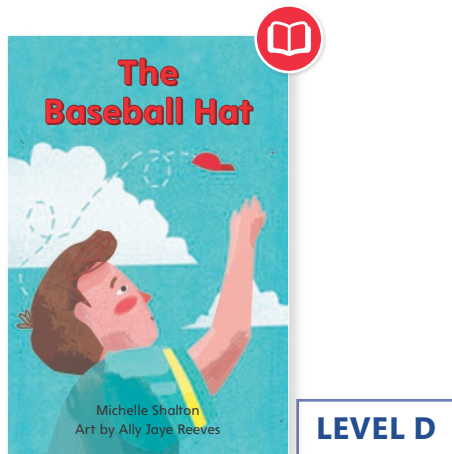
    

Grade 1 • Unit 3 • Week 1 155

*Handwriting*, p. 155

# 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.



**Genre** Fantasy

**Text Elements**

- Words with inflectional endings
- One to four lines of text per page

**Text Structure**

- Chronological



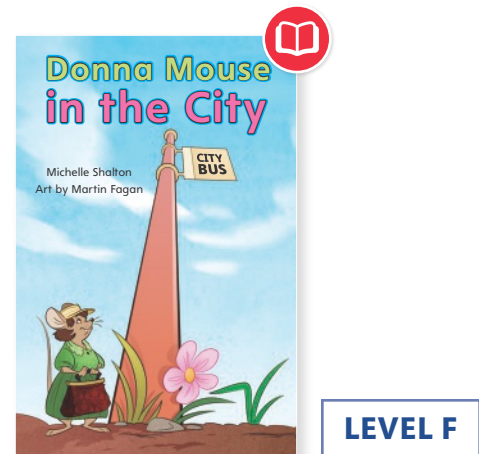
**Genre** Folktale

**Text Elements**

- Variety of words to assign dialogue
- Three to six lines of text per page

**Text Structure**

- Chronological



**Genre** Folktale

**Text Elements**

- Simple and split dialogue
- Periods, question marks, exclamation points

**Text Structure**

- Chronological

## Guided Reading Instruction Prompts

To support the instruction in this week's minilessons, use these prompts.

### Identify Traditional Stories

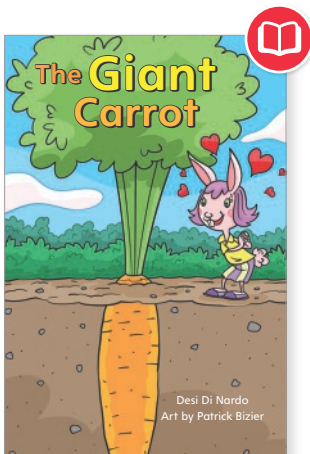
- What does the title tell you? How could this be a clue that you are reading a traditional story?
- Do the characters face a problem in the story? How is it resolved?
- Does the resolution, or outcome, of the story teach a moral? Is the moral stated directly in the text?

### Develop Vocabulary

- How do the illustrations help you understand what a word means?
- What does the word \_\_\_\_ tell us about the character?
- Why do you think the author chose to use the word \_\_\_\_ to tell about this?

### Describe Plot

- How does the story begin?
- What problem or challenge are the characters facing?
- What happens at the end? Describe the resolution, or outcome, of the problem.
- Which character learns a lesson in this fable? What is the lesson, or moral, of the fable?



LEVEL G

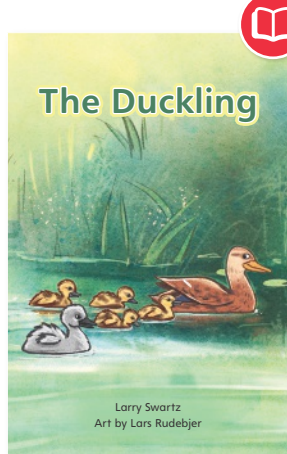
**Genre** Folktale

**Text Elements**

- Sentences with clauses
- Three to six lines of text per page

**Text Structure**

- Chronological



LEVEL H

**Genre** Folktale

**Text Elements**

- Words with complex spelling patterns
- Four to eight lines of text per page

**Text Structure**

- Chronological



LEVEL I

**Genre** Fantasy

**Text Elements**

- Multiple episodes
- Four to eight lines of text per page

**Text Structure**

- Chronological

## Make, Correct, and Confirm Predictions

- When you began to read, what kind of problem did you expect the characters to face?
- Was your prediction correct? How did you check it?
- How did you think the characters would solve the problem?
- What clues helped you predict the resolution of the story?

## Compare Texts

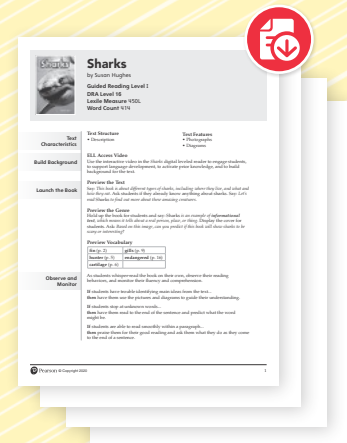
- How are the plots of the texts similar and different?
- Do both texts have a moral? What are the morals?

## 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](http://SavvasRealize.com).





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

# Teacher-Led Options

## Strategy Group



### IDENTIFY FABLES

**Teaching Point** We are learning about a kind of traditional story called a fable. Fables are stories that often have animal characters. The events that happen in the story help to teach the reader a simple moral, or lesson. Look back at “The Tortoise and the Hare” with students and discuss what they can learn about the characters and the moral of the story.

### ELL Targeted Support

Remind students that a moral is the simple lesson of a fable.

Reread “The Tortoise and the Hare” together. Help students explain the moral as they retell the fable. **EMERGING**

Have students read “The Tortoise and the Hare” again. Then have them retell the story to a partner and discuss the moral. **DEVELOPING**

Have students reread “The Tortoise and the Hare” and then retell the story to explain the moral to the class in their own words.

### EXPANDING

Have students reread and summarize both “The Tortoise and the Hare” and “The Lion and the Mouse.” Ask partners to retell the stories and discuss how the morals are similar. **BRIDGING**



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

## Intervention Activity



### GENRE: TRADITIONAL TALES

Use Lesson 38 in the *myFocus Intervention Teacher’s Guide* for instruction on recognizing traditional stories.

LEVEL B • READ

**Lesson 38** Genre: Traditional Tales

**DIRECTIONS** Follow along as your teacher reads each story. Look at the pictures.

**The Ant and the Dove**

One morning, Ant went to the river. He wanted a drink of water. But he fell in the river and he could not swim. He was in danger. Just then, Dove saw Ant in the river. She dropped a twig into the water. Ant jumped on the twig and made it to the bank. He was safe! Weeks later, Ant saw a man with a net. The man was going to catch Dove. So Ant bit the man’s foot. The man dropped the net. Dove was able to fly away. She was safe!  
*One good deed deserves another.*

**The Elves and the Shoemaker**

Once upon a time, a poor shoemaker lived with his wife. They had only a little money. The shoemaker had leather for just one more pair of shoes. He cut the leather and left it on his bench. “I’ll make these shoes in the morning,” he said. He and his wife went to bed. The next morning, the shoemaker saw a fine pair of shoes on his bench. “How can this be?” he asked. He didn’t know. But he sold the shoes. He got food to eat. He got more leather. Every night, the shoemaker set out more leather. Every morning, he found more shoes. He made plenty of money now.

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Reading Literature T • 211

## On-Level and Advanced



### INQUIRY

**Question and Investigate** Have students use the Web site on pp. 12–13 in the *Student Interactive* to generate questions about how and why we plan ahead and then choose one to investigate. Throughout the week, have them conduct research about the question. See *Extension Activities* pp. 198–202 in the *Resource Download Center*.

## Conferring

3 students / 3–4 minutes  
per conference

### IDENTIFY FABLES

**Talk About Independent Reading** Ask students to explain how they know that the book they are reading is a fable.

#### Possible Conference Prompts

- How does the book’s title give you a clue that this might be a fable?
- What kind of problem or challenge do the characters face? What is the resolution, or outcome?
- What moral, or lesson, does the fable teach?

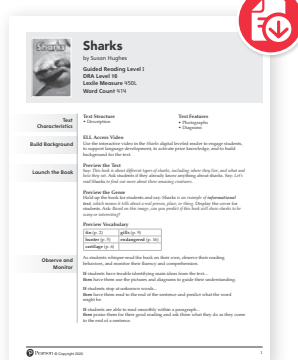
**Possible Teaching Point** Fables often have animal characters, and the plot events help the characters learn a lesson.

## Leveled Readers



### IDENTIFY TRADITIONAL STORIES

- For suggested titles, see “Matching Texts to Learning,” pp. T28–T29.
- For instructional support on how to determine elements of traditional stories, 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 what they know about the characters and the moral of a fable they are reading.

## Independent/Collaborative

### Independent Reading



Students can

- read a self-selected trade book.
- read or listen to a previously read leveled reader.
- 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 p. 25 in the *Student Interactive* and tell a partner about the characters, plot, and moral of a fable they are reading.

## BOOK CLUB



See Book Club pp. T472–T477 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 *Imagination at Work*.

# Word Work

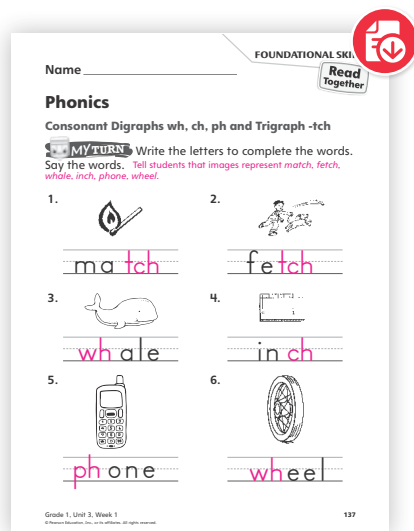
## OBJECTIVES

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 Download Center*.



*Phonics*, p. 137

## 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*.



## FORMATIVE ASSESSMENT OPTIONS

## Apply

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

**OPTION 2 Independent Activity** Have students draw one or more of the consonant digraph or trigraph words and write a simple sentence about the word.

## QUICK CHECK

**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. T46–T47.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T46–T47.

## HIGH-FREQUENCY WORDS

Write the words *good*, *no*, *put*, *round*, *said*. Have students

- read 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.

STUDENT INTERACTIVE, p. 15

Read Together
FOUNDATIONAL SKILLS



## Digraphs wh, ch, ph, Trigraph tch

**TURN and TALK** Read these words.

**whip    inch    graph    catch**

**when    chop    lunch    hutch**

**MY TURN** Say each picture name. Highlight the digraph or trigraph in each picture name. **Tell students the images represent whale, phone, patch.**

	ph	tch	wh
	wh	ph	tch
	ph	tch	wh

15

STUDENT INTERACTIVE, p. 16

PHONICS | PHONOLOGICAL AWARENESS
 Read Together

## Digraphs wh, ch, ph, Trigraph tch

**MY TURN** 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 chomps it and whisks by Chip.

Chip and Phil will chase Patch to get the ball.

**MY TURN** What happens next? Finish the story about Chip and Patch.

Chip and Patch

Possible response:

**have fun when they catch.**

# Introduce the Text



*The Ant and the Grasshopper*

## OBJECTIVES

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

Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.

## ELL Access

### Background Knowledge

Students will get more out of their reading by accessing prior knowledge or connecting to other stories with similar themes. Ask students to think about times they have planned ahead and how it helped them succeed.

## 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 *stored*, *begged*, *gathered*, and *prepared* from p. 26 in the *Student Interactive*.
- Have students share what they already know about the words. Ask questions such as these: *Where has your family stored food? What is something you have prepared? Have you ever gathered wood for a campfire? Has your dog ever begged?*
- Have students mime the action described by the words. For example, they could mime opening the doors of a cabinet, putting something inside, and closing the doors to show *stored*.
- Ask students to use the title, pictures, and vocabulary words to make a prediction about what will happen in the fable *The Ant and the Grasshopper*.
- Provide definitions of the vocabulary words as needed. Definitions appear on the selection pages that follow. *These words will help us understand what happens in the fable The Ant and the Grasshopper.*

## Read

Discuss the First Read Strategies with students. For this first read, tell students to read for understanding and enjoyment.

### FIRST READ STRATEGIES

**READ** Tell students to read or listen as you read the text. During the first read, encourage students just to enjoy hearing the story.

**LOOK** Tell students that one way to make a prediction is to guess what will happen next by looking at the text features for clues. Text features such as the title and illustrations can give information about the story. Have students use the text features to make a prediction, or guess, about what will happen in the story. Provide assistance as needed. Explain that knowing the genre of a story can help a reader make predictions too.

**ASK** Have students generate, or ask, questions about the resolution of the story to make sure they understand the outcome and the moral of the fable. Provide assistance as needed.

**TALK** Guide students to talk to a partner about the moral of the fable.

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.



**ELL Targeted Support Preteach Vocabulary** Tell students that they may find it easier to read a text if they learn some of the key vocabulary first. Use these activities to preteach the vocabulary words before students read *The Ant and the Grasshopper*.

Help students decide on a gesture for each vocabulary word that shows its meaning. Have the class read each student's gesture and guess the word. **EMERGING**

Discuss the meaning of each vocabulary word. Then provide a sentence frame for each word and have partners read and complete the sentences. **DEVELOPING**

Have student pairs make sentences using the vocabulary words and read their sentences to the class. **EXPANDING**

Have students work independently to write a sentence for each vocabulary word and read their favorite to the class. **BRIDGING**

STUDENT INTERACTIVE, p. 26

Read  
Together

## The Ant and the Grasshopper

### Preview Vocabulary

You will read these words in *The Ant and the Grasshopper*.

stored    begged    gathered    prepared

### Read

**Read** for enjoyment.

**Look** at the text features, such as the title and pictures. We can use these to make a prediction, or guess, about the story. Based on text features, what can you predict?

**Ask** questions about the resolution, or outcome.

**Talk** about the moral with a partner.

### Meet the Illustrator

**Sara Rojo** was born in Spain. She illustrates both English and Spanish children's books.

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STUDENT INTERACTIVE, p. 27

**Read Together** Genre Fable

# The Ant and the Grasshopper

*A retelling of Aesop's fable*

by Mark White  
illustrated by Sara Rojo

27

AUDIO  
Audio with Highlighting

ANNOTATE

## First Read

### Look

**THINK ALOUD** When I look at the text features, such as the title and illustrations, I think about what the story will be about. The title makes me think the story will be about the ant and the grasshopper in the picture. The grasshopper looks like it is talking in the picture. I predict, or guess, that the ant and the grasshopper will talk and act like people do.

## CROSS-CURRICULAR PERSPECTIVES

### Social Studies



Tell students that Aesop probably lived in ancient Greece. He told a lot of tales that became known as *Aesop's Fables*. His fables tell lessons that pass on beliefs and values that many communities share. Aesop may have been a clever storyteller, but all of the tales that have his name may not have been told by him. Aesop's fables have been told, written, and rewritten for more than 2,500 years all around the world.



STUDENT INTERACTIVE, pp. 28-29



An ant lived next to a grasshopper in a large field.



28

The ant woke early each summer morning.

He was a hard worker.

All day long, the ant gathered food.

He stored it in his home.

**stored** held for future use

**gathered** put things in a group



29

### Possible Teaching Point



#### Academic Vocabulary | Related Words

Use the Academic Vocabulary lesson on p. T26 in the Reading-Writing Workshop Bridge to teach about building vocabulary by identifying related words. Then point out this sentence on p. 29 in the *Student Interactive*: "He was a hard worker." Ask students to tell you what a *worker* is. (someone who works) Tell students that the ending *-er* is a common ending that builds related words. Write the following verbs on the board and read them aloud: *read, sing, play*. Then add *-er* to each word. Ask students to think about what they know about these words and use them correctly in oral sentences.

### First Read

#### Ask

**THINK ALOUD** When I read these first few pages, I can ask myself questions about what I am reading. Why is the ant working so hard and storing food in his home? I can make a prediction, or guess, about the answer. I think the ant works hard and stores food for the winter, when there might not be a lot of food.



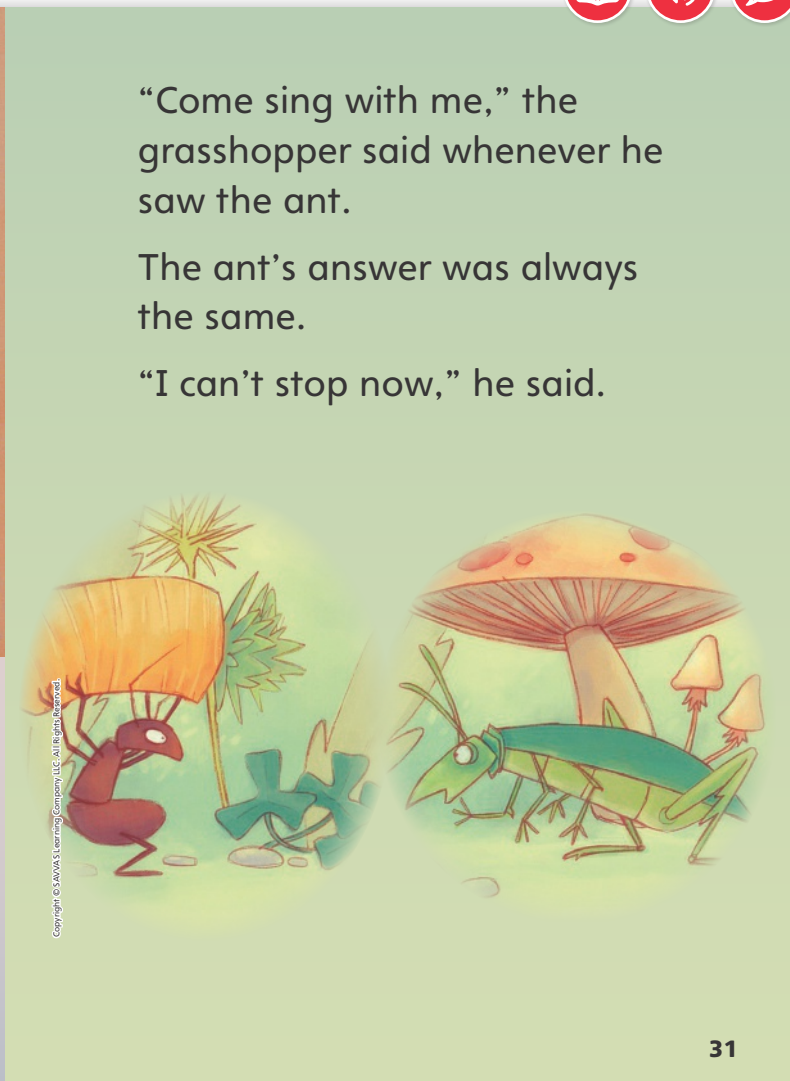
STUDENT INTERACTIVE, pp. 30-31



The grasshopper woke up singing every summer morning. He had a nice voice. He loved to make music. All day long, he sang and danced.

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“Come sing with me,” the grasshopper said whenever he saw the ant.

The ant’s answer was always the same.

“I can’t stop now,” he said.

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31

## First Read

### Read

**THINK ALOUD** I read on these pages that the grasshopper likes to sing and dance. I also read that he asks the ant to join him, and the ant always says no. I want to read more to find out what happens next!

## Foundational Skills Extension

### Consonant Digraph *wh*

Have students find the word on p. 31 in the *Student Interactive* that has the initial consonant digraph *wh*. (*whenever*) Read the word aloud and have students repeat.




STUDENT INTERACTIVE, pp. 32-33



**begged** asked for  
desperately

“Not even for one song?” the  
grasshopper begged. “It is a  
lovely day!”

But the ant kept working.

CLOSE READ 

What do you predict will happen in this  
story? **Highlight** the details that make you  
think that.

32

33

### Possible Teaching Point



#### Read Like a Writer | Third-Person Text

Use the Read Like a Writer, Write for a Reader lesson on p. T54 to teach students about third-person text. Explain to students that a third-person text has a narrator. The narrator tells the story but is not a character in the story. On p. 30 in the *Student Interactive*, the narrator tells about the grasshopper. Guide students to look for the words on p. 30 that show that the narrator is telling about the grasshopper. (*The grasshopper, he*)

### Close Read



#### Make and Confirm Predictions

Read the Close Read note on p. 33. Prompt students to predict, or guess, what will happen. Have them highlight the details in the text that support their prediction. **DOK 2**

#### OBJECTIVE

Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.

STUDENT INTERACTIVE, pp. 34–35



On rainy days, the grasshopper sat around at home. He made up songs.



The ant worked at home on rainy days.

He prepared and stored his food for winter.

**prepared** got ready

CLOSE READ

**Highlight** the details that help you correct or confirm your prediction.

## First Read

### Talk

**THINK ALOUD** We can talk about the differences between the grasshopper and the ant. The grasshopper is relaxing on page 34, and the ant is still storing food on page 35. On pages 36–37, the grasshopper is looking for food, but the ant is not working now. It is wintertime.

### Possible Teaching Point



#### Academic Vocabulary | Related Words

Use the Academic Vocabulary lesson on p. T26 to teach students about related words. Remind students that they can use words and word parts that they already know to build their vocabulary with related words. Then point out the word *rainy* on pp. 34–35 in the *Student Interactive*. Explain that when *-y* is added to a word, it changes the meaning of the word to having something or being something. Adding *-y* to the word *rain* makes the word *rainy*. *Rainy* means having rain. Write each set of words on the board and read them aloud: *snow, snowy; wind, windy*. Guide students to the understanding that *snowy* means having snow and *windy* means having wind.



STUDENT INTERACTIVE, pp. 36-37



One winter day, the grasshopper  
went to look for food.  
He found nothing.

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CLOSE READ

Underline the grasshopper's problem.

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## CROSS-CURRICULAR PERSPECTIVES

Science



Tell students that even though ants are small animals, they are very strong. Some scientists say that ants can lift around 50 times their own body weight. This would be like a first grader lifting a small car! Other scientists say that ants can lift 1,000 times their own body weight or more! Ants need to be strong in order to carry large pieces of food to their ant colonies. There can be millions of ants in a colony that need to be fed.

## Close Read



## Make and Confirm Predictions

Have students highlight the text details on pp. 34–35 that they use to change or confirm their predictions. **DOK 2**

## Describe Plot

Remind students that the problem in a story's plot, or main events, is what needs to be solved. Have students underline the text on p. 36 that tells the grasshopper's problem. **DOK 2**

## OBJECTIVES

Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.

Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.

STUDENT INTERACTIVE, pp. 38-39



“You spent all summer singing.  
But I worked,” the ant said.

“Now you can spend the  
winter dancing to keep warm.”



## First Read

### Ask

**THINK ALOUD** I want to make sure I understand what has happened in the fable. This will help me understand the resolution, or how the story ends. I can ask some questions to make sure I understand what happened and what the moral, or lesson, of the fable is.

What does the ant say to the grasshopper? Why does he answer the grasshopper the way he does? I can go back and look at the earlier parts of the story to find answers.

### Possible Teaching Point



#### Language & Conventions | Singular and Plural Nouns

Use the Language & Conventions lesson on p. T327 to teach students about singular and plural nouns. Have students examine the noun *ant* on p. 38 in the *Student Interactive*. Ask students if the noun *ant* names one ant or more than one ant. (*one ant*)



STUDENT INTERACTIVE, pp. 40–41



“But I know you have food,”  
said the grasshopper.

“That’s because I spent the  
summer getting ready for  
winter,” the ant replied.

40

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“There’s a time for play and a  
time for work,” the ant said.



CLOSE READ

Underline what the grasshopper learns  
from the resolution, or outcome.

41

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## Foundational Skills Extension

### Contractions

Have students find two contractions on pp. 40–41. (*That’s*, *There’s*) Have students read the words aloud and then say the words that form the contractions. (*That is*, *There is*) Work with students to identify other contractions that use *is* (for example, *he’s*, *she’s*, *it’s*, *here’s*, *where’s*, *who’s*).

## Close Read



### Describe Plot

Have students read the Close Read note on p. 41. Ask them what lesson the grasshopper learned from the resolution. (*There’s time for work and time for play*.) Have them underline the part of the text where they found this detail.

DOK 2

### OBJECTIVE

Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.

# Respond and Analyze



*The Ant and the Grasshopper*

## OBJECTIVES

Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

Use text evidence to support an appropriate response.

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

Respond using newly acquired vocabulary as appropriate.

## My View

Use these suggestions to prompt students' initial responses to reading *The Ant and the Grasshopper*.

- **Question** Talk with a partner and share any questions you have about *The Ant and the Grasshopper*.
- **Illustrate Details** Have students draw a picture of their favorite part of the story. Then have partners tell each other about the picture.

## Develop Vocabulary

### Minilesson

**FOCUS ON STRATEGIES** Tell students that the vocabulary words *stored*, *begged*, *gathered*, and *prepared* are action verbs that paint a clear picture of what the characters do in *The Ant and the Grasshopper*.

- Remind yourself of a word's meaning.
- Look for illustrations that help you picture and understand a word.
- How does this word help you understand the action in the story?

**MODEL AND PRACTICE** Have students turn to p. 42 in the *Student Interactive*. Read the directions aloud. Model how to complete the first sentence. Ask: *Which vocabulary word fits best in this sentence?*

**ELL Targeted Support Drawing** Encourage students to use the strategic learning technique of drawing to acquire basic vocabulary.

Have student pairs draw an illustration for each vocabulary word. Then have each pair exchange their pictures with another group and try to guess which word matches each picture. **EMERGING/DEVELOPING**

Have partners draw an illustration for each vocabulary word. Then have them exchange drawings and write a sentence about the drawing that includes the vocabulary word depicted. Ask students to read their sentences aloud to the class. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for developing vocabulary.

**OPTION 1 My TURN** Have students practice developing vocabulary by completing p. 42 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students find verbs from their independent reading texts that paint clear pictures of what characters do. Ask students to list the words and tell what they think the words mean.

### QUICK CHECK


**Notice and Assess** Are students able to identify and use new vocabulary words?

#### Decide


- **If students struggle**, revisit instruction for vocabulary in Small Group on pp. T48–T49.
- **If students show understanding**, extend instruction for vocabulary in Small Group on pp. T48–T49.

**Check for Understanding My TURN** Have students complete p. 43 in the *Student Interactive*.

STUDENT INTERACTIVE, pp. 42–43

**VOCABULARY** 

### Develop Vocabulary

 **MY TURN** Write a word from the box to finish the summary of *The Ant and the Grasshopper*.

stored	begged	gathered	prepared
--------	--------	----------	----------

The ant worked hard and gathered food.

The ant stored the food in his home.

The grasshopper begged the ant to have fun with him.


But the ant said no.

The ant prepared for winter.


The grasshopper did not.

42

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**COMPREHENSION** 

### Check for Understanding

 **MY TURN** Write the answers to the questions. You can look back at the text.

**DOK 2** 1. What makes this text a fable? **Possible response:**  
It teaches a lesson.

**DOK 3** 2. What is the author's purpose for writing this text? **Possible responses:**  
to entertain readers, to teach a lesson

**DOK 3** 3. What can the ant learn from the grasshopper? **Possible response:**  
The ant can learn to have some fun and not work so much.

43

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

# Teacher-Led Options

## Word Work Strategy Group

### DIGRAPHS *wh, ch, ph*, TRIGRAPH *tch*

#### Sound-Spelling Cards

Point to the pictures on Sound-Spelling Cards 34, 46, 49, and 52. Say: *Whale* begins with the sound /hw/ spelled *wh*. *Phone* begins with the sound /f/ spelled *ph*. *Chair* and *watch* both have the sound /ch/. *Chair* begins with *ch*, and *watch* ends with *tch*.



Display the following words: *when, lunch, graph, catch*. Have students read each word aloud. Ask questions about each word that give clues about the word, and have students identify and read each word. For example, ask: **Which words end with the same ending sound in *watch*?** (*lunch, catch*)

### ELL Targeted Support

Help students learn the relationship between sounds and letters in the words *when, lunch, graph, and catch*.

Point to each word on the board as you read them aloud at a slow pace, emphasizing the sounds /hw/, /f/, and /ch/. Have students repeat.

#### EMERGING

Have students write and read each word. Have them circle the consonant digraphs.

#### DEVELOPING

Have students use each word in a sentence and then read each sentence aloud.

#### EXPANDING/BRIDGING



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

## Intervention Activity

### CONSONANT DIGRAPHS AND TRIGRAPHS

Use Lesson 17 in the *myFocus Intervention Teacher's Guide* for instruction on consonant digraphs and trigraphs.

LEVEL B • MODEL AND TEACH

**Lesson 17** Consonant Digraphs and Trigraphs *ch, tch, wh*

**INTRODUCE** Remind students that they know how to read and write words with the digraphs *sh, th, ph, and gh*. A digraph is two consonants that stand for a single sound. For example, in the word *shop*, the letters *sh* make the single sound /sh/. Today we will learn to read and spell words with two other digraphs that are used in many words. We will also learn a trigraph—three consonants that work together to make a single sound.


**MODEL** Display or share copies of the passage “Chip the Dog” from Student Page S109, and read it aloud.

**Chip the Dog**

Chip the dog has an itch.  
Where is it?  
She bites her leg.  
Much better!

*makes the /ch/ sound*

*makes the /wh/ sound*



**OBJECTIVES:**

- Decode words with the consonant digraphs *ch* and *wh* and the consonant trigraph *tch*.
- Properly spell words with the consonant digraphs *ch* and *wh* and the consonant trigraph *tch*.

**TEACH** Point to and say each word with a digraph or trigraph, emphasizing the single letter sounds: *tch* makes the /ch/ sound; *wh* makes the /wh/ sound; and *ch*, like *tch*, makes the /ch/ sound. Have students repeat each word with you. Which two consonant combinations make the /ch/ sound? (*tch, ch*) Guide students to identify another word with the *ch* digraph. (*Much*) Circle *ch*. I know that each of these consonant combinations makes one sound. I blend the digraph or trigraph with other sounds to make a word. So, I can read and spell words with these consonant combinations correctly.

Phonics, Morphology, and Spelling T • 109

## Intervention Activity

### PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 1–13.



## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles to students. Have them practice forming words with digraphs and trigraphs, such as *whip*, *whale*, *phone*, *graph*, *patch*, *hatch*, *chop*, *chip*.



Students can also play the Letter Tile game in the myView games on SavvasRealize.com.

### Decodable Reader



Prompt students to read the Decodable Reader *Catch the Bus*. The story will help reinforce students' understanding of words with consonant digraphs *wh*, *ch*, *ph*, and consonant trigraph *tch*, as well as high-frequency words.

Pair students for reading, and listen carefully as they use letter-sound relationships to decode. One student begins. Students read the entire story, switching readers after each page. Then have partners reread the story, with the other student beginning.

### High-Frequency Words

Have students practice reading and writing this week's high-frequency words: *round*, *good*, *said*, *no*, *put*. Display the words and have students read them. Then cover up one of the words and have students tell you which one it is. Repeat with each word.

### Centers



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

## Decodable Reader

**Catch the Bus**  
Written by Mary Brenton

Decodable Reader  
25

**Consonant Digraphs wh, ch, ph and Trigraph tch**  
catch chest patch when white  
checks graph such which

**Long i / e**  
line nice ride times white

**Consonant c / t /**  
nice place

**High-Frequency Words**  
a go put to  
for I the

1

Mom and Pam walk to the bus stop.

2

Which bus can Mom and Pam catch?  
Mom checks the graph for times.

3

Mom and Pam get in line  
and then ride the bus.

4

HATS

"Can I get this red and white cap?  
It is such a nice fit.  
I can put it on when I pitch."

5

Pam has chips.  
Mom gets the check.

6

When will Mom and Pam go back to  
that place?

7

It is time to catch the bus.

8

Use the  **QUICK CHECK** on p. T45 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DEVELOP VOCABULARY

**Teaching Point** Authors choose action verbs that help readers clearly understand what the characters are doing. When you come to an action verb, use the pictures and think about what the character might be doing. That should help you understand what the action verb means. Look back at p. 37 in the *Student Interactive* to demonstrate with the word *knocked*.

### ELL Targeted Support

Have students locate each of the vocabulary words in the text.

Point out the word *gathered* on p. 29 in the *Student Interactive*. Ask questions about the illustration to guide students' retelling and help them understand the meaning of *gathered*. Continue with *stored* (p. 29), *begged* (p. 32), and *prepared* (p. 35). **EMERGING**

After locating each word, have students retell that part of the text and give the meaning of each word, relying on the illustrations for guidance.

### DEVELOPING

After telling the meaning of each word, have students retell the part, or parts, of the story where the word occurs. Have them use the words in their retellings. **EXPANDING/BRIDGING**



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

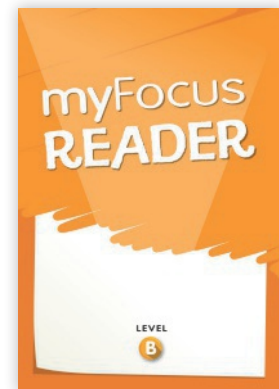
## Intervention Activity



### myFOCUS READER

Read the text on pp. 30–31 in the *myFocus Reader* with students. Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to provide additional insight for students on fables.

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 pairs to take turns reading with expression that is exciting and engaging for the listener.

### ORAL READING RATE AND ACCURACY

Use pp. 61–66 in Unit 3 Week 1 *Cold Reads* to assess students. Have partners practice reading the passages. 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 refer to their lists and share three new words they learned in their independent reading text.

### Possible Conference Prompts

- What action word did the author use to tell about what a character was doing?
- Why do you think the author chose that word?

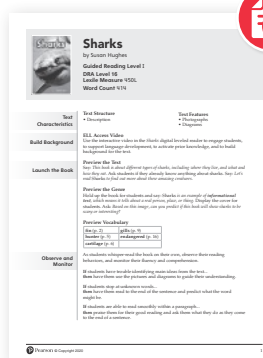
**Possible Teaching Point** The right action words, or verbs, can help readers clearly understand what a character is doing. Look for these types of action words when you read.

## Leveled Readers



### DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T28–T29.
- For instructional support on identifying action words (verbs), see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class together and invite one or two students to share verbs they found in their reading. Have the class celebrate their learning.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to *The Ant and the Grasshopper*.
- read a self-selected trade book or their Book Club text.
- partner-read a text, helping each other as they read the book.

### Centers



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

### Literacy Activities



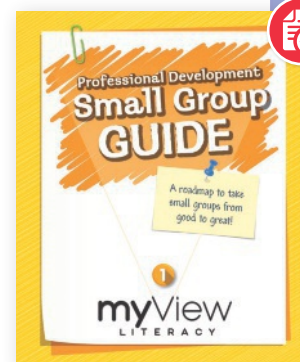
Students can

- work with a partner to discuss and answer the questions on p. 43 in the *Student Interactive*.
- play the myView games.
- choose a passage from the story and with a partner take turns reading the passage with appropriate expression.

### SUPPORT COLLABORATION

Encourage students to converse and collaborate throughout the learning process to engage them in supporting one another.

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



# Word Work

## OBJECTIVES

Blend spoken phonemes to form one-syllable words, including initial and/or final consonant blends.

Segment spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends.

Know and apply grade-level phonics and word analysis skills in decoding words.

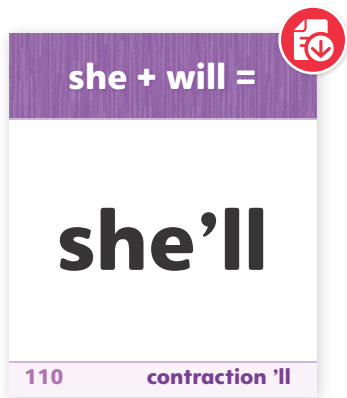
Identify and read common high-frequency words.

## Phonological Awareness: Segment and Blend Phonemes

**SEE AND SAY** Point to the picture of the check (mark) at the top of p. 17 in the *Student Interactive*. Say: **This is a picture of a check. Let's say the sounds in check together:** /ch/ (pause) /e/ (pause) /k/. Then have students repeat with the words *bench* (/b/ /e/ /n/ /ch/) and *wheel* (/hw/ /ē/ /l/).

**PRACTICE** Say the following words and have students segment and blend the phonemes: *lunch, can't, phone, hatch, it's, white, whip*.

## Phonics: Decode Contractions



Sound-Spelling Card 110

## FOUNDATIONAL SKILLS EXTENSION

See p. T43 for a contractions extension activity that can be used as the text is read.

### Minilesson

**FOCUS** Explain that contractions are made up of two words that have been shortened into one. Write *I'll* on the board and point to the apostrophe. Say: **The missing letter or letters in contractions are replaced with an apostrophe. I'll is the contraction for the words I will.** Write *I will* on the board. Display Sound-Spelling Card 110 (*she'll*). Say: **If I'll is the contraction for I will, for what words is she'll the contraction? (she will)**

**MODEL AND PRACTICE** Write or display these words and their contractions: *can not (can't); he is (he's); and I am (I'm)*. Point to *can not* and read the words. Then point to *can't* and read the word. **What two letters are missing? (n and o) What takes the place of the missing letters? Yes, an apostrophe. Let's read the other words.** First model writing the two words *he* and *is* and reading the words. Erase the letter *i*, replace it with an apostrophe, and read the word *he's*. Repeat the process with *I* and *am* and other words and their contractions, such as *she will, she'll; they will, they'll; does not, doesn't, and is not, isn't*.

**APPLY My TURN** Have students decode the words and highlight the apostrophes on the bottom of p. 17 in the *Student Interactive*.



# High-Frequency Words

## Minilesson

**FOCUS** Display this week's words: *good, no, put, round, said*. Tell them there are three good ways to practice the words: read the word, spell the word, and use the word in a sentence.


**MODEL AND PRACTICE** Have students use the words in sentences. Then have students turn to the top of p. 18 in the *Student Interactive* and read the words.




**APPLY MyTURN** Direct students to the bottom of p. 18. Have them print the high-frequency words to complete the sentences.

STUDENT INTERACTIVE, p. 17

FOUNDATIONAL SKILLS
Read Together

### Segment and Blend Sounds


 **SEE and SAY** Say each picture name. Segment the picture names into single sounds. Then blend the sounds together to say the picture names again.

Students should say check, bench, wheel.

### Contractions

A **contraction** is a shortened form of two words. An **apostrophe** replaces the missing letter or letters. The contraction **I'll** is the shortened form of **I** and **will**.

 **MYTURN** Read the word pairs and the contractions. **Highlight** the apostrophe.

can not    can't    I am    I'm

17

STUDENT INTERACTIVE, p. 18

HIGH-FREQUENCY WORDS | PHONICS
Read Together


### My Words to Know

Some words you will see a lot when you read.

**MYTURN** Read these words.

no	put	good	said	round
----	-----	------	------	-------

**Handwriting** Always print answers clearly. Leave spaces between words.

 **MYTURN** Finish the sentences. Print answers clearly and leave spaces between words.

1. I have a round blue rock.
2. "It is a good gift," I said .
3. Phil can put it in a bag.
4. One bag has no name on it.

18

# Describe Plot



*The Ant and the Grasshopper*

## OBJECTIVE

Describe characters, settings, and major events in a story using key details.

## ACADEMIC VOCABULARY

**Integrate** As you discuss the text during the Close Read, model using the Academic Vocabulary words:

- When we make predictions about a story, we think about what we suppose will happen.
- I use details in the text and illustrations to help me imagine what is happening in the story as I read.

## Minilesson

**FOCUS ON STRATEGIES** The plot, or main events, of a story includes a problem or challenge the characters have. How this problem is solved is called the resolution. In a fable, readers learn the moral, or lesson, of the story at the resolution.

- Think about the story. What happens first? Next? Last?
- Note the problem or challenge that the characters have.
- How was the problem solved?

**MODEL AND PRACTICE** Use the Read Aloud “The Lion and the Mouse” on pp. T22–T23 to model describing the plot. Say: In “The Lion and the Mouse,” the first event is when Lion finds Mouse and then decides to let him go. Next, Lion is trapped in a net. This is the problem in the story. Finally, Mouse chews through the net, and Lion is free. This is how the problem is solved, which is called the resolution, or outcome. Have students look at the illustrations on pp. 40–41 in the *Student Interactive* to find details about the plot. Then, have students go back to the Close Read notes on pp. 37 and 41 in the *Student Interactive* and underline the problem and the lesson learned.

**ELL Targeted Support Taking Notes** Have students take notes about the plot of *The Ant and the Grasshopper*, using a sequence chart.

Remind students that every story has a beginning, middle, and end. Have them draw simple pictures in the chart to show each part. **EMERGING**

Have students use the chart to write a simple sentence about the beginning, middle, and end of the story. Have them read their sentences to a partner. **DEVELOPING**



## EXPERT'S VIEW P. David Pearson, Professor Emeritus of Instructional Science, UC Berkeley

“Close reading gives respect to the role of the text in comprehension. It is important to remember that the text is central to comprehension, not incidental. When you do close reading, you focus on the big ideas and the details that support those ideas. Close reading is not just about getting the facts. It’s about connecting the facts in the text to the themes of human experience that characterize good literature.”

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

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for describing plot elements.

**OPTION 1 My TURN** Have students complete p. 44 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students draw a simple sequence chart to keep track of plot events in the book they are reading. On their charts, have them highlight or underline the story problem with one color and the resolution with another color.

### QUICK CHECK

**Notice and Assess** Can students describe plot elements in a story?

#### Decide

- **If students struggle**, revisit instruction about describing plot in Small Group on pp. T56–T57.
- **If students show understanding**, extend instruction describing plot in Small Group on pp. T56–T57.

STUDENT INTERACTIVE, p. 44

CLOSE READ

Read Together

### Describe Plot

The **plot** is the main events in a text.  
The plot can have a problem and resolution.  
The **problem** is what needs to be solved.  
The **resolution** is the outcome.

**MY TURN** What problem does the grasshopper have? Look back at the text.  
Possible response: \_\_\_\_\_

The grasshopper's problem is **he doesn't have** \_\_\_\_\_  
\_\_\_\_\_

**any food in the winter.**

What is the resolution, or outcome, of the text?  
Possible response: \_\_\_\_\_

**The grasshopper learns that there is a** \_\_\_\_\_  
\_\_\_\_\_

**time to work and a time to play.**

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# Read Like a Writer, Write for a Reader

## OBJECTIVE

Identify who is telling the story at various points in a text.

## ELL Access

**Pronouns** In preparation for learning about third-person texts, write a list of pronouns and identify the third-person pronouns. Support students in their oral and written use of pronouns, which can be a very confusing area of grammar for many ELLs.

## Third-Person Text

### Minilesson

**FOCUS ON STRATEGIES** When a story is told by someone who is not a character in the story, it is called a third-person text. Readers can listen to a third-person text and then experience it by picturing the story in their minds.

- Ask yourself from whose point of view the story is being told. In a third-person text, the story is told from the point of view of someone who is not a character in the story, or a narrator.
- The narrator will use words such as *he*, *she*, or *them*.

**MODEL AND PRACTICE** Model listening to and experiencing third-person text using the example on p. 48 in the *Student Interactive*: *When I read the sentence “The ant woke early each summer morning,” I notice that the ant is not telling the story. Someone outside the story is the narrator, so this is a third-person text. I can picture in my mind the ant waking up before the sun rises.* Have students listen to a sentence from a third-person text and then tell how they experience the text.

# Handwriting

## OBJECTIVE

Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

## Letters J and j

**FOCUS** Display uppercase and lowercase letters *Jj*.

**MODEL** Model how to write uppercase *J* using correct letter formation and slant. Have students practice writing the letter in the air with their fingers. Then repeat with lowercase *j*.

Write the words *jump*, *jot*, *jug*, *Jim*, *Jen*, and *Jack*, showing proper letter formation and correct letter size. Have students use appropriate spaces between words.



## ASSESS UNDERSTANDING

## Apply

**TURN, TALK, AND SHARE My TURN** Have students complete the activities on p. 48 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 48

**AUTHOR'S CRAFT**

**Read Like a Writer, Write for a Reader**

A **narrator** is the person who tells the story.  
A **third-person text** has a narrator that is not a character in the story. A third-person text does not use the words **I** and **me**.

The **ant** woke early each summer morning. **He** was a hard worker. ←.....

These words show that the narrator is not a character in the story. The narrator tells about the ant.

**TURN and TALK** Talk to your partner about what you feel when you think about the third-person text *The Ant and the Grasshopper*.

**MY TURN** Write a third-person sentence about a girl named Sadie. Read your sentence to a partner.

**Possible response:**

**Sadie walks to school with her friends.**

**She carries her books in a blue backpack.**

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## Writing Workshop

Guide students to use third-person pronouns in Writing Workshop when composing third-person texts. During conferences, support students' writing by helping them check that they have used first-person and third-person pronouns correctly.

**PRACTICE** Have students use *Handwriting* p. 156 from the *Resource Download Center* to practice writing the uppercase and lowercase letters *Jj*.

Name \_\_\_\_\_

**Handwriting**

**Letters Jj**  
Where do you start uppercase letter J? What do you do next? How do you finish the letter?

**MY TURN** Trace the letters. Then write uppercase letter J.

Where do you start lowercase letter j? What do you do next? How do you finish the letter?

**MY TURN** Trace the letters. Then write lowercase letter j.

Grade 1 • Unit 3 • Week 1 156

*Handwriting*, p. 156

Use the  **QUICK CHECK** on p. T53 to determine small group instruction.

# Teacher-Led Options

## Strategy Group

### DESCRIBE PLOT

**Teaching Point** Every story has a plot. The plot is the events that take the characters through a problem to a resolution, or outcome. Look back at *The Ant and the Grasshopper* and model identifying the first events in the plot. Invite students to help you retell the middle events and the resolution.

### ELL Targeted Support

Help students understand and use routine classroom vocabulary to talk about plot, including *problem* and *resolution*.

Tell a short story to students, such as a well-known fairy tale. Then guide them to name the problem in the story. Help students speak about how the problem was solved using the word *resolution*. **EMERGING**

Have students use the words *problem* and *resolution* to speak to a partner about the plot of a story they have read. **DEVELOPING**

Have students speak in small groups to identify the problem and the resolution of a story they have read. **EXPANDING**

Have students use the vocabulary they have learned to present a brief oral summary of the plot of a story they have read to the class.

### BRIDGING



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

## Intervention Activity

### STORY ELEMENTS

Use Lesson 45 in the *myFocus Intervention Teacher's Guide* for instruction on story elements.

LEVEL B • READ

**Lesson 45** Story Elements

**DIRECTIONS** Follow along as your teacher reads aloud the story. Listen for information about the characters, setting, and major events.

**A Camping Adventure**

The woods were pretty. Benny could see the tall trees. Jack could smell the flowers.

Benny and Jack were dogs. Benny was big. Jack was small. They were on a camping trip with their family. They were on a walk, just the two of them.

The path went left. Then it went right. It passed by a big tree stump.

"The woods are great," thought Jack. "But it's probably time to turn around. We don't want to be late for lunch!"

Benny stopped. He sniffed the air. He smelled something.

Now Jack barked. It was a warning. "Look out for the bear!" it said.

A bear! Benny did not wait. He ran as fast as he could. So did Jack. They ran up a hill and past a big rock. At first they could hear the bear running, too. But the bear could not catch up to them. When they stopped to rest, the bear was gone. Now the dogs could relax.

Benny and Jack looked around. They sniffed the air. They smelled the dirt. None of it looked familiar. None of it smelled familiar.

"Uh-oh," Jack thought. "We're lost!"

"Which way is camp?" Jack barked.

Benny did not know. Jack was scared.

Reading Literature T • 257

## Fluency

Assess 2–4 students

### PROSODY

Have student pairs practice fluent reading using a short passage with dialogue.

### ORAL READING RATE AND ACCURACY

Use pp. 61–66 in Unit 3 Week 1 *Cold Reads* to assess students. Have partners practice reading the passages. Use the *Fluency Progress Chart* to track student progress.



## Conferring

3 students / 3–4 minutes  
per conference

### DESCRIBE PLOT

**Talk About Independent Reading** Have students look at the sequence charts they made about their reading. Ask students to tell how they identified the problem and the resolution.

### Possible Conference Prompts

- What is the problem in this story?
- How did the problem get solved?
- What lesson did the character(s) learn?

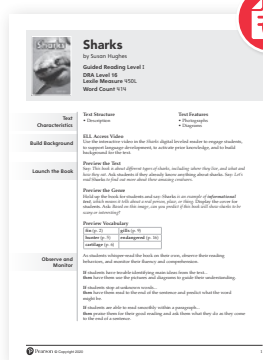
**Possible Teaching Point** In a fable, the resolution is usually where the character and the reader learn the moral of the story. The resolution comes near the end.

## Leveled Readers



### DESCRIBE PLOT

- For suggested titles, see “Matching Texts to Learning,” pp. T28–T29.
- For instructional support on describing problem and resolution, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring together the whole class. Invite one or two students to tell and celebrate the reading strategies they used during their independent reading.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to *The Ant and the Grasshopper*.
- read a self-selected trade book.
- work with a partner to retell their independent reading books.

### Centers



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

### Literacy Activities



Students can

- play the myView games.
- take turns reading a passage with expression.
- complete an activity from the *Resource Download Center*.

### SUPPORT PARTNER READING

Encourage partners to support one another in their reading. Explain how working together can improve understanding. Celebrate with partners who support one another.

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



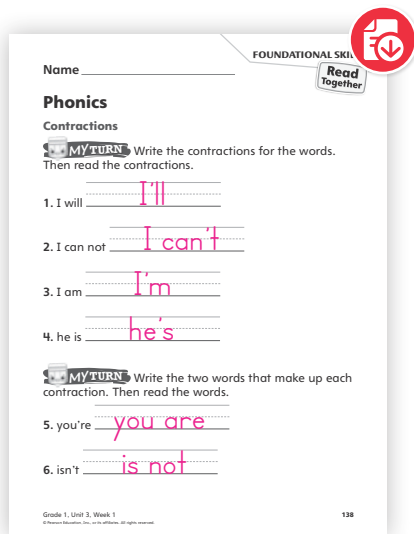
# Word Work

## OBJECTIVE

Use knowledge of base words to decode common compound words and contractions.

## ADDITIONAL PRACTICE

For additional student practice with contractions, use *Phonics* p. 138 from the *Resource Download Center*.



*Phonics*, p. 138

## Phonics: Decode and Write Contractions

### Minilesson

**FOCUS** Tell students that a contraction is a shortened form of two words. Explain that an apostrophe replaces the missing letter or letters.

**MODEL AND PRACTICE** Write *she will* on the board. Model how you delete (erase) the *w* and the *i* in *will* and join *ll* to *she* with an apostrophe. Display the word *shell*. Ask students to read the word. Say: **Without an apostrophe, the letters s-h-e-l-l spell the word shell. If you are writing a contraction, don't forget to put in the apostrophe for the missing letters.**

**TURN, TALK, AND SHARE** Have partners read the words at the top of p. 19 in the *Student Interactive*.

**ELL Targeted Support Contractions** English Language Learners may need support in understanding the structure of contractions in order to comprehend texts when reading.

Support students in reading and understanding the contraction language structure. Display two or three contractions. Work with students to read the contractions and help them determine the words that make up the contraction. Then have them repeat the contraction and the two words. **EMERGING**

Support students in reading and understanding the contraction language structure. Display two or three contractions. Ask students to read the words and determine the two words represented by each contraction. Then have them use the contractions in an oral sentence. **DEVELOPING**

Provide examples of word pairs that make more difficult contractions (such as *could* and *have*), and support students in figuring out the contractions. Then have them use the contractions in written sentences. **EXPANDING**

Ask student pairs to find examples of contractions in classroom texts and write them in the left-hand column of a T-chart. Then have them write the words that the contraction represents in the right-hand column. **BRIDGING**



## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 My TURN** Have students complete the rest of p. 19 and p. 20 in the *Student Interactive*.

**OPTION 2 Independent Activity** Contraction Concentration: Write contractions and their word pairs on note cards. Shuffle and place them facedown in rows. The goal is to match the words with their contractions. Have students read the words and contractions as they turn the cards over. If the cards are a contraction match, the player takes the cards. If the cards are not a match, the cards are turned face down again.

## QUICK CHECK

**Notice and Assess** Are students able to decode and write contractions?

## Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T64–T65.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T64–T65.

STUDENT INTERACTIVE, p. 19

FOUNDATIONAL SKILLS

## Contractions

**TURN and TALK** Decode these contractions. Name the two words that make up each contraction.

	they'll	you're	can't
	isn't	he's	I'm

**MY TURN** Write a contraction for each word pair.

- she will she'll
- has not hasn't
- we are we're

**TURN and TALK** Now read each contraction. Tell your partner which letter or letters are replaced by an apostrophe.

19

STUDENT INTERACTIVE, p. 20

PHONICS

## Contractions

**MY TURN** Write the contraction for each word pair. Highlight the letter or letters in the word pair that are replaced by the apostrophe.

- let us let's
- I will I'll
- she is she's
- we have we've

An apostrophe can replace one or more letters.

**MY TURN** Write a sentence that includes a contraction.

**Possible responses:**

I'll go to the game. We're glad the dog is here.

20

# Decodable Story

## OBJECTIVES

Decode words in isolation and in context by applying common letter-sound correspondences.

Decode words with initial and final consonant blends, digraphs, and trigraphs.

Use knowledge of base words to decode common compound words and contractions.

Identify and read common high-frequency words.

## ELL Access

Help students see the connection between the illustrations and the words. Remind them that they can use the illustrations to help understand what some words mean, such as *whale*, *round*, *gift*, and *graph*.

## Read *Can Phil Help?*




**FOCUS** Have students turn to p. 21 in the *Student Interactive*. Say: **We are going to read a story today about a whale and some fish.** Point to the title of the story. **The title of the story is *Can Phil Help?*** Tell students they will be reading words with digraphs, trigraphs, and contractions in this story.

**IDENTIFY AND READ HIGH-FREQUENCY WORDS** Before reading, review this week’s high-frequency words: *good*, *no*, *put*, *round*, *said*. Display the words. Have students read them with you. Tell them that they will also practice reading the high-frequency words in the story *Can Phil Help?*

STUDENT INTERACTIVE, p. 21


DECODABLE STORY


FOUNDATIONAL SKILLS






### Can Phil Help?

Phil the Whale saw sad fish.  
They **can't** pick a gift  
for Chad.  
“**Don't** you think a shell is a  
good gift?” one fish said.



 **AUDIO**  
Audio with  
Highlighting

 **ANNOTATE**

Read the story. **Highlight** the two  
contractions.

21



**READ** Pair students for reading 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. This time, the other student begins.

Have students turn to p. 21 in the *Student Interactive*. Say: **Which words are contractions?** Students should supply the words *can't* and *don't*. Have them highlight the words.

Have students turn to p. 22. Say: **Which words have the sound /ch/?** Students should supply the words *fetch*, *chalk*, and *sketch*. Then ask: **Which letters spell the sound /ch/ in these words?** Students should say *ch* and *tch*. Have students highlight the words.

Have students turn to p. 23. Say: **Which words have the sound /f/?** Students should supply the words *Phil* and *graph*. Then ask: **Which letters spell the sound /f/ in these words?** Students should say *ph*. Have them underline the words.

STUDENT INTERACTIVE, pp. 22-23



## DECODABLE STORY

## FOUNDATIONAL SKILLS

"Fetch the chalk," Phil said.  
The fish put the chalk by Phil.  
He helps sketch a round graph.  
Is a shell a good gift?



**Highlight** the four words with the **ch** sound spelled **ch** or **tch**.

22

Two fish said "no."  
Three fish said "yes."  
Phil and the graph help.  
Chad likes his gift!



**Underline** the two words with the **f** sound spelled **ph**.

23



# Correct and Confirm Predictions



*The Ant and the Grasshopper*

## OBJECTIVES

Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.

Use text evidence to support an appropriate response.

## ACADEMIC VOCABULARY

**Integrate** As you discuss the text during the Close Read, model using the Academic Vocabulary words.

- What problem did the grasshopper create for himself?
- What do you suppose will happen to the grasshopper?

## Minilesson

**FOCUS ON STRATEGIES** Tell students that a prediction is a guess about something that might happen in a text. Readers can use characteristics of genre to correct or confirm their predictions.

- Identify the genre of the text. Use what you know about the genre to make a prediction about what might happen in the text.
- As you read, look for characteristics of the genre that tell you if your prediction was right.
- If the characteristics of the genre show that your prediction does not match what happens, you can correct, or change, your prediction based on what you learn as you read.

**MODEL AND PRACTICE** Direct students to turn to p. 27 in the *Student Interactive*. Say: *I know that this story is a fable. Fables have animals that talk and act like people. So, I predict that the ant and the grasshopper talk and act like people. As I read, I will check my prediction and change it if I need to.* Have students go back to the Close Read notes on pp. 33 and 35 in the *Student Interactive* and highlight text that helps them make and correct or confirm a prediction.

**ELL Targeted Support Respond to Questions** Model how to make a prediction based on answers to questions.

Refer students to illustrations in the story as they read. Model questions based on the illustrations. Have students respond to your questions and make a prediction about what will happen next. When you finish reading, ask them if their predictions were correct. **EMERGING/DEVELOPING**

Have students list two events that happen in the story. Ask students to predict what will happen next using the information they provided. Have them write their predictions and then continue reading. As they read, encourage them to ask themselves, “Does my prediction still make sense?” **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for using the characteristics of genre to make, correct, and confirm predictions about a story.

**OPTION 1 My TURN** Have students complete p. 45 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students use the title and illustrations of their text to make a prediction about the outcome or lesson of a story. Direct them to write this on a sticky note and keep it with the text so that they can check and adjust the prediction as they read.

### QUICK CHECK

**Notice and Assess** Can students make, correct, and confirm predictions about their text?

#### Decide

- **If students struggle**, revisit instruction about predictions in Small Group on pp. T66–T67.
- **If students show understanding**, extend instruction about predictions in Small Group on pp. T66–T67.

STUDENT INTERACTIVE, p. 45

**Read Together** READING WORKSHOP

### Correct and Confirm Predictions

A **prediction** is what you think might happen. As you read, you can correct, or change, your prediction. After you read, you can confirm if your prediction was right. Thinking about the genre, or type of text, can help you correct and confirm predictions. In a fable, look for clues in characters' mistakes. What will they learn?

**MY TURN** Think about your prediction at the beginning of the text. Then write your responses. Look back at the text.

**My Corrected Prediction**  
Possible response:  
The grasshopper will not be  
prepared for winter.

**Clue to Correct My Prediction**  
Possible response:  
The grasshopper plays.

Was your prediction correct?      Yes      No

45

Use the  **QUICK CHECK** on p. T59 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### CONTRACTIONS

#### Sound-Spelling Cards

Display Sound-Spelling Cards 109–115. Point out the words and contractions on each card. Say: **A contraction is a shortened form of two words. Apostrophes replace missing letters.**



Hold up each Sound-Spelling Card, covering up the word pair so that students see only the contraction. Have students tell the two words that make up the contraction.

#### ELL Targeted Support

Tell students that they have likely heard contractions used in classroom instruction and in their daily interactions. Say: **It's a beautiful day out today. Let's look out the window.** Explain that they just heard you use two contractions. Repeat the statements with and without contractions and explain which word/words are different.

#### EMERGING

Repeat the statements with and without contractions. Ask student pairs to discuss and share the differences they hear. **DEVELOPING**

Say the statement again and ask students to repeat it back to you without the contractions.

#### EXPANDING

Ask students to tell you which contractions they heard you use, and have them use the same words in their own sentences. **BRIDGING**



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

## Intervention Activity

### COMPOUND WORDS AND CONTRACTIONS

Use Lesson 28 in the *myFocus Intervention Teacher's Guide* for instruction on contractions.

LEVEL B • MODEL AND TEACH

**Lesson 28 Compound Words and Contractions**

**INTRODUCE** Remind students they have learned that some words are made of more than one syllable. They have learned to read these words by breaking the syllables apart. Say: Today you will learn about words that are made of two small words. These longer words are called **compound words**. You will break them apart into the two smaller words so they will be easier to read and write. Then tell students they will learn about another type of word made of two words. These words are called **contractions**. The two words are put together, but one of the words is shortened. You will see how this is done.


**MODEL** Display or distribute Student Page S159, and read aloud the passage.

**OBJECTIVES:**

- Recognize that compound words are made up of two shorter words.
- Read compound words, in isolation and in context.
- Recognize that contractions are formed from two words, one of which is shortened with an apostrophe replacing the missing letters.
- Read contractions formed with 'l, 's, and 't.

**Where's the Backpack?**

Joy lost her backpack.  
Ted helps her look for it.  
They are in her bedroom.  
Joy looks in the chest.  
The backpack isn't there.  
Ted looks under the bed.  
The backpack isn't there.  
They'll have to keep looking!



Focus students' attention on the title as you read it again. This title has both types of words you will learn about today. *Backpack* is a compound word. It is made of the words *back* and *pack*. There is another word in the passage that is a compound word: *bedroom*. Find *bedroom*. What two words do you see in *bedroom*? (*bed* and *room*)

Then return attention to the title. *Where's* is the contraction in the title. *Where's* is made of the word *where* and the word *is*. I could ask, "Where is the backpack?" and it means the same as "Where's the backpack?" But in *where's* a letter is left out. The letter *i* is left out of *is*. In its place is a mark called an **apostrophe**. Write *where's* and point out the apostrophe. Then ask students to find other words in the passage with apostrophes. (*isn't, They'll*)

Phonics, Morphology, and Spelling T • 159

## Intervention Activity

### PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 1–13.

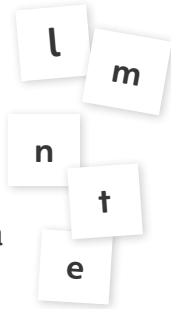
## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles to students. Students can form these word pairs using Letter Tiles: *she* and *will*, *I* and *am*, *can* and *not*, *we* and *are*. They can then change each word pair into a contraction. (*she'll*, *I'm*, *can't*, *we're*)



Students can also play the Letter Tile game in the myView games at [SavvasRealize.com](http://SavvasRealize.com).

### Decodable Reader



Students can read the Decodable Reader *When I'm Big* to practice reading contractions and high-frequency words.

Have students play a word hunt game using *When I'm Big*. Ask students to search the pages and place sticky notes on the high-frequency words and contractions they find. Then have students work in pairs to read the words they identified.

### Centers



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

## Decodable Reader

**When I'm Big**  
Written by Jim Martinez

Decodable Reader  
26

Contractions	
can't	they'll
I'll	we'll
I'm	you'll
she'll	that'll

High-Frequency Words	
good	round
no	said
put	

9

Phil said, "What can you do when you get big?"

10

I'll pitch and catch.  
No, they can't hit a pitch of mine!

11

I'll use a whisk to make cakes.  
I'll chop so there's a pile of chips.

12

I'll put the chips into round cakes.  
They'll think my cakes are good.

13

I'll help whales swim.  
I'll check that it is good to swim in.

14

We'll test it to see what the whales like.  
I'll make graphs that'll help me.

15

I hope I'm good at many jobs when I'm big.  
"I know you'll do a good job!" said Phil.

16

Use the  **QUICK CHECK** on p. T63 to determine small group instruction.

# Teacher-Led Options

## Strategy Group

### MAKE, CORRECT, AND CONFIRM PREDICTIONS

**Teaching Point** Readers make predictions about what might happen in a story and then pay attention to details as they read to see whether story details match what they predicted. Look back at the model on p. 24 in the *Student Interactive* and work with students to suggest predictions they could have made at the beginning of the story.

### ELL Targeted Support

**Using and Expanding Skills** Model how to make, correct, and confirm predictions using text that is unfamiliar to students.

Read aloud from the text. Make an incorrect prediction about the text, and then read on. Ask students if your prediction needs to be corrected. Have them to give reasons for any changes they suggest. **EMERGING/DEVELOPING**

Continue reading aloud and making predictions about the text. Write your predictions on the board. Then have students locate text evidence that either confirms or corrects each prediction.

### EXPANDING

Have students work in pairs to practice making predictions with an unfamiliar text. Remind them to supply text evidence for each correction or confirmation they make. **BRIDGING**



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

## Intervention Activity

### MAKE, CORRECT, OR CONFIRM PREDICTIONS

Use Lesson 43 in the *myFocus Intervention Teacher's Guide* for instruction on predictions.

LEVEL B • READ

**Lesson 43** Make, Correct, or Confirm Predictions

**DIRECTIONS** Look at the title and think what this story might be about. Then follow along as your teacher reads aloud "Ready to March."

**Ready to March**

Jade got paper. Where were her crayons? She could not find them. So she got her markers.

Jade had one day to finish, but the picture had to look good. She made a picture of a dog. She wrote "Dog Club" at the top of the paper.


"Look at my sign, Mom," said Jade. "It is ready for tomorrow."

"I see," said Mom. "But the sign is too little. No one will be able to see it."

Jade did not have time to make a big, new sign. She thought about it. Then she said, "Mom, you had to make a big sign for your job."

"That is right. I did," Mom said.

Then Mom said, "I can help you." She went to her office. She made a big, big copy of Jade's sign.



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Reading Literature T • 243

## Fluency

Assess 2–4 students

### PROSODY

Have student pairs practice reading a short passage with expression.

### ORAL READING RATE AND ACCURACY

Use pp. 61–66 in Unit 3 Week 1 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.



# Word Work

## OBJECTIVES

Manipulate phonemes within base words.

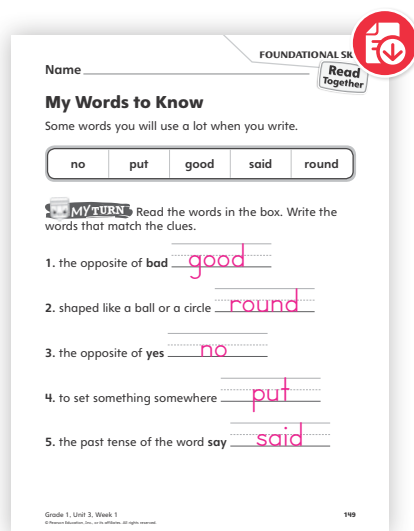
Decode words in isolation and in context by applying common letter-sound correspondences.

Decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

Identify and read common high-frequency words.

## ADDITIONAL PRACTICE

For additional student practice with high-frequency words, use *My Words to Know* p. 149 from the *Resource Download Center*.



*My Words to Know*, p. 149

## Phonological Awareness: Manipulate Phonemes

**MODEL** Tell students that when you manipulate sounds in a word, you move, or switch, the sounds to different places. Say: *I am going to show you how to manipulate the sounds in a word. Let's say the sounds in cat: /k/ /a/ /t/. Now let's switch the first sound, /k/, and the last sound, /t/: /t/ /a/ /k/ to get tack.*

**PRACTICE** Have students manipulate the phonemes in each word to say a new word: *pal* /p/ /a/ /l/ to *lap* /l/ /a/ /p/; *pin* /p/ /i/ /n/ to *nip* /n/ /i/ /p/; *lid* /l/ /i/ /d/ to *dill* /d/ /i/ /l/.

## Phonics: Spiral Review Long *i* Spelled VCe; Consonants *c/s/*, *g/j/*

### Minilesson

**FOCUS** Use Sound-Spelling Cards 4 (*cereal*), 9 (*giraffe*), and 80 (*lime*) to review the sound /s/ spelled *c*, the sound /j/ spelled *g*, and long *i* spelled *i\_e*.

**MODEL AND PRACTICE** Write the sentences below. Model decoding and reading the first sentence. Then have partners decode and read the remaining sentences.

1. Mike is nice.
2. Look at his face.
3. What is his age?
4. Mike is five.



**ELL Targeted Support Manipulate Phonemes** Explain to students that when they are participating in activities that require them to listen for sounds, they can seek clarification of what they are hearing. This can mean asking for help or asking for time to think about what they hear.

Tell students that you will manipulate, or switch, the first and last sounds in a word. Segment the sounds in *bat*: /b/ /a/ /t/. Guide students to identify the first sound and the last sound. Explain to students that when they are listening to how sounds are manipulated in a word, they can seek clarification of what was said by asking for the sounds to be repeated or asking a partner for help. Then manipulate the sounds and say: /t/ /a/ /b/, *tab*. Have students say the new word after you. **EMERGING**

Segment the sounds in *top*: /t/ /o/ /p/. Ask students to identify the first sound and the last sound. Explain to students that if they are unsure about what they are hearing, they can seek clarification using these sentences frames: *Can you help me \_\_\_? Can you say \_\_\_ again?* Then manipulate the sounds for students, /p/ /o/ /t/, and have students say the word: *pot*. **DEVELOPING**

Model how to manipulate the first and last sounds in *bat* to say *tab*. Then ask students to discuss how they can seek clarification when they are working with a partner. Ask: **What can you do if you are not sure what your partner is saying?** Then ask students to work with a partner to manipulate the first and last sounds in *top*. **EXPANDING**

Model manipulating the first and last sounds in *net*. Tell students to seek clarification of what their partner is saying by repeating what they hear to be sure they are listening closely. Then ask partners to manipulate the first and last phonemes in *bat* and *top*. **BRIDGING**

## HIGH-FREQUENCY WORDS



Tell students that high-frequency words are words that they will hear and see over and over in texts. Write the words *good*, *no*, *put*, *round*, and *said*. Have students work with a partner.

- One student spells a word.
- The other student says the word.
- Repeat.



# Reflect and Share



*The Ant and the Grasshopper*

## OBJECTIVES

Write brief comments on literary or informational texts.

Use text evidence to support an appropriate response.

## ACADEMIC VOCABULARY

**Integrate** Offer students oral practice using the unit Academic Vocabulary words to discuss the Weekly Question and unit theme. Ask students:

- What are some of the possible lessons to learn from this story?
- Why do you suppose authors would use a story about animals to teach a lesson?

## Write to Sources

### Minilesson

**FOCUS ON STRATEGIES** Tell students that sometimes they will write brief, or short, comments to compare two or more texts. When they write, they should use text evidence to support their response. Students should

- look for how the texts are similar or different.
- use evidence from both texts.
- write comments in complete sentences.

**MODEL AND PRACTICE** Model writing brief comments about characters who learn a lesson, using the Write to Sources prompt on p. 46 in the *Student Interactive*. Say: *The grasshopper learned a lesson about planning and being prepared. That reminds me of a story I read about a girl who always forgot her school things. Just like the grasshopper, the girl had to learn a lesson about coming to school prepared. I will write *The grasshopper and the girl learn different lessons*.* Ask students to help write brief comments about the grasshopper.

**ELL Targeted Support Retelling** Have students retell story details and events to understand how characters changed.

Ask students to give a word that describes a character at the beginning of the story and then at the end of the story. Guide them to retell what story events led to that character change. **EMERGING/DEVELOPING**

Have students name two characters they have read about who learned lessons. Have students retell how each lesson was learned and how the characters changed. **EXPANDING**

Have students retell or summarize the lessons the characters learned. Ask how the lessons were the same. Ask how they differed. **BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for comparing texts through writing.

**OPTION 1 Use the Shared Read** Have students use text evidence from this week’s texts to make connections about how different characters have learned lessons.

**OPTION 2 Use Independent Text** Students should use their self-selected independent reading texts to discuss with others how characters learn lessons in the stories they read.

### QUICK CHECK

**Notice and Assess** Can students compare texts through writing?

#### Decide

- **If students struggle,** revisit instruction for comparing texts in Small Group on pp. T72–T73.
- **If students show understanding,** extend instruction for comparing texts in Small Group on pp. T72–T73.

**WEEKLY QUESTION** Have students use evidence from the texts they have read this week to respond to the Weekly Question. Tell them to discuss responses with a partner.


STUDENT INTERACTIVE, p. 46

RESPOND TO TEXT

Read Together

### Reflect and Share

**Write to Sources**  
You read about a grasshopper that learns a lesson. What other characters have you read about that learn a lesson? On a separate sheet of paper, write comments about how each character learns a lesson.



**Writing Comments**  
When writing comments about texts, it is important to use text evidence. You should:

- Find examples that support your ideas.
- Use examples from both texts.

**Weekly Question**  
Why is it important to plan ahead?

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Use the  **QUICK CHECK** on p. T71 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### COMPARE TEXTS

**Teaching Point** When readers read and compare more than one text of the same genre, it helps them understand the features of that type of text. Active readers think about what is the same and what is different in each text. Remind students of the Read Aloud selection “The Lion and the Mouse” and the main text *The Ant and the Grasshopper*. Help students identify the similarities and differences in the texts.

### ELL Targeted Support

Help students develop the skills needed to compare and contrast the two texts.

Have students identify the characters from the stories. Ask them to choose one character from each. Have them tell what is the same, or different, about them. **EMERGING**

Ask students to tell what each character learns. Have them explain how those lessons are similar or different. **DEVELOPING**

Have student pairs compare and contrast the characters in two stories. **EXPANDING**

Have partners compare and contrast the characters and plot events in the two stories.

### BRIDGING



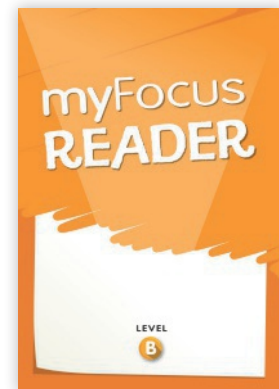
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### myFOCUS READER

Reread the text on pp. 30–31 in the *myFocus Reader* with students. Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to engage students in a conversation that demonstrates how the texts they have read this week support their understanding of how we use our thoughts and imaginations to plan ahead. Encourage students to use the unit’s Academic Vocabulary words.



## On-Level and Advanced



### INQUIRY

**Organize** Help students organize their findings on how and why we plan ahead into a format to share with others.

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

See *Extension Activities* pp. 198–202 in the *Resource Download Center*.



## Conferring

3 students / 3–4 minutes  
per conference

### COMPARE TEXTS

**Talk About Independent Reading** Ask students to share how their independent reading text is like *The Ant and the Grasshopper*. Have them talk about how characters learn lessons in both texts.

### Possible Conference Points

- What have you learned about the characters and events in these stories?
- Have you read about characters who had similar experiences or learned similar lessons?

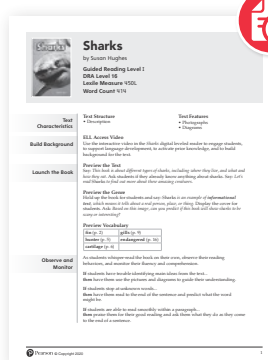
**Possible Teaching Point** Readers can think about how different characters in different texts handle similar situations and what lessons they learn from them.

## Leveled Readers



### COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T28–T29.
- For instructional support on making connections between texts, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring together the whole group. Invite one or two students to share their comparisons of two texts. Encourage students to describe how the fables are similar.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to *The Ant and the Grasshopper* with a partner.
- read a self-selected trade book or text.
- reread or listen to their leveled reader.

### Centers



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

### Literacy Activities



Students can

- write or draw in their notebook in response to the Weekly Question.
- complete an activity from the *Resource Download Center*.
- play the myView games.
- talk with a partner about their self-selected text.

## BOOK CLUB



See Book Club pp. T474–T477 for

- ideas for weekly Book Club sessions.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups’ collaboration.
- facilitating use of the trade book *Imagination at Work*.

# UNIT 3 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 traditional stories.
- I can make and use words to connect reading and writing.
- I can write poetry.

#### 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

RL.1.2, RL.1.10, SL.1.1.c,  
L.1.1.b, L.1.5, L.1.1.a

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T78–T79
  - » Phonological Awareness: Remove Phonemes
  - » Phonics: Decode Words with Long o Spelled VCe
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T80–T81
- Listening Comprehension: Read Aloud: “How Antelope Outsmarted Cheetah” T82–T83
- Folktale T84–T85
  - ☑ **Quick Check** T85

#### READING BRIDGE

- Academic Vocabulary: Synonyms and Antonyms T86–T87
- Handwriting: Letters Qq T86–T87

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T91
- Strategy, Intervention, and On-Level/Advanced Activities T90
- ELL Targeted Support T90
- Conferring T91

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T91
- Literacy Activities T91

**BOOK CLUB** T91 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- Poetry T340–T341
  - » The Five Senses
  - » Share Back

##### INDEPENDENT WRITING

- Poetry T341
- Conferences T338

#### WRITING BRIDGE

- Spelling: Spell Words with Long o Spelled VCe T342
  - ☑ **Assess Prior Knowledge** T342

- Language & Conventions: Spiral Review: Singular and Plural Nouns T343

#### LESSON 2

RL.1.2, RL.1.10,  
L.1.1.b, L.1.4

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T92–T93
  - » Phonics: Decode and Write Words with Long o Spelled VCe
  - ☑ **Quick Check** T93
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T94–T107
  - » Preview Vocabulary
  - » Read: *The Clever Monkey*
- Respond and Analyze T108–T109
  - » My View
  - » Develop Vocabulary
  - ☑ **Quick Check** T109
  - » Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Word Work Support T110
- Guided Reading/Leveled Readers T113
- Strategy and Intervention Activities T110, T112
- Fluency T112 • Conferring T113
- ELL Targeted Support T110, T112

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T111
- Independent Reading T113
- Literacy Activities T113

#### WRITING WORKSHOP

##### MINILESSON

- Poetry T344–T345
  - » Explore Imagery
  - » Share Back

##### INDEPENDENT WRITING

- Poetry T345
- Conferences T338

#### WRITING BRIDGE

- Spelling: Teach Spell Words with Long o Spelled VCe T346

- Language & Conventions: Oral Language: Common and Proper Nouns T347

## LESSON 3

RL.1.2, RL.1.10, RL.1.4,  
RF.1.3.c, L.1.1.b

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T114–T115
  - » Phonological Awareness: Medial /ū/
  - » Phonics: Decode Words with Long *u* and *e* Spelled VCe
  - » High-Frequency Words

#### CLOSE READ

- Discuss Author’s Purpose T116–T117
- Close Read: *The Clever Monkey*
  - ✔ Quick Check T117

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Word Choice T118–T119
- Handwriting: Letters *Uu* T118–T119

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T121
- Strategy and Intervention Activities T120
- Fluency T120 • Conferring T121
- ELL Targeted Support T120

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T121
- Literacy Activities T121
- Partner Reading T121

### WRITING WORKSHOP

#### MINILESSON

- Poetry T348–T349
  - » Apply Imagery
  - » Share Back

#### INDEPENDENT WRITING

- Poetry T349
- Conferences T338

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Review and More Practice: Spell Words with Long *o* Spelled VCe T350
- Language & Conventions: Teach: Common and Proper Nouns T351

## LESSON 4

RL.1.2, RL.1.10, RF.1.3.c,  
L.1.1.b

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T122–T123
  - » Phonics: Decode and Write Words with Long *u* and *e* Spelled VCe
    - ✔ Quick Check T123
  - » Decodable Story: Read *The Race* T124–T125

#### CLOSE READ

- Make Connections T126–T127
- Close Read: *The Clever Monkey*
  - ✔ Quick Check T127

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Word Work Support T128
- Guided Reading/Leveled Readers T131
- Strategy and Intervention Activities T128, T130
- Fluency T130 • Conferring T131
- ELL Targeted Support T128, T130

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T129
- Independent Reading T131
- Literacy Activities T131

### WRITING WORKSHOP

#### MINILESSON

- Poetry T352–T353
  - » Explore Word Choice
  - » Share Back

#### INDEPENDENT WRITING

- Poetry T353
- Conferences T338

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Spiral Review T354
- Language & Conventions: Practice Common and Proper Nouns T355

## LESSON 5

RL.1.10, RF.1.2.a, SL.1.1.c,  
SL.1.3, SL.1.6

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T132–T133
  - » Phonological Awareness: Distinguish Between /*u*/ and /*ū*/
  - » Phonics: Spiral Review: Consonant Digraphs and Trigraphs; Contractions
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T134–T135
  - » Talk About It
    - ✔ Quick Check T135
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T137
- Strategy, Intervention, and On-Level/Advanced Activities T136
- ELL Targeted Support T136
- Conferring T137

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T137
- Literacy Activities T137

**BOOK CLUB** T137 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Poetry T356–T357
  - » Apply Word Choice
  - » Share Back

#### INDEPENDENT WRITING

- **WRITING CLUB** T356–T357 **SEL**
- Conferences T338

### WRITING BRIDGE

- Spelling: Spell Words with Long *o* Spelled VCe T358
  - ✔ Assess Understanding T358
- Language & Conventions: Standards Practice T359

# Materials

**WEEKLY LAUNCH: INFOGRAPHIC**

**What Is a Tricky Character?**  
Tricky characters often fool other characters. They are clever, or smart.

**Tricky characters**

- pretend to be honest.
- make others go to the wrong place.
- do not follow rules.
- get others to give them things.

**Weekly Question**  
How do tricky characters use their imaginations?

**MY TURN** Draw your own tricky animal character.

**TURN IT INTO** Tell your partner what your tricky character can do.

**INFOGRAPHIC**  
"What Is a Tricky Character?"

**READING WORKSHOP**

**Folk-tale Anchor Chart**

- short story
- known by many people
- has a simple problem
- can have a tricky character
- has a moral, or lesson, that readers can relate to

**READING ANCHOR CHART**  
Folk-tale

**Folk-tale Anchor Chart**

**EDITABLE ANCHOR CHART**  
Folk-tale

**Decodable READER**

UNIT 3

**DECODABLE READER**

**Handwriting**

**Writing Workshop**

**My Words to Know**

**Language and Conventions**

**RESOURCE DOWNLOAD CENTER**  
Additional Practice

**Big Book of SONGS and POEMS**

myView LITERACY

**SONGS AND POEMS BIG BOOK**

**Leveled Readers**

**Sharks**

Guided Reading Level 1  
DRA Level 18  
Lexia Measure 152L  
Word Count 176

**Test Structure**

- Characteristics
- Build Background
- Launch the Book
- Preview the Content
- Preview Vocabulary
- Observe and Monitor

**LEVELED READER TEACHER'S GUIDE**

## Words of the Week

### High-Frequency Words

be  
could  
of  
old  
why

### Develop Vocabulary

carefully  
exactly  
fairly  
sadly

### Spelling Words

bone  
broke  
could  
hope  
joke  
rope  
rose  
stone  
those  
why

### Unit Academic Vocabulary

create  
imagine  
possible  
suppose

WEEK 2 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.  
Use appropriate body cues, facial expressions, and gestures to make a grade-level text.

**FLUENCY**  
Also covering the Read Aloud Routine during this lesson. Students will practice reading aloud to a partner. Use appropriate body cues, facial expressions, and gestures to make a grade-level text.

**READ-ALoud ROUTINE**  
Purpose: Have students listen actively for elements of a folktale.  
**READ** the entire text aloud without stopping for the Think Aloud callouts.

**How Antelope Outsmarted Cheetah**  
Antelope was at the drinking pool with the rest of her herd. Antelope stood in the warm sunlight with her eyes closed. The rest of the herd began to quickly slip away. They smelled Cheetah in the air. But Antelope had a cold. She could not smell anything.  
Suddenly, Antelope heard purring. "You're all alone, Antelope," said Cheetah. "That means you're my dinner!"  
Antelope looked around. She was alone and afraid. "I did not see you before," she said. "But you are wrong. I'm not alone."

**READ ALOUD**  
"How Antelope Outsmarted Cheetah"



**READ ALOUD TRADE BOOK LIBRARY**

Interactive Read Aloud

**Fiction Lesson Plan**

**WHY**  
Interactive Read Aloud:  
• engages students to look about their independent reading level.  
• builds student comprehension.  
• enhances students' overall language development.  
• provides an opportunity to teach fluency and expression reading.  
• fosters a love and enjoyment of reading.

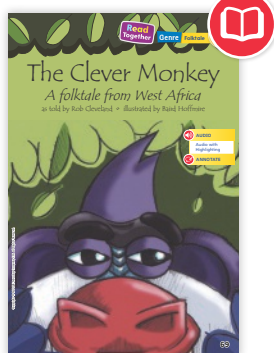
**PLANNING**  
• Select a text from the Read Aloud Trade Book Library or the school or classroom library.  
• Read the title, cover, and back of the story.  
• Determine the Teaching Point.  
• Write your own questions and record them on the Read Aloud callouts, and place in the book at the points where 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 title, cover, and back of 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 get to get to the end and apply Think Aloud and open-ended questioning for a longer time 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, link 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 reading the text or big idea of the story.  
• Choose and assign a Student Response Form available on Read.com

**INTERACTIVE READ ALOUD LESSON PLAN GUIDE**



**SHARED READ**  
*The Clever Monkey*

**BOOK CLUB**

Titles related to Spotlight Genre and Theme: T478-T481

**Mentor STACK**

Writing Workshop T337

**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

Recognize the change in spoken word when a specified phoneme is added, changed, or removed.

Know final -e and common vowel team conventions for representing long vowel sounds.

Identify and read common high-frequency words.



Sound-Spelling Card 84

## FOUNDATIONAL SKILLS EXTENSION

See p. T98 for high-frequency words extension activities that can be used as the text is read.

## Phonological Awareness: Remove Phonemes

**SEE AND SAY** Point to the picture of the farm on p. 56 in the *Student Interactive*. Say: *This is a picture of a farm. The sounds we hear in farm are /f/ (pause) /är/ (pause) /m/. Listen to these two words: farm, (pause) arm. What is different? I removed, or took away, the sound /f/ from farm to create the word arm.* Using the picture of the *rice*, remove the sound /r/, and say the word *ice*. Have students tell you what sound was removed. (/r/) Repeat with the picture of *sand* to create the word *and*.

**PRACTICE** Say each of the following pairs of words and have students identify the sound that was removed: *pair, air* (/p/); *buns, bun* (/z/); *pout, out* (/p/); *win, in* (/w/); *goat, go* /t/).

## Phonics: Decode Words with Long o Spelled VCe

### Minilesson

**FOCUS** Remind students that they have learned the sound /o/, short o, spelled with the letter o. Say: *Today we are going to learn a new sound for the letter o.* Display Sound-Spelling Card 84 (*rope*). Say: *This is a picture of a rope. The sounds in rope are /r/ /ō/ /p/. The word rope is spelled r-o-p-e.* Display the word *rope* and have students read it with you.

**MODEL AND PRACTICE** Say: *When the vowel o (point to the o) appears before a consonant (point to the p), and the vowel e (point to the e) follows the consonant, the letter o says its name: /ō/. It is called the long o sound.* (Review which letters are consonants if needed.) *Spell rope with me: r - o - p - e.* Display the following words and have students read them: *hose, robe, hope, and cone.* Model and correct their decoding as needed.

**APPLY MyTURN** Have students practice blending and decoding the words on the bottom of p. 56 in the *Student Interactive*.



**ELL Targeted Support Long o Words** Write this sentence: *I hope my robe is at home.* Point to each word as you read the sentence aloud.

Ask students to copy the words that have the long o sound spelled o\_e. After students write the words *hope*, *robe*, and *home*, have them point to the vowel-consonant-e pattern in each word.

#### EMERGING/DEVELOPING

Have students write the words from the sentence with the spelling pattern o\_e on a separate sheet of paper. Then have them make other words with the same spelling pattern, such as *rope*, *rode*, and *dome*. For extra practice, have students write the new words in sentences.

#### EXPANDING/BRIDGING

## HIGH-FREQUENCY WORDS



Write the high-frequency words *be*, *could*, *of*, *old*, *why*. Display the words. Tell students to practice these words.

- Point to each word as you read it.
- Then spell the word and read it again.
- Have students spell and read the words with you.
- Have students write the words in their notebooks.

be

old

could

why

of

STUDENT INTERACTIVE, p. 56

### PHONOLOGICAL AWARENESS | PHONICS

Read  
Together

## Remove Sounds

**SEE and SAY** Sometimes a sound can be removed, or taken away, to make a new word. Say each picture name. Remove the first sound. Say the new word.

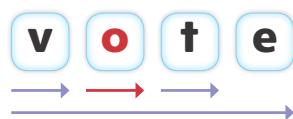
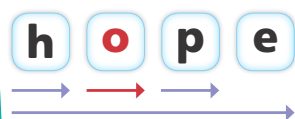


Students should say farm (arm), rice (ice), sand (and).

## Long o Spelled VCe

The letter o makes the long o sound you hear in joke.

**MY TURN** Read these words.



# Interact with Sources

## OBJECTIVE

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

## ACADEMIC VOCABULARY

**Language of Ideas** The unit Academic Vocabulary words help students access ideas. Use these words throughout the lesson. For example, as you discuss the infographic, ask: [Who do you suppose will be the tricky character? What do you imagine the fox will do?](#)

- imagine
- create
- suppose
- possible



Songs and Poems Big Book

See the *Songs and Poems Big Book* for selections that relate to the unit's theme. Share the songs and poems with students throughout the unit.

## Explore the Infographic

Review the Essential Question for Unit 3: *How can we use our imaginations?* Point out the Weekly Question: *How do tricky characters use their imaginations?*

Ask students to follow along in their *Student Interactive*, pp. 54–55, as you read aloud the infographic “What Is a Tricky Character?” Explain to students that when a tricky character fools another character, the tricky one gets the other to think or believe something that is not true. Then organize students into small groups and have them use the illustration to discuss the tricky animal characters depicted. During the discussions, encourage students to ask questions to clear up any confusion about the infographic and the characteristics of tricky characters.

Display the following questions that groups might discuss:

- What are some things that tricky characters do?
- What is special about tricky characters?

Then ask: [How do you think it is possible for tricky characters to fool other characters?](#) Guide students to return to the infographic. Then have each group discuss the answer to the question and share their answer with the class.

**My TURN** Have students interact with the text by drawing a picture of their own tricky character animal on p. 55 in the *Student Interactive*. Then ask them to describe to a classmate what their character can do.

**WEEKLY QUESTION** Remind students of the Weekly Question: *How do tricky characters use their imaginations?* Explain that they will often read about tricky characters in traditional stories. Tell them that this week they will learn about how one tricky character uses his imagination.



### EXPERT'S VIEW Ernest Morrell, University of Notre Dame

“Invite children to become part of the world—to engage with the social world. Have them consider what they are going to do to use their knowledge to make the world a better place. That kind of invitation is engaging for students. They want to participate in creating their own world. If students feel powerless, they begin to lose hope. When they are given power, it creates hope. Engagement with the social world gives them power.”

See [SavvasRealize.com](http://SavvasRealize.com) for more professional development on research-based best practices.

**ELL Targeted Support Vocabulary** Read the infographic aloud.

Ask students about the meanings of the word *tricky*. Brainstorm synonyms for the word. Write them on the board and ask students to repeat them. **EMERGING**

Review the meaning of the word *tricky*. Then ask student pairs to discuss which animal in the infographic is tricky. **DEVELOPING**

Review the meaning of the word *tricky*. Then, have students complete this sentence starter: *I think the fox is tricky because \_\_\_\_*. Have students listen to how other students complete the sentence. **EXPANDING**

Use a dictionary to read aloud the multiple meanings of *tricky*. Ask students to listen to the meanings and then use the word in a sentence to tell about a tricky character. **BRIDGING**

STUDENT INTERACTIVE, pp. 54-55

WEEKLY LAUNCH: INFOGRAPHIC

**Read Together**

## What Is a Tricky Character?

Tricky characters often fool other characters. They are clever, or smart.

### Tricky characters

- pretend to be honest.
- make others go to the wrong place.
- do not follow rules.
- get others to give them things.

**Weekly Question**

How do tricky characters use their imaginations?

**MY TURN** Draw your own tricky animal character.

**TURN and TALK** Tell your partner what your tricky character can do.

54 55

# Listening Comprehension

## OBJECTIVES

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

Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Explain differences between books that tell stories and books that give information.

## FLUENCY

After completing the Read-Aloud Routine, display “How Antelope Outsmarted Cheetah.” Model reading aloud a short section of the text, asking students to pay attention to how you read. Explain that fluency is reading with accuracy, appropriate rate, and expression. Tell students that this week they will read a story called *The Clever Monkey*. When it is time to read it, they should practice reading with expression.

**THINK ALOUD** Analyze Folktales After you reread the third paragraph, say: *So far in this story, I read that Antelope finds herself alone with Cheetah, who wants to eat her for dinner. This is a big problem for Antelope. A folktale is an old story that often uses animals as characters. A character always has a problem to solve or overcome. I think this story might be a folktale.*

## Read Aloud

Tell students that you are going to read aloud a folktale. Have students listen as you read “How Antelope Outsmarted Cheetah.” 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 folktale.

**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.

## How Antelope Outsmarted Cheetah

Antelope was at the drinking pool with the rest of her herd. Antelope stood in the warm sunlight with her eyes closed. The rest of the herd began to quickly slip away. They smelled Cheetah in the air. But Antelope had a cold. She could not smell anything.

Suddenly, Antelope heard purring. “You’re all alone, Antelope,” said Cheetah. “That means you’re my dinner!”

Antelope looked around. She was alone and afraid. “I did not see you before,” she said. “But you are wrong. I’m not alone.”



“How Antelope Outsmarted Cheetah,” continued

“My friends and I are playing hide and seek. They are here. You just can’t see them. Look!” Antelope said, and pointed to the drinking pool with her nose.

Cheetah looked down and saw some of Antelope’s friends. He did not know that he was seeing reflections of Antelope in the ripples in the water.

“Go get them!” Antelope said.

Cheetah jumped in the water. Antelope ran away.



**THINK ALOUD** Analyze **Folktales** After you reread the remainder of the story, say: In this story, I read that Antelope uses her imagination to come up with a tricky idea to fool Cheetah. She makes him think that she is not alone. In this story, Antelope is a tricky character. Folktales have tricky characters who figure out ways to get what they want. So, this text must be a folktale.

**ELL Targeted Support Folktales** Read aloud “How Antelope Outsmarted Cheetah” twice. Provide examples of the elements of folktales in the story.

Ask students to draw a picture based on the text. Invite them to share and discuss their drawings with the group. **EMERGING**

Have small groups discuss the Read Aloud and identify an element that makes it a folktale. Ask students to share it with the group. **DEVELOPING**

Have small groups discuss the Read Aloud and identify an element that makes it a folktale. Then have small groups work together to identify and write down other folktale elements of the Read Aloud. **EXPANDING/BRIDGING**

**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**

**How Antelope  
Outsmarted Cheetah**

Folktales

- 1.
- 2.
- 3.

Ask: *How can you tell that this story is a folktale?* Use the chart to record student responses. Explain that these elements are all characteristics of folktales.



SPOTLIGHT ON GENRE

# Folktale

## LEARNING GOAL

I can read traditional stories.

## OBJECTIVES

Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.

Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes.

## LANGUAGE OF THE GENRE

As you review the Anchor Chart, check that students understand the words that help them talk about folktales.

- short story
- simple problem
- tricky character
- moral, or lesson

## FLEXIBLE OPTION ANCHOR CHARTS

Continue adding to your own anchor chart for traditional stories to go with this lesson.

- Have students talk about the characteristics of folktales.
- Have them compare fables with folktales.

## Minilesson

**FOCUS ON STRATEGIES** A traditional story is a story that has been told for many years. It probably started out being told aloud by storytellers. Eventually, someone wrote the story down on paper. A folktale is one type of traditional story. A folktale is usually a short story. It often has a main character who is tricky or clever. Many folktales end with a moral, or lesson, they are trying to teach the reader.

- Think about the characters in the story. Is there a tricky character?
- Do the characters in the story have a problem?
- Do you learn a lesson at the end of the story?

**MODEL AND PRACTICE** Read with students “The Tricky Wolf” on p. 66 in the *Student Interactive*. Model how you can tell it is a folktale. **I see that the title is “The Tricky Wolf.” That gives me a clue that the story might be a folktale because there is a tricky character. I read that the wolf pretends to be the girl’s grandma. The wolf does a very tricky thing, and the girl has a problem. She doesn’t know the character in the forest, so she runs away. I know that characters in folktales have a problem. I also know the moral of the story is that you should not trust strangers. From this, I can tell that this story is a folktale.** Then read the Anchor Chart on p. 67 together.

**ELL Targeted Support Contextual Support** Read aloud “The Tricky Wolf” on p. 66. Pause as you read to explain the characteristics of folktales.

Ask students leading questions about the callout, such as “What kind of character is in a folktale?” Discuss how the callout relates to the short story.

### EMERGING

Have pairs take turns reading “The Tricky Wolf” and telling how the callout helps him or her understand a characteristic of folktales. **DEVELOPING**

Have pairs take turns reading another folktale. The reader should pause and ask the listener to identify some folktale characteristics. For example, students can identify the tricky character and explain how he or she knows the character is tricky. Have students use the Anchor Chart on p. 67 as needed. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies to identify folktales.

**OPTION 1 TURN, TALK, AND SHARE** Have students turn and talk to a partner about “The Tricky Wolf” on p. 66 in the *Student Interactive*. Students should describe how they know that the wolf is tricky, name the problem the characters have, and identify the moral. Then have partners share this information with the class.

**OPTION 2 Use Independent Text** Have students read folktales during independent reading. Have them write down the names of the folktales they read and describe the tricky character and the problem in each story through drawing or writing.

### QUICK CHECK

**Notice and Assess** Can students identify the characteristics of folktales?

#### Decide

- **If students struggle**, revisit instruction about folktales in Small Group on pp. T90–T91.
- **If students show understanding**, extend instruction about folktales in Small Group on pp. T90–T91.

STUDENT INTERACTIVE, pp. 66–67

GENRE: FOLKTALE

My Learning Goal I can read traditional stories.

SPOTLIGHT ON GENRE

**Folktale**

A folktale is a type of traditional story. It is an old story that has been told over and over. It often has a tricky character.

**The Tricky Wolf**

Long ago, a girl goes to visit her grandma. On the way, she meets a wolf!

The wolf wants to catch the girl, so he pretends to be her grandma. But the girl runs away!

Tricky Character

TURN and TALK Talk about the characters in the folktale.

66

READING WORKSHOP

**Folktale Anchor Chart**

- short story
- known by many people
- has a simple problem
- can have a tricky character
- has a moral, or lesson, that readers can relate to

67



# Academic Vocabulary

## LEARNING GOAL

I can make and use words to connect reading and writing.

## OBJECTIVES

Respond using newly acquired vocabulary as appropriate.

Demonstrate understanding of word relationships and nuances in meanings.

## ELL Access

Have students write the Academic Vocabulary words on one side of a word card and their synonyms or antonyms on the back of the word card. As the Academic Vocabulary words are used to discuss topics and texts, encourage students to refer back to the card for additional words to use in the discussion.

## Synonyms and Antonyms

### Minilesson

**FOCUS ON STRATEGIES** Review the Academic Vocabulary for the unit: *imagine, suppose, create, possible*. Remind students that synonyms are words with similar meanings and antonyms are words with opposite meanings.

- Think about the meaning of two words. If the meanings are the same, the two words are synonyms, like the words *glad, happy*.
- Think about the meaning of two words. If the meanings are the opposite, the two words are antonyms, like the words *happy, sad*.

**MODEL AND PRACTICE** Display pictures of little and big dogs to model an example. Say: *Here is a picture of a little dog. Another word to describe it is **small**. The words *little* and *small* have the same meaning, so they are synonyms. Here is a picture of a big dog. A big dog is the opposite of a small dog. The words *big* and *small* have opposite meanings, so they are antonyms.*

# Handwriting

## OBJECTIVE

Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

## Letters Q and q

**FOCUS** Display uppercase Q and lowercase q. Explain that in English, the letters Q and q are always followed by a *u*.

**MODEL** Model how to write uppercase Q using correct letter formation and slant. Have students practice writing the letter in the air with their fingers. Then repeat with lowercase q.



## ASSESS UNDERSTANDING

## Apply

**My TURN** Have students complete the activity on p. 99 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 99

VOCABULARY **Read Together** READING-WRITING BRIDGE

I can make and use words to connect reading and writing.

**My Learning Goal**

### Academic Vocabulary

**Synonyms** are words that have similar meanings.  
**Antonyms** are words that have opposite meanings.

**MY TURN** Read the words in each row.  
Write **S** on the line if the words are synonyms.  
Write **A** on the line if the words are antonyms.

suppose	pretend	<u>          </u> <u>          </u> <u>          </u> S
possible	impossible	<u>          </u> <u>          </u> <u>          </u> A
create	destroy	<u>          </u> <u>          </u> <u>          </u> A
imagine	invent	<u>          </u> <u>          </u> <u>          </u> S

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99






**PRACTICE** Have students use *Handwriting* p. 157 from the *Resource Download Center* to practice writing the uppercase and lowercase letters Qq.

Name \_\_\_\_\_ **Read Together**

### Handwriting






**Letters Qq**  
Where do you start uppercase letter Q? What do you do next? How do you finish the letter?

**MY TURN** Trace the letters. Then write uppercase letter Q.

Where do you start lowercase letter q? What do you do next? How do you finish the letter?

**MY TURN** Trace the letters. Then write lowercase letter q.

Grade 1 • Unit 3 • Week 2 157

*Handwriting*, p. 157

# 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.



**Genre** Folktale

**Text Elements**

- Variety of words to assign dialogue
- Three to six lines of text per page

**Text Structure**

- Chronological



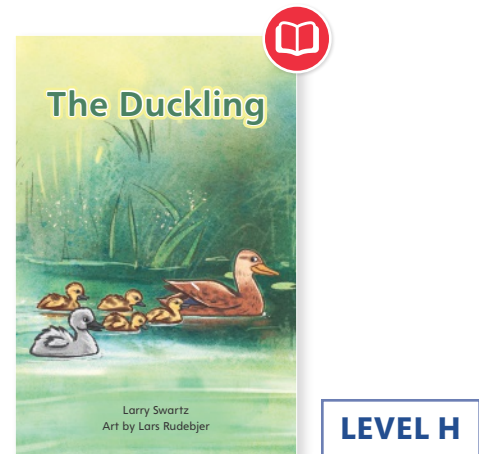
**Genre** Traditional Story

**Text Elements**

- Familiar content
- Simple dialogue

**Text Structure**

- Chronological



**Genre** Folktale

**Text Elements**

- Words with complex spelling patterns
- Four to eight lines of text per page

**Text Structure**

- Chronological

## Guided Reading Instruction Prompts

To support the instruction in this week's minilessons, use these prompts.

### Identify Traditional Stories

- Does the title help you understand the type of story you are reading?
- Does the story have a tricky character?
- Do the characters have a problem?
- Does the story end with a moral, or lesson?

### Develop Vocabulary

- Are there any illustrations that help you understand the meaning of a word?
- What does the word \_\_\_\_\_ tell us about the character \_\_\_\_\_ ?
- Why would an author choose to use this particular word?

### Discuss Author's Purpose

- Why did the author write this story?
- How can you tell that \_\_\_\_\_ is the author's purpose?



LEVEL H

**Genre** Fantasy

**Text Elements**

- Multiple episodes
- Four to eight lines of text per page

**Text Structure**

- Chronological



LEVEL I

**Genre** Folktale

**Text Elements**

- More elaborated episodes
- Longer sentences that carry over three lines

**Text Structure**

- Chronological



LEVEL I

**Genre** Folktale

**Text Elements**

- More elaborated episodes
- Longer sentences that carry over two lines

**Text Structure**

- Chronological

## Make Connections

- Did this story make you think of anything in the world around us?
- What lesson about life did you learn from the story?

## Compare Texts

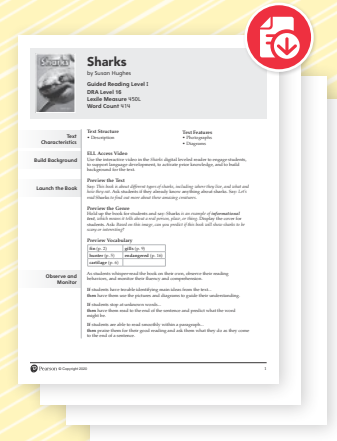
- What is the author's purpose for each text?
- How are the characters in the texts alike?

## 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](http://SavvasRealize.com).



Use the  **QUICK CHECK** on p. T85 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### IDENTIFY FOLKTALES

**Teaching Point** When you read a folktale, you will find that it often has animal characters. Many times one of the characters is tricky, and sometimes very clever. The characters have a problem they need to solve. At the end, readers learn a lesson that they can use in their own lives. Look back at “The Tricky Wolf” on p. 66 in the *Student Interactive* with students and help them identify folktale characteristics.

### ELL Targeted Support

Read aloud “The Tricky Wolf,” pausing to ask students leading questions about folktale characteristics. Point out the tricky character, the simple problem, and the moral, or lesson.

#### EMERGING

Have students read “The Tricky Wolf” in pairs. Then ask students questions that allow them to demonstrate comprehension, such as *Where is the girl going?* **DEVELOPING**

Ask student pairs to read “The Tricky Wolf” and then demonstrate their comprehension of folktale characteristics by writing their responses to questions, such as *What does the wolf do that makes him tricky?* **EXPANDING/BRIDGING**



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

## Intervention Activity



### GENRE: TRADITIONAL TALES

Use Lesson 38 in the *myFocus Intervention Teacher's Guide* for instruction on identifying traditional stories.

LEVEL B • READ

**Lesson 38** Genre: Traditional Tales

**DIRECTIONS** Follow along as your teacher reads each story. Look at the pictures.

**The Ant and the Dove**

One morning, Ant went to the river. He wanted a drink of water. But he fell in the river and he could not swim. He was in danger. Just then, Dove saw Ant in the river. She dropped a twig into the water. Ant jumped on the twig and made it to the bank. He was safe! Weeks later, Ant saw a man with a net. The man was going to catch Dove. So Ant bit the man's foot. The man dropped the net. Dove was able to fly away. She was safe!  
*One good deed deserves another.*

**The Elves and the Shoemaker**

Once upon a time, a poor shoemaker lived with his wife. They had only a little money. The shoemaker had leather for just one more pair of shoes. He cut the leather and left it on his bench. “I’ll make these shoes in the morning,” he said. He and his wife went to bed. The next morning, the shoemaker saw a fine pair of shoes on his bench. “How can this be?” he asked. He didn’t know. But he sold the shoes. He got food to eat. He got more leather. Every night, the shoemaker set out more leather. Every morning, he found more shoes. He made plenty of money now.

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## On-Level and Advanced



### INQUIRY

**Question and Investigate** Have students use the infographic on pp. 54–55 in the *Student Interactive* to generate questions about folktales and then choose one to investigate. Throughout the week, have them conduct research about their question. See *Extension Activities* pp. 198–202 in the *Resource Download Center*.

## Conferring

3 students / 3–4 minutes  
per conference

### IDENTIFY FOLKTALES

**Talk About Independent Reading** Ask students to explain how they know the text they are reading is a folktale.

#### Possible Conference Prompts

- Is there a tricky character? Who is it?
- Is there a character with a problem? Who is it, and what is the problem?
- What lesson did you learn from this story?

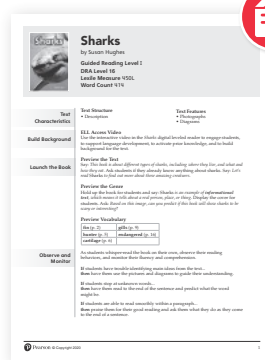
**Possible Teaching Point** Readers can get clues about whether a story is a folktale by looking at how the characters are shown in pictures. Many folktales feature animals that interact with and talk to people.

## Leveled Readers



### IDENTIFY TRADITIONAL TALES

- For suggested titles, see “Matching Texts to Learning,” pp. T88–T89.
- For instructional support on how to determine characteristics of a folktale, 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 what they learned about folktales. Congratulate students on all they have learned.

## Independent/Collaborative

### Independent Reading



Students can

- read a self-selected trade book.
- read or listen to a previously read leveled reader.
- 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.
- play the myView games.
- refer to the Anchor Chart on p. 67 in the *Student Interactive* and tell a partner about the elements of a folktale that they are reading.

## BOOK CLUB



See Book Club pp. T478–T481 for

- ideas for guiding Book Club.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups’ collaboration.
- facilitating use of the trade book *Imagination at Work*.

# Word Work

## OBJECTIVES

Know final -e and common vowel team conventions for representing long vowel sounds.

Identify and read common high-frequency words.

## ADDITIONAL PRACTICE

For additional student practice with long o spelled o\_e, use *Phonics* p. 139 from the *Resource Download Center*.

FOUNDATIONAL SKILL  
Read Together

Name \_\_\_\_\_

**Phonics**  
Long o Spelled VCe

**MY TURN** Read the first word. Circle the other word in the row that has the same sound at the end.

1. woke      poke      role

2. phone      pole      stone

3. rope      hope      joke

4. stole      tone      pole

**MY TURN** Read the word. Draw a picture of it.

bone      nose

Grade 1, Unit 3, Week 2  
139

*Phonics*, p. 139

## Phonics: Decode and Write Words with Long o Spelled VCe

### Minilesson

**FOCUS** Review the sound of long o, /ō/, spelled o\_e.

**MODEL AND PRACTICE** Tell students that when o is followed by a consonant and the consonant is followed by an e, the letter o says its name and is pronounced /ō/. To help students practice the sound-spelling correspondence of long o spelled o\_e, display a chart like this:

	V	C	e
h	-	m	e
r	-	b	e
n	-	s	e
b	-	n	e

Point to the blank in the first word. Ask: *If we add the letter o in the blank, what is the word?* (*home*) Write the letter o in the blank and have students decode the word. Repeat with the remaining words. Then see if students can brainstorm additional words with the sound of long o that are spelled with the VCe pattern: o\_e.

**TURN, TALK, AND SHARE** Have partners decode the words on the top of p. 57 in the *Student Interactive*.



## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 My TURN** Have students complete the rest of p. 57 and p. 58 in the *Student Interactive*.

**OPTION 2 Independent Activity** Have students build and decode words using the frame o\_e and the following consonants: *b, h, k, l, m, n, p, ph, r, s, st, t, v, w*.

## QUICK CHECK

**Notice and Assess** Are students able to decode and write words with long o spelled o\_e?

**Decide**

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T110–T111.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T110–T111.

## HIGH-FREQUENCY WORDS

Display the high-frequency words *be, could, of, old, why*. Read each word and have students repeat. Then have students

- read each word.
- spell each word, clapping once for each letter.

STUDENT INTERACTIVE, p. 57

**Read Together** FOUNDATIONAL SKILLS

### Long o Spelled VCe

**TURN and TALK** Read these words with a partner.

	<b>poke</b>	<b>joke</b>	<b>woke</b>
	<b>hope</b>	<b>rope</b>	<b>slope</b>
	<b>pole</b>	<b>role</b>	<b>stole</b>
	<b>tone</b>	<b>stone</b>	<b>phone</b>

**MY TURN** Write the letters o and e to finish the words.

Mike and Kate dig a hole.

They see part of a stone.

**TURN and TALK** Now read the sentences.

57

STUDENT INTERACTIVE, p. 58

**PHONICS | PHONOLOGICAL AWARENESS** **Read Together**

### Long o Spelled VCe

**MY TURN** Write the word that names each picture. **Tell students the images represent nose, rope, home, phone.**

nose

rope

home

phone

**Remember that long o can be spelled o\_e.**

**MY TURN** Write a sentence about one of the pictures.

**Possible response:**

I left my phone at home.

58



# Introduce the Text



The Clever Monkey

## OBJECTIVES

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

Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.

## ELL Access

### Background Knowledge

Students make meaning not only from the words they learn but also from their prior knowledge. Tell students to share personal knowledge about how to play fairly or work carefully.

## 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 from p. 68 in the *Student Interactive*: *sadly*, *fairly*, *exactly*, *carefully*.
- Ask students what they already know about the words. Ask questions such as: *What happens if you don't work carefully? Why should you do things fairly?*
- Have students demonstrate what they know about the words. For example, they can act out how someone would do something *sadly* or *carefully*.
- Provide definitions of the vocabulary words as needed. Definitions appear on the selection pages that follow. *These words will help us understand what happens in the folktale The Clever Monkey.*

## Read

Discuss the First Read Strategies with students. Explain that when you make a prediction, you guess what the text will be about or what might happen next. Thinking about the structure of a text can help a reader make a prediction. For example, knowing that a story has a problem and resolution might lead the reader to make a prediction about what problem the main character will have. For the first read, tell students to read for understanding and enjoyment.

### FIRST READ STRATEGIES

**LOOK** Tell students to use the text structure to make a prediction about what will happen in the story. Assist students as needed.

**READ** Have students read or listen to the folktale and determine whether it matches what they predicted would happen.

**ASK** Tell students that they should ask questions if they are unsure about something they read in the folktale.

**TALK** Guide students to talk to a partner about the moral of the story.

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.



**ELL Targeted Support Preteach Vocabulary** Tell students that they may find it easier to read a text if they learn some of the key vocabulary before reading.

Discuss the meaning of each of the vocabulary words by pantomiming how someone would do something *sadly*, *fairly*, *exactly*, and *carefully*. Have students repeat each word three times after each pantomime. **EMERGING**

Write the vocabulary words on the board. Discuss the meaning of each of the words by asking students to pantomime how someone would do something *sadly*, *fairly*, *exactly*, and *carefully*. Have students repeat the words after each pantomime and write them in their notebooks. **DEVELOPING**

After discussing the meanings of the vocabulary words, have students work in pairs to write sentences using the words. Then ask pairs to read aloud their sentences to the group. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 68–69



## The Clever Monkey

### Preview Vocabulary

You will read these words in *The Clever Monkey*.

sadly

fairly

exactly

carefully

### Read

**Look** at the structure of the text. It can help you make a prediction. Now make a prediction.

**Read** to see if the text matches your prediction.

**Ask** questions about confusing parts.

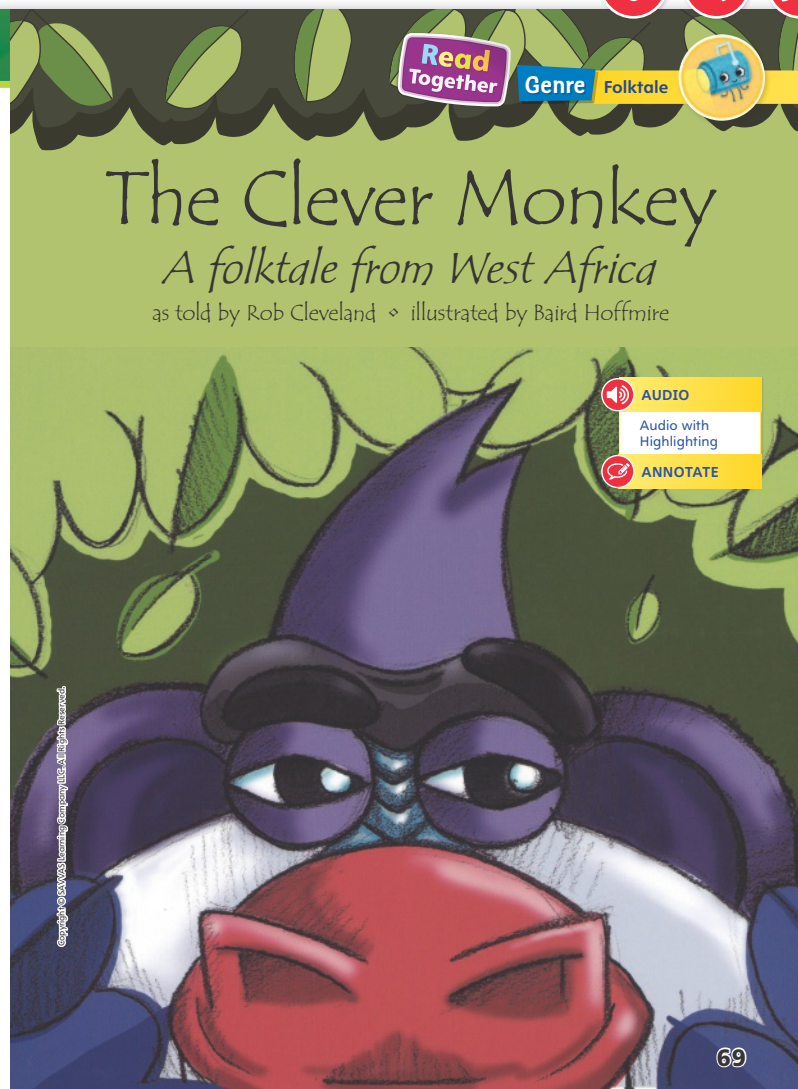
**Talk** about what you learned from the text.

#### Meet the Author



**Rob Cleveland** is an author, storyteller, actor, and comedian. He has written several children's books and teaches the importance of storytelling to people of all ages.

68



69

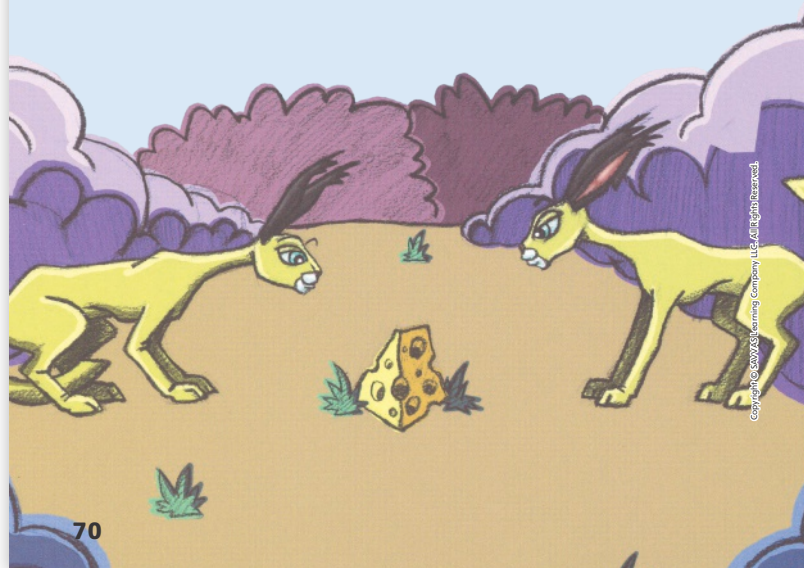
STUDENT INTERACTIVE, pp. 70-71



In a jungle in West Africa, two cats found a large piece of cheese.

Now these cats loved cheese more than anything.

They could not believe their good fortune.



“How should we divide our cheese?” asked one cat.

“I will be happy to cut it into two equal pieces,” said the other cat.



CLOSE READ

Underline the words that help you know the author’s purpose.

## First Read

### Look

**THINK ALOUD** I can look at how the text is organized, or the text structure, to make a prediction about what will happen. I see two cats, but there is only one piece of cheese. Both cats are staring at it.

I know how folktales are organized. They have a problem and a solution.

I think the problem is that both cats want the cheese. So, I predict that the cats will argue over the cheese.

## CROSS-CURRICULAR PERSPECTIVES

### Science



Tell students the cats that people have as pets are just one of over 35 different kinds, or species, of cats. The cats in this story are caracals. Caracals live in Africa, India, and the Middle East. They are most active at night. The ears on caracals are large and act almost like antennae. They have great hearing and use that skill to find food and listen for enemies.



STUDENT INTERACTIVE, pp. 72-73



fairly equally for all

“How do I know that you will divide it fairly?” asked the second cat. “I will divide the cheese.”



“How do I know that you will divide it fairly?” asked the first cat. “I will divide the cheese.”

72



CLOSE READ

**Highlight** the details that connect to how people in a society, or group, can solve a problem.

73

### Possible Teaching Point



#### Academic Vocabulary | Synonyms

Use the Academic Vocabulary lesson on p. T86 in the Reading-Writing Workshop Bridge to teach about synonyms. Ask students how the cats want the cheese to be divided. If needed, point out the phrase *two equal pieces* on p. 71 in the *Student Interactive*. Have students think of a synonym for the word *equal*. (same; even)

## Close Read

### Author's Purpose

Tell students that the author's purpose can be to inform, to entertain, or to persuade. Have them underline words on pp. 70–71 that tell them the author's purpose. **DOK 3**

### Make Connections

Remind students that readers can make connections to the world around them. Have them highlight details on pp. 72–73 that connect to how people in a society, or group, can solve a problem. **DOK 2**

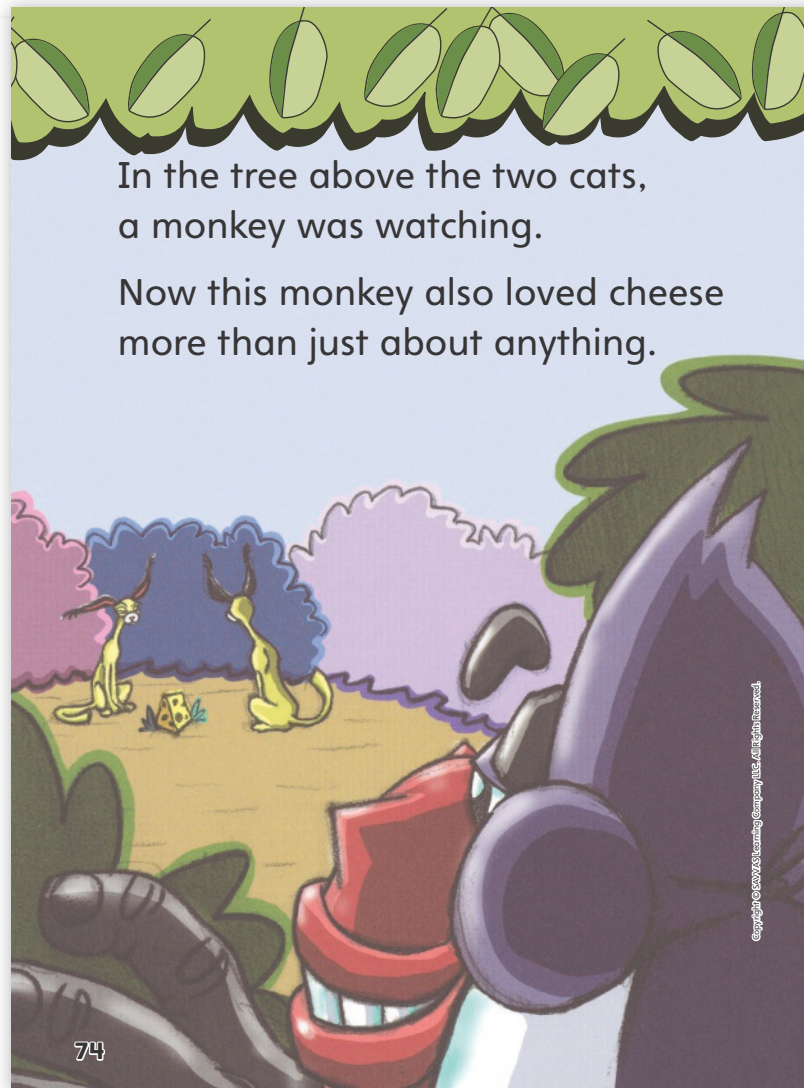
#### OBJECTIVES

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

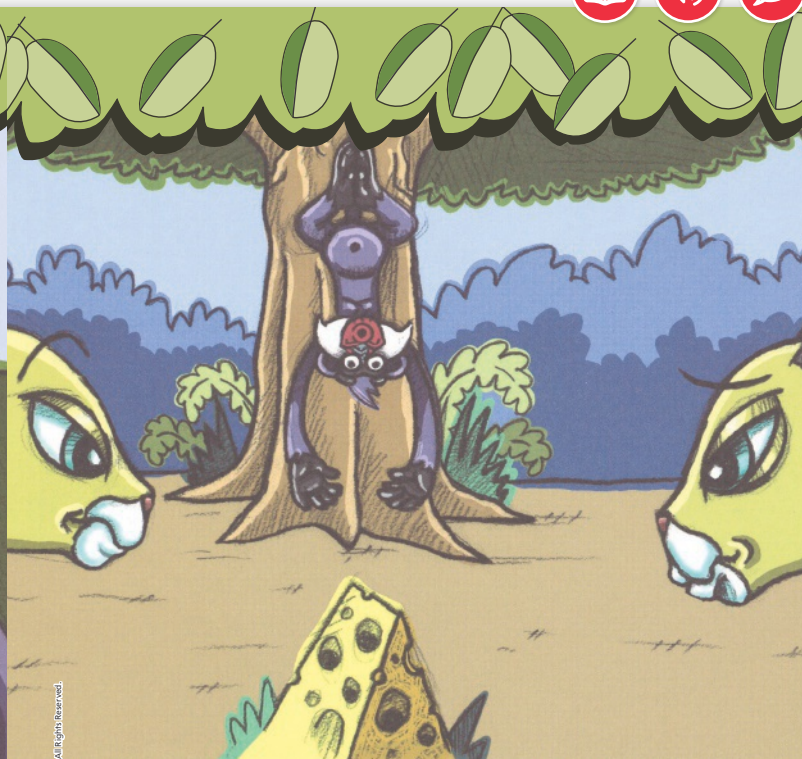
Discuss the author's purpose for writing text.



STUDENT INTERACTIVE, pp. 74-75



In the tree above the two cats,  
a monkey was watching.  
Now this monkey also loved cheese  
more than just about anything.



He swung down from the tree  
and went over to the cats.  
“I will be happy to divide the  
cheese into two equal parts for  
you,” said the monkey.

74

75

## First Read

### Ask

**THINK ALOUD** To make sure I understand what I am reading, I can stop along the way and ask myself a question about the text.

The monkey says he will be glad to divide the cheese for the cats. Why would a monkey want to help the cats? I want to continue reading so I can find the answer to this question.

## Foundational Skills Extension

### High-Frequency Words

Review the high-frequency words for the week: *could, be, old, why, of*. Have students locate one of these high-frequency words on p. 75 in the *Student Interactive*. (*be*)  
Ask: *What does the monkey say he will be when he divides the cheese?* (He will be happy.)



STUDENT INTERACTIVE, pp. 76-77



The cats agreed, and after much thought, the monkey divided the cheese into two parts.



The two cats thanked the monkey and got ready to eat their cheese.



76

77

### Possible Teaching Point



#### Read Like a Writer | Word Choice

Use the Read Like a Writer, Write Like a Reader lesson on p. T118 in the Reading-Writing Workshop Bridge to teach students about words that authors choose to describe details about events in a story. Reread with students the first sentence on p. 75 in the *Student Interactive* and point out the word *swung*. Have students discuss what the word means. Then ask why the author might have chosen the word *swung* when he could have written it this way: *He came down from the tree.*

### First Read

#### Talk

**THINK ALOUD** I can talk to a partner about what I have learned from the text so far.

I read that the cats love cheese. They both want to eat the cheese, but there is only one piece. I also learned that the monkey loves cheese too. But he does not eat the cheese. The monkey helps the two cats. He splits the cheese into two pieces for them. Let's keep reading to find out what happens next.

STUDENT INTERACTIVE, pp. 78-79



“Uh-oh,” said the monkey.  
“I have made a mistake.  
The pieces are not equal.”

The monkey picked up one of the  
pieces of cheese.

“Don’t worry, I can make them  
the same size.”



VOCABULARY IN CONTEXT

Underline the word that helps you understand the meaning of the word **equal**.

First Read

Ask

**THINK ALOUD** I can ask questions about parts of the story that confuse me. I ask myself, “Why does the monkey say he made a mistake?”

I am going back to the story to read and find out. The story says, “The pieces are not equal.” The monkey said that he could divide the cheese into two equal parts. But he didn’t do what he said he would do. I want to read more to find out what is going to happen next.

CROSS-CURRICULAR PERSPECTIVES

Science



Real caracals would not find cheese in the wild. Caracals are called carnivores, which means they eat meat. They eat sheep, goats, and small animals like mice. They also eat birds, and caracals can leap almost ten feet to catch birds that are flying by! Caracals’ legs must be really strong.



STUDENT INTERACTIVE, pp. 80–81



The monkey then ate a little bit of the cheese.

“There, now they are the same size.”



The cats again thanked the monkey and prepared to enjoy their cheese.



### Possible Teaching Point



#### Language & Conventions | Common and Proper Nouns

Use the Language & Conventions lesson on p. T351 in the Reading-Writing Workshop Bridge to teach students about common and proper nouns. Have them point out the names of animals on pp. 80–81 in the *Student Interactive*. (*monkey, cats*) Then ask students whether these animal names are common or proper nouns. (common nouns)

## Close Read

### Vocabulary in Context

Have students use the text on p. 79 to find a context clue to help them determine the meaning of the word *equal*. (*same*) Have students underline the word. **DOK 2**

#### OBJECTIVE

Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.



STUDENT INTERACTIVE, pp. 82-83



“Uh-oh,” said the monkey. “I am afraid that I ate too much. The two pieces are not the same size. But I can fix it.”

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82

The monkey then ate a little bit of the other piece of cheese.

“Now,” said the monkey, “they are the same size.”



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CLOSE READ

Underline the details that help you know that the author’s purpose is to entertain.

83

## First Read

### Talk

**THINK ALOUD** I will talk to a partner about what we learned from the text so far. I see that the monkey keeps saying that the cheese isn’t the same size. He keeps eating the cheese. The monkey is clever. He is tricking the cats, so he can eat more cheese.

### Possible Teaching Point

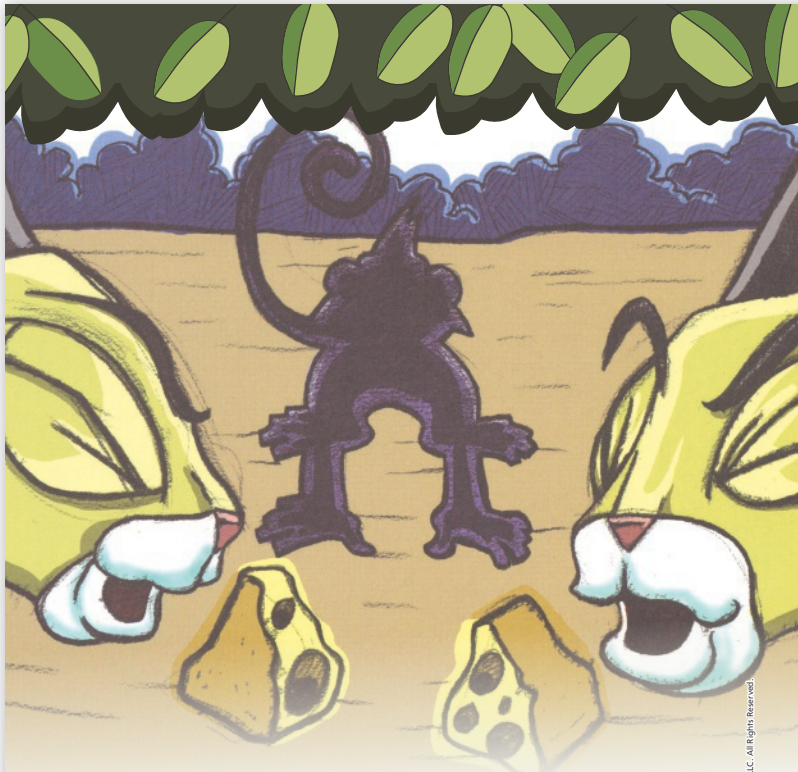


#### Academic Vocabulary | Synonyms and Antonyms

Use the Academic Vocabulary lesson on p. T86 to teach about synonyms and antonyms. Point to the word *afraid* on p. 82 in the *Student Interactive*. Ask students for a synonym. (scared) Then help them think of an antonym. (brave) Repeat this process with the word *same* on p. 83. (equal, different)



STUDENT INTERACTIVE, pp. 84–85



The cats again thanked the monkey and prepared to enjoy their cheese.

84

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“Uh-oh,” said the monkey. “I did it again. I ate too much. Now the pieces are not the same size, but I can fix it.”

CLOSE READ 

**Highlight** the details that help you understand how people in society should treat each other.

85

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## Foundational Skills Extension

### High-Frequency Words

Review the high-frequency words for the week: *could*, *be*, *old*, *why*, *of*. Ask students to find the high-frequency word on p. 83 in the *Student Interactive*. (of) Ask: **What does the monkey eat a little bit of?** (the cheese)

## Close Read

### Author's Purpose

Remind students that the author's purpose is the reason the author writes a text. Have them underline the **details** on pp. 82–83 that tell the author's purpose is to entertain. **DOK 2**

### Make Connections

Remind students that they can make connections to the world around them. Have them highlight the details on pp. 84–85 that connect to how people in society should treat each other. **DOK 2**

### OBJECTIVES

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

Discuss the author's purpose for writing text.



STUDENT INTERACTIVE, pp. 86–87

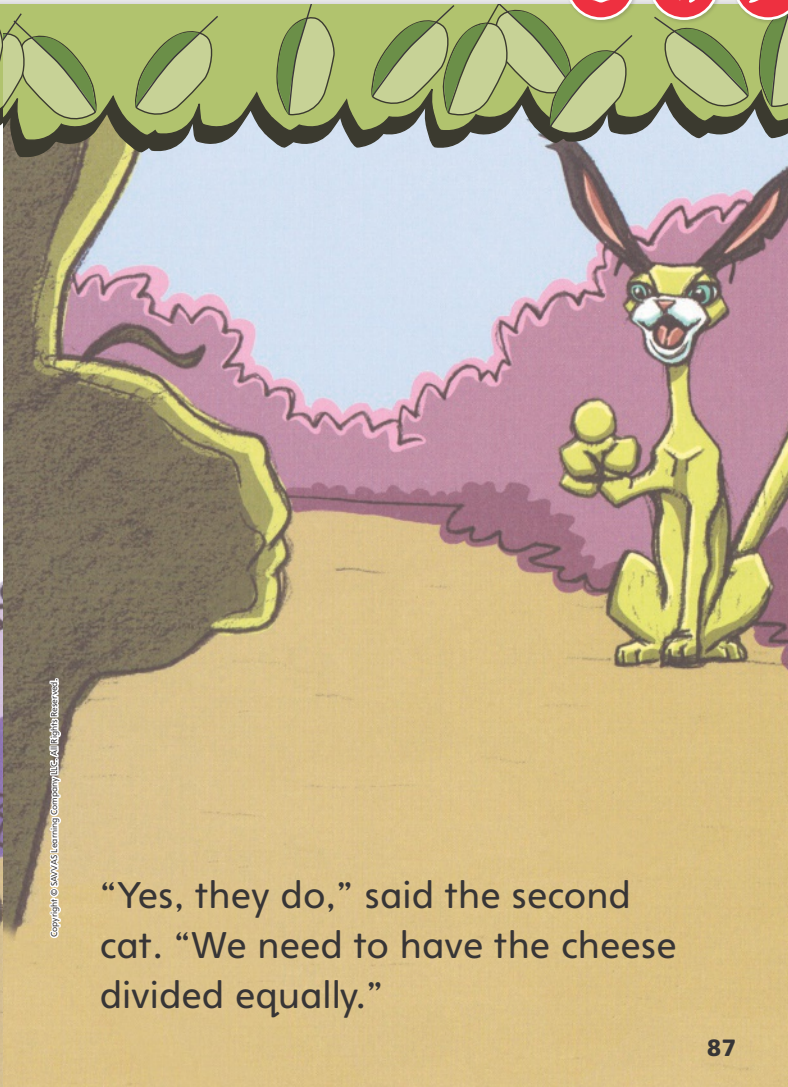


**exactly** just right

“That is alright,” said the first cat. “They don’t have to be exactly the same size.”



86



“Yes, they do,” said the second cat. “We need to have the cheese divided equally.”

87

## First Read

### Read

**THINK ALOUD** I can read to see if the text matches my prediction.

At the beginning of the story, I thought that the cats might fight over the cheese. Now I see that I was correct. The cats are arguing about whether the two pieces of cheese need to be the same size or not.

### Possible Teaching Point



#### Language & Conventions | Common Nouns

Use the Language & Conventions lesson on p. T351 in the Reading-Writing Workshop Bridge to teach students how to recognize common nouns. Ask them to identify the common nouns on pp. 86–87 in the *Student Interactive*.  
(cat; cheese)



STUDENT INTERACTIVE, pp. 88–89



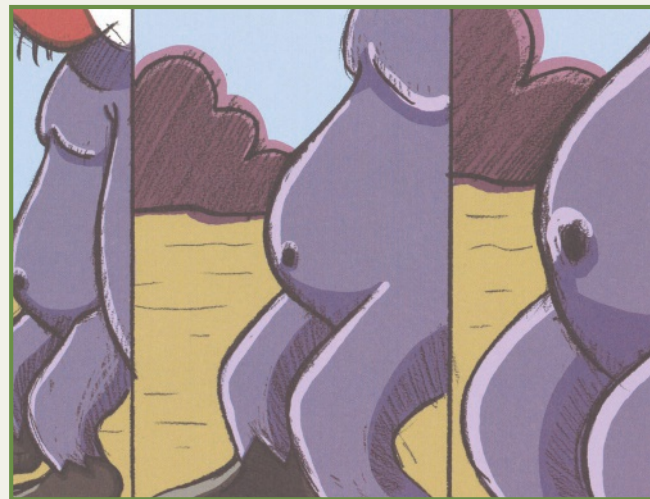
So the monkey continued trying to divide the cheese into two equal pieces.

The two pieces of cheese became smaller and smaller.



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88



And the monkey's belly got bigger and bigger.

CLOSE READ 

Underline the details about the monkey that help you know that the author's purpose is to entertain.

89

### Possible Teaching Point

#### Read Like a Writer | Word Choice

Use the Read Like a Writer, Write for a Reader lesson on pp. T118–T119 to teach students how authors use words to help readers visualize details about events. Have students look at the words the author uses to describe the cheese on p. 88 and the monkey on p. 89 in the *Student Interactive*. Ask students to explain why they think the author used “smaller and smaller” and “bigger and bigger” to help the reader visualize what was happening.

## Close Read

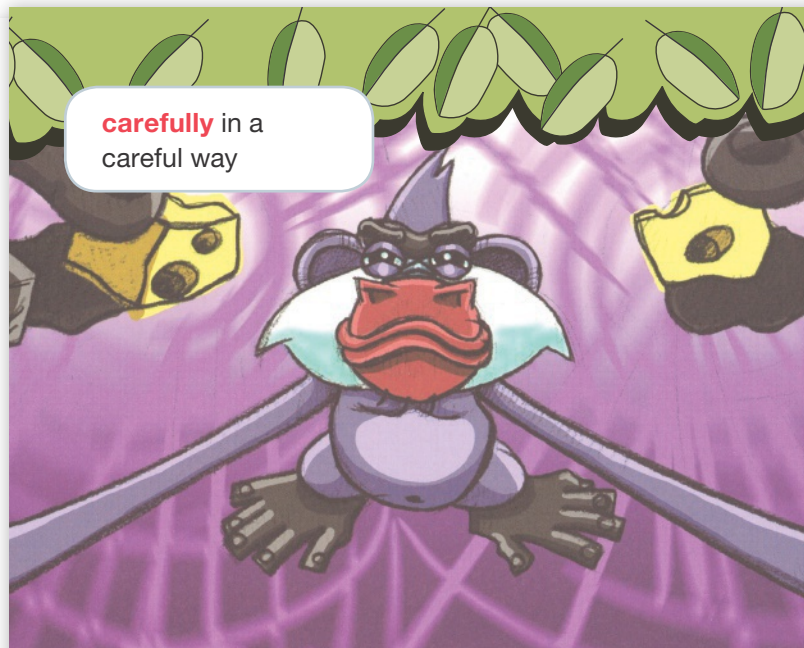
### Author's Purpose

Remind students that the author's purpose is the reason the author writes a text. Have them underline the details on p. 89 that help them understand that the author's purpose is to entertain. **DOK 2**

#### OBJECTIVE

Discuss the author's purpose for writing text.

STUDENT INTERACTIVE, pp. 90-91

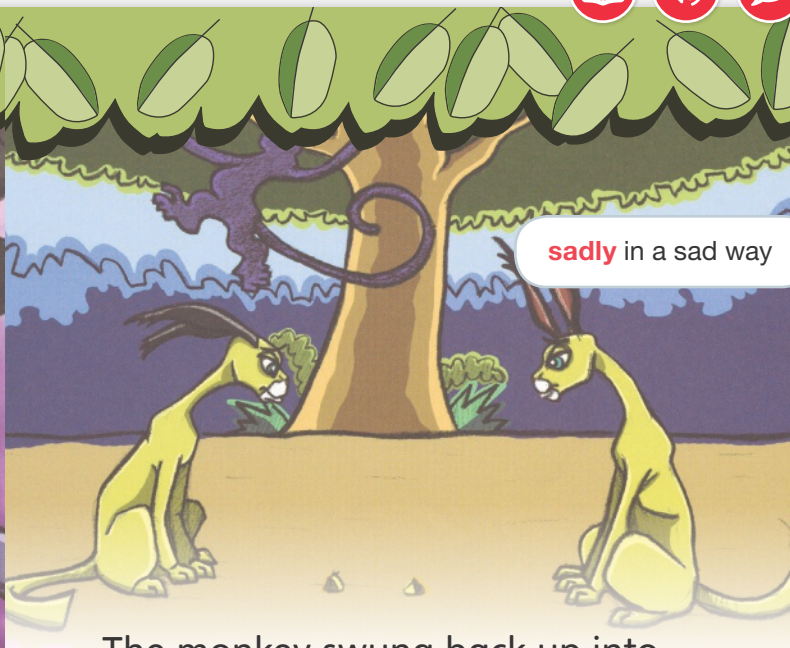


**carefully** in a careful way

Finally there were two tiny pieces of cheese left. The monkey held them up and looked at them carefully. "I think that these two pieces are exactly the same size. Enjoy your cheese, my friends."

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90



**sadly** in a sad way

The monkey swung back up into the tree and left the two cats to look sadly at their two tiny pieces of cheese.

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CLOSE READ 

**Highlight** how the cats feel when they look at their pieces of cheese. How should people in a society feel when others help them?

91

## First Read

### Ask

 **THINK ALOUD** I can ask questions about parts of the story I do not understand. I can ask myself, "How did the cheese get so small?"

I can go back through the text that I already read to find out what happened to the cheese. On pages 80, 82, and 83, I read that the monkey keeps eating the cheese. That is how the cheese got so small.

### Possible Teaching Point

#### Academic Vocabulary | Antonyms

Use the Academic Vocabulary lesson on pp. T86–T87 to teach about antonyms. Point to the word *sadly* on p. 82 in the *Student Interactive*. Guide students to think of an antonym. (gladly)



STUDENT INTERACTIVE, pp. 92-93



“Your piece is bigger,”  
said the first cat.

“No, your piece is bigger,”  
said the second cat.



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92

“Is not.” “Is too.” “Is not.” “Is too.”

For all we know, they are still there  
arguing, and the clever monkey is  
still smiling.



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CLOSE READ 

**Highlight** what the cats do after they  
get the cheese from the monkey. After  
a problem is solved, what should  
people in a society do?

93

## CROSS-CURRICULAR PERSPECTIVES

## Social Studies



The monkey is the “trickster” character in this folktale. Many other animals have been used as trickster characters in folktales, such as coyotes, ravens, and foxes. The coyote and raven are tricksters in some Native American folktales. Some Japanese folktales include the kitsune, a trickster fox.

## Close Read



## Make Connections

Remind students that they can make connections to the world around them. Have them follow the prompt on p. 91. Then ask: **How should people in a society, or group, feel when others help them?** **DOK 3**

Have students follow the prompt on p. 93. Then ask: **What should people in a society, or group, do after a problem is solved?**

**DOK 3**

## OBJECTIVE

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

# Respond and Analyze



*The Clever Monkey*

## OBJECTIVES

Use text evidence to support an appropriate response.

Respond using newly acquired vocabulary as appropriate.

## My View

Use these suggestions to prompt students' initial responses to reading *The Clever Monkey*.

- **Retell** Tell a partner about the part of the story that surprised you the most. Why was it surprising?
- **Connect** Have students write or draw in response to this question: What do you do when you need to share something?

## Develop Vocabulary

### Minilesson

**FOCUS ON STRATEGIES** Remind students that they learned some new words as they read *The Clever Monkey*: *sadly*, *fairly*, *exactly*, *carefully*.

- When the ending *-ly* is added to a word, the new word has a new meaning.
- Notice words that have the ending *-ly* and think about how the meaning of the word changes.

**MODEL AND PRACTICE** Have students turn to p. 94 in the *Student Interactive*. Model how to complete the activity with the word *sadly*. Say: *When the ending -ly is added to a word, the new word tells how something is done, or how something happens. Sadly means in a sad way. I will write the word sad on the line.*

**ELL Targeted Support Visual Support** Tell students that the pictures in a book can help them figure out the meanings of words.

Read p. 91 in the *Student Interactive* emphasizing the word *sadly*. Model for students a way to understand what the word means. Point to the picture of the cats. Ask students how they think the cats feel. Repeat this process with the word *carefully* on p. 90. **EMERGING/DEVELOPING**

Ask student pairs to read aloud pp. 90 and 91 in the *Student Interactive* and find the words *carefully* and *sadly*. Have students discuss how the pictures helped them understand the meaning of the words. **EXPANDING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for developing vocabulary.

**OPTION 1 My TURN** Have students practice developing vocabulary by completing p. 94 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students find and list words from their independent reading texts that have the ending *-ly* added to them.

### QUICK CHECK

**Notice and Assess** Are students able to understand the meaning of a word when the ending *-ly* is added?

#### Decide

- **If students struggle**, revisit instruction for vocabulary in Small Group on pp. T112–T113.
- **If students show understanding**, extend instruction for vocabulary in Small Group on pp. T112–T113.

**Check for Understanding My TURN** Have students complete p. 95 in the *Student Interactive*.

STUDENT INTERACTIVE, pp. 94–95

VOCABULARY	COMPREHENSION
<p><b>Develop Vocabulary</b></p> <p>The word part <i>-ly</i> means “in a ___ way.” Happily means “in a happy way.”</p> <p><b>MY TURN</b> Write the meaning of each word. Use the word part <i>-ly</i> to help you.</p> <p>sadly in a <u>sad</u> way</p> <p>fairly in a <u>fair</u> way</p> <p>exactly in an <u>exact</u> way</p> <p>carefully in a <u>careful</u> way</p> <p><b>TURN and TALK</b> Use each word in a sentence to tell about the text.</p> <p>94</p>	<p><b>Check for Understanding</b></p> <p><b>MY TURN</b> Write the answers to the questions. You can look back at the text.</p> <p><b>DOK 2</b> 1. What makes <i>The Clever Monkey</i> a folktale? <b>Possible responses:</b> <u>The characters have a problem.</u> <u>There is a lesson at the end.</u></p> <p>2. Why do you think the author uses animal characters? <b>DOK 3 Possible response:</b> <u>Animals make the story more fun to read.</u></p> <p>3. What could the cats have done to keep all the cheese? <b>DOK 3 Use text evidence. Possible response:</b> <u>They could have shared the cheese at first.</u></p> <p>95</p>



Use the  **QUICK CHECK** on p. T93 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group



### /ō/ SPELLED VCe

#### Sound-Spelling Card

Display Sound-Spelling Card 84. Say: *The letter o spells the sound /ō/ in rope. The letter e is silent.*



Have students work together to make a list of words with /ō/ spelled VCe (o\_e).

### ELL Targeted Support

Help students grasp the skills needed to decode words with the o\_e spelling pattern.

Write the word *tote* on the board. Point to the o and ask students: *What sound does the o spell in this word? (/ō/)* Erase the e in *tote*. *What sound does the o spell in this word? (/o/)*

### EMERGING

Write the words *mop*, *hope*, *mope*, *hop*, *cope*, *robe*, *cop*, and *Rob* on the board. Have students work in pairs to decode all of the words.

### DEVELOPING

Write the words *mop*, *hope*, *mope*, *hop*, *cope*, *robe*, *cop*, and *Rob* on the board. Have students decode each word and then work in pairs to sort the words according to their vowel sounds.

### EXPANDING/BRIDGING



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

## Intervention Activity



### LONG VOWELS AND THE SILENT e RULE

Use Lesson 20 in the *myFocus Intervention Teacher's Guide* for instruction on long vowels and the silent e rule.

LEVEL B • MODEL AND TEACH

**Lesson 20** Long Vowels and the Silent e Rule

**INTRODUCE** Remind students they have learned words with short vowel sounds (e.g., cap and can). Today we will learn words with these vowel sounds: /ā/, /ī/, /ē/, /ō/, and /ū/. These vowel sounds have the same sound as their letter names. For example, listen for a in these words. *Cape. Cane.*

**MODEL** Display "I Had a Cap" from Student Page S123. Read the passage, pointing to each word as you read. *Cap. Cape. /k/ /ā/ /p/. /k/ /ē/ /p/. How did e give the child a cape? The final letter e changed the short a sound to the long a sound. Write the letters in the blanks to complete cap. Say cap, drawing out the sounds. Write the letters in the blanks to complete cape. Say cape, drawing out the sounds. Circle each relevant letter and word as you explain: When we see the letter e at the end of a word after a consonant, the first vowel in the word sounds like the letter's name. *Cape. /k/ /ā/ /p/. So when I am reading, I remember to say the long vowel sound for these words. When I am writing, I remember to spell these long vowel words with an e at the end.**


**OBJECTIVES:**

- Discriminate between short vowel and long vowel sounds.
- Learn the VCe rule.
- Apply the VCe rule to decode words in isolation and in context, for all five long vowel sounds.
- Apply the VCe rule to properly spell words with all five long vowel sounds.

**I Had a Cap**

I had a cap.  
I had a can.  
Then e gave me a cape and cane!

\_ a \_                      →                      \_ a \_ e  
\_ a \_                      →                      \_ a \_ e



**TEACH** We have learned that e at the end of a word after a consonant makes the first vowel in the word a long vowel. Now, we will say and write /k/ /ā/ /n/ and /k/ /ē/ /n/. Hold your marker over the blank for letter c in can. Ask students what letter you should write. Prompt and repeat for the letter n in can. Now I will say the word and then we will say it together. /k/. /ā/. /n/. Say it with me: /k/ /ā/ /n/. Repeat with cane. After saying cane, circle the silent e and repeat the rule.

Phonics, Morphology, and Spelling T • 123

## Intervention Activity



### PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 1–13.



## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles. Have students work with a partner to build and decode words with the sound long o spelled with the VCe pattern.

Students can also play the Letter Tile game in the myView games on SavvasRealize.com.



### Decodable Reader



Display the Decodable Reader *Lost Pups*. Explain to students that they will read high-frequency words and words with the sound /ō/ spelled o\_e.

Pair students for reading and listen carefully as they use letter-sound relationships to decode. Have each student read a page at a time, switching readers after each page.

### High-Frequency Words

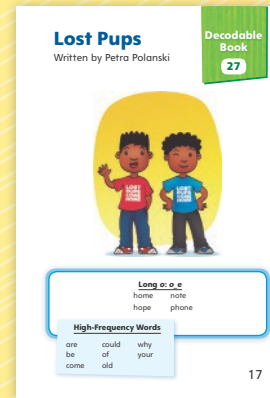
Write on the board the high-frequency words of the week: *could, be, old, why, of*. Group students into pairs. Ask one student in each pair to read aloud the word *could*. Have the other student write a sentence that includes *could*. Prompt students to switch roles and repeat for the other high-frequency words.

### Centers



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

## Decodable Reader



Use the  **QUICK CHECK** on p. T109 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DEVELOP VOCABULARY

**Teaching Point** Today I want to remind you that readers can use word endings to help them understand words they are reading. Sometimes the way a word ends gives clues about the meaning of that word. Look back at p. 91 in the *Student Interactive* to demonstrate with the word *sadly*.

### ELL Targeted Support

Help students understand the meaning and usage of words with *-ly* endings through the following activities.

Write this sentence frame on the board:  
*I walked \_\_\_\_*. Read it aloud to students.

Then say: *I was sad when I walked; I walked \_\_\_\_*. Help students complete your sentence by saying the word *sadly*. Then repeat the activity for other verb/adverb combinations. **EMERGING/DEVELOPING**

Have students find partners. Have partners say something they did (*I walked, I ate, I played, etc.*). Then have the other partner add a word with the ending *-ly* to what the first partner said (*I walked quickly, I ate slowly, I played happily.*) Guide students to build sentences that make sense. Have partners alternate roles. **EXPANDING**



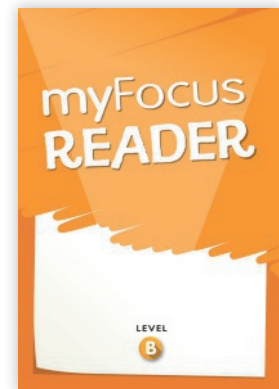
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### myFOCUS READER

Read the text on pp. 32–33 in the *myFocus Reader* with students. Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to provide additional information on leading a discussion about the text.



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 pairs to take turns reading the passage with appropriate expression. If needed, model reading with expression.

### ORAL READING RATE AND ACCURACY

Use pp. 67–72 in Unit 3, 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 their list of words ending in *-ly* from the book they are reading and tell the meaning of some of those words.

### Possible Conference Prompts

- What does the ending *-ly* mean?
- How did knowing the meaning of the ending *-ly* help you figure out the meanings of words?

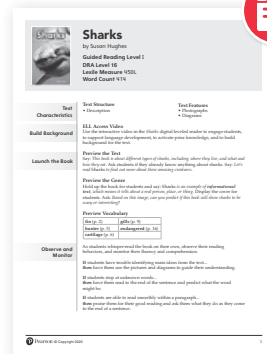
**Possible Teaching Point** Readers look for words that give details about a character. Some words that end in *-ly* can show how a character does something. Learning what different parts of words mean can help us figure out the meaning of a new word.

## Leveled Readers



### DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T88–T89.
- For instructional support on using word endings to help determine meaning, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite students to share a few words that they found with the ending *-ly*. Congratulate the students on finding and learning new words.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to *The Clever Monkey*.
- read a self-selected trade book or their Book Club text.
- partner-read a text, asking each other about 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 p. 95 in the *Student Interactive*.
- play the myView games.
- complete an activity from the *Resource Download Center*.

### SUPPORT INDEPENDENT READING

Reading with a specific purpose in mind can motivate students. Help students set a purpose for reading their independent texts.

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



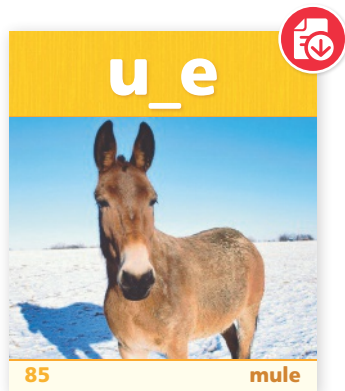
# Word Work

## OBJECTIVES

Demonstrate phonological awareness.

Know final -e and common vowel team conventions for representing long vowel sounds.

Identify and read common high-frequency words.



Sound-Spelling Card 85



Sound-Spelling Card 76

## Phonological Awareness: Medial /ū/

**SEE AND SAY** Point to the picture of the cube on p. 59 in the *Student Interactive*. Say: Listen as I say the sounds in *cube*: /k/ /ū/ /b/. I hear the long *u* sound in the middle of the word *cube*. Continue with *tube* and *mule*.

**PRACTICE** Listen to the sounds in the word *tub*: /t/ /u/ /b/. Let's blend the sounds: /t/ /u/ /b/, *tub*. What happens if I change the sound /u/ to /ū/? Let's sound it out: /t/ /ū/ /b/. The new word is *tube*. Guide students as they segment and blend these words: *duck, duke; mull, mule; hug, huge*. Point out the difference between the sound /u/ and the sound /ū/.

## Phonics: Decode Words with Long *u* and *e* Spelled VCe

### Minilesson

**FOCUS** Remind students that the sounds /ā/, /ī/, and /ō/ can be spelled with the vowel-consonant-e pattern, and that the ending e is silent.

**MODEL AND PRACTICE** Display Sound-Spelling Card 85 (*mule*) to introduce the sound /ū/ spelled with the vowel-consonant-e pattern. This is a picture of a *mule*. The word *mule* has the sound /ū/, and the word has the vowel-consonant -e pattern. Point out the word *mule* on the card and have students decode the word. Use Sound-Spelling Card 76 (*concrete*) to introduce the sound /ē/ spelled with the vowel-consonant-e pattern. Then display the following words and have students decode them.

cute	these	huge	theme	tune	use	Pete
------	-------	------	-------	------	-----	------

**APPLY MyTURN** Have students practice decoding the words at the bottom of p. 59 in the *Student Interactive*.



# High-Frequency Words

## Minilesson

**FOCUS** Review the high-frequency words for the week: *be, could, of, old, why*.

**MODEL AND PRACTICE** Have students turn to p. 60 in the *Student Interactive*. Read the words in the box with students. Then read and spell the words with students. Ask students to use the words in sentences.


**APPLY My TURN** Have students identify, read, and write the high-frequency words on p. 60 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 59

**Read Together** FOUNDATIONAL SKILLS

### Middle Sounds

**SEE and SAY** Say each picture name. Then say each sound in the picture name.




Students should say **cube, tube, mule**.

### Long u and Long e Spelled VCe

The letter **u** makes the long **u** sound in **June**.  
The letter **e** makes the long **e** sound in **Pete**.

**MY TURN** Read these words.

**c u b e**      **e v e**



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STUDENT INTERACTIVE, p. 60

HIGH-FREQUENCY WORDS | PHONICS **Read Together**

### My Words to Know

Some words you will see a lot when you read.

**MY TURN** Read these words.

be	of	old	why	could
----	----	-----	-----	-------

**MY TURN** Use words from the box to complete the sentences. Then read the sentences.

- Lots of kids run by me.
- They run on the old path.
- Why do they run?
- They could be in a race.

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# Discuss Author's Purpose



The Clever Monkey

## OBJECTIVES

Use text evidence to support an appropriate response.

Discuss the author's purpose for writing text.

## ACADEMIC VOCABULARY

**Integrate** As you discuss the text during the Close Read, model using the Academic Vocabulary words:

- I suppose that the cats will fight over the cheese.
- Is it possible they can cut the cheese exactly in half?
- I can imagine these characters in my mind.

## Minilesson

**FOCUS ON STRATEGIES** An author writes for a reason, or purpose. There are three main purposes: to inform, to entertain, and to persuade. The author's purpose in writing a folktale is to entertain. The author is telling us an interesting story.

- Look through the text. Ask yourself: Does it give facts about a topic? Then the purpose is to inform.
- Ask yourself: Does the text tell the readers about interesting characters? Then the purpose is to entertain.
- Ask yourself: Does the text try to tell you to do something or think a certain way? Then the purpose is to persuade.

**MODEL AND PRACTICE** Choose a traditional story in the *Student Interactive* or use the Read Aloud on pp. T82–T83. **To figure out the reason an author writes a text, I need to read a few pages. Then I need to think about what the author writes about. Is the text mostly facts? Is it trying to make me do or believe something? Or am I reading about interesting characters doing things?** Read aloud the text to the students. Then ask: **What is the author's purpose for writing this text?** Guide students to identify the author's purpose. Then have them look back at the Close Read notes on pp. 83 and 89 in the *Student Interactive* and underline the details that show that the author's purpose is to entertain.

**ELL Targeted Support Making Inferences** Have students look back at what they underlined during the Close Read on p. 89 in the *Student Interactive*.

Read the underlined sentence aloud. Ask leading questions about what is happening to the monkey. Connect this to students' own experiences. Then ask this yes/no question: **Did the author try to make me laugh?** Explain that the detail in the story (the monkey's belly getting bigger) is funny. That is one way to tell that the author's purpose is to entertain. **EMERGING/DEVELOPING**

Ask students to read the text and describe the picture on p. 89. Have partners discuss why the author included that picture. Ask: **What does that tell you about the author's purpose?** **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for discussing author's purpose.

**OPTION 1 My TURN** Have students complete p. 96 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Give students a three-column graphic organizer with the headings: To Inform, To Entertain, To Persuade. Have students list the titles of books they have read in the appropriate column.


### ✓ QUICK CHECK

**Notice and Assess** Can students discuss the author's purpose?

#### Decide


- **If students struggle**, revisit instruction about determining the author's purpose in Small Group on pp. T120–T121.
- **If students show understanding**, extend instruction about determining the author's purpose in Small Group on pp. T120–T121.


STUDENT INTERACTIVE, p. 96

**CLOSE READ** 


### Discuss Author's Purpose

**Author's purpose** is the reason the author writes a text. The purpose can be to inform, to entertain, or to persuade.

 **MY TURN** Underline the author's purpose for writing *The Clever Monkey*. Look back at the text.

 to inform readers about monkeys and cats  
to entertain readers about a clever monkey  
to persuade readers to eat cheese

How do you know that is the author's purpose?  
**Possible response:**  
The monkey's belly  
getting bigger is  
entertaining.

 **TURN and TALK** Talk about the author's purpose with a partner.

96

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# Read Like a Writer, Write for a Reader

## OBJECTIVE

Discuss how the author uses words that help the reader visualize.

### ELL Access

**Word Choice** Tell students that authors use special words to help readers picture what is happening. Invite students to listen as you read aloud a paragraph of detail-rich text. Have students choose one of the words from the text and draw a picture of what they visualized when they heard the word.

## Word Choice

### Minilesson

**FOCUS ON STRATEGIES** Authors choose certain words to describe the details in a text.

- Look for details that tell about things that are happening in the story.
- Use the words the author chooses to imagine, or visualize, what is happening in the story.
- Think about how the details help you understand the story.

**MODEL AND PRACTICE** Model word choice using the example on p. 100 in the *Student Interactive*. In the first sentence, the author uses the word *smaller* to tell what is happening to the cheese. The author uses the word *smaller* again to add even more detail. This helps readers picture in their minds what is happening to the cheese.

# Handwriting

## OBJECTIVE

Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

## Letters *U* and *u*

**FOCUS** Display uppercase *U* and lowercase *u*.

**MODEL** Model how to write uppercase *U* using correct letter formation and slant. Have students practice writing the letter in the air with their fingers. Then repeat with lowercase *u*.



## ASSESS UNDERSTANDING

## Apply

**My TURN** Have students complete the activity at the bottom of p. 100 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 100

**Read Together**

**AUTHOR'S CRAFT**

**Read Like a Writer, Write for a Reader**

Authors choose words to help describe details in a text.

The two **pieces of cheese** became **smaller** and **smaller**. And the **monkey's belly** got **bigger** and **bigger**.

The author chose these words to help describe the cheese and the monkey's belly.

**MY TURN** Write sentences that tell about something the monkey does. The words should describe the action. **Possible response:**

The monkey swings on the branch.

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## Writing Workshop

Encourage students to add detail to their Writing Workshop texts by choosing words that describe. During conferences, support students' writing by guiding them to find places where they can add certain words to help readers visualize these details.

**PRACTICE** Have students use *Handwriting* p. 158 from the *Resource Download Center* to practice writing the uppercase and lowercase letters *Uu*.

**Read Together**

Name \_\_\_\_\_

**Handwriting**

**Letters Uu**

Where do you start uppercase letter U? What do you do next? How do you finish the letter?

**MY TURN** Trace the letters. Then write uppercase letter U.

U

U
U
U
U

Where do you start lowercase letter u? What do you do next? How do you finish the letter?

**MY TURN** Trace the letters. Then write lowercase letter u.

u

u
u
u
u

Grade 1 • Unit 3 • Week 2 158

*Handwriting*, p. 158

Use the  **QUICK CHECK** on p. T117 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DISCUSS AUTHOR'S PURPOSE

**Teaching Point** An author writes for many reasons. Does the author give you facts about a topic? Does the author write a story to entertain you? Does the author try to convince you to do something? Knowing the author's purpose helps a reader understand a text. Guide students to discuss the author's purpose in *The Clever Monkey*.

### ELL Targeted Support

Tell students that authors write for different reasons. Review that the author's purpose in a folktale is to entertain by telling a story.

Point out some of the illustrations in the book and ask students leading questions about what is happening in the story, or what the monkey and cat characters are doing. Ask students to describe how those details made them feel and why the author included them. **EMERGING/DEVELOPING**

Have students work in pairs to review the illustrations and text. Ask students to draw a picture that shows a funny detail in the story. Students should write a sentence about the picture and why the author included that detail. More advanced students can write several sentences. **EXPANDING/BRIDGING**



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

## Intervention Activity



### DETERMINE AUTHOR'S PURPOSE AND REASONS

Use Lesson 53 in the *myFocus Intervention Teacher's Guide* for instruction on determining author's purpose and reasons.


LEVEL B • READ

**Lesson 53** Determine Author's Purpose and Reasons

**DIRECTIONS** Follow along as your teacher reads aloud "Breakfast Is Best." Look for important points and the reasons that support them.

**Breakfast Is Best**

Breakfast is the best meal of the day. Breakfast gets my day off to a great start. A healthy breakfast gives my body what it needs to grow. Breakfast gives me energy to get ready for school. Eating breakfast helps keep me awake. With a full stomach, I can listen and learn.



I can eat my favorite foods at breakfast. Some mornings I eat cereal with milk. Some mornings I eat toast with jelly. Some mornings I eat eggs and fruit. I can drink my favorite drinks, too. Some mornings I drink orange juice. Some mornings I drink apple juice. Some mornings I drink milk. These are my favorite foods and drinks.

It does not take too long to eat breakfast. I can eat a bowl of cereal or a piece of toast quickly. I make sure to chew every bite!

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## Fluency

Assess 2–4 students



### PROSODY

Have student pairs practice reading a short passage with expression.

### ORAL READING RATE AND ACCURACY

Use pp. 67–72 in Unit 3, *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

### DISCUSS AUTHOR'S PURPOSE

**Talk About Independent Reading** Ask students to look at the graphic organizer they completed and to discuss the author's purpose for their texts.

#### Possible Conference Prompts

- What is the author's purpose in \_\_\_\_ (select one title)?
- What details did you find in the text that helped you determine the author's purpose?

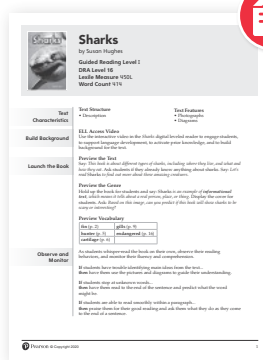
**Possible Teaching Point** Readers can get ideas about the author's purpose by looking for the types of details the author provides.

## Leveled Readers



### DISCUSS AUTHOR'S PURPOSE

- For suggested titles, see "Matching Texts to Learning," pp. T88–T89.
- For instructional support on how to determine an author's purpose, see the *Leveled Reader Teacher's Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Ask a few students to identify the author's purpose in their independent reading books.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to *The Clever Monkey* or another text they previously read.
- read a self-selected trade book or their Book Club text.
- discuss the author's purpose in their independent reading books with a partner.

### Centers



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

### Literacy Activities



Students can

- discuss their responses to the questions on *Student Interactive* p. 96.
- play the myView games.
- choose a page from the text and with a partner take turns reading the passage smoothly.
- complete an activity from the *Resource Download Center*.

### SUPPORT PARTNER READING

Students can explore books written for different purposes during partner reading. Partners can share and discuss the clues they used to determine the author's purpose.

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



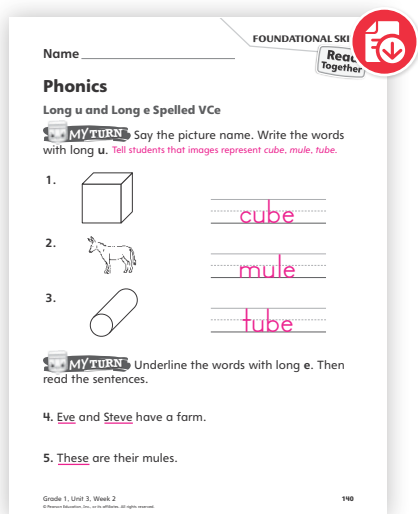
# Word Work

## OBJECTIVE

Know final -e and common vowel team conventions for representing long vowel sounds.

## ADDITIONAL PRACTICE

For additional student practice with long *u* and long *e*, use *Phonics* p. 140 from the *Resource Download Center*.



*Phonics*, p. 140

## Phonics: Decode and Write Words with Long *u* and *e* Spelled VCe

### Minilesson

**FOCUS** Remind students that the sounds /ā/, /ī/, /ō/, /ū/, and /ē/ can be spelled with the vowel-consonant-e pattern and that the ending e is silent.

**MODEL AND PRACTICE** Write the words below on word strips or note cards. Show each card and have students decode the word. Model for students with one word. Continue practicing as needed.

mule	cute	these	huge	Pete	tune	Eve
flute	Zeke	use	cube	tube	duke	June

**TURN, TALK, AND SHARE** Have partners decode the words on the top of p. 61 in the *Student Interactive*.

**ELL Targeted Support VCe Words** In Spanish and other languages, silent vowels are rare. Students may want to pronounce the silent e at the ends of words with spelling patterns *a\_e*, *e\_e*, *i\_e*, *o\_e*, and *u\_e*.

Write the words *eve* and *cube*. Explain that the final letter e on each word is silent. Say: *For these words, we do not say a sound for the final letter e. The first vowel spells the long vowel sound.* Read the words with students. Ask: *What vowel sound is in the word eve? In the word cube?* Have students write the words and cross out the silent letter and underline the letter that spells the long vowel sound. **EMERGING/DEVELOPING**

Write the words *these* and *tune*. Read each word. Ask students what vowel sound they hear in each word. Then ask: *What is the last sound you hear? What letter spells that sound?* Guide students to understand that the final letter e is silent. Then have students write the following words using the same spelling pattern as *these* and *tune*: *mule, cute, Pete*. **EXPANDING/BRIDGING**



## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 MyTURN** Have students complete the rest of p. 61 and p. 62 in the *Student Interactive*.

**OPTION 2 Independent Activity** Have students write a simple story using long *u* and long *e* words. Provide an example:

I saw my dog Eve hide a big, fat bone.  
Our mule Pete stole the bone.  
Eve got mad and ran after Pete!  
But Pete was too fast!

## QUICK CHECK

**Notice and Assess** Are students able to decode and write words with long *u* and long *e*?

**Decide**

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T128–T129.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T128–T129.

STUDENT INTERACTIVE, p. 61

FOUNDATIONAL SKILLS

## Long u and Long e Spelled VCe

**TURN and TALK** Read these words with a partner.

cute	<b>huge</b>	<b>mute</b>
theme	<b>Steve</b>	<b>these</b>

**MY TURN** Read the sentences.  
 Underline words with long *u*.  
 Highlight words with long *e*.  
 June and Pete have a mule.  
 The huge mule is cute.  
 Pete and the mule hum a tune.  
 June will use a tube.  
 Zeke will clap for them.

61

STUDENT INTERACTIVE, p. 62

PHONICS

## Long u and Long e Spelled VCe

**MY TURN** Use the words in the box to complete the sentences.

huge
cute
these

1. June has a cute little pet.
2. The pet can catch a huge ball.
3. Look at these paws!

**MY TURN** Write a sentence about June and her pet.

June \_\_\_\_\_

**Possible response:**

**needs a huge box**

**for her pet.**

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# Decodable Story

## OBJECTIVES

Know final -e and common vowel team conventions for representing long vowel sounds.

Identify and read common high-frequency words.

## ELL Access

Tell students that it is okay to pause to decode a word as they read a text aloud. Explain to students that they can segment and blend the sounds to read the word. They can also ask a partner to help them read the word. Developing and Expanding students may want to keep a list of words they have difficulty with so they can review and practice them later.

## Read *The Race*

**FOCUS** Have students turn to p. 63 in the *Student Interactive*. Say: *We are going to read a story today about a mule and a fox. It is called **The Race**.* Tell students that they will be reading words with the sounds /ō/, /ū/, and /ē/ spelled with the vowel-consonant-e pattern.

**IDENTIFY AND READ HIGH-FREQUENCY WORDS** Before reading, review this week's high-frequency words: *be, could, of, old, why*. Tell students that they will practice reading these words in the story *The Race*. Display the words. Have students read them with you. Say: *When you see these words in today's story, you will know how to read them.*

STUDENT INTERACTIVE, p. 63



DECODABLE STORY
FOUNDATIONAL SKILLS

## The Race

Steve and Pete race home.  
Steve the fox is fast.  
Pete the cute mule isn't fast.  
Could Pete win the race?

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Read the story. Highlight the two words that have long u spelled VCe.

AUDIO  
Audio with  
Highlighting

ANNOTATE

63



**READ** Pair students for reading 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. This time the other student begins.

Have students turn to p. 63 in the *Student Interactive*. Say: **Which words have the sound of long *u*?** Students should supply the words *cute* and *mule*. Have students highlight the words with the long *u* sound.

Have students turn to p. 64. Say: **Look at the sentences. Which words have the sound of long *e*?** Students should supply the words *Steve* and *Pete*. Have students highlight the words with the long *e* sound. Ask: **How many times did you highlight the words *Steve* and *Pete*?** (2 times each)

Have students turn to p. 65. Say: **Which words have the sound of long *o*?** Students should supply the words *stone* and *home*. Have students underline the words.

STUDENT INTERACTIVE, pp. 64–65



## DECODABLE STORY

## FOUNDATIONAL SKILLS

**Steve** runs past **Pete**.  
**Pete** looks at his old map.  
 He chose the close path.  
 Where could **Steve** be?



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He naps by a wall of stone.  
 Why did Steve nap?  
 He ran too fast!  
 Pete wins the race home!



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**Highlight** the four words that have long *e* spelled VCe.

**Underline** the two words that have long *o* spelled VCe.



# Make Connections



The Clever Monkey

## OBJECTIVE

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

## ACADEMIC VOCABULARY

**Integrate** As you discuss the text during the Close Read, model using the Academic Vocabulary words:

- How do you suppose the cats could have shared the cheese?
- What have you done with a friend to make it possible to share?

## Minilesson

**FOCUS ON STRATEGIES** Sometimes the lesson you learn after reading a folktale can remind you of something that you know about people or the world (society).

- Think about the lesson you learn from the story.
- Ask yourself if this lesson reminds you of something you already know about the world.
- Make a connection from the story to what you know to better understand what you have read.

**MODEL AND PRACTICE** Say: *In [The Clever Monkey](#), the two cats have a problem. There are two of them and only one piece of cheese. What should the cats do? They should try to divide the cheese equally and share it.*

Have students look at the Close Read note on p. 73 in the *Student Interactive* and highlight details that connect to how people in society can solve a problem. Then have students read the Close Read notes on pp. 85, 91, and 93 and highlight the answers that make connections to society. Assist students in making connections to society as needed.

**ELL Targeted Support Make Connections** Assist students in making connections to society to enhance their understanding of *The Clever Monkey*.

Ask students questions that guide them to understand the problem in the text, such as *How many cats are there? How many pieces of cheese do they have? What should they do so they each have a piece of cheese?* Then ask students to think about how that connects to what people should do to solve problems. **EMERGING/DEVELOPING**

Have partners work together to identify the problem in the text and then discuss how the cats can solve their problem. Ask them to talk about how that connects to what people should do. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for making connections.

**OPTION 1 My TURN** Have students complete p. 97 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students answer these questions for a book they read:

- What lesson did I learn from this book?
- How does this remind me of something I know about the world or about people?

### ✓ QUICK CHECK

**Notice and Assess** Can students use their reading to make connections to society?

#### Decide

- **If students struggle**, revisit instruction for making connections in Small Group on pp. T130–T131.
- **If students show understanding**, extend instruction for making connections in Small Group on pp. T130–T131.

STUDENT INTERACTIVE, p. 97

**Read Together** READING WORKSHOP

### Make Connections

When something you read makes you think of something else, you are making connections. Readers can make connections to the world around them.

**MY TURN** Write and draw about a lesson everyone can learn from *The Clever Monkey*. Look back at the text.

**Possible response:**  
**People should share.**

**Possible drawing could show the cats sharing cheese.**

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Use the  **QUICK CHECK** on p. T123 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group



### /ū/ AND /ē/ SPELLED VCe

**Sound-Spelling Cards** Show students Sound-Spelling Cards 76 (*concrete*) and 85 (*mule*).

Then say: The letter *e* before the *t* in *concrete* spells the sound /ē/. The letter *e* after the *t* is silent. The letter *u* spells the sound /ū/ in *mule*. The letter *e* is silent.



Have students work with a partner to write and read words with the sound /ū/ spelled with the VCe pattern. (Possible responses: *cube*, *cute*, *flute*, *mule*, *mute*, *yule*, *tube*, *lute*, *tune*)

### ELL Targeted Support

Help students practice reading words with long *u*.

Write the word *cut* on the board. Have students decode it. Then add an *e* to the end of the word and help students decode the word *cute*.

Alternate between *cut* and *cute*, demonstrating to students the effect of adding and removing the final *e*. **EMERGING/DEVELOPING**

Write several CVC words with short *u* on the board. Have students read each word when final *e* is added to the end. **EXPANDING**

Have student pairs generate their own lists of words with the spelling pattern VCe. Have pairs share their words with the class. **BRIDGING**



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

## Intervention Activity



### LONG VOWELS AND THE SILENT *e* RULE

Use Lesson 20 in the *myFocus Intervention Teacher's Guide* for instruction on long vowels and the silent *e* rule.

LEVEL B • MODEL AND TEACH

**Lesson 20** Long Vowels and the Silent *e* Rule

**INTRODUCE** Remind students they have learned words with short vowel sounds (e.g., *cap* and *can*). Today we will learn words with these vowel sounds: /ā/, /ī/, /ē/, /ō/, and /ū/. These vowel sounds have the same sound as their letter names. For example, listen for *a* in these words: *Cape*, *Cane*.

**MODEL** Display "I Had a Cap" from Student Page S123. Read the passage, pointing to each word as you read. *Cap*. *Cape*. /kəp/ /kəp/. /kəp/. How did *e* give the child a *cape*? The final letter *e* changed the short *a* sound to the long *a* sound. Write the letters in the blanks to complete *cap*. Say *cap*, drawing out the sounds. Write the letters in the blanks to complete *cape*. Say *cape*, drawing out the sounds. Circle each relevant letter and word as you explain: When we see the letter *e* at the end of a word after a consonant, the first vowel in the word sounds like the letter's name. *Cape*. /kəp/. So when I am reading, I remember to say the long vowel sound for these words. When I am writing, I remember to spell these long vowel words with an *e* at the end.


**OBJECTIVES:**

- Discriminate between short vowel and long vowel sounds.
- Learn the VCe rule.
- Apply the VCe rule to decode words in isolation and in context, for all five long vowel sounds.
- Apply the VCe rule to properly spell words with all five long vowel sounds.

**I Had a Cap**

I had a cap.  
I had a can.  
Then e gave me a cape and cane!

\_ a \_                      →    \_ a \_ e  
\_ a \_                      →    \_ a \_ e



**TEACH** We have learned that *e* at the end of a word after a consonant makes the first vowel in the word a long vowel. Now, we will say and write /kəp/ /kəp/ and /kəp/ /kəp/. Hold your marker over the blank for letter *c* in *can*. Ask students what letter you should write. Prompt and repeat for the letter *n* in *can*. Now I will say the word and then we will say it together. /kəp/ /kəp/. Say it with me: /kəp/ /kəp/. Repeat with *cane*. After saying *cane*, circle the silent *e* and repeat the rule.

Phonics, Morphology, and Spelling T • 123

## Intervention Activity



### PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 1–13.

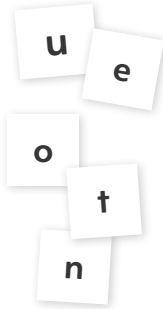
## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Display this incomplete sentence:  
*St\_ve sang a c\_te t\_ne to th\_se kids.*  
Students can use the *e* and *u* Letter Tiles to complete the words to make the sentence. (*Steve sang a cute tune to these kids.*)



Students can also play the Letter Tile game in the myView games on SavvasRealize.com.

### Decodable Reader



Have students read and listen to the Decodable Reader *Maps and Globes* for additional practice reading high-frequency words and words with the sound /ū/ and the sound /ē/ spelled in the VCe pattern.

### High-Frequency Words

Display the high-frequency words *could*, *be*, *old*, *why*, and *of*. Ask students to locate these words in a text they are reading independently. Have them mark the pages with sticky notes to illustrate how frequently these words are used.

### Centers



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

## Decodable Reader

**Maps and Globes**  
Written by Lin Chan

Decodable Reader  
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Long ai: o e	Long ur: u e	Long ei: e e
globe hippie	blue tube	Eve
globes zone	clues use	Pete
June		

**High-Frequency Words**

are	old
be	round
could	they
know	where
of	why

25

We can use maps and globes. They give you clues when you are lost.

26

Globes are round. This globe is old and blue.

27

Why do we make maps? They help us know where to go.

28

Eve and Pete make a map. They hope to go here in June.

29

Eve likes to go on the tube slide. She goes with her mom.

30

Pete likes to be on the Fun Zone.

31

Could you make a map of a place you like? Why do you like it?

32

Use the  **QUICK CHECK** on p. T127 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### MAKE CONNECTIONS

**Teaching Point** Today I want to tell you that one way to become a better reader is to find ways to connect with the text. Things that happen in a book can remind you of something that you know about in the world. Now let's see if we can make a connection to something that happens in the folktale we read. Review pp. 86–87 in the *Student Interactive* and work with students to make a connection to the cats' behavior.

### ELL Targeted Support

Read aloud a familiar text, such as *Little Red Riding Hood*. Then guide students to make connections between the text and society.

Support students in making connections by guiding them to connect the events in the text to what people in society should or should not do.

### EMERGING/DEVELOPING

Have partners retell the events in the text and then make connections to society. Use these questions to help them begin their conversation: *What do the characters learn in the text? How do people in society learn the same lesson?*

### EXPANDING/BRIDGING



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

## Intervention Activity



### ASK AND ANSWER QUESTIONS AND MAKE CONNECTIONS

Use Lesson 42 in the *myFocus Intervention Teacher's Guide* for instruction on making connections.

LEVEL B • READ

**Lesson 42** Ask and Answer Questions and Make Connections

**DIRECTIONS** Look at the title of the story and the picture. Then follow along as your teacher reads aloud "Rainy-Day Cookies."

**Rainy-Day Cookies**

Gina and her dad planned to go to the zoo on Saturday. Gina was glad. She loved the zoo. But the sky was cloudy on Saturday morning. Soon it was raining cats and dogs!

"Oh, well," said Dad. "We will go to the zoo next weekend."

Gina tried not to look sad.

"Hey! I have a great idea!" Dad said. "What if I show you how to make my amazing Chunky and Chewy Chocolate Chip Cookies?"

"Yes, please! That is a great idea, Dad," said Gina.

Dad told Gina what they needed to make cookies. First, they got butter and eggs. Next, they found the flour and sugar and the other ingredients.

Dad explained, "First we mix up the butter and the sugar. Next we add eggs."

*Crack!* He tapped an egg on the rim of a cup. He opened the shell. *Plop!* The yolk and white dropped into the cup.

Dad poured the egg into the bowl. "You do the second egg, Gina," he said.

*Crack! Plop!* Gina's egg dropped into the cup. She poured it into the bowl.

Dad showed Gina his baking tricks.

"I like to add two pinches of salt. Like this!" he said. He acted like a magician as he tossed salt into the bowl.

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Reading Literature T • 237

## Fluency

Assess 2–4 students



### PROSODY

Have student pairs practice reading a short passage with expression.

### ORAL READING RATE AND ACCURACY

Use pp. 67–72 in Unit 3, 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 their answers to the questions about making connections to their reading.

### Possible Conference Prompts

- What did the book remind you about in the world?
- What would you do differently or the same as one of the characters?

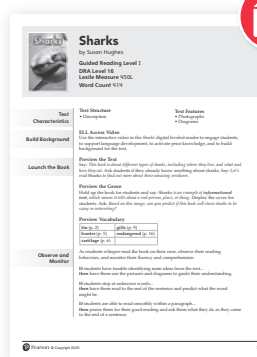
**Possible Teaching Point** Readers can make connections between events and characters in books and the way things are in the world around them.

## Leveled Readers



### MAKE CONNECTIONS

- For suggested titles, see “Matching Texts to Learning,” pp. T88–T89.
- For instructional support on making real-life connections to what students read, see the *Leveled Reader Teacher’s Guide*.



## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to a text they read.
- read a trade book or their Book Club text.
- practice making connections in their independent reading books with a partner.

### Centers



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

### Literacy Activities



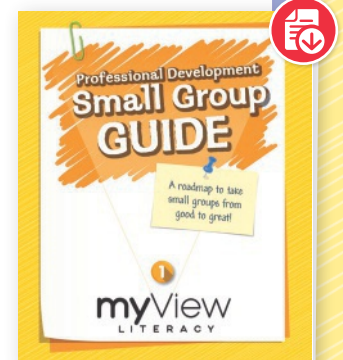
Students can

- complete and discuss the activity on p. 95 of the *Student Interactive* with a partner.
- write about their books in their notebooks.
- play the myView games.
- with a partner, take turns reading a passage with proper expression.

### SUPPORT INDEPENDENT READING

It is important 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 to target your students’ specific instructional needs.



## Whole Group

**Share** Bring the class back together in whole group. Ask one student to share a connection he or she made during independent reading. Congratulate the student on this accomplishment.

# Word Work

## OBJECTIVES

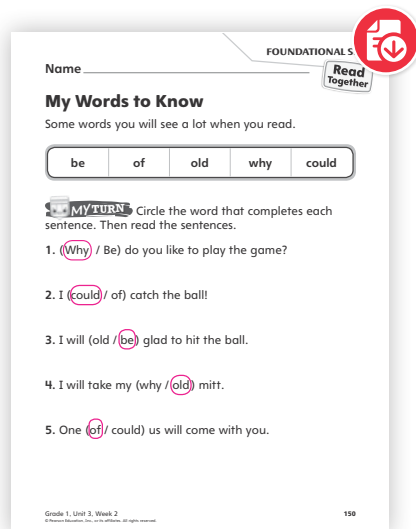
Distinguish between long and short vowel sounds in one-syllable words.

Decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

Identify and read common high-frequency words.

## ADDITIONAL PRACTICE

For additional student practice with high-frequency words, use *My Words to Know* p. 150 from the *Resource Download Center*.



*My Words to Know*, p. 150

## Phonological Awareness: Distinguish Between /u/ and /ū/

**MODEL** I am going to say two words. One word will have the sound /u/, and one word will have the sound /ū/. Together we will say which word has which sound. Say each word, drawing out each sound: *cube, cub*. Which word has the sound /u/? (*cub*) Which word has the sound /ū/? (*cube*)

**PRACTICE** Have students continue to work on distinguishing between the sounds /u/ and /ū/ in spoken words. Say each pair of words, drawing out the sounds /u/ and /ū/ in each word: *tune, ton; cut, cute; huge, hug; use, us; tube, tub; duck, duke; mull, mule*. Repeat the words a second time if needed.

## Phonics: Spiral Review Consonant Digraphs and Trigraphs; Contractions

### Minilesson

**FOCUS** Display the consonant digraphs *wh, ph, ch,* and *th*. Review that the letters are digraphs, or two letters that spell one sound. Write the trigraph *-tch*, explaining that trigraphs are three letters that spell one sound. Then review that contractions are shortened forms of two words. An apostrophe replaces a missing letter or letters.

**MODEL AND PRACTICE** Display the words *I've* and *ditch*. Model reading each word and then identifying which word has a digraph and which word has a contraction. For the contraction *I've*, say the words that are combined in the contraction: *I have*.

Display the words below. Have students take turns reading each word. Then have them identify whether the word has a digraph or a trigraph, or if the word is a contraction. For the contractions, have students say the two words that are combined to form the contraction.

can't	graph	whale	match	he's	chin
-------	-------	-------	-------	------	------

**ELL Targeted Support Distinguishing Long and Short *u***

**Sounds** Use pictures to help students distinguish the sound of long *u* from the sound of short *u*. Find and display pictures of these words: *duck, bus, drum, cube, mule*.

Have students name each picture, one at a time. Then guide them to isolate the vowel sound in each picture name. Ask: **Does the picture name *duck* have the sound /u/ or /ū/?** As students determine the vowel sound for each picture name, move the picture to a short *u* or long *u* group. Once the pictures are sorted by vowel sound, ask students to check if the pictures in each group have names with the same vowel sound. Ask: **Do the two groups have picture names with the same or different vowel sound?** **EMERGING**

Have students say the picture names and sort the pictures by vowel sound. Explain that they should put pictures of words with the same vowel sound together in a group. Ask students to tell the vowel sound in each group of pictures. Ask: **What is another word that can be added to each group? Draw a picture of the word if you can.**

**DEVELOPING**

Have students sort the pictures into two groups: picture names with short *u* and picture names with long *u*. Then ask students to say other words that have long *u* or short *u*. **EXPANDING**

Have student pairs sort the pictures into short and long vowel groups. Then ask one student to say other words that have the sound of long *u* and the other student to say words with the sound of short *u*. Then have students switch roles. **BRIDGING**

**HIGH-FREQUENCY WORDS**

Give students a list of various high-frequency words that have been taught to date, including this week's words: *be, could, of, old, why*. Help student pairs divide the list into an equal number of words for both. Students then write their assigned words on index cards in order to use them as flash cards.

Students then switch the cards they prepared with their partner's cards. Holding the cards face down, the first student/player holds up a card. His or her partner spells the word and then reads the word, and the card is placed face down on the desk or table. Any words not read correctly get placed back into the player's set. When all words have been read correctly, the partners switch roles.



# Reflect and Share



*The Clever Monkey*

## OBJECTIVES

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

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Retell texts in ways that maintain meaning.

## ACADEMIC VOCABULARY

**Integrate** Offer students oral practice using the unit Academic Vocabulary words with the Weekly Question and unit theme.

Ask students:

- What would be possible for a tricky character to do?
- Can you create a tricky character in your imagination?

## Talk About It

### Minilesson

**FOCUS ON STRATEGIES** Readers often read and then compare more than one text. Before they compare, they retell the texts to make sure they understand the meaning of the texts. Then they share information and ideas with others.

- Retell the texts in your own words.
- Think about how characters or other details in the texts are similar and different.
- Share information and ideas with others using the conventions of language. Ask questions to clarify information. Gather additional information. Answer in complete sentences.

**MODEL AND PRACTICE** Ask a volunteer to retell the beginning of *The Clever Monkey*. Then ask the volunteer a question to clarify something he or she said. Say: *When I read about the monkey, I thought about the fox we saw on pages 54 and 55. He tricks the chick like the monkey tricks the cats.* Then have students use the prompt on p. 98 in the *Student Interactive*.

**ELL Targeted Support Retell** One way to share ideas is to tell about a story you just read. Ask students to follow along as you read aloud the text. Display the words *first*, *next*, and *last*, and model a retelling.

Begin the retelling by using the word *first*. Then ask students what happened first and have them repeat the answer. Continue with sentences about what happened *next* and *last*. Then ask students what happened next and last and have them repeat the answers. **EMERGING/DEVELOPING**

Listen to students retelling the story and then ask them questions, such as *What do you mean when you say \_\_\_\_? Why do you think \_\_\_\_ happened?* Guide them to add details to their retelling by answering the questions.

**EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for retelling and comparing texts.

**OPTION 1 Use the Shared Read** Have partners retell *The Clever Monkey*, and then compare the monkey to other tricky characters in other books they have read.

**OPTION 2 Use Independent Text** Have partners retell their independent texts, and compare different tricky characters from different stories.

### QUICK CHECK

**Notice and Assess** Can students make comparisons across texts?

#### Decide

- **If students struggle**, revisit instruction for making text comparisons in Small Group on pp. T136–T137.
- **If students show understanding**, extend instruction for making text comparisons in Small Group on pp. T136–T137.

**WEEKLY QUESTION** Have students consider the texts they have read this week to respond to the Weekly Question. Tell them to write their responses on a separate piece of paper.


STUDENT INTERACTIVE, p. 98

RESPOND TO TEXT

Read Together

### Reflect and Share

**Talk About It**  
Work with a partner to retell *The Clever Monkey*. What other tricky characters have you read about? How are they like the clever monkey?



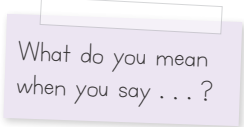
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**Share Information and Ideas**  
When talking with others, it is important to:

- Ask questions when you do not understand something.
- Answer questions in complete sentences.

Use the words on the note to help you.

Now share your ideas.



-----

**Weekly Question**  
How do tricky characters use their imaginations?

98

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Use the  **QUICK CHECK** on p. T135 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### COMPARE TEXTS

**Teaching Point** When we read more than one text, we can retell the texts before we compare and contrast them. We can compare and contrast the tricky characters in two folktales.

Look back at “The Tricky Wolf” and *The Clever Monkey* in the *Student Interactive* to help students retell the texts and then identify the similarities and differences between the tricky characters.

### ELL Targeted Support

Help students use the skills from the Reflect and Share activity on p. 98 in the *Student Interactive* to compare texts.

Review “The Tricky Wolf” and *The Clever Monkey* with students. Have students retell both texts with as much detail as possible. **EMERGING**

Have students retell both texts. Ask them questions about what they mean, or about why certain events in the story happened. Encourage them to add more details to their retellings.

### DEVELOPING

If students can retell both texts in detail, ask them to say what was the same and what was different about both texts. When students provide answers, you can probe for further detail by using the question *What do you mean when you say \_\_\_\_?* **EXPANDING/BRIDGING**



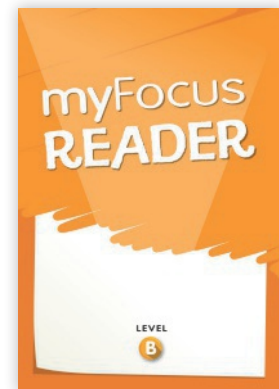
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### myFOCUS READER

Reread the text on pp. 32–33 with students. Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to engage students in a conversation that demonstrates how the texts they read this week support their understanding of imagination. Encourage students to use the Academic Vocabulary words.



## On-Level and Advanced



### INQUIRY

#### Organize Information and Communicate

Help students organize the information they used to compare folktales into a format they can share with others.

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

See *Extension Activities* pp. 198–202 in the *Resource Download Center*.

## Conferring

3 students / 3–4 minutes per conference

### COMPARE TEXTS

**Talk About Independent Reading** Ask students to briefly retell their texts and then describe one way the tricky characters are alike.

### Possible Conference Prompts

- What happens in each text?
- What do the tricky characters do in each text?
- What makes the tricky characters similar and different?

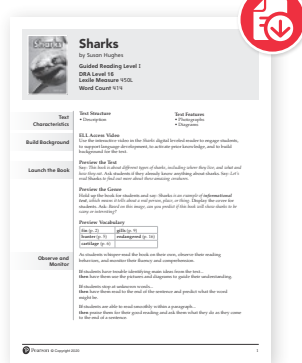
**Possible Teaching Point** A T-chart can help readers understand how two things are alike and different. You can draw a T-chart in your notebook to help you compare texts.

## Leveled Readers



### COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T88–T89.
- For instructional support on making connections between characters in folktales, 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 the comparisons between texts that they discussed in their conference. Encourage students to explain how the tricky characters were the same or different.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to *The Clever Monkey* with a partner.
- read a self-selected text.
- reread or listen to their leveled reader.

### Centers



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

### Literacy Activities



Students can

- write or draw in their notebooks in response to the Weekly Question.
- complete an activity from the *Resource Download Center*.
- play the myView games.
- talk with a partner about a self-selected text.

## BOOK CLUB



See Book Club pp. T478–T481 for

- ideas for weekly Book Club sessions.
- suggested texts to support the unit theme and Spotlight Genre.
- support for group’s collaboration.
- facilitating use of the trade book *Imagination at Work*.

# UNIT 3 WEEK 3

## 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 about using my imagination.
- I can make and use words to connect reading and writing.
- I can write poetry.

#### 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

RL.1.10, RF.1.2.a, SL.1.1, L.1.1.a, L.1.1.b

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T142–T143
  - » Phonological Awareness: Remove Phonemes
  - » Phonics: Decode Words with Long e Spelled e, ee
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T144–T145
- Listening Comprehension: Read Aloud: Poems T146–T147
- Poetry T148–T149
  - ✔ Quick Check T149

#### READING BRIDGE

- Academic Vocabulary: Context Clues T150–T151
- Handwriting: Letters Ss T150–T151

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T155
- Strategy, Intervention, and On-Level/Advanced Activities T154
- ELL Targeted Support T154
- Conferring T155

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T155
- Literacy Activities T155

BOOK CLUB T155 SEL

#### WRITING WORKSHOP

##### MINILESSON

- Poetry T364–T365
  - » Line Breaks and White Space
  - » Share Back

##### INDEPENDENT WRITING

- Poetry T365
- Conferences T362

#### WRITING BRIDGE

- FLEXIBLE OPTION**
  - Spelling: Spell Long e Words Spelled e, ee T366

✔ Assess Prior Knowledge T366

- FLEXIBLE OPTION**
  - Language & Conventions: Spiral Review: Common and Proper Nouns T367

#### LESSON 2

RL.1.10, RF.1.2.a, L.1.1.d, L.1.2.e

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T156–T157
  - » Phonics: Decode and Write Words with Long e Spelled e, ee
- ✔ Quick Check T157
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T158–T159
  - » Preview Vocabulary
  - » Read: Poetry Collection
- Respond and Analyze T164–T165
  - » My View
  - » Develop Vocabulary
- ✔ Quick Check T165
  - » Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Word Work Support T166
- Guided Reading/Leveled Readers T169
- Strategy and Intervention Activities T166, T168
- Fluency T168 • Conferring T169
- ELL Targeted Support T166, T168

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T167
- Independent Reading T169
- Literacy Activities T169
- Partner Reading T169

#### WRITING WORKSHOP

##### MINILESSON

- Poetry T368–T369
  - » Explore Sound Words
  - » Share Back

##### INDEPENDENT WRITING

- Poetry T369
- Conferences T362

#### WRITING BRIDGE

- Spelling: Teach Spell Long e Words Spelled e, ee T370

- FLEXIBLE OPTION**
  - Language & Conventions: Oral Language: Pronouns T371

## LESSON 3

RL.1.10, RF.1.3.f, RF.1.3.g,  
L.1.1.d, L.1.4.c

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T170–T171
  - » Phonological Awareness: Segment and Blend Phonemes
  - » Phonics: Decode Words with Inflectional Ending *-ed*
  - » High-Frequency Words

#### CLOSE READ

- Find Elements of Poetry T172–T173
- Close Read: Poetry Collection
  - ✔ **Quick Check** T173

### READING BRIDGE

- Read Like a Writer, Write for a Reader:
- Elements of Poetry T174–T175
- Handwriting: Letters *Bb* T174–T175

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T177
- Strategy and Intervention Activities T176
- Fluency T176
- Conferring T177
- ELL Targeted Support T176

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T177
- Literacy Activities T177

### WRITING WORKSHOP

#### MINILESSON

- Poetry T372–T373
  - » Apply Sound Words
  - » Share Back

#### INDEPENDENT WRITING

- Poetry T373
- Conferences T362

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Review and More Practice: Spell Long e Words Spelled e, ee T374
- Language & Conventions: Teach Pronouns T375

## LESSON 4

RL.1.10, RF.1.3.f,  
L.1.1.d, L.1.4.c

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T178–T179
  - » Phonics: Decode and Write Words with Inflectional Ending *-ed*
- ✔ **Quick Check** T179
- » Decodable Story: Read *A Deep Sleep* T180–T181

#### CLOSE READ

- Make Connections T182–T183
- Close Read: Poetry Collection
  - ✔ **Quick Check** T183

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Word Work Support T184
- Guided Reading/Leveled Readers T187
- Strategy and Intervention Activities T184, T186
- Fluency T186
- Conferring T187
- ELL Targeted Support T184, T186

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T185
- Independent Reading T187
- Literacy Activities T187

### WRITING WORKSHOP

#### MINILESSON

- Poetry T376–T377
  - » Explore Rhyme
  - » Share Back

#### INDEPENDENT WRITING

- Poetry T377
- Conferences T362

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Spiral Review T378
- Language & Conventions: Practice Pronouns T379

## LESSON 5

RL.1.10, RF.1.2.a,  
SL.1.6, L.1.1

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T188–T189
  - » Phonological Awareness: Distinguish Between /e/ and /ē/
  - » Phonics: Spiral Review Long o, Long u, and Long e Spelled VCe
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T190–T191
  - » Talk About It
- ✔ **Quick Check** T191
- » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T193
- Strategy, Intervention, and On-Level/Advanced Activities T192
- ELL Targeted Support T192
- Conferring T193

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T193
- Literacy Activities T193

**BOOK CLUB** T193 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Poetry T380
  - » Apply Rhyme
  - » Share Back

#### INDEPENDENT WRITING

- WRITING CLUB** T380–T381 **SEL**
- Conferences T362

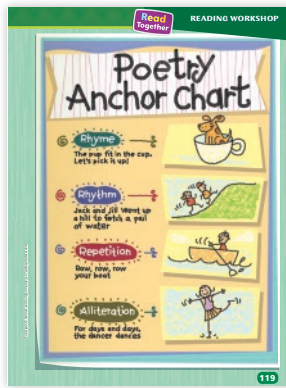
### WRITING BRIDGE

- Spelling: Spell Long e Words Spelled e, ee T382
- ✔ **Assess Understanding** T382
- FLEXIBLE OPTION**
- Language & Conventions: Standards Practice T383

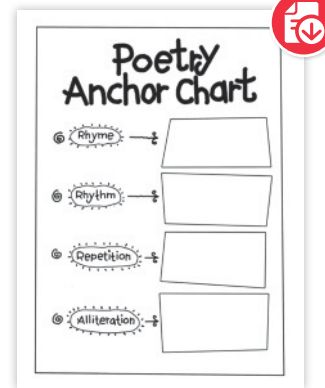
# Materials



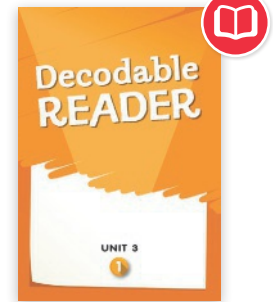
**INFOGRAPHIC**  
"New Ideas!"



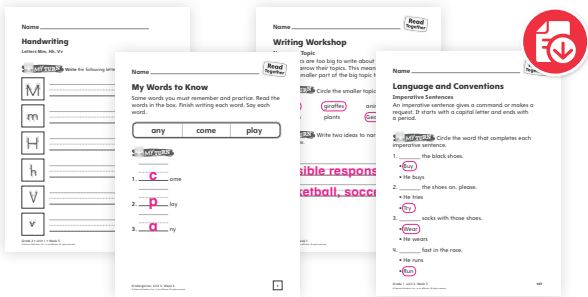
**READING ANCHOR CHART**  
Poetry



**EDITABLE ANCHOR CHART**  
Poetry



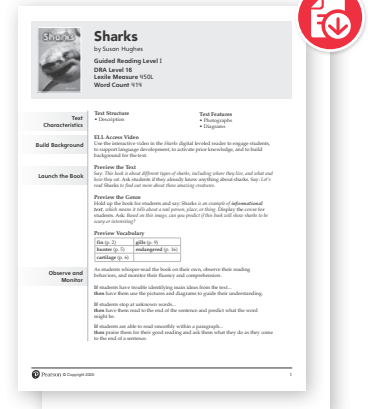
**DECODABLE READER**



**RESOURCE DOWNLOAD CENTER**  
Additional Practice



**SONGS AND POEMS BIG BOOK**



**LEVELED READER TEACHER'S GUIDE**

## Words of the Week

### High-Frequency Words

live  
or  
out  
who  
work

### Develop Vocabulary

decorate  
doodle  
draw  
scribble

### Spelling Words

be  
he  
live  
me  
see  
she  
three  
tree  
we  
work

### Unit Academic Vocabulary

create  
imagine  
possible  
suppose

WEEK 3 LESSON 1 READING WORKSHOP GENRE & THEME

### Listening Comprehension

**OBJECTIVES**  
Listen actively. Use relevant questions to clarify information, and answer questions with a clear word or phrase.  
Use appropriate body cues, such as eye contact, facial expressions, and gestures to give more feedback.  
Discuss their ideas, and respond to their partner's ideas, and attention to a work of genre.

**FLUENCY**  
Also concerning the Read Aloud Routine, students will be able to read aloud with accuracy and fluency. They will be able to read aloud with accuracy and fluency. They will be able to read aloud with accuracy and fluency. They will be able to read aloud with accuracy and fluency.

**Read Aloud**  
Tell students you are going to read aloud two poems. Have them listen as you read "Think Big" and "Before." 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 poetry.  
**READ** the entire text aloud, without stopping for the Think Aloud callouts.  
**RESPOND** to the text aloud, pausing to model Think Aloud strategies related to the genre.

**Poems**  
**Think Big**  
An idea comes to you  
About something to do  
To fix a big problem, you see,  
You can brainstorm a plan  
And do what you can  
To make things the way they should be.  
As you start to build,  
You'll become very thrilled,  
And you'll work on your plan with great zeal.  
When you're done, you will find  
What began in your mind  
Soon turned into a thing that is real!

READ ALOUD  
"Think Big" / "Before"



READ ALOUD TRADE BOOK LIBRARY

### Interactive Read Aloud

**Fiction Lesson Plan**

**WHY**  
Interactive Read Aloud:  
• engages students to learn about their independent reading level.  
• builds students' comprehension.  
• enhances 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 key idea of the story.  
• Determine the Teaching Point.  
• Write your independent reading level number (Think Aloud on story, notes and plan on the back at the point where you plan to stop to interact with students).  
• Review the story.  
• Review the key idea of the story.  
• Review the Teaching Point.  
• Review the key idea of the story.  
• Review the Teaching Point.  
• Review the key idea of the story.  
• Review the Teaching Point.

**BEFORE READING**  
• Show the cover of the book to introduce the title, author, illustrator, and genre.  
• Ask the key idea or theme of 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 read aloud to students get to the end and say, "Think Aloud and give me a question for a change also into the text."  
• Read with expression to show it means.  
• 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 that text.  
• Help students make connections to their own experience, text 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 reading the text a big part of the story.  
• Choose and assign a Student Response form available on Read.com.

INTERACTIVE READ ALOUD  
LESSON PLAN GUIDE

### Poetry Collection

121

SHARED READ  
Poetry Collection

### BOOK CLUB

Titles related to  
Spotlight Genre and  
Theme: T482-T485

### Mentor STACK

Writing Workshop T361

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

myView LITERACY

ASSESSMENT GUIDE



# Word Work

## OBJECTIVES

Recognize the change in spoken word when a specified phoneme is added, changed, or removed.

Decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

Identify and read common high-frequency words.



Sound-Spelling Cards 63, 75

## FOUNDATIONAL SKILLS EXTENSION

See p. T163 for a long e extension activity that can be used as the text is read.

## Phonological Awareness: Remove Phonemes

**SEE AND SAY** Point to the picture of the boy's nose on p. 108 in the *Student Interactive*. Say: **This is a picture of a nose. Listen carefully to each sound in the word nose: /n/ (pause) /ō/ (pause) /z/. What sound do you hear at the end of nose? (/z/)** Then say: **Sometimes a sound can be removed, or taken away, to make a new word. If I remove, or take away, the last sound in nose, /z/, I have the new word no.** Repeat removing final sounds to create new words with the pictures of rake (*ray*) and seed (*see*).

**PRACTICE** Say each of the following words. Have students segment the sounds to determine the ending sound in each word. Then have them remove the ending sound and say the new word. (*goat*, /g/ /ō/ /t/, /g/ /ō/, *go*; *meet*, /m/ /ē/ /t/, /m/ /ē/, *me*; *lamp*, /l/ /a/ /m/ /p/, /l/ /a/ /m/, *lamb*; *inch*, /i/ /n/ /ch/, /i/ /n/, *in*)

## Phonics: Decode Words with Long e Spelled e, ee

### Minilesson

**FOCUS** Use Sound-Spelling Cards 75 (*we*) and 63 (*bee*) to introduce long e spelled e, ee. Tell students that the vowel sound they hear in the word *we*, /ē/, can be spelled e. Write the word *we* on the board. Say the word again and have students repeat the word with you underline e. Repeat using the word *bee* to introduce long e spelled ee.

**MODEL AND PRACTICE** Write and say the word *me*, emphasizing the long vowel sound. Say: **In the word *me*, the sound of long e is spelled with the letter e.** Repeat with the word *seen* to practice long e spelled ee. Then display the words *she*, *teen*, *be*, *he*, *jeep*, and *cheek* and have students decode each one.

**APPLY MyTURN** Direct students to the bottom of p. 108 in the *Student Interactive*. Then have students decode each word.



**ELL Targeted Support Long Vowel Spellings** Multiple spellings for the same vowel sound may be difficult for students to grasp.

Display the words *bee, me, he, cheek*. Help students say the sounds in each word and point out the different spellings of the sound /ē/. Then have students decode each word. **EMERGING**

Display the words *me, deep, we, be, seen, need*. Tell students to decode each word and write it on a note card. Then have students sort the cards based on the spelling of the sound /ē/. **DEVELOPING**

Display the words *he, jeep, we, she, seed, need*. Have students decode each word. Then have them use each word in a written sentence. **EXPANDING/BRIDGING**

## HIGH-FREQUENCY WORDS



Write the high-frequency words *or, out, who, live, work*. Display the words and tell students to practice them.

- Point to each word as you read it.
- Spell the word and read it again.
- Have students spell and read the words with you.
- Have students write the words in their notebooks.

or

live

out

work

who

STUDENT INTERACTIVE, p. 108

### PHONOLOGICAL AWARENESS | PHONICS

Read  
Together

## Remove Sounds

**SEE and SAY** Sometimes a sound can be removed, or taken away, to make a new word. Say each picture name. Then remove, or take away, the last sound in each picture name. Say the new words.

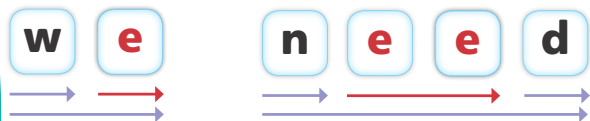


Students should say *nose, rake, seed*. Then students should say *no, ray, see*.

## Long e Spelled e, ee

Long **e** can be spelled **e** as in **me**.  
Long **e** can be spelled **ee** as in **bee**.

**MY TURN** Read these words.



# Interact with Sources

## OBJECTIVE

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

## ACADEMIC VOCABULARY

**Language of Ideas** Academic Vocabulary words in the unit guide students to access ideas. Use these words to teach and reinforce instruction as you work through the lesson. For example, as you discuss the infographic, ask: *Which of these people do you imagine you would most like to meet? How do these people show you it is possible to do great things?*

- imagine
- create
- suppose
- possible



Songs and Poems Big Book

See the *Songs and Poems Big Book* for selections that relate to the unit's theme.

## Explore the Infographic

Remind students of the Essential Question for Unit 3: *How can we use our imaginations?* Point out the Weekly Question: *How can imagination lead to a new idea?*

Have students follow along on pp. 106–107 in the *Student Interactive* as you read aloud “New Ideas!” Then organize students into small groups and tell them to use the pictures to share information about using imagination to think of new ideas. During the group discussions, encourage students to ask questions to clear up any confusion about the topic of the infographic.

Display the following statements as ideas the groups might discuss:

- Imagination can lead to new ideas about stories, poems, and books.
- Imagination can lead to new ideas about inventions.
- Imagination can lead to new ideas about space travel.

Then ask: *Which of these people has had the greatest effect on your life? Why?* Guide students to return to the infographic. Then have each group reach a consensus on an answer and choose a representative to share the group's response with the class.

**TURN, TALK, AND SHARE** Ask partners to discuss the new idea they like best on the infographic. Tell them to circle that idea. Then have them tell how imagination helped these people think of new ideas.

**WEEKLY QUESTION** Remind students of the Weekly Question: *How can imagination lead to a new idea?* Point out that all of these people used their imaginations to create new and important ideas. Explain that students will learn more about imagination and new ideas this week.



### EXPERT'S VIEW Jim Cummins, Professor Emeritus, University of Toronto

“Having a strong conceptual foundation in the first language creates a solid foundation for learning academic language in English. It is good to encourage kids to continue to learn and read in their first language. Knowledge transfers from one language to another. If students have the concept in their first language, it is an easier lift because they only have to learn the English vocabulary.”

See [SavasRealize.com](http://SavasRealize.com) for more professional development on research-based best practices.

**ELL Targeted Support Visual Support** Read aloud the captions in the infographic, making certain students understand which image goes with each one. Point out that each caption tells about a person's new idea.

After you read aloud to students, have them point to and read the words *book*, *telephone*, and *space*. **EMERGING**

Have partners take turns reading aloud each caption and pointing out the part of the infographic it refers to. Then invite students to share the words for *book*, *telephone*, and *space* in their native languages. **DEVELOPING**

Place students in pairs and have each pair draw a picture to show another great idea. Tell them to write two to three sentences to tell about the great idea. Have pairs read, share, and discuss their work with other pairs. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 106-107

**WEEKLY LAUNCH: INFOGRAPHIC**

**Read Together**

**Weekly Question**  
How can imagination lead to a new idea?

**WEEK 3**

**New Ideas!**

**author**  
Zetta Elliott wrote this story. She used her imagination to create the characters, setting, and events.

**inventor**  
Alexander Graham Bell invented the telephone a long time ago. The telephone looks very different today.

**astronaut**  
Ellen Ochoa had new ideas about how to get better pictures of space.

**TURN and TALK** Which new idea do you like best? How did imagination help these people think of new ideas?

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# Listening Comprehension

## OBJECTIVES


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

Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Discuss rhyme, rhythm, and repetition, and alliteration in a variety of poems.

## FLUENCY

After completing the Read-Aloud Routine, display the poems. Model reading aloud a stanza of “Think Big,” asking students to pay attention to the way you read. Tell students that fluency in reading a poem is about reading aloud with expression and phrasing. Explain that this week, students will read a collection of poems. When it is time to read them, they should practice reading with phrasing that helps emphasize the rhythms and rhymes in the poems.

 **THINK ALOUD** Analyze Poetry As you reread the poem “Think Big,” use your voice to emphasize the rhythm. *As I read these lines, I hear rhyme and rhythm. The word you rhymes with do, and plan rhymes with can. The line To fix a big problem, you see has the same rhythm, or beat, as To make things the way they should be. The text is also written in lines. I know that poems often have rhyme and rhythm and are written in lines, so this text must be a poem.*

## Read Aloud

Tell students you are going to read aloud two poems. Have them listen as you read “Think Big” and “Before.” 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 poetry.

**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.

## Poems

### Think Big

An idea comes to you  
About something to do  
To fix a big problem, you see.

You can brainstorm a plan  
And do what you can  
To make things the way they should be.

As you start to build,  
You’ll become very thrilled.  
And you’ll work on your plan with great zeal.

When you’re done, you will find  
What began in your mind  
Soon turned into a thing that is real!



"Poems," continued

## Before

Before the phone  
You couldn't call home.  
You had to send notes in the mail.

Before the car  
You couldn't go far  
Unless you traveled by rail.

How lucky we are  
To have phone and car  
And live as we do today!



**THINK ALOUD Analyze Poetry** As you reread the poem "Before," clap the rhythm and say: I know poems often have rhythm and rhyme. I hear rhythm in the lines. I also hear rhyming words: *car/far; mail/rail*. The words "before the" are repeated, and the text is written in lines. All of these things make me think this text is a poem.

**ELL Targeted Support Background Knowledge** Tell students that the poems talk about inventions and explain what inventions are.

Ask students to think of an invention people use today, draw a picture, and name it. **EMERGING/DEVELOPING**

Ask students to name the inventions in "Before." Have them name other inventions. Have students draw a picture of an invention and tell a problem it solved. **EXPANDING/BRIDGING**

## WRAP-UP

### "Think Big" and "Before"

Rhyming  
Words

Repeated  
Words

Repeated  
Sounds

Work with students to list the rhyming words, repeated words, and repeated sounds from the poems.

## 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.



# Poetry

## LEARNING GOAL

I can read about using my imagination.

## OBJECTIVE

Discuss rhyme, rhythm, repetition, and alliteration in a variety of poems.

## LANGUAGE OF THE GENRE

As you review the Anchor Chart, check to make sure students understand the words that help them talk about poetry.

- lines
- repetition
- rhyme
- alliteration
- rhythm

## FLEXIBLE OPTION

### ANCHOR CHARTS

To make your own anchor chart to go with this lesson, begin with the genre, poetry.

- Have students discuss the ways they can tell a text is a poem.
- Ask students to look for lines.
- Tell students to look for rhyme, rhythm, repetition, and alliteration.
- Add to the anchor chart as students learn about the genre.

## Minilesson

**FOCUS ON STRATEGIES** A poem is written in lines. It usually has rhyme and rhythm, and it often has repetition and alliteration.

- Does the text have lines? Lines are not always complete sentences. Sometimes, many lines work together to form a complete sentence.
- Ask yourself if the poem has rhyme. Not all poems rhyme, but many do. Rhyming words have the same middle and end sounds, such as *pup* and *cup*.
- Notice whether the lines create a rhythm, or beat. Rhythm is a pattern of sounds that you hear again and again in lines throughout the poem.
- Think about whether the text includes repetition. Poems often have repetition, or words you read or hear again and again.
- Poems often also have alliteration. Alliteration is repeating the beginning sound of words, such as *big, beautiful bells*.

**MODEL AND PRACTICE** Read “Silly Animal Sights” with students on p. 118 in the *Student Interactive*. Model how to identify elements of a poem. **This poem has words that rhyme: *hat/that*. It has lines that have a rhythm. *A chick that cheers, A horse in a hat* have a beat. The lines also have alliteration: *chick/cheers, dog/dances*. The last line repeats *imagine that*. These are all elements of poetry.** Then read and discuss the Anchor Chart on p. 119.

**ELL Targeted Support Poetry** Help students identify a poem’s rhythm to help them read it fluently. Read aloud the poem “Think Big” on p. T146, emphasizing the poem’s rhythm.

With students, read aloud each stanza, clapping out the rhythm as you go. **EMERGING/DEVELOPING**

With students, read aloud the first stanza. Ask students which line has a different beat from the others. (the third) Repeat with each remaining stanza.

**EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies to identify poetry.

**OPTION 1 TURN, TALK, AND SHARE** Have students complete the activity on p. 118 in the *Student Interactive* by discussing how a poem, a fable, and a folktale are alike and different.

**OPTION 2 Use Independent Text** During independent reading, have students read poems and note examples of rhyme, rhythm, repetition, or alliteration in each one.

### ✓ QUICK CHECK

**Notice and Assess** Are students able to identify elements of poetry, such as rhyme, rhythm, repetition, and alliteration?

#### Decide

- **If students struggle**, revisit instruction about poetry in Small Group on pp. T154–T155.
- **If students show understanding**, extend instruction about poetry in Small Group on pp. T154–T155.

STUDENT INTERACTIVE, pp. 118–119

GENRE: POETRY

**My Learning Goal** I can read about using my imagination.

**Poetry**

A poem has words written in lines. Some poems have repetition, or when words repeat. Some poems have alliteration, or when words begin with the same sound.

**Silly Animal Sights**

**Alliteration** → A chick that cheers  
A horse in a hat  
A dog that dances . . .

**Repetition** → Imagine that, imagine that!

**TURN and TALK** Talk about how a poem, a fable, and a folktale are alike and different.

READING WORKSHOP

**Poetry Anchor Chart**

**Rhyme** → The pup fit in the cup. Let's pick it up!

**Rhythm** → Jack and Jill Went up a hill to fetch a pail of water

**Repetition** → Row, row, row your boat

**Alliteration** → For days and days, the dancer dances



# Academic Vocabulary

## LEARNING GOAL

I can make and use words to connect reading and writing.

## OBJECTIVES

Use illustrations and texts the student is able to read or hear to form or clarify word meanings.

Respond using newly acquired vocabulary as appropriate.

## ELL Access

To gain proficiency in using academic language, provide additional opportunities for ELLs to incorporate it into their work and conversations. Encourage students to use the Academic Vocabulary words *imagine*, *suppose*, *create*, and *possible* to talk about what the future will be like.

## Context Clues

### Minilesson

**FOCUS ON STRATEGIES** Remind students of the Academic Vocabulary for the unit: *imagine*, *suppose*, *create*, *possible*. Guide students to recall that context clues, such as words and pictures, can help them understand what an unknown word means or make a word's meaning clearer.

- Is there a sentence with a word you do not understand? Read that sentence twice.
- Find clues in the sentence that might help you figure out the meaning of the unknown word. Look for related words or synonyms.

**MODEL AND PRACTICE** Display this sentence: *I create a new idea every time I make another drawing.* Underline *create* and model the following example: *I see the word **create** in the sentence, but I'm not sure what it means. I'll read the sentence again and look for clues. I see the word **make**, and I think the word **create** might have the same meaning. Draw a box around **make**.*

# Handwriting

## OBJECTIVE

Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

## Letters S and s

**FOCUS** Display uppercase S and lowercase s.

**MODEL** Model how to write uppercase S using correct letter formation and slant. Have students practice writing the letter in the air with their fingers. Then repeat with lowercase s.

Write the words *so*, *sun*, *as*, *Sis*, and *Sue*, showing proper letter formation and correct letter size.



## ASSESS UNDERSTANDING

## Apply

## MyTURN

Have students complete the activity on p. 133 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 133

VOCABULARY **Read Together** READING-WRITING BRIDGE

I can make and use words to connect reading and writing.

**My Learning Goal**

### Academic Vocabulary

**Context clues** are words or pictures that can help you understand the meaning of a word.

**MYTURN** Read each sentence. **Highlight** the context clues for the underlined word.

1. She had many possibilities and **choices** to doodle.
2. I use my imagination to think of **new ideas**.
3. I'm **not sure**, but I suppose we can build a tall sandcastle.

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



**PRACTICE** Have students use *Handwriting* p. 159 from the *Resource Download Center* to practice writing the uppercase and lowercase letters Ss.

Name \_\_\_\_\_ **Read Together**

### Handwriting





**Letters Ss**  
Where do you start uppercase letter S? What do you do next? How do you finish the letter?

**MYTURN** Trace the letters. Then write uppercase letter S.

Where do you start lowercase letter s? What do you do next? How do you finish the letter?

**MYTURN** Trace the letters. Then write lowercase letter s.

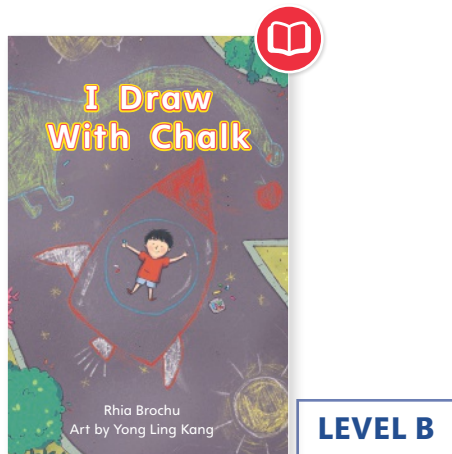
   

Grade 1 • Unit 3 • Week 3 159

*Handwriting*, p. 159

# 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.



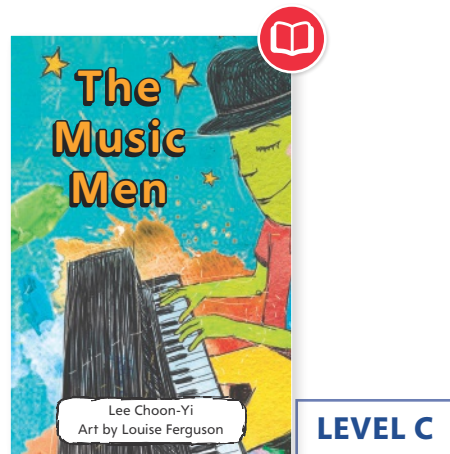
**Genre** Realistic Fiction

**Text Elements**

- Simple sentences
- Two lines of text per page

**Text Structure**

- Repetitive



**Genre** Realistic Fiction

**Text Elements**

- Three lines of text per page
- Commas and exclamation points

**Text Structure**

- Repetitive



**Genre** Realistic Fiction

**Text Elements**

- Two to three lines of text per page
- Dialogue

**Text Structure**

- Repetitive

## Guided Reading Instruction Prompts

To support the instruction in this week's minilessons, use these prompts.

### Identify Poetry

- How is a poem like a story?
- What do poems have that stories do not have?
- How are the lines arranged in poems and in stories?

### Develop Vocabulary

- Are there any photographs or illustrations that help you understand what a word means?
- Does the word have anything to do with the theme of imagination?
- Why would an author choose to use this particular word?

### Find Elements of Poetry

- Are there many words that have the same beginning sounds (alliteration)?
- Are there words that are repeated (repetition)?



LEVEL D

**Genre** Narrative Nonfiction

**Text Elements**

- Familiar, easy content
- Two to three lines of text on most pages

**Text Structure**

- Simple factual



LEVEL E

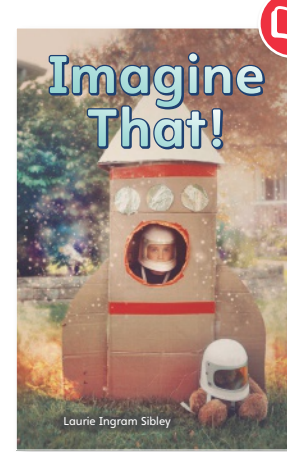
**Genre** Narrative Nonfiction

**Text Elements**

- Easy content and ideas
- Two to five lines of text per page

**Text Structure**

- Description



LEVEL G

**Genre** Informational Text

**Text Elements**

- Familiar content
- Three to eight lines of text per page

**Text Structure**

- Compare and contrast

**Make Connections**

- Do the texts talk about the same ideas or things?
- Do the texts make you think of something else you have read?
- Do the texts remind you of an experience you had?

**Compare Texts**

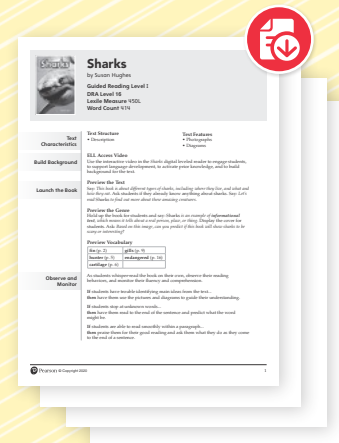
- How are poems similar to other types of text?
- How are poems different from other types of text?

**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](http://SavvasRealize.com).



Use the  **QUICK CHECK** on p. T149 to determine small group instruction.

# Teacher-Led Options

## Strategy Group

### IDENTIFY POETRY

**Teaching Point** A poem is a text written in lines. Poems often have rhythm and rhyme. Many poems also use repeating words, called repetition, and words that begin with the same sounds, called alliteration. Display the poem “Before” and discuss ways students can tell it is poetry.

### ELL Targeted Support

Ask yes/no questions to help students identify poetry: *Is “Before” written in lines?* (yes) *Does it have repeated words?* (yes) *Does it have repeated sounds at the beginnings of words?* (yes) *Does it have repeated sounds at the ends of lines?* (yes) Then “Before” is a poem. **EMERGING**

Tell partners to complete these sentence frames: *One thing that helps me know I am reading poetry is \_\_\_\_.* *Another thing that helps me know I am reading poetry is \_\_\_\_.* *I can tell that “Before” is poetry because \_\_\_\_.* **DEVELOPING**

In small groups, have students work with “Before” and “Think Big” and tell how they know these are poems. Ask them to point out examples from the poems. **EXPANDING**

Ask small groups to locate a poem in the classroom library and have a discussion to explain how they know the text, “Before,” and “Think Big” are all poems. **BRIDGING**



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

## Intervention Activity

### GENRE: POETRY AND DRAMA

Use Lesson 40 in the *myFocus Intervention Teacher’s Guide* for instruction on poetry and drama.

LEVEL B • READ

**Lesson 40** Genre: Poetry and Drama

**DIRECTIONS** Follow along as your teacher reads the play and the poems aloud. How are this play and the poems different from other stories you have read?

**Fox and Bug**

**Characters:** Fox Bug

**Setting:** A tree with a grape vine  
(*Fox and Bug look up at grapes on a vine.*)

**FOX.** Bug, that vine has grapes. Can you get the grapes?

**BUG.** No, Fox. The grapes are too big.


**FOX.** Use your wings and fly to the vine.

**BUG.** (*sits on a vine*) I cannot get the grapes. I am little. The grapes are big.

**FOX.** Did you try? You can make a grape drop to me.

**BUG.** (*pulls on a grape*) No, Fox, this grape will not drop.

**FOX.** (*looks sad*) The grapes are bad. I do not like grapes.



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## On-Level and Advanced

### INQUIRY

**Question and Investigate** Have students use the infographic on *Student Interactive* pp. 106–107 to generate questions about famous people who had new ideas and then choose one to investigate. Throughout the week, have them conduct research about the question. See *Extension Activities* pp. 198–202 in the *Resource Download Center*.

## Conferring

3 students/ 3–4 minutes  
per conference

### IDENTIFY POETRY

**Talk About Independent Reading** Ask students to explain how they can tell that the text they are reading is a poem.

### Possible Conference Prompts

- Does the poet use rhyme or alliteration? What are some examples?
- Does the poet use rhythm or repetition? What are some examples?

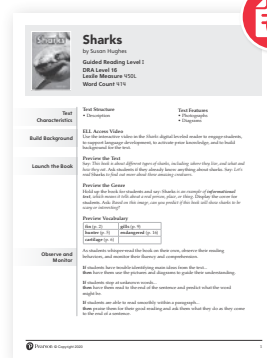
**Possible Teaching Point** Reading a text aloud can help you determine if it has rhyme, rhythm, repetition, or alliteration.

## Leveled Readers



### IDENTIFY THEME

- For suggested titles, see “Matching Texts to Learning,” pp. T152–T153.
- For instructional support on how to identify theme, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite volunteers to share what they are most enjoying about a poem they are reading.

## Independent/Collaborative

### Independent Reading



Students can

- read a self-selected trade book.
- read or listen to a previously read leveled reader or selection.
- continue reading the Book Club text.

### Centers



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

### Literacy Activities



Students can

- write a poem in a reading notebook.
- play the myView games.
- refer to the Anchor Chart on p. 119 in the *Student Interactive* and work with a partner to identify examples of rhyme, rhythm, repetition, and alliteration in poems they are reading.

## BOOK CLUB



See Book Club pp. T482–T485 for

- ideas for guiding Book Club.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups’ collaboration.
- facilitating use of the trade book *Imagination at Work*.

# Word Work

## OBJECTIVES

Decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

Identify and read common high-frequency words.

## ADDITIONAL PRACTICE

For additional student practice with long e spelled e or ee, use *Phonics* p. 141 from the *Resource Download Center*.

FOUNDAITIONAL SKILL

Read Together

Name \_\_\_\_\_

**Phonics**  
Long e Spelled e, ee

**MY TURN** Write the letters ee to complete the words. Then read the words.

1. qu ee n      b ee

2. j ee p   wh ee l

3. gr ee n      tr ee

4. sw ee t      b ee t

**MY TURN** Write the letter e to complete the words. Then read the words.

5. e      6. w e

7. h e      8. s h e

Grade 1, Unit 3, Week 3

*Phonics*, p. 141

## Phonics: Decode and Write Words with Long e Spelled e, ee

### Minilesson

**FOCUS** Tell students that the sound of long e can be spelled e and ee, as in the words *we* and *sheep*.

**MODEL AND PRACTICE** Supply a T-chart for each student, or have them create one. Label the first column e and the second column ee. Read aloud the following words, segmenting sounds and repeating words as needed: *bee, seed, she, need, he, sheep, we, keep, meet, peep, me*. Have students write each word in the correct column on their T-charts, depending on the spelling of the sound /ē/. Then have pairs practice reading the words on their lists.

**TURN, TALK, AND SHARE** Have partners decode the words at the top of p. 109 in the *Student Interactive*.

## FORMATIVE ASSESSMENT OPTIONS

### Apply

**OPTION 1 My TURN** Have students complete p. 109 and p. 110 in the *Student Interactive*.

**OPTION 2 Independent Activity** Display these words: *we, me, week, feel*. Partners gather alphabet blocks for the words and take turns forming them. Students read the words and sort them by identifying the long e spellings for each word.

### QUICK CHECK

**Notice and Assess** Are students able to decode and write words with long e spelled e and ee?

#### Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T166–T167.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T166–T167.

## HIGH-FREQUENCY WORDS

Write the words *or, out, who, live, work*. Have students:

- read each word.
- spell each word.
- use each word in a sentence.
- practice the words they missed.

STUDENT INTERACTIVE, p. 109

FOUNDATIONAL SKILLS
Read Together

### Long e Spelled e, ee

**TURN and TALK** Read these words with a partner.

	be	me	we
	he	she	see
	feel	week	sweep
	keep	meet	green

**MY TURN** Write e or ee to finish each word. Read the sentences.

- Look at the bug with      me     !
- The      bee      can buzz.

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STUDENT INTERACTIVE, p. 110

PHONICS | PHONOLOGICAL AWARENESS
Read Together

### Long e Spelled e, ee

**MY TURN** Say each picture name. Write the long e word that names the picture.  
**Tell students the images represent bee, queen, wheel, jeep.**

bee

queen

wheel

jeep

Long e is spelled ee in these picture names.

**MY TURN** Write a sentence about one of the long e picture names.  
**Possible response:**

The jeep has four wheels.

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# Introduce the Text



## OBJECTIVES

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

Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.

## ELL Access

### Background Knowledge

Students make meaning not only from the words they learn but also from their prior knowledge. Ask students to share poems or rhymes they know in their native languages. If they have memorized any, invite them to recite the poems or rhymes for the class.

## 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 words *draw*, *doodle*, *decorate*, and *scribble* from p. 120 in the *Student Interactive*.
- Invite students to share what they already know about the words. Ask questions such as: *What kind of doodle do you like to draw? Why might a younger brother or sister scribble? When do we decorate our classroom?*
- Have students demonstrate what they know about the words. They might doodle, scribble, or draw a picture on the board. They might pantomime decorating the classroom.
- Provide definitions of the vocabulary words as needed. Definitions appear on the selection pages that follow. *These words will help us understand the creative ideas in the Poetry Collection.*

## Read

Discuss the First Read Strategies with students. For this first read, encourage students to read for understanding and enjoyment.

### FIRST READ STRATEGIES

**READ** Tell students to read or listen to the titles of the poems and make predictions for what they will be about. Then read the poems. Provide assistance as needed.

**LOOK** Tell students to look at the pictures, in addition to the words, to guide them in understanding the poems.

**ASK** Assist students with asking questions before, during, or after reading the poems if they need clarification.

**TALK** After reading, guide students to talk to a partner about whether their predictions for the poems were right.

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.



**ELL Targeted Support Use Accessible Language** Have students use familiar language to help them learn new and essential, or important, vocabulary words from the Poetry Collection. Display the vocabulary words *draw*, *doodle*, *decorate*, and *scribble*.

Help students by saying the vocabulary words in the context of sentences that use accessible, or familiar, language. Have students repeat after you. **EMERGING**

Provide students with sentence frames that use language they would find accessible, or familiar. Have student pairs fill in the sentence frames using the vocabulary words.

**DEVELOPING**

Have students work in small groups to list accessible, or familiar, words that are related to one or more of the vocabulary words. **EXPANDING**

Have students work in small groups to create a sentence that includes at least one of the vocabulary words. Guide them to use accessible, or familiar, language in their sentences.

**BRIDGING**

STUDENT INTERACTIVE, p. 120



Read  
Together

## Poetry Collection

### Preview Vocabulary

You will read these words in the poems this week.

draw

doodle

decorate

scribble

### Read

**Read** the titles and make a prediction. Then read the poems.

**Look** at the pictures to help you understand what the poems are about.

**Ask** questions to clarify information.

**Talk** about whether your predictions were right.

### Meet the Author

**Sharon Wooding** is the author of "The Box." She has written many books and poems for children. Sometimes she creates the pictures, too.

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STUDENT INTERACTIVE, p. 121



Read Together

Genre Poetry

# Poetry Collection

*Poodle Doodles* by Jean Hansen-Novak

*The Box* by Sharon Wooding

*Sandcastle* by Carol A. Grund

AUDIO

Audio with Highlighting

ANNOTATE



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## First Read

### Look

**THINK ALOUD** The text on page 123 looks like a poem. I see that it is organized in lines. I wonder if any of the lines rhyme.

I see the words *doodle* and *poodle* at the ends of lines two and four. Those words rhyme with each other, so I think this poem will rhyme.

## CROSS-CURRICULAR PERSPECTIVES

Social Studies



Tell students that there are many ways in which people use their imaginations. The girl in “Poodle Doodles” uses her imagination to draw. She makes art. People who make art are called artists. Some artists draw artwork that goes to museums. Some draw cartoons in movies or television shows. Artists draw to make different kinds of art.



STUDENT INTERACTIVE, pp. 122-123



# Poodle Doodles

by Jean Hansen-Novak  
illustrated by Matt Smith

Draw, draw,  
Doodle, doodle,  
I can make  
a curly poodle.

**doodle** make writing marks  
without thinking about them  
**draw** make a picture  
**scribble** write something  
carelessly that is hard or  
impossible to read

Draw, draw,  
Scribble, scribble.  
Now I'll make  
A bone to nibble!

CLOSE READ 

Underline the words in the poem  
that repeat.

122

123

## Possible Teaching Point



### Academic Vocabulary | Context Clues

Use the Academic Vocabulary lesson on pp. 150–T151 in the Reading-Writing Workshop Bridge to teach students how to find clues in the text and illustrations to help them understand the meanings of unknown words. Point out this sentence: “*Now I’ll make a bone to nibble!*” Ask students to find a clue that could help them clarify the meaning of the word *nibble*. (Possible response: Dogs like to eat bones, so the word *bone* makes me think that *nibble* means *eat* or *chew*.)

## Close Read



### Elements of Poetry

Tell students that poems often have repetition, or words that repeat. Have students underline the words in the poem on p. 123 that repeat. **DOK 1**

#### OBJECTIVE

Describe rhyme, rhythm, repetition, and alliteration in a variety of poems.

STUDENT INTERACTIVE, pp. 124-125



# The Box

by Sharon Wooding  
illustrated by Lynne Cravath



When Dad brought home  
the great big box  
And left it by my door,  
I crawled inside a cardboard cave  
And roared a dragon's roar.



Then one day Daddy carved a little  
Hole into the box.  
The cave became a fox's den,  
And I became a fox.



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Still later I drew flowers on  
The cardboard, and a tree.  
Dad cut some doors and  
windows out,  
And now I'm being me.



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CLOSE READ

Underline the three word pairs that  
begin with the same sound.

125

## First Read

### Ask

**THINK ALOUD** When I read a poem, I ask questions to clarify, or better understand, information.

I read that Dad carved a hole in the box to make a fox's den. I ask myself, "What does it mean to carve a hole?" I look at the picture and see there is a hole in the side of the box. Now I understand that *carve* means "cut carefully."

## Possible Teaching Point



### Language & Conventions | Pronouns

Use the Language & Conventions lesson on p. T375 in the Reading-Writing Workshop Bridge to teach students about pronouns. Point out the word *it* in line 3 of "The Box" in the *Student Interactive*. Explain that *it* is a pronoun used to replace the name of an object. Write this sentence: *The box is big.* Below the sentence, write: *It is big.* Ask students what *it* is. Circle the word *box*, and draw an arrow to the word *It*.



STUDENT INTERACTIVE, pp. 126-127



# Sandcastle

by Carol A. Grund  
illustrated by John Sandford

Soft and squishy, wet and  
brown—

Scoop the sand and pack it down.

Fill a bucket, fill a cup,

Dump it out, then build it up.

Here a tower, there a wall,

Now a moat surrounds it all.

Gather sticks to make a gate,

Shells and stones to decorate.

Waves reach up and lick the  
shore,

Knocking at our castle door.

Soon it all will melt away . . .

Come and build another day!

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**decorate** make something look different or more interesting by adding things to it

CLOSE READ

**Highlight** ideas in this poem that you can connect to ideas in the other poems.

127

## Foundational Skills Extension

### Inflectional Ending *-ed*

Have students find the words in the poem “The Box” that have the inflectional ending *-ed*. (*crawled, roared, carved*) Have them read the words.

### Long *e* Spelled *e, ee*

Have students find the word with the long *e* sound spelled *ee* on p. 125 in the *Student Interactive* (*tree*). Have students read aloud the word.

## Close Read

### Elements of Poetry

Tell students that poems can have alliteration—the repetition of a beginning sound in two or more words. Have students underline the alliterative phrases on p. 124. **DOK 1**

### Make Connections

One way to make connections is to figure out how two or more texts are similar and different. Have students highlight ideas in “Sandcastle” that they can connect to ideas in the other poems.

**DOK 3**

### OBJECTIVES

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

Describe rhyme, rhythm, repetition, and alliteration in a variety of poems.



# Respond and Analyze



## OBJECTIVES

Use text evidence to support an appropriate response.

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

Respond using newly acquired vocabulary as appropriate.

## My View

Use these suggestions to prompt students' initial responses to reading *Poetry Collection*.

- **Discuss** Tell a partner which poem you liked best and explain why.
- **Illustrate** Have students select a poem and illustrate part of it.

## Develop Vocabulary

### Minilesson

**FOCUS ON STRATEGIES** Tell students that authors who write poetry are called poets. They choose words that help readers make pictures in their minds.

- Check for illustrations that might help you understand a word.
- Think about why the poet used this word. Ask yourself: *What pictures in my mind does the poet want me to have?*

**MODEL AND PRACTICE** Refer to the vocabulary note on p. 128 of the *Student Interactive*. Model using related vocabulary words. Say: *When I draw I make a picture. When I doodle, I draw but without really thinking about what I'm making. When I scribble something, it is hard to read.* Ask students how these words help them picture different things.

**ELL Targeted Support Develop Language** Help students develop understanding of the vocabulary words.

Tell students to draw a picture. Then have students look at what they drew. Ask volunteers to say what they think the word *draw* means. **EMERGING**

Direct students to pair up and create drawings. Then have partners decorate each other's work. When they are done, ask students what *decorate* means. **DEVELOPING**

Have students divide a sheet of paper into three columns. Tell them to draw in the first, doodle in the second, and scribble in the third. Have them use their charts to compare and contrast each word's meaning. **EXPANDING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for developing vocabulary.

**OPTION 1 My TURN** Have students complete the activity on p. 128 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Ask students to find and list words in independently read poems that help readers make pictures in their minds.

### QUICK CHECK

**Notice and Assess** Are students able to identify and use new vocabulary words?

#### Decide

- **If students struggle**, revisit instruction for vocabulary in Small Group on pp. T167–T168.
- **If students show understanding**, extend instruction for vocabulary in Small Group on pp. T167–T168.

**Check for Understanding My TURN** Have students complete p. 129 in the *Student Interactive*.

STUDENT INTERACTIVE, pp. 128–129

**VOCABULARY** **Read Together**

### Develop Vocabulary

**MY TURN** Follow the directions to create a picture using your imagination.

Draw a picture of yourself.  
Doodle something around the picture.  
Scribble lines by the picture.  
Decorate your picture.

**Possible response: drawing should show the student's self-portrait with doodles, scribbles, and decorations.**

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**COMPREHENSION** **Read Together**

### Check for Understanding

**MY TURN** Write the answers to the questions. You can look back at the texts.

**DOK 2** 1. How can you tell these texts are poems?  
**Possible response:**  
**They have rhyme and rhythm. They have repeated words.**

2. Why does the author of “Sandcastle” use rhyming words?  
**DOK 3** **Possible response:**  
**Rhyming words are fun to read.**

3. Why does a sandcastle melt away?  
**DOK 3** Use text evidence. **Possible response:**  
**The water washes it away.**

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Use the  **QUICK CHECK** on p. T157 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

**/ē/ SPELLED e, ee**  
**Sound-Spelling Cards**  
 Display Sound-Spelling Cards 63 and 75. The sound /ē/ in *bee* is spelled *ee*. The sound /ē/ in *we* is spelled *e*. Display the following words, and have students read them:  
*keep, we, he, jeep, be, green, meet, me, beep.*  
 Then have students sort the words according to the spelling of long e.




### ELL Targeted Support

Help students learn the relationships between sounds and letters.

Display and say *be* and *beep*. Point to the vowels and ask students what sound they make. Then have the group work together to decode both words. Repeat with more /ē/ words. **EMERGING**

Have pairs create a list of words for each long e spelling pattern. Call on pairs to share their lists. **DEVELOPING**

Have pairs create a list of words for each long e spelling pattern. Then have students write two sentences using words from each list. **EXPANDING/BRIDGING**

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

## Intervention Activity

### LONG VOWEL PATTERNS

Use Lesson 21 in the *myFocus Intervention Teacher's Guide* for instruction on long vowel patterns.

LEVEL B • MODEL AND TEACH

**Lesson 21 Long Vowel Patterns**

**INTRODUCE** Remind students that long vowel sounds sound like the letter name. Remind students they have learned to recognize and say words with long vowel sounds in words with a silent final e. Today we will learn to recognize words with these long vowel sounds—/ē/, /ī/, and /ū/—that are spelled differently.

**MODEL** Display Student Page S127. Read aloud the first two sentences in the passage. Point to the word *She*, read it aloud, and have students repeat after you. Point to the letter e. *She* is a word with a long e sound that is spelled differently from the word *Pete*.

**OBJECTIVES:**

- Learn sound-letter correspondences besides the silent e rule for long e (e and y), long i (i, y, and igh), and long o (o).
- Use knowledge of these correspondences to decode long vowel words in isolation and in context.
- Apply knowledge of these correspondences to spell long vowel words properly.

**Hi!**

She is a young girl.  
 Pete is a cold boy.  
 The young girl says hi to the cold boy.  
 The boy is too cold to say hi back!

e	o	i
she	cold	hi

**TEACH** Direct students' attention to the chart and run your finger under relevant letters and words as you read it aloud. Draw out and blend the sounds. Say the long e sound with me: /ē/. Say the word with me: /Shē/. /ē/. Point to the drawing of snowflakes falling. Is it warm outside? No! It is cold. /k/. /ō/. /ld/. Cold uses a long o sound, but it is spelled differently from bone. Say the long o sound with me: /ō/. Now say the word with me: /kōld/. Point to the word hi in the last column. Hi uses a long i sound, but it is spelled differently from kite. Say the long i sound with me: /ī/. Now say the word with me: /hī/.

Phonics, Morphology, and Spelling T • 127

## Intervention Activity

### PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 1–13.



## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Have partners use Letter Tiles to spell words with the sound long e spelled e or ee. Students in each pair can take turns spelling and reading these words.



Students can also play the Letter Tile game in the myView games on SavvasRealize.com.

### Decodable Reader



The Decodable Reader *What Could I Be?* offers students more practice decoding high-frequency words and words with the sound /ē/ spelled e or ee.

Pair students for reading and listen carefully as they use letter-sound relationships to decode. Have partners take turns reading each page.

### High-Frequency Words

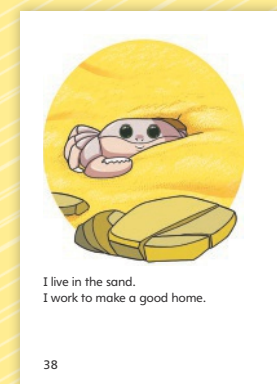
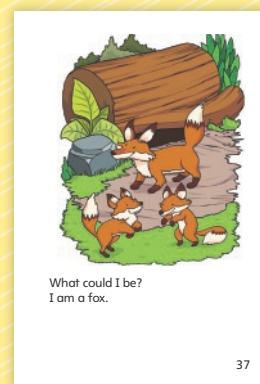
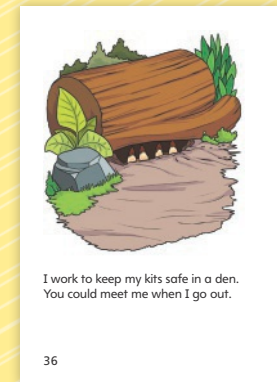
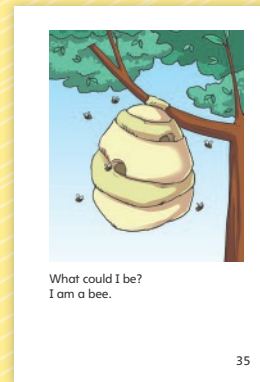
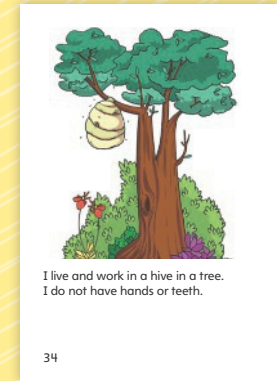
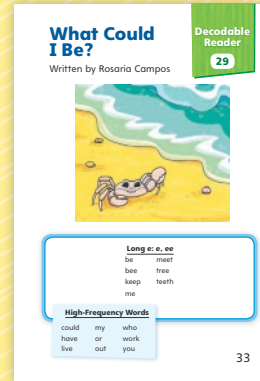
Display *or*, *live*, *work*, *who*, and *out*. Have pairs choose one of the high-frequency words to design a poster. Ask each pair to write their word multiple times on the poster using different colored markers or crayons.

### Centers



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

## Decodable Reader



Use the  **QUICK CHECK** on p. T165 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DEVELOP VOCABULARY

**Teaching Point** Poets choose words that make readers imagine certain things. In the poem “Poodle Doodles,” the poet uses the word *doodle*. This word makes me picture cute little drawings that may or may not look like something real. I like to doodle. Have students tell what they think about when they read the words *draw*, *scribble*, and *decorate*.

### ELL Targeted Support

Write the vocabulary words on the board: *draw*, *doodle*, *scribble*, *decorate*.

Have students choose one of the vocabulary words and make a picture in their notebooks to show its meaning. Guide students to write the vocabulary word below the drawing. **EMERGING**

Have pairs make and label examples of the four words. Guide them to share their drawings by saying sentences that include the words.

### DEVELOPING

Have students write and illustrate sentences that include the vocabulary words. Then have them share their drawings and read their sentences aloud to the class. **EXPANDING/BRIDGING**



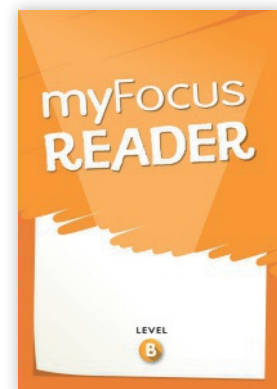
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### myFOCUS READER

Read the text on pp. 34–35 in the *myFocus Reader* with students. Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to provide additional insight for students on how imagination can bring about new ideas.



Provide instructional support for decoding, comprehension, word study, and Academic Vocabulary.

## Fluency

Assess 2–4 students



### PROSODY

Choose part of a poem for students to read. Ask students to take turns reading with appropriate expression and phrasing, paying attention to rhyming words. If necessary, model reading with appropriate expression and phrasing.

### ORAL READING RATE AND ACCURACY

Use pp. 73–78 in Unit 3, 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 their word lists and tell what they pictured in their minds for each word.

### Possible Conference Prompts

- Why do you think the author chose those words?
- What other words could the poet have used to help you create pictures in your mind?

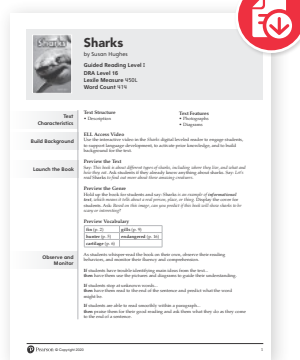
**Possible Teaching Point** Poets use vivid and specific words in their poems to make readers imagine certain things in their minds.

## Leveled Readers



### DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T152–T153.
- For instructional support on using context clues to determine word meanings, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Ask students to share the new words they found in the poems they read.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to *Poetry Collection*.
- read a self-selected trade book of poetry or the Book Club text.
- partner-read a poem, coaching each other as they read the text.

### Centers



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

### Literacy Activities



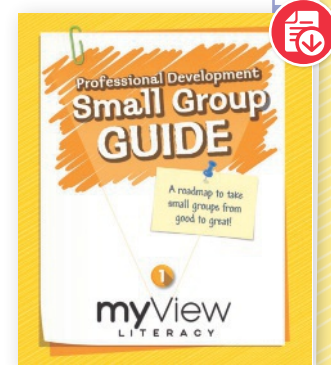
Students can

- work with a partner to complete p. 129 in the *Student Interactive*.
- play the myView games.
- choose a poem and with a partner take turns reading it with appropriate expression and phrasing.
- complete an activity from the *Resource Download Center*.

### SUPPORT PARTNER READING

Students can often better understand unfamiliar texts 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

Blend spoken phonemes to form one-syllable words, including initial and/or final consonant blends.

Segment spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends.

Decode words with inflectional endings, including -ed, -s, and -es.

Identify and read common high-frequency words.

Identify the meaning of words with the affixes -s, -ed, and -ing.



Sound-Spelling Cards 118, 119, 120

## FOUNDATIONAL SKILLS EXTENSION

See p. T163 for an inflectional ending -ed extension activity that can be used as the text is read.

## Phonological Awareness: Segment and Blend Phonemes

**SEE AND SAY** Point to the picture of the tree on p. 111 in the *Student Interactive*. Say: Listen to these sounds: /t/ (pause) /r/ (pause) /ē/. Blend, or put, the sounds together. What word do the sounds make? (tree) Repeat with *cheese* and *feet*. Have students segment and blend the sounds in each word to form one-syllable words.

**PRACTICE** Say each of the following words, and have students segment and blend the sounds to form one-syllable words: *beep*, /b/ /ē/ /p/; *we*, /w/ /ē/; *peep*, /p/ /ē/ /p/; *seen*, /s/ /ē/ /n/; *see*, /s/ /ē/.

## Phonics: Decode Words with Inflectional Ending -ed

### Minilesson

**FOCUS** Tell students that the affix -ed is added to the end of a verb to show that the action happened in the past. Explain that the ending -ed can spell different sounds. Display Sound-Spelling Card 118 (*filled*). The word *filled* has the ending -ed, and the ending sound is /d/. Repeat with Sound-Spelling Card 120 (*jumped*) to point out the ending sound /t/ and Sound-Spelling Card 119 (*twisted*) to point out the ending sound /əd/. Identify the meanings of these words for students.

**MODEL AND PRACTICE** Display the word *walked*. Model decoding the word and determining what sound the ending -ed spells by trying out /əd/, /d/, and /t/. The word *walked* has the ending -ed. The sounds in *walked* are /w/ /aw/ /k/ /t/. The ending sound is spelled -ed, but the sound is /t/. Display the following words, and have students decode them. Then ask students to identify the sound of the ending -ed in each word: *needed*, /n/ /ē/ /d/ /əd/; *fixed*, /f/ /i/ /ks/ /t/; *smelled*, /s/ /m/ /e/ /l/ /d/; *rocked*, /r/ /o/ /k/ /t/. Monitor and correct as necessary.

**APPLY MyTURN** Have students complete the rest of p. 111 in the *Student Interactive*.



# High-Frequency Words

## Minilesson

**FOCUS** Display the high-frequency words: *or, out, who, live, work*. Have students read each word.


**MODEL AND PRACTICE** Point to the word *or*. Say: *This is the word or. It has two letters. The letters in or are o and r.* Have students say and spell the word. Then ask them to use the word in a sentence. Repeat with the remaining high-frequency words.




**APPLY MyTURN** Have students identify, read, and write the high-frequency words on p. 112 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 111

**Read Together** FOUNDATIONAL SKILLS

### Segment and Blend Sounds


 **SEE and SAY** Say each picture name. Then segment the sounds in the picture name. Blend the sounds to say the picture name again.


Students should say *tree, cheese, feet*.

### Inflectional Ending -ed

Sometimes a word is made up of a base word or root and an ending. The **-ed** ending on a verb shows that the action happened in the past.

 **MYTURN** Write **ed** at the end of each word. Read the words.

jump**ed**      help**ed**

 **TURN and TALK** Use each word in a sentence.

111

STUDENT INTERACTIVE, p. 112


HIGH-FREQUENCY WORDS | PHONICS **Read Together**

### My Words to Know

Some words you will see a lot when you read.

**MYTURN** Read these words.

or	out	who	live	work
----	-----	-----	------	------

 **MYTURN** Complete the poem with words from the box.

**Handwriting** Print the words legibly, or clearly.

Who are you?

Do you like to run **out** and in?

Do you like to yell **or** grin?

Do you **live** in a home by me?

Do you like to **work** with Lee?

112

# Find Elements of Poetry



## OBJECTIVE

Discuss rhyme, rhythm, repetition, and alliteration in a variety of poems.

## ACADEMIC VOCABULARY

**Integrate** As you discuss the poems during the Close Read, model using the Academic Vocabulary words and other words that have been generated in this unit:

- What do you **suppose** the author of “The Box” could **imagine** while writing this poem?
- How do you think it is **possible** to come up with ideas for new poems?

## Minilesson

**FOCUS ON STRATEGIES** Elements of poetry include repetition, alliteration, rhythm, and rhyme.

- Look for repetition. Do any words or phrases repeat?
- Pay attention to alliteration. Can you find words that begin with the same sound?
- Listen to the poem. Can you hear rhythm and rhyme?

**MODEL AND PRACTICE** Select a poem students have recently read—one that includes repetition, alliteration, rhythm, and rhyme—or use the Read Aloud on pp. T146–T147. Model: **I can find elements of poetry when I read silently, but sometimes reading a poem aloud helps me identify them more easily.** Lead a discussion about the elements in the poem. Refer students to the Close Read notes on pp. 123 and 125 in the *Student Interactive* to find and underline examples of repetition and alliteration.

**ELL Targeted Support Elements of Poetry** Elements of poetry, such as repetition and alliteration, relate closely to fluent reading. Guide students to improve their fluency.

Read aloud the first stanza of “Poodle Doodles.” Then have students echo-read the stanza with you. Stop after each line to have students echo. Repeat with the second stanza. **EMERGING/DEVELOPING**

Ask students to choral-read the poems with you. After reading, have students discuss examples of repetition and alliteration in the poem.

**EXPANDING**



## EXPERT'S VIEW Judy Wallis, Literacy Specialist and Staff Developer

“We need to be mindful of how we are teaching comprehension. When we ask questions such as—**What color is Mary’s dress? How is the character feeling now?**—we are testing comprehension rather than teaching it. To teach comprehension, we need to model and demonstrate—show kids what we are thinking in our heads.”

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

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for finding and discussing elements of poetry.

**OPTION 1 My TURN** Have students complete p. 130 in the *Student Interactive*.

**OPTION 2 Use Independent Text** As students read poems independently, direct them to place sticky notes to mark examples of repetition, alliteration, rhythm, and rhyme they find.

### QUICK CHECK

**Notice and Assess** Are students able to find and discuss elements of poetry?

#### Decide

- **If students struggle**, revisit instruction for elements of poetry in Small Group on pp. T176–T177.
- **If students show understanding**, extend instruction for elements of poetry in Small Group on pp. T176–T177.

STUDENT INTERACTIVE, p. 130

CLOSE READ Read Together

### Find Elements of Poetry

**Repetition** is when words or phrases repeat.  
**Alliteration** is when words begin with the same sound.

**MY TURN** Circle the example of each poem element. Look back at the text.

Repetition	
Now I'll make A bone to nibble!	Draw, draw Doodle, doodle

Alliteration	
big box cardboard cave	dragon's roar fox's den

**TURN and TALK** Why do you think authors use repetition and alliteration in poems?

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# Read Like a Writer, Write for a Reader

## OBJECTIVE

Discuss rhyme, rhythm, repetition, and alliteration in a variety of poems.

## ELL Access

**Elements of Poetry** Tell students that elements of poetry can help readers better understand a poem. After reading aloud a selected text, guide students to draw a simple picture showing how the rhyme, rhythm, repetition, or alliteration in the poem helps them predict what might happen next.

## Elements of Poetry

### Minilesson

**FOCUS ON STRATEGIES** When poets write, they have reasons for choosing specific words and putting them together in specific ways.

- Listen for rhyme, rhythm, repetition, and alliteration as you read a poem.
- Use these elements of poetry to predict what might come next in the poem. Keep reading to see if your prediction is correct.

**MODEL AND PRACTICE** Reread “Poodle Doodles” aloud several times. Point out examples of rhyme, rhythm, and repetition. Then call attention to the top of p. 134 of the *Student Interactive* and review the excerpt from “Sandcastle.” Revisit the poem on p. 126 and call on students to identify examples of rhyme, rhythm, and alliteration.

# Handwriting

## OBJECTIVE

Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

## Letters *B* and *b*

**FOCUS** Display uppercase *B* and lowercase *b*.

**MODEL** Model how to write uppercase *B* using correct letter formation and slant. Have students practice writing the letter in the air with their fingers. Then repeat with lowercase *b*.

Write the words *big*, *bat*, *bubble*, *Bob*, and *cab*, showing proper letter formation and correct letter size.



## ASSESS UNDERSTANDING

## Apply

**My TURN** Have students write sentences with words that rhyme at the bottom of p. 134 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 134

**AUTHOR'S CRAFT**

**Read Like a Writer, Write for a Reader**

Authors often use rhyming words in poems. Rhyming words have the same middle and ending sounds.

Gather sticks to make a **gate**, Shells and stones to **decorate**.

The author uses rhyming words to make the poem fun to read.

**MY TURN** Write two or more sentences with rhyming words. Your sentences can be silly!

**Possible response:**

**I see the bee. It's by  
the tree. Don't come  
by me!**

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## Writing Workshop

Remind students that when they think about rhyming words, they should think of how words sound, rather than how they are spelled. Reiterate that rhyming words have the same middle and ending sounds. During conferences, support students' poetry writing by guiding them to think of how words sound when creating rhymes.

**PRACTICE** Have students use *Handwriting* p. 160 from the *Resource Download Center* to practice writing the uppercase and lowercase letters *Bb*.

Name \_\_\_\_\_

**Handwriting**

**Letters Bb**

Where do you start uppercase letter B? What do you do next? How do you finish the letter?

**MY TURN** Trace the letters. Then write uppercase letter B.

\_\_\_\_\_

\_\_\_\_\_

Where do you start lowercase letter b? What do you do next? How do you finish the letter?

**MY TURN** Trace the letters. Then write lowercase letter b.

\_\_\_\_\_

\_\_\_\_\_

Grade 1 • Unit 3 • Week 3 160

*Handwriting*, p. 160

Use the  **QUICK CHECK** on p. T173 to determine small group instruction.

# Teacher-Led Options

## Strategy Group

### FIND ELEMENTS OF POETRY

**Teaching Point** A poem is different from a story. Poems have rhythm, alliteration, rhyme, and repeated words. If a text has those elements, it is a poem. Refer to the poem “Poodle Doodles” and guide students to find examples of poetry elements.

### ELL Targeted Support

Direct students’ attention to the line *Doodle, doodle* on p. 123 in the *Student Interactive*. Ask simple yes/no questions to help them find poetry elements. For instance: *Is this an example of a repeated word?* (yes) Have students say *repetition*. **EMERGING**

Have partners use sentence frames to write about one of the poems: *I can tell this is a poem because \_\_\_\_\_.* *An example is \_\_\_\_\_.*

### DEVELOPING

Have pairs select a poem and explain how they know it is poetry. Tell students to include examples from the poem in their explanations.

### EXPANDING

Tell partners to each choose a different poem from *Poetry Collection* and write several sentences to explain how they know it is a poem. Tell students to provide examples. Then have them trade sentences and discuss their reasoning. **BRIDGING**



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

## Intervention Activity

### GENRE: POETRY AND DRAMA

Use Lesson 40 in the *myFocus Intervention Teacher’s Guide* for instruction on poetry and drama.

LEVEL B • READ

**Lesson 40** Genre: Poetry and Drama

**DIRECTIONS** Follow along as your teacher reads the play and the poems aloud. How are this play and the poems different from other stories you have read?

**Fox and Bug**

**Characters:** Fox Bug

**Setting:** A tree with a grape vine  
(*Fox and Bug look up at grapes on a vine.*)

**FOX.** Bug, that vine has grapes. Can you get the grapes?

**BUG.** No, Fox. The grapes are too big.


**FOX.** Use your wings and fly to the vine.

**BUG.** (*sits on a vine*) I cannot get the grapes. I am little. The grapes are big.

**FOX.** Did you try? You can make a grape drop to me.

**BUG.** (*pulls on a grape*) No, Fox, this grape will not drop.

**FOX.** (*looks sad*) The grapes are bad. I do not like grapes.



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Reading Literature T • 223

## Fluency

Assess 2–4 students

### PROSODY

Have student pairs take turns reading a poem with appropriate expression and phrasing.

### ORAL READING RATE AND ACCURACY

Use pp. 73–78 in Unit 3 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

### FIND ELEMENTS OF POETRY

**Talk About Independent Reading** Ask students to discuss elements of poetry they found.

### Possible Conference Prompts

- What is one element of poetry you found? Read aloud an example.
- Do you like poetry? Why or why not?
- How do the poems you have read make you feel about writing poetry of your own?

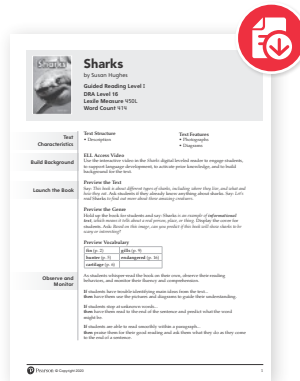
**Possible Teaching Point** Readers can relate poetry to music. Many of their favorite songs are actually poems!

## Leveled Readers



### IDENTIFY THEME

- For suggested titles, see “Matching Texts to Learning,” pp. T152–T153.
- For instructional support on how to identify theme, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together. Ask volunteers to share the strategies they used to better understand and enjoy poetry.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to the Poetry Collection.
- read or listen to poetry from a previously read text.
- read a self-selected trade book or their Book Club text.

### Centers



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

### Literacy Activities



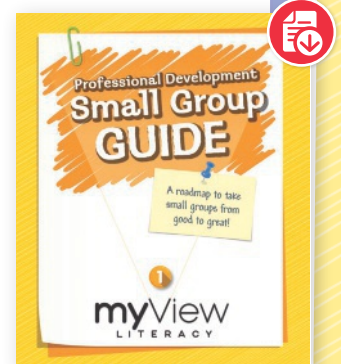
Students can

- complete and discuss the activity on p. 130 in the *Student Interactive* with a partner.
- play the myView games.
- take turns reading aloud a poem from *Poetry Collection* with a partner, using appropriate expression and phrasing.

### SUPPORT INDEPENDENT READING

Help students set goals for their reading, such as reading a certain number of poems or pages in one sitting. Challenge them to work toward this goal.

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



# Word Work

## OBJECTIVES

Decode words with inflectional endings, including -ed, -s, and -es.

Identify the meaning of words with the affixes -s, -ed, and -ing.

## ADDITIONAL PRACTICE

For additional student practice with the inflectional ending -ed, use *Phonics* p. 142 from the *Resource Download Center*.

FOUNDAITIONAL SKILL  
Read Together

Name \_\_\_\_\_

**Phonics**  
Inflectional Ending -ed

**MY TURN** Add -ed to the word. Write the new word on the line. Then read the words.

1. help                      2. peel  
helped                      peeled

3. kick                        4. hunt  
kicked                        hunted

5. plant                       6. need  
planted                       needed

**MY TURN** Write a sentence with an -ed word.  
Possible response: He kicked the ball.

Grade 1, Unit 3, Week 3  
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*Phonics*, p. 142

## Phonics: Decode and Write Words with Inflectional Ending -ed

### Minilesson

**FOCUS** Tell students that adding the ending -ed to a verb changes its meaning. The ending -ed shows that an action happened in the past.

**MODEL AND PRACTICE** Write the word *walk* on the board. Ask students what the word would be if we added the ending -ed. Model the change for students, writing the new word, *walked*, under the word *walk*. Ask: **What does the word *walked* mean?** (Someone has already walked or walked in the past.) Repeat using the words *started*, *ended*, *fixed*, *twisted*. Have students read each word and monitor for the correct ending sound.

**TURN, TALK, AND SHARE** Have partners decode the words at the top of p. 113 in the *Student Interactive*.

**ELL Targeted Support Ending -ed** The ending -ed has three different sounds. Decoding words with the ending -ed may be confusing for English learners.

Write the following words on note cards: *walk*, *need*, *fill*. Create three note cards with the ending -ed on them. Have students work together to read the words, add -ed to them, and read the new words. Provide guidance for sounding out the final sounds. **EMERGING**

Using the note cards from the Emerging activity, have student pairs put together the word and ending cards, decoding the new words and identifying the ending sound of the letters -ed in each. Then give students the following sentence frames, and have them determine which word belongs in each: *I \_\_\_\_\_ home. We \_\_\_\_\_ ice. She \_\_\_\_\_ the jug.* Prompt students to read the completed sentences. **DEVELOPING**

Display these words: *spill*, *hand*, *lock*. Have students add -ed to each word, decode the new words, and identify the sound for each ending -ed. Ask students to use the words in sentences. **EXPANDING**

Display these words: *spill*, *yell*, *hint*, *hand*, *link*, *lock*. Have students add -ed to each word and then decode the new words. Ask them to identify the sound for the ending -ed and then sort the words. **BRIDGING**



## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 MyTURN** Have students complete p. 113 and p. 114 in the *Student Interactive*.

**OPTION 2 Independent Activity** Provide students with a list of verbs, such as *talk*, *call*, *plant*, and *need*. Have them add the inflectional ending *-ed* to each word. Then have them use the past tense verbs in sentences that show meaning.

## QUICK CHECK

**Notice and Assess** Are students able to decode and write words with the inflectional ending *-ed*?

## Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T184–T185.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T184–T185.

STUDENT INTERACTIVE, p. 113

FOUNDATIONAL SKILLS

Read Together

## Inflectional Ending -ed

**TURN and TALK** Decode these words with a partner. Use the ending to tell what each word means.

	helped	wished	fixed
	missed	needed	yelled
	peeled	tested	hunted
	kicked	planted	greeted

**MYTURN** Write **ed** to finish each word. Read the sentences.

- Dee lift**ed** the bag of sand.
- She ask**ed** me for help.

113

STUDENT INTERACTIVE, p. 114

PHONICS

Read Together

## Inflectional Ending -ed

**MYTURN** Read the words. Use the words in the box to complete the sentences.

filled
buzzed
rented

- We rented a home by a hive.
- The bees buzzed.
- They filled the hive.

**MYTURN** Write a sentence that includes a base word or root with the ending **-ed**.

**Possible response:**  
I rested after the game.

114

# Decodable Story

## OBJECTIVES

Decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

Decode words with inflectional endings, including -ed, -s, and -es.

Identify and read common high-frequency words.

## ELL Access

Multiple spellings for the same vowel sound may be difficult for English learners to grasp. Use the decodable story to help students differentiate the two spellings of the long e sound.

## Read *A Deep Sleep*

**FOCUS** Have students turn to p. 115 in the *Student Interactive*. Say: *We are going to read a story about Dee and how she was able to get some sleep.* Point to the title of the story. *The title of the story is **A Deep Sleep**.* Point to the word *Deep* in the title. *I hear the sound of long e in the word **deep**.* How is this sound spelled? (ee) Repeat with the word *Sleep* in the title.

**IDENTIFY AND READ HIGH-FREQUENCY WORDS** Before reading, review this week's high-frequency words that are in the story: *out, who, live, work*. Display the words. Have students read them with you. Tell them that they will also practice reading the high-frequency words in the story *A Deep Sleep*.

STUDENT INTERACTIVE, p. 115




DECODABLE STORY
FOUNDATIONAL SKILLS


## A Deep Sleep

Dee came home from work late.  
Who can help Dee sleep?  
The sheep live out by Dee.  
They feel like they need to help.

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Read the story. Highlight the nine words with the long e sound.

 **AUDIO**  
Audio with Highlighting

 **ANNOTATE**

115



**READ** Pair students for reading 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. This time the other student begins.

Have students turn to p. 115 in the *Student Interactive*. Which words have the sound /ē/? Students should supply the words *deep*, *sleep*, *Dee*, *sheep*, *feel*, and *need*. How is the sound /ē/ spelled in each of these words? Students should say the sound /ē/ is spelled ee. Have them highlight the words.

Have students turn to pp. 116–117. Which words have the sound of long e spelled e on page 116? Students should supply the words *me*, *she*, and *we*. Have them underline the words. Ask: Which words on page 117 have the ending -ed? Students should supply the words *rested* and *drifted*. Have them highlight the words.

STUDENT INTERACTIVE, pp. 116–117



## DECODABLE STORY

## FOUNDATIONAL SKILLS

They walked up to Dee.  
“You came to see me?”  
she asked.  
“We can help you sleep,”  
they said.



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Underline the three words with the long e sound spelled e.

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Dee went back to bed.  
The sheep tell her a sweet tale.  
She **rested** on her cheek.  
Dee **drifted** into a deep sleep.



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**Highlight** the two words with an inflectional ending.

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# Make Connections



Poetry Collection

## OBJECTIVE

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

## ACADEMIC VOCABULARY

**Integrate** As you discuss the poems during the Close Read, model using the Academic Vocabulary words:

- What do you **imagine** when you think of doing something fun with a cardboard box?
- What would you like to **create** with scribbles and doodles?

## Minilesson

**FOCUS ON STRATEGIES** Comparing a poem to another poem or text can help you understand the poem better.

- Think about the poem you are reading.
- Ask yourself: Does the poem make me think of something else I have read? In what ways?
- Notice how the two poems or texts are alike and how they are different.

**MODEL AND PRACTICE** Model making connections between two poems. Say: *When I read “The Box,” it reminded me of another poem we read, “Growing Older.” Both poems have kids that are doing fun things! In “The Box,” the boy and his dad use their imaginations to change the box into different things. In “Growing Older,” the girl is growing and changing. Have students turn to the Close Read note on p. 127 in the *Student Interactive*. Discuss and highlight ideas in one poem that they can connect to ideas in another poem.*

**ELL Targeted Support Make Connections** Select some of the poems from the *Poetry Collection*. Ask questions to help students make connections.

Select a poem from *Poetry Collection* and chorally read it with the group. Then have students respond to questions to help them make connections. Ask: *Does this poem make you think of something else you have read? What does it make you think of? Does this help you better understand the poem?* Guide students to elaborate on their answers. **EMERGING**

Ask students to respond to questions that will demonstrate their understanding of connecting the poems: *What does this poem make you think about? What details in the poem made you think of that?* **DEVELOPING**

Have pairs discuss connections between the poems in *Poetry Collection*. Then have them hold a brief discussion to compare two of them. Monitor conversations, asking questions and providing guidance as necessary.

**EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies to make connections to ideas in other texts.

**OPTION 1 My TURN** Have students complete p. 131 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Ask students to draw pictures to show a connection they have made between one of the poems in *Poetry Collection* and a poem or text they have read independently.

### QUICK CHECK

**Notice and Assess** Can students make connections to ideas in other texts?

#### Decide

- **If students struggle**, revisit instruction for making connections in Small Group on pp. T186–T187.
- **If students show understanding**, extend instruction for making connections in Small Group on pp. T186–T187.

STUDENT INTERACTIVE, p. 131

**Read Together** READING WORKSHOP

### Make Connections

When something you read makes you think of something else, you are making connections. One way to make connections is to figure out how two or more texts are similar and different.

**MY TURN** Draw and write what the three poems are about. Look back at the text.

Possible drawing could show a girl drawing, a box, and a sandcastle.

Possible response:  
The poems are about **using your imagination to make things.**

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Use the  **QUICK CHECK** on p. T179 to determine small group instruction.

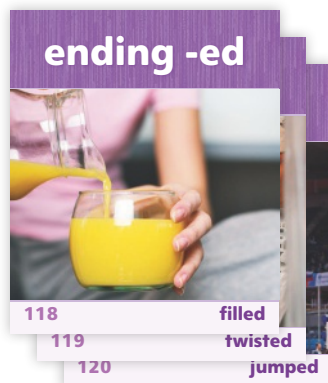
# Teacher-Led Options

## Word Work Strategy Group

### INFLECTIONAL ENDING *-ed*

#### Sound-Spelling Cards

Display Sound-Spelling Cards 118 (*filled*), 119 (*twisted*), and 120 (*jumped*). When the letters *-ed* are added to the end of a word, they can spell different sounds. In the word *filled*, the letters *-ed* spell the sound /d/. In *jumped*, they spell the sound /t/. In *twisted*, they spell the sound /əd/.



Provide three-column charts with the columns labeled “Sound of d,” “Sound of t,” and “Other Sound.” Display the following words: *kicked*, *planted*, *faked*, *baked*, *missed*, *tested*. Have students decode each word and then write it in the correct column.

### ELL Targeted Support

Draw attention to the Sound-Spelling Cards. Then say other words with *-ed* endings and have students tell which of the words on the Cards shares the same ending sound with each word you say. **EMERGING/DEVELOPING**

Have students find and read words with inflectional ending *-ed* in texts. Help them identify the sound for the ending *-ed*.

### EXPANDING/BRIDGING



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

## Intervention Activity

### INFLECTIONAL ENDINGS

Use Lesson 27 in the *myFocus Intervention Teacher’s Guide* for instruction on inflectional endings.

LEVEL B • MODEL AND TEACH


**Lesson 27** **Inflected Endings**

**INTRODUCE** Remind students that many words are made up of smaller word parts. In this lesson, you will learn to read words with the word parts *-s*, *-es*, *-ed*, and *-ing* and to add endings to words to change their meanings and make new words.

**MODEL** Display or share copies of the passage “The Cooks” from Student Page S155, and read it aloud. Say: *The words in this story have the endings -s, -es, -ed, and -ing.*

**The Cooks**

Mai has fixed the grill.  
Sai is mixing the batter.  
I am tossing the salad.  
Kim moved away and misses us.



**TEACH** Point to the title and the word *Cooks*. An *-s* added to the end of *cook* makes a new word. Cover the word part *-s* and read the root word aloud: *cook*. Then cover the root word and read the word part *-s* aloud: */s/*. The *s* in *cooks* makes the sound */s/*. *Cooks* means “more than one cook.” The letter *s* can have the sound */s/* as in *cooks* or the sound */z/* as in *legs*.

Explain that action words such as *fix*, *mix*, *tear*, *move*, and *miss* have endings to show when actions happen. Then point to *fixed* and *mixing* in the story and read the words aloud. Say: *When we add -ed or -ing to action words, such as fix or mix, we tell when actions happen. These endings change the meanings of the words.*

Phonics, Morphology, and Spelling T • 155

## Intervention Activity

### PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher’s Guide*, Lessons 1–13.

## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Have student pairs work with Letter Tiles to build verbs with the inflectional ending *-ed*. Write the following words on the board: *jump*, *test*, *miss*, *plant*. Students can form one of the words with the tiles, and then add the *ed* tiles to the word and read the new word aloud. Partners can repeat for the remaining words.



Students can also play the Letter Tile game in the myView games on SavvasRealize.com.

### Decodable Reader



Support students by using the Decodable Reader *Luke Meets Pete*. This reader can help students read high-frequency words and verbs that have the inflectional ending *-ed*.

Pair students for reading 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. This time the other student begins.

### Centers



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

## Decodable Reader

**Luke Meets Pete**  
Written by Elizabeth Hawkins

Decodable Reader  
30

Inflected Ending -ed	Long u: u_e
added called walked	cubes dune Luke
asked looked	cute June mule

Long e: e_e	High-Frequency Words
Gene Pete	a eat said
	be looked she

41

Luke sat at his home on a dune at Lake Gene.

42

June came with a cute mule. Luke asked his name.

43

"His name is Pete," June said. "Pete is a fine mule."

44

Pete looked at Luke. "Pete likes Luke," June added.

45

"Can Pete eat with us?" Luke asked. "It will be fun!"

46

"Pete!" June called. Pete walked fast. Pete looked glad.

47

"Pete eats cubes," June said. She gave Pete his cubes.

48

Use the  **QUICK CHECK** on p. T183 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### MAKE CONNECTIONS

**Teaching Point** When you read a poem, it is helpful to connect the ideas to other poems or texts you have read. Making connections helps you think creatively and understand what you are reading better. Look back at “The Box” and “Sandcastle” on *Student Interactive* pp. 124–127 and guide students to make connections between the two poems.

### ELL Targeted Support

Guide students to work cooperatively and share information in order to make connections.

Direct students’ attention to “Poodle Doodles” on pp. 122–123 of *Poetry Collection*. Have them echo-read the poem with you. Do the same for “The Box.” Ask students what was similar about the ideas in both poems. **EMERGING**

Have students use the following sentence frames to make connections between poems: *One idea that was in both “The Box” and “Poodle Doodles” was \_\_\_\_\_. I know because \_\_\_\_\_.*

### DEVELOPING

Have students compare the speakers in the poems “Poodle Doodles,” “The Box,” and “Sandcastle.” Have them explain how they are alike and discuss how they are different.

### EXPANDING/BRIDGING



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

## Intervention Activity



### ASK AND ANSWER QUESTIONS AND MAKE CONNECTIONS

Use Lesson 42 in the *myFocus Intervention Teacher’s Guide* for instruction on asking and answering questions and making connections.

LEVEL B • READ

**Lesson 42** Ask and Answer Questions and Make Connections

**DIRECTIONS** Look at the title of the story and the picture. Then follow along as your teacher reads aloud “Rainy-Day Cookies.”

**Rainy-Day Cookies**

Gina and her dad planned to go to the zoo on Saturday. Gina was glad. She loved the zoo. But the sky was cloudy on Saturday morning. Soon it was raining cats and dogs!

“Oh, well,” said Dad. “We will go to the zoo next weekend.”

Gina tried not to look sad.

“Hey! I have a great idea!” Dad said. “What if I show you how to make my amazing Chunky and Chewy Chocolate Chip Cookies?”

“Yes, please! That is a great idea, Dad,” said Gina.

Dad told Gina what they needed to make cookies. First, they got butter and eggs. Next, they found the flour and sugar and the other ingredients.

Dad explained, “First we mix up the butter and the sugar. Next we add eggs.”

*Crack!* He tapped an egg on the rim of a cup. He opened the shell. *Plop!* The yolk and white dropped into the cup.

Dad poured the egg into the bowl. “You do the second egg, Gina,” he said.

*Crack! Plop!* Gina’s egg dropped into the cup. She poured it into the bowl.

Dad showed Gina his baking tricks.

“I like to add two pinches of salt. Like this!” he said. He acted like a magician as he tossed salt into the bowl.

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Reading Literature T • 237

## Fluency

Assess 2–4 students



### PROSODY

Have student pairs practice reading with appropriate expression and phrasing.

### ORAL READING RATE AND ACCURACY

Use pp. 73–78 in Unit 3 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

### MAKE CONNECTIONS

**Talk About Independent Reading** Ask students to share their drawings that show connections to other poems or texts.

### Possible Conference Prompts

- To which poem or text did you make a connection?
- How does your picture show your connection between the two texts?

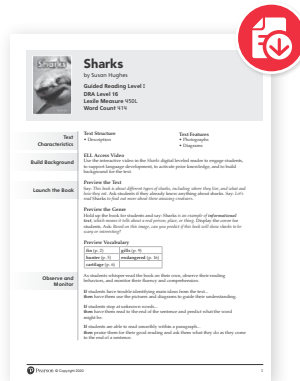
**Possible Teaching Point** When readers read two or more poems, they can write notes or make drawings to show how the poems connect to each other.

## Leveled Readers



### MAKE CONNECTIONS

- For suggested titles, see “Matching Texts to Learning,” pp. T152–T153.
- For instructional support on making connections between texts, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together and have one student briefly discuss a connection he or she made between two poems or texts. Point out that students should be proud of their work to make cross-text connections.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to two or more poems they have already read as they think about connections.
- read a trade book or the Book Club text.
- practice fluent reading with a partner.

### Centers



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

### Literacy Activities



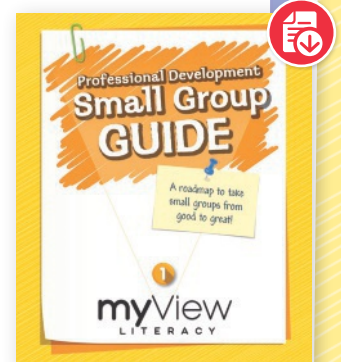
Students can

- review the MyTurn activity on p. 131 in the *Student Interactive*.
- write about their reading in a notebook.
- play the myView games.

### 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.



# Word Work

## OBJECTIVES

Distinguish between long and short vowel sounds in one-syllable words.

Know final -e and common vowel team conventions for representing long vowel sounds.

Identify and read common high-frequency words.

## ADDITIONAL PRACTICE

For additional student practice with high-frequency words, use *My Words to Know* p. 151 from the *Resource Download Center*.

FOUNDATIONAL SKILLS  
Read Together

Name \_\_\_\_\_

**My Words to Know**  
Some words you will use a lot when you write.

or out who live work

**MY TURN** Read the words in the box. Then write a word to complete each sentence.

1. When will we work on our math?

2. We can go up or down.

**MY TURN** Pick a word from the box to match each clue. Write the word on the line.

3. rhymes with give live

4. a question word who

5. opposite of in out

Grade 1, Unit 3, Week 3  
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*My Words to Know*, p. 151

## Phonological Awareness: Distinguish Between /e/ and /ē/

**MODEL** Listen as I say the sounds in the word *bed*: /b/ /e/ /d/. Now I'll say the sounds in another word: /b/ /ē/ /d/ (pause) *bead*. What changed in the word *bed* to make the word *bead*? Yes, the sound /e/ changed to the sound /ē/.

**PRACTICE** Have students raise their hands when they hear the word in each pair with the sound of long e: *red/read*, *seat/set*, *mean/men*, *fell/feel*, *sweet/sweat*, *each/etch*, *met/meet*.

## Phonics: Spiral Review Long o, Long u, and Long e Spelled VCe

### Minilesson

**FOCUS** Review with students the sound /ō/ spelled o\_e, the sound /ū/ spelled u\_e, and the sound /ē/ spelled e\_e using the words *bone*, *Deke*, and *cute*.

**MODEL AND PRACTICE** Write each of the words listed below. Have students point to a word and read it. Then have students tell how the long vowel sound is spelled in each word.

home	huge	these	mule	Zeke	hose
Pete	phone	flute	pole	cube	tote



**ELL Targeted Support Auditory and Visual Connections** Using visual images can help English learners to develop connections between what they see and what they hear. To use this strategy, keep a collection of images easily accessible while teaching.

Use an assortment of images that students can identify, such as *nose, hose, rope, mule, cube*. Show an image, say the name of the image, and model sounding out the word as you write it on the board. Then show another image to students and have them say the name of the image. Call on students to help you spell the word while sounding it out. **EMERGING**

Display images with the long vowel spelling patterns students have learned. Support students as they name the images, segment the sounds, and say or write the letters that spell that sound. Correct spelling as needed. **DEVELOPING**

Give students a variety of images whose names contain the long vowel spelling pattern they have learned. Have students work in pairs to name each image and write the word that names the image. Have one partner name an image and the other partner spell the word. Then switch roles. **EXPANDING**

Have students read a list of words that can be pictured, such as *nose, rope, cube, phone*. Then have students choose a word to draw. Ask students to display their drawings for their partner to name and then say and write the letters that spell the sounds. **BRIDGING**

## HIGH-FREQUENCY WORDS



Write several high-frequency words that students have learned so far, including this week's words (*or, out, who, live, work*) on index cards. Place the cards in a shoe box. Have volunteers select a card, spell aloud the word, read it, and use it in a sentence. Have the rest of the class write each word in their notebooks as the word is spelled aloud. Continue with the remainder of the words.



# Reflect and Share



## OBJECTIVES

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Use text evidence to support an appropriate response.

## ACADEMIC VOCABULARY

**Integrate** Give students oral practice in using the unit's Academic Vocabulary words to discuss the Weekly Question and unit theme.

- What would you create with sand?
- What kinds of designs would be possible when you work with sand?

## Talk About It

### Minilesson

**FOCUS ON STRATEGIES** Explain that when students talk about more than one text with others, they share information and ideas, including opinions. Make sure students understand that their opinions tell what they think or feel about a topic. They should

- think of an opinion they would like to share with others about the topic or texts being discussed.
- state the opinion clearly and kindly.
- give a reason that supports the opinion.
- listen politely to the opinions of others.

**MODEL AND PRACTICE** Model sharing opinions using the prompt on p. 132 in the *Student Interactive*. Say: **I think “The Box” was the best poem because it showed the most fun way to use your imagination. It showed that a box could be a cave, a fox’s den, or a house.** Have students practice sharing their opinions of the poem, citing examples that support those opinions.

**ELL Targeted Support Sharing Opinions** Tell students that an opinion is something they think or feel. Point out that an opinion about a poem should be supported by details from the poem.

Ask questions to help students share and support opinions about the poems. **Which poem did you like best? Why? Point to the part of the poem or illustration that shows why you liked it.** **EMERGING**

Have students use the following sentence frames to express opinions about the poems. *The poem I liked the best was \_\_\_\_\_. I liked this poem the best because \_\_\_\_\_.* Monitor responses to make sure students are providing evidence from the poems to support their opinions. **DEVELOPING**

Have students rank the three poems they read as *Good, Better, and Best*. Ask them to present reasons for their ranking by comparing elements of poetry in each poem. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for sharing ideas and opinions across texts.

**OPTION 1 Use the Shared Read** Have students use text evidence to share and support opinions about the poems they read this week. If desired, use Speaking and Listening from the *Resource Download Center* to help guide discussions.

**OPTION 2 Use Independent Text** Students should use evidence from their self-selected independent reading texts to support their opinions as they compare the texts. Have them use sticky notes to mark supporting evidence.

### QUICK CHECK

**Notice and Assess** Can students share and support opinions about texts?

#### Decide

- **If students struggle**, revisit instruction for making text comparisons in Small Group on pp. T192–T193.
- **If students show understanding**, extend instruction for making text comparisons in Small Group on pp. T192–T193.

**WEEKLY QUESTION** Have students use evidence from this week’s texts to respond to the Weekly Question. Tell them to write their responses on a separate sheet of paper.


STUDENT INTERACTIVE, p. 132

RESPOND TO TEXT

**Read Together**

### Reflect and Share

**Talk About It**  
You read three poems about using imagination. In your own words, tell which poem you like the best and why you like it best. Use examples from the poems to explain why.



**Sharing Your Opinion**  
When sharing your opinion, it is important to:

- Say your opinion clearly.
- Give a reason to support your opinion.

Use the words on the note to help you.

I think \_\_\_\_ because \_\_\_\_.

Now share your opinion in a complete sentence.

**Weekly Question**  
How can imagination lead to a new idea?

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Use the  **QUICK CHECK** on p. T191 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### COMPARE TEXTS

**Teaching Point** When we read, we can tell what we think about the text. We can say whether we liked it or not and then explain why. This is called sharing an opinion. Your opinion is what you think or feel about something.

Have students share their opinions about the poems they have read. In addition to naming the poem they liked the best, ask them to share their thoughts about the ideas in the other poems.

### ELL Targeted Support

Scaffold the Reflect and Share activity for English language learners.

Help students express their opinions about one poem, in generic form. Ask: *What did you think about \_\_\_\_?* Guide students to answer in single words or short phrases. **EMERGING**

Repeat the Emerging activity. Then prompt students to support their opinions with evidence from the poem. **DEVELOPING**

Have partners express their opinions about each of the three poems. Tell them to cite text evidence as they discuss. **EXPANDING/BRIDGING**



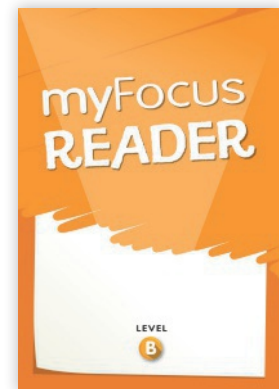
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### myFOCUS READER

Reread pp. 34–35 with students. Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to engage students in a conversation that demonstrates how comparing the poems they read this week helps them understand the ways imagination leads to new ideas. Encourage them to use the Academic Vocabulary words in their discussion.



## On-Level and Advanced



### INQUIRY

**Organize Information and Communicate** Help students organize their findings about famous people who had new ideas into a format to share with others.

**Critical Thinking** Discuss information students learned and the process they used.

See *Extension Activities* pp.198–202 in the *Resource Download Center*.

**Conferring**3 students/ 3–4 minutes  
per conference**COMPARE TEXTS**

**Talk About Independent Reading** Ask students to share their opinions about the texts they are comparing as well as the sticky notes they placed to mark text evidence that supports their opinions.

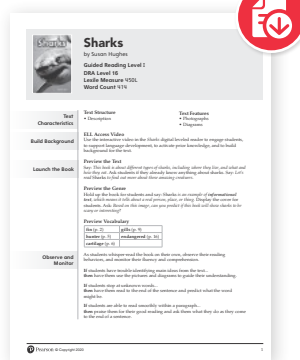
**Possible Conference Prompts**

- Which text do you like better? Why?
- What details from the texts support your opinion?

**Possible Teaching Point** Readers form opinions as they read. They must use evidence from the text to support their ideas.

**Leveled Readers****COMPARE TEXTS**

- For suggested titles, see “Matching Texts to Learning,” pp. T152–T153.
- For instructional support on making connections between texts, see the *Leveled Reader Teacher’s Guide*.

**Whole Group**

**Share** Bring the class back together. Call on a few students to share two texts they compared and how they decided which one they liked best.

**Independent/Collaborative****Independent Reading**

Students can

- reread or listen to “New Ideas!” with a partner.
- read a self-selected text.
- reread or listen to their leveled reader.

**Centers**

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

**Literacy Activities**

Students can

- write or draw in their notebooks in response to the Weekly Question.
- talk with a partner about the self-selected text or poems they are reading.
- work on an activity from the *Resource Download Center*.
- play the myView games.

**BOOK CLUB**

See Book Club, pp. T482–T485, for

- ideas for guiding weekly Book Club sessions.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups’ collaboration.
- facilitating use of the trade book *Imagination at Work*.

## 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 traditional stories.
- I can make and use words to connect reading and writing.
- I can write poetry.

### 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

RL.1.10, RF.1.4.b, SL.1.2, L.1.1, L.1.1.d, L.1.4.b

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T198–T199
  - » Phonological Awareness: Final /ī/ and /ē/
  - » Phonics: Decode Words with Vowel Sounds of y
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Poem: Weekly Question T200–T201
- Listening Comprehension: Read Aloud: “The Goose and the Golden Egg” T202–T203
- Fable T204–T205
  - ✓ **Quick Check** T205

#### READING BRIDGE

- Academic Vocabulary: Word Parts T206–T207
- Handwriting: Write Words T206–T207

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T211
- Strategy, Intervention, and On-Level/Advanced Activities T210
- ELL Targeted Support T210
- Conferring T211

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T211
- Literacy Activities T211

**BOOK CLUB** T211 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- Poetry T388–T389
  - » Pronouns
  - » Share Back

##### INDEPENDENT WRITING

- Poetry T389
- Conferences T386

#### WRITING BRIDGE

- Spelling: Spell Words with the Vowel Sounds of y T390
  - ✓ **Assess Prior Knowledge** T390

- Language & Conventions: Spiral Review: Pronouns T391

### LESSON 2

RL.1.10, RF.1.3, L.1.1.d, L.1.4

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T212–T213
  - » Phonics: Decode and Write Words with Vowel Sounds of y
  - ✓ **Quick Check** T213
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T214–T219
  - » Preview Vocabulary
  - » Read: *The Cow and the Tiger*
- Respond and Analyze T220–T221
  - » My View
  - » Develop Vocabulary
  - ✓ **Quick Check** T221
  - » Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Word Work Support T222
- Guided Reading/Leveled Readers T225
- Strategy and Intervention Activities T222, T224
- Fluency T224 • Conferring T225
- ELL Targeted Support T222, T224

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T223
- Independent Reading T225
- Literacy Activities T225

#### WRITING WORKSHOP

##### MINILESSON

- Poetry T392–T393
  - » Explore Spelling Patterns and Rules
  - » Share Back

##### INDEPENDENT WRITING

- Poetry T393
- Conferences T386

#### WRITING BRIDGE

- Spelling: Teach Spell Words with the Vowel Sounds of y T394

- Language & Conventions: Oral Language: Pronouns *I* and *me* T395

## LESSON 3

RL.1.1, RL.1.4, RL.1.7,  
RF.1.3.d, L.1.1.d, L.1.2.d

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T226–T227
  - » Phonological Awareness: Segment and Blend Phonemes
  - » Phonics: Decode Words with Syllable Pattern VCCV
  - » High-Frequency Words

#### CLOSE READ

- Describe Main Events and Setting T228–T229
- Close Read: *The Cow and the Tiger*
  - ✔ **Quick Check** T229

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Dialogue T230–T231
- Handwriting: Letters *Pp* T230–T231

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T233
- Strategy and Intervention Activities T232
- Fluency T232 • Conferring T233
- ELL Targeted Support T232

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T233
- Literacy Activities T233

### WRITING WORKSHOP

#### MINILESSON

- Poetry T396–T397
  - » Apply Spelling Patterns and Rules
  - » Share Back

#### INDEPENDENT WRITING

- Poetry T397
- Conferences T386

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Review and More Practice: Spell Words with the Vowel Sounds of *y* T398
- Language & Conventions: Teach Pronouns *I* and *me* T399

## LESSON 4

RL.1.10, RF.1.3.d,  
RF.1.3.e, L.1.1.d

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T234–T235
  - » Phonics: Decode and Write Words with Syllable Pattern VCCV
- ✔ **Quick Check** T235
- » Decodable Story: Read *The Picnic* T236–T237

#### CLOSE READ

- Visualize Details T238–T239
- Close Read: *The Cow and the Tiger*
  - ✔ **Quick Check** T239

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Word Work Support T240
- Guided Reading/Leveled Readers T243
- Strategy and Intervention Activities T240, T242
- Fluency T242 • Conferring T243
- ELL Targeted Support T240, T242

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T241
- Independent Reading T243
- Literacy Activities T243
- Partner Reading T243

### WRITING WORKSHOP

#### MINILESSON

- Poetry T400–T401
  - » Explore Adverbs That Convey Time
  - » Share Back

#### INDEPENDENT WRITING

- Poetry T401
- Conferences T386

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Spiral Review T402
- Language & Conventions: Practice Pronouns *I* and *me* T403

## LESSON 5

RL.1.10, RF.1.3.f, SL.1.1,  
SL.1.2, L.1.1

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T244–T245
  - » Phonological Awareness: Manipulate Phonemes
  - » Phonics: Spiral Review Long *e* Spelled *e, ee*; Inflectional Ending *-ed*
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T246–T247
  - » Write to Sources
- ✔ **Quick Check** T247
- » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T249
- Strategy, Intervention, and On-Level/Advanced Activities T248
- ELL Targeted Support T248
- Conferring T249

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T249
- Literacy Activities T249

**BOOK CLUB** T249 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Poetry T404–T405
  - » Apply Adverbs That Convey Time
  - » Share Back

#### INDEPENDENT WRITING

**WRITING CLUB** T404–T405 **SEL**

- Conferences T386

### WRITING BRIDGE

- Spelling: Spell Words with the Vowel Sounds of *y* T406
  - ✔ **Assess Understanding** T406
- Language & Conventions: Standards Practice T407

# Materials

WEEKLY LAUNCH: POEM

Stories Tell About . . .

A place we haven't traveled before.

all of the people who live shore to shore.

an event from the past that might affect me.

Weekly Question: How can stories help us learn lessons?

and what we suppose the future could be.

MY TURN: Think about a story you have read. Draw something new you learned from the story.

Possible drawing could show sharing, as students learned about that in *The Clever Monkey*.

POEM  
"Stories Tell About . . ."

Read Together READING WORKSHOP

Fable Anchor Chart

Describe Characters

- @what they do
- @what they say
- @how they feel
- @the reasons for their actions

READING ANCHOR CHART  
Fable

Fable Anchor Chart

Describe Characters

EDITABLE ANCHOR CHART  
Fable

Decodable READER

UNIT 3

DECODABLE READER

Handwriting

Writing Workshop

My Words to Know

any come play

Language and Conventions

Descriptive Sentences

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.

- the black shoes.
- the boys.
- the shoes on, please.
- the boys.
- socks with those shoes.
- the water.
- eat in the zone.
- the rules.

RESOURCE DOWNLOAD CENTER  
Additional Practice

Big Book of SONGS and POEMS

myView LITERACY

SONGS AND POEMS BIG BOOK

Leveled Readers

Sharks

by Susan Hughes

Guided Reading Level: 1  
DRA Level: 18  
Lexile Measure: 150L  
Word Count: 176

Test Structure

- Comprehension
- Fluency
- Vocabulary

Build Background

ELL Access Video

Use the interactive video in the eBook's digital linked reader to engage students, to support language development, to add on prior knowledge, and to build background for the text.

Launch the Book

Preview the Text

Use the text to read different types of sharks, including where they live, and what and how they eat. Ask students if they already know anything about sharks. Say, "Let's read *Sharks* to find out more about these amazing animals."

Preview the Content

Read up the book to students and say, "*Sharks* is an example of informational text. Ask students to identify and point to any text. Single the word *shark* and students. Ask, "Based on this image, can you predict what kind of shark this is? (a hammerhead)"

Preview Vocabulary

Use the words: *gills, fin, hammerhead, shark*.

Observe and Monitor

As students reread the book on their own, observe their reading behaviors and discuss their thinking and comprehension.

If students have trouble identifying main ideas from the text, have them reread the pictures and diagrams to guide their understanding.

If students stop to read silently, ask, "How are you doing? What are you thinking about?"

If students are able to read silently within a paragraph, have them discuss their good reading and ask them what they do as they come to the end of a sentence.

LEVELED READER TEACHER'S GUIDE

## Words of the Week

### High-Frequency Words

down  
drink  
now  
there  
together

### Develop Vocabulary

angry  
happy  
sad  
surprised

### Spelling Words

by  
cry  
fly  
my  
puppy  
silly  
try  
why  
now  
there

### Unit Academic Vocabulary

create  
imagine  
possible  
suppose

WEEK 4 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.  
Use appropriate fancy caps, underlines, and other writing conventions to give work neatness.

**ELL Language Transfer**  
**Objective:** Identify the Spanish equivalent to the English word.  
• family: familia  
• well: mejor  
• more: mas

**FLUENCY**  
Read fluently with an appropriate rate, an appropriate tone, and inflection that conveys the meaning of the text. Use self-correction and appropriate strategies to improve reading accuracy and fluency.

**THINK ALoud** Answer questions about the text. Think aloud to show your thinking. Use the text to support your answers. Think aloud to show your thinking. Use the text to support your answers.

**Read Aloud**  
Tell students that you are going to read about a fable. Have them listen while you read "The Goose and the Golden Egg." Ask students to listen actively as you read to help them better understand the text.

**START-UP**  
**READ-ALOUD ROUTINE**  
Prepare: Have students use their active learning skills to identify characteristics of fables.  
Read: Read aloud without pausing for the Think Aloud collocations.

**REAR** the fable to students, pausing to model Think Aloud strategies related to the genre.

**The Goose and the Golden Egg**  
Long ago, there was a poor man who owned a small farm. He had just one animal—a goose.  
The farmer visited the goose one day and found something wonderful. The goose had laid a shiny, golden egg! "My sweet goose, may I have your golden egg?" the farmer asked kindly.  
"What's mine is yours," the goose said with a warm smile.  
The farmer collected the egg and took it to the market to sell. He was able to feed his family for a whole week with the money.  
Each day, the goose would lay a new golden egg and happily give the egg to the farmer.



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

**Fiction Lesson Plan**

**WHY**  
Interactive Read Aloud  
• Engage students to learn 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.  
• 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 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 question or theme of the story.  
• Point out interesting artwork or photos.  
• Gather prior knowledge and activate essential background necessary for understanding.  
• Discuss key vocabulary essential for understanding.

**DURING READING**  
• You can choose to stop and reading to students get to get to the end and egg. Think Aloud and open-ended questioning for a longer time 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 skilled readers use to monitor comprehension and correct reading when they  
• Help students make connections to their own experiences, text they have read or learned in the past, or the world.

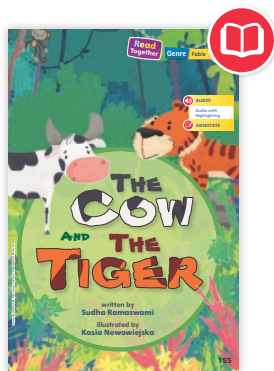
**AFTER READING**  
• Summarize and allow students to share thoughts about the story.  
• Support deeper comprehension by modeling the "before and after" of the story.  
• Choose and assign a Student Response Form available on ReadAloud.com.

**Finals Teaching Points**  
• Monitor the story.  
• Monitor the characters.  
• Monitor the Teaching Point.  
• Monitor the Theme.  
• Monitor the Genre.  
• Monitor the Author.



INTERACTIVE READ ALOUD LESSON PLAN GUIDE

READ ALOUD "The Goose and the Golden Egg"



SHARED READ The Cow and the Tiger

**BOOK CLUB**

Titles related to Spotlight Genre and Theme: T468-T471

**Mentor STACK**

Writing Workshop T385

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

Demonstrate phonological awareness.

Decode words with closed syllables; open syllables; VCe syllables; and vowel teams.

Identify and read common high-frequency words.



Sound-Spelling Cards 77, 81

## FOUNDATIONAL SKILLS EXTENSION

See p. T216 for a vowel sounds of y extension activity that can be used as the text is read.

## Phonological Awareness: Final /ī/ and /ē/

**SEE AND SAY** Point to the picture of the fly on p. 142 in the *Student Interactive*. Say: *This is a picture of a fly. Listen carefully to each sound in the word fly: /f/ (pause) /l/ (pause) /ī/. What sound do you hear at the end of fly? Say the sounds with me very slowly.* Repeat sounds with students, and then say: *The final sound in fly is /ī/.* Point to the picture of the puppy on p. 142 in the *Student Interactive*. Say: *This is a picture of a puppy. Listen carefully to each sound in the word puppy: /p/ (pause) /u/ (pause) /p/ (pause) /ē/. What sound do you hear at the end of puppy? Say the sounds with me very slowly.* Repeat sounds with students, and then say: *The final sound in puppy is /ē/.* Repeat for the word sky.

**PRACTICE** Have students segment and blend the following words, listening carefully for the final sound: *happy, pony, my, try.*

## Phonics: Decode Words with Vowel Sounds of y

### Minilesson

**FOCUS** Tell students that the sounds /ī/ and /ē/ can sometimes be spelled with the letter y.

**MODEL AND PRACTICE** Display Sound-Spelling Card 77 (*bunny*). Say: *This is a picture of a bunny. We hear the sounds /b/ /u/ /n/ /ē/ in the word bunny. The word bunny is spelled b-u-n-n-y. The sound /ē/ is spelled with the letter y.* Repeat with Sound-Spelling Card 81 (*sky*) to teach the sound /ī/ spelled y. Then display the following words, and have students decode them: *cry, puppy, try, my, happy.*

**APPLY My TURN** Have students blend and decode the words on the bottom of p. 142 in the *Student Interactive*.



**ELL Targeted Support Vowel Sounds of y** Multiple vowel sounds, such as long e and long i, that share the same spelling, y, may be difficult for English learners to grasp.

Display the words *funny* and *my*. Say each word, emphasizing the final sound in each word. Ask students to tell how the final sounds are different. Then point to the final letter in each word. Say: **The letter y can spell the long e sound or the long i sound.** Have students point to the letter in each word that spells the final sound.

**EMERGING/DEVELOPING**

Display and read the words *sunny*, *my*, *try*, and *happy*. Ask students to tell what is the same about all the words. (They end with the letter y.) Say the words again, emphasizing the final sounds. Ask students to name the words that end in the same sound. Connect the final sounds to the letter y. **EXPANDING/BRIDGING**

## HIGH-FREQUENCY WORDS



Write the high-frequency words *down*, *drink*, *now*, *there*, *together*. Display the words and have students practice them.

- Point to each word as you read it.
- Then spell the word and read it again.
- Have students spell and read the words with you.
- Then have students write the words in their notebooks.

down

there

drink

together

now

STUDENT INTERACTIVE, p. 142

### PHONOLOGICAL AWARENESS | PHONICS

Read  
Together

## Final Sounds

**SEE and SAY** Say each picture name. Listen to the final sound as you name each picture. Then say each picture name again.



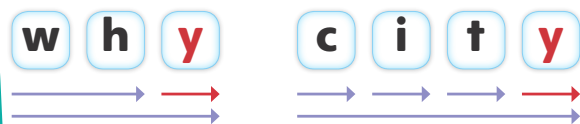
Students should say *fly*, *puppy*, *sky*.

## Vowel Sounds of y

Long i can be spelled y, as in *my*.

Long e can be spelled y, as in *body*.

**MY TURN** Read each word.



# Interact with Sources

## OBJECTIVES

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

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

## ACADEMIC VOCABULARY

**Language of Ideas** Strengthening students' academic language is essential to their academic growth across all subjects. After you discuss the poem, ask: *What do you imagine the future will be like? How do stories make learning about the past possible?*

- imagine
- suppose
- create
- possible

Be sure to use these words throughout the week to reinforce language acquisition.



Songs and Poems Big Book

See the *Songs and Poems Big Book* for selections that relate to the unit's theme.

## Explore the Poem

Review the Essential Question for Unit 3: *How can we use our imaginations?*

Ask: *What have you learned about imagination so far?* Encourage students to share their thoughts. Then read aloud the Weekly Question: *How can stories help us learn lessons?* Ask: *What do you hope to learn this week?*

Direct students to the poem “Stories Tell About . . .” on pp. 140–141 in the *Student Interactive*. Remind them that poetry is written in lines. These lines end in rhymes, or words with the same middle and ending sounds. This poem also has rhythm, or a strong beat. Have students view the pictures and listen as you read the poem. Then ask: *How do you know this is a poem?* Draw students' attention to the images and the accompanying text. *How do the pictures help you understand the words?*

Use the following questions to continue the discussion:

- Which words rhyme?
- How does the title relate to the lines of the poem?
- What do you think about when you look at each illustration?
- What do stories tell you about?

**My TURN** Have students interact with the poem by making a connection to another text they have read and drawing something new they learned from that text on p. 141.

**WEEKLY QUESTION** Restate the Weekly Question: *How can stories help us learn lessons?* Then discuss how the poem “Stories Tell About . . .” lists ways in which stories teach us new things. Say: *This week, we will learn how stories can teach us lessons.*

**ELL Targeted Support Learn a New Expression** Read aloud the poem. Point out and discuss the expression *shore to shore*.

To help students learn the new expression, explain what *shore* the expression is referring to. Use a map if necessary. Then ask: **What is this word in your native language? How do we say that in English?** **EMERGING**

Help students use the following sentence frames to learn the new expression: *A shore is \_\_\_\_\_. People in our country live \_\_\_\_\_ the shores.* **DEVELOPING**

Have student pairs use the expression in their own sentences that show meaning. **EXPANDING**

Tell student pairs to work together to learn the new expression by creating a drawing or concept map that supports its meaning. **BRIDGING**

STUDENT INTERACTIVE, pp. 140-141

WEEKLY LAUNCH: POEM

Read Together

## Stories Tell About . . .



A place we haven't traveled before,

all of the people who live shore to shore,



an event from the past that might affect me,

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## Weekly Question

How can stories help us learn lessons?

WEEK 4



and what we suppose the future could be.

**MY TURN** Think about a story you have read. Draw something new you learned from the story.

Possible drawing could show sharing, as students learned about that in *The Clever Monkey*.

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# Listening Comprehension

## OBJECTIVES

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

Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes.


## ELL Language Transfer

**Cognates** Mention the Spanish cognates to students in "The Goose and the Golden Egg."

- family : *familia*
- visit : *visitar*
- moral : *moral*

## FLUENCY

Model how to read at an appropriate rate. An appropriate oral reading rate is neither too slow nor too fast. Inform students that they will have the chance to practice reading at an appropriate rate when they read *The Cow and the Tiger* later in the week.

 **THINK ALOUD** Analyze Fables Pause after reading "What's mine is yours," the goose said with a warm smile." Then say: *I notice that the goose can talk. Animals often act like people in fables. So I think this story could be a fable.*

## Read Aloud

Tell students that you are going to read aloud a fable. Have them listen while you read "The Goose and the Golden Egg." Ask students to listen actively as you read to help them better understand the text.

### START-UP

#### READ-ALOUD ROUTINE

**Purpose** Have students use their active listening skills to identify characteristics of fables.

**READ** the fable aloud without pausing for the Think Aloud callouts.

**REREAD** the fable to students, pausing to model Think Aloud strategies related to the genre.

## The Goose and the Golden Egg

Long ago, there was a poor man who owned a small farm. He had just one animal—a goose.

The farmer visited the goose one day and found something wonderful. The goose had laid a shiny, golden egg! "My sweet goose, may I have your golden egg?" the farmer asked kindly.

"What's mine is yours," the goose said with a warm smile.

The farmer collected the egg and took it to the market to sell. He was able to feed his family for a whole week with the money.

Each day, the goose would lay a new golden egg and happily give the egg to the farmer.



“The Goose and the Golden Egg,” continued

But the farmer began to think. *There are so many things to buy. Why can't I buy them faster?*

“One golden egg a day is not enough!” he shouted at the goose. “I need to sell *more, more, more!* Tomorrow, I want to see *two* golden eggs! No, *three eggs!* No, *four!*”

The goose looked at him with tears in her eyes.

But he did not find four golden eggs the next day. Or three. Or two. Or even one. He found nothing. The goose was gone. And the farmer would never hold a golden egg again.

Moral: Be happy with what you have.

**THINK ALOUD** Analyze

**Fables** Pause after reading the moral. Then say: *I read about the moral of the story. Morals teach important lessons. Fables tell morals. So I know this story is a fable.*

**ELL Targeted Support Retell** Reread “The Goose and the Golden Egg.” Then ask students to retell the story.

Have students retell the Read Aloud to a partner. Prompt pairs to discuss the characteristics of a fable they recognized in the story. **EMERGING/DEVELOPING**

Have student pairs retell the Read Aloud to the group. Ask them to use language related to the genre, such as *moral*, when retelling the story. **EXPANDING/BRIDGING**

**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 GOOSE AND THE GOLDEN EGG**

Beginning

End

Ask students: *How does the farmer act in the beginning of the story? How does he act in the end?* Use the chart to write student responses.



## SPOTLIGHT ON GENRE

## Fable

## LEARNING GOAL

I can read traditional stories.

## OBJECTIVES

Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes.

LANGUAGE OF  
THE GENRE

As you review the Anchor Chart, check that students understand the words that help them talk about characters in fables.

- characters
- reasons
- actions

FLEXIBLE OPTION  
ANCHOR CHARTS

Continue adding to your own anchor chart to go with this lesson. Focus on characters in fables.

- Examine characters' actions, words, and feelings.
- Explain the reasons for characters' actions.
- Add to the anchor chart as students learn about characters.

## Minilesson

**FOCUS ON STRATEGIES** Fables are traditional stories that sometimes have animal characters that talk and act like people. Fables also have a moral, or a central message that teaches the reader an important lesson.

- Think about the characters: What do they do? What do they say? What do they feel?
- Look for the moral. What important lesson does the story teach you?

**MODEL AND PRACTICE** Revisit the Read Aloud, “The Goose and the Golden Egg,” on pp. T202–T203. Use this story to discuss the key characteristics of a fable. *I read the moral, or lesson, at the end of the story. Fables have morals, so this story is a fable. Fables also have animals that talk and act like people. There are two characters in the story—the goose and the farmer. The farmer is a person. The goose is an animal, but she talks like a person.* Then work with students to examine the Anchor Chart about characters on p. 153 in the *Student Interactive*.

**ELL Targeted Support Respond to Questions** Use sentence frames to help students answer questions about fables. Reread “The Goose and the Golden Egg” on pp. T202–T203.

Ask: *What animal in this story talks like a person?* Have students complete this sentence frame: *The animal is a \_\_\_\_\_. (goose)* Ask students to read the completed sentence with you. **EMERGING/DEVELOPING**

Use these questions and sentence frames: *What does the farmer want the goose to do? The farmer wants the goose to \_\_\_\_\_. (lay more eggs) What does the goose do? The goose \_\_\_\_\_. (goes away) Who learns a lesson in this story? The \_\_\_\_\_ learns a lesson. (farmer)* Have students read aloud the completed sentences with a partner. **EXPANDING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies to identify a fable.

**OPTION 1 TURN, TALK, AND SHARE** Have students turn and talk with a partner about fables with animal characters that act like people, using the prompt on p. 152 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students record in a notebook the characteristics of a fable that they find in their independent reading text.

### QUICK CHECK

**Notice and Assess** Can students identify the characteristics of a fable?

#### Decide

- **If students struggle**, revisit instruction about fables in Small Group on pp. T210–T211.
- **If students show understanding**, extend instruction about fables in Small Group on pp. T210–T211.

**Be a Fluent Reader** Tell students that fluent readers read at an appropriate rate. They do not read too fast or too slow. Read the note on p. 152 in the *Student Interactive*. Have partners practice reading fluently at an appropriate rate.

STUDENT INTERACTIVE, pp. 152–153

GENRE: FABLE

Read Together

My Learning Goal I can read traditional stories.

SPOTLIGHT ON GENRE

**Fable**

A fable sometimes has animal characters that talk and act like people.

TURN and TALK How do these characters act like people?

**Be a Fluent Reader** Fluent readers read at an appropriate rate. That means they do not read too fast or too slow. After you read this week's text, practice reading fluently with a partner.

Read Together

READING WORKSHOP

**Fable Anchor Chart**

Describe Characters

- Ⓞ what they do
- Ⓞ what they say
- Ⓞ how they feel
- Ⓞ the reasons for their actions

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# Academic Vocabulary

## LEARNING GOAL

I can make and use words to connect reading and writing.

## OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

## ELL Access

Write the words *hopeful* and *hopeless* on the board. Circle the suffixes *-less* and *-ful*. Say the base word and suffix and have students repeat. Explain the meaning of each word, and then have partners use the words in oral sentences.

## Word Parts

### Minilesson

**FOCUS ON STRATEGIES** Review word parts with students, explaining how they can be added to words to make new words with new meanings. When working with word parts,

- define the word before adding a word part.
- add a word part to the correct position on the word (beginning or end).
- figure out the meaning of the new word.

**MODEL AND PRACTICE** Model an example from p. 169: *I need to figure out what *hopeful* means. I read the meanings of the word parts *-less* and *-ful*. Since *-ful* means “full of,” then *hopeful* means “full of hope.” I will draw a line from *hopeful* to “full of hope.”* Explain how the words *hope* and *thought* are related to the Academic Vocabulary words *imagine* and *suppose*.

# Handwriting

## OBJECTIVE

Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

## Write Words

**FOCUS** When printing words, tell students to focus on using correct spacing between each letter.

**MODEL** Write the word *sad*, showing students how much space should be used between letters within a word. Help them develop their handwriting by printing words legibly while leaving appropriate spaces between words and letters.



## ASSESS UNDERSTANDING

## Apply

**My TURN** Ask students to complete the activity on p. 169 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 169

VOCABULARY **Read Together** READING-WRITING BRIDGE

I can make and use words to connect reading and writing.

**My Learning Goal**

### Academic Vocabulary

**Word parts** can be added to some words to make new words with new meanings.

The word part **-less** means “**without**.”  
The word part **-ful** means “**full of**.”

**MY TURN** Match the words to their meanings.

hopeful	full of thought
shapeless	full of hope
thoughtful	without shape

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**PRACTICE** Have students use *Handwriting* p. 161 from the *Resource Download Center* to practice printing words with correct spacing between letters and words.

Name \_\_\_\_\_ **Read Together**

### Handwriting

**Write Words**  
It is important to write words with letters that are not crowded together. It is also important to write words with letters that are not too far apart.

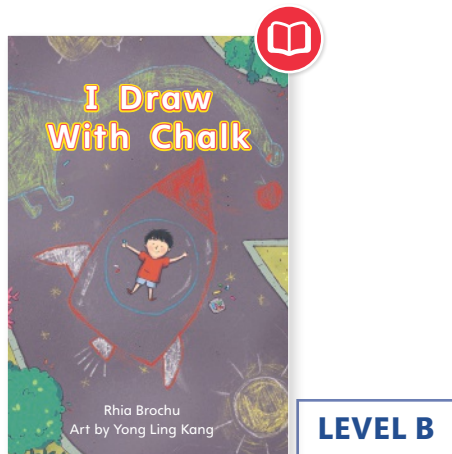
**MY TURN** Trace and write the following words. Watch the space between the letters in each word.

Grade 1 • Unit 3 • Week 9 161

*Handwriting*, p. 161

# 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.



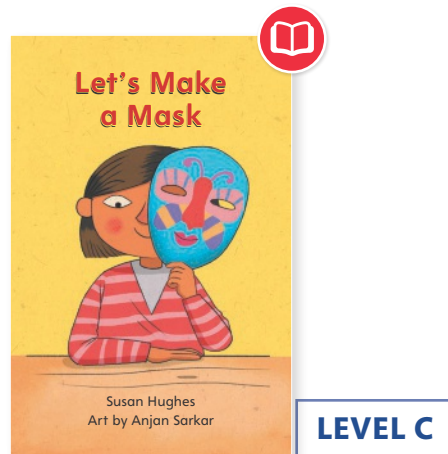
**Genre** Realistic Fiction

**Text Elements**

- Simple sentences
- Two lines of text per page

**Text Structure**

- Repetitive



**Genre** Informational Text

**Text Elements**

- Familiar, easy content
- One to three lines of text per page

**Text Structure**

- Simple Factual



**Genre** Narrative Nonfiction

**Text Elements**

- Familiar, easy content
- Two to three lines of text on most pages

**Text Structure**

- Simple Factual

## Guided Reading Instruction Prompts

To support the instruction in this week's minilessons, use these prompts.

### Identify Traditional Stories

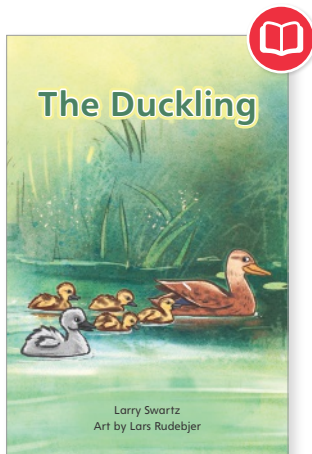
- How does the story teach readers a central lesson?
- Who or what are the characters?
- Do animals talk and act like people?

### Develop Vocabulary

- How do illustrations help you find the meaning of a word?
- Which words describe the way characters feel?
- How does the word \_\_\_ tell you more about the character(s)?

### Describe Main Events and Setting

- What are the important events in the story?
- When does the story happen?
- Where does the story take place?



LEVEL H

**Genre** Folktale

**Text Elements**

- Words with complex spelling patterns
- Four to eight lines of text per page

**Text Structure**

- Chronological



LEVEL I

**Genre** Folktale

**Text Elements**

- More elaborated episodes
- Longer sentences that carry over three lines

**Text Structure**

- Chronological



LEVEL I

**Genre** Folktale

**Text Elements**

- More elaborated episodes
- Longer sentences that carry over two lines

**Text Structure**

- Compare and Contrast

## Visualize Details

- What details tell about the main events or setting?
- How do details help you make pictures in your mind about the setting or events?
- What can you learn from the pictures you visualize?

## Compare Texts

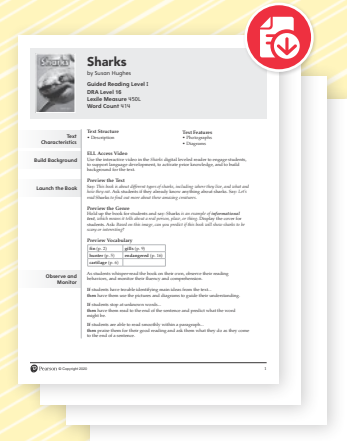
- How are *The Cow and the Tiger* and \_\_\_ similar and different?
- What text evidence can you use to compare the fables?

## 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](http://SavvasRealize.com).



Use the  **QUICK CHECK** on p. T205 to determine small group instruction.

# Teacher-Led Options

## Strategy Group

### IDENTIFY FABLES

**Teaching Point** If readers want to know they are reading a fable, they can look for certain things. Fables always have a moral, or a lesson. The moral is usually at the end of the fable. Fables often have animal characters who talk and act like people. Have students identify the characteristics of a fable in *The Ant and the Grasshopper* in Week 1 of this unit's *Student Interactive*.

### ELL Targeted Support

Reread *The Ant and the Grasshopper* with students. Then have them respond to questions about the text.

Have students respond to simple questions to help them identify the characteristics of a fable in *The Ant and the Grasshopper*, such as: **What animals talk and act like people?** (*the ant, the grasshopper*) **EMERGING**

Have students respond to questions using sentence frames, such as: *The moral of The Ant and the Grasshopper is \_\_\_\_\_. The \_\_\_\_ acts like a person when it \_\_\_\_\_.* **DEVELOPING**

Have students answer questions about the text using detailed responses. **EXPANDING**

Have students develop their own questions about *The Ant and the Grasshopper*. Have students respond to the questions developed by others. **BRIDGING**



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

## Intervention Activity

### GENRE: TRADITIONAL TALES

Use Lesson 38 in the *myFocus Intervention Teacher's Guide* for instruction on identifying traditional stories.

LEVEL B • READ

**Lesson 38** Genre: Traditional Tales

**DIRECTIONS** Follow along as your teacher reads each story. Look at the pictures.

The Ant and the Dove

One morning, Ant went to the river. He wanted a drink of water. But he fell in the river and he could not swim. He was in danger. Just then, Dove saw Ant in the river. She dropped a twig into the water. Ant jumped on the twig and made it to the bank. He was safe! Weeks later, Ant saw a man with a net. The man was going to catch Dove. So Ant bit the man's foot. The man dropped the net. Dove was able to fly away. She was safe!  
*One good deed deserves another.*

The Elves and the Shoemaker

Once upon a time, a poor shoemaker lived with his wife. They had only a little money. The shoemaker had leather for just one more pair of shoes. He cut the leather and left it on his bench. "I'll make these shoes in the morning," he said. He and his wife went to bed. The next morning, the shoemaker saw a fine pair of shoes on his bench. "How can this be?" he asked. He didn't know. But he sold the shoes. He got food to eat. He got more leather. Every night, the shoemaker set out more leather. Every morning, he found more shoes. He made plenty of money now.

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## On-Level and Advanced

### INQUIRY

**Question and Investigate** Have students review the poem on *Student Interactive* pp. 140–141. Ask them to think about what they learn from stories. During the week, have them research examples of well-known books, television shows, and/or movies and identify the lessons they teach. See *Extension Activities* pp. 198–202 in the *Resource Download Center*.

## Conferring

3 students / 3-4 minutes  
per conference

### IDENTIFY FABLES

**Talk About Independent Reading** Have students discuss how they can tell they are reading a fable.

#### Possible Conference Prompts

- Does the book have a moral, or central lesson?
- What is the moral of the story?
- Are there animal characters that act and talk like people?

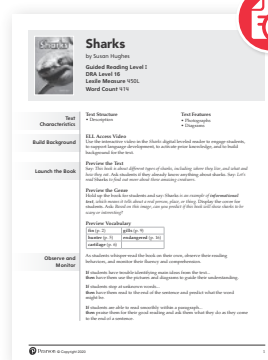
**Possible Teaching Point** Readers can figure out the moral from what characters do, say, and feel. Ask yourself: Does the character do something good or bad? Why does that character do something good or bad? Then you can better understand the moral.

## Leveled Readers



### IDENTIFY TRADITIONAL TALES

- For suggested titles, see “Matching Texts to Learning,” pp. T208–T209.
- For instructional support on how to identify characteristics of a fable, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Ask students to come back together in whole group. Encourage a few students to share the moral they learned from a fable.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to *The Ant and the Grasshopper* in Week 1 of this volume’s *Student Interactive*.
- read a self-selected trade book.
- begin reading their Book Club text.

### Centers



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

### Literacy Activities



Students can

- write about a story they recently read that they particularly enjoyed in a notebook.
- share with a partner the drawing they made in response to the My Turn activity from “Stories Tell About . . .” on p. 141 in the *Student Interactive*.
- play the myView games.

### BOOK CLUB



See Book Club pp. T468–T471 for

- ideas for facilitating Book Club with a trade book of your choice.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups’ collaboration.

# Word Work

## OBJECTIVES

Decode words with closed syllables; open syllables; VCe syllables; and vowel teams.

Identify and read common high-frequency words.

## ADDITIONAL PRACTICE

For additional student practice with the vowel sounds of y, use *Phonics* p. 143 from the *Resource Download Center*.

*Phonics* p. 143

## Phonics: Decode and Write Words with Vowel Sounds of y

### Minilesson

**FOCUS** Tell students that both the sound /ē/ and the sound /ī/ can be spelled y at the end of a word.

**MODEL AND PRACTICE** Write the following words on the board: *baby*, *windy*, *sloppy*. Say: **The sound of long e can be spelled y as in the word *baby*.** Have students read the word with you as you underline the long e spelling, y. Then point to the word *windy* and have students sound it out. Ask: **What vowel sound do you hear at the end of the word *windy*? (/ē/)** How do you spell the sound /ē/ in *windy*? (y) Repeat for the word *sloppy*. Then write the words *by*, *cry*, and *dry* on the board. Read the word *by* as you point to each letter. Say: **The sound of long i can be spelled y as in the word *by*.** Have students read the word with you as you underline the y spelling of the sound /ī/. Then point to the word *cry* and have students read it. Ask: **What vowel sound do you hear at the end of the word *cry*? (/ī/)**. How do you spell the sound /ī/ in *cry*? (y). Repeat with the word *dry*.

**TURN, TALK, AND SHARE** Have partners decode the words and name the vowel sound y makes in each word at the top of p. 143 in the *Student Interactive*.

## FORMATIVE ASSESSMENT OPTIONS

### Apply

**OPTION 1 My TURN** Have students complete p. 143 and p. 144 in the *Student Interactive*.

**OPTION 2 Independent Activity** Using Letter Tiles, have students spell words ending in y, and then say what sound the letter y spells in each word.

### QUICK CHECK

**Notice and Assess** Are students able to decode and write words with long e and long i spelled y?

#### Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T222–T223.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T222–T223.

## HIGH-FREQUENCY WORDS

Write the words *now, down, there, drink, together*. Have students

- read each word.
- spell each word.
- practice reading and spelling the words with a partner.

STUDENT INTERACTIVE, p. 143

Read Together
FOUNDATIONAL SKILLS

### Vowel Sounds of y

**TURN and TALK** Read these words. Name the vowel sound y makes in each word.

	my	by	shy
	sleepy	windy	copy
	try	dry	fry
	happy	funny	silly

**MY TURN** Say each picture name. Write the words that name the pictures. Then read the words.

\_\_\_\_\_

cry

\_\_\_\_\_

city

143

STUDENT INTERACTIVE, p. 144

Read Together
PHONICS | PHONOLOGICAL AWARENESS

### Vowel Sounds of y

**MY TURN** Write y to finish the words. Then read the sentences.

- Look up at the       sky      .
- The hawks       fly      .
- They are       speedy       hawks.

First, try long i for the sound of y. Then try long e.

**MY TURN** Write another sentence that includes a word with the vowel sound spelled y.

Possible response:

I go by the city.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

144



# Introduce the Text



## OBJECTIVES

Demonstrate print awareness by identifying the information that different parts of a book provide.

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

## ELL Access

### Background Knowledge

Students can find meaning by connecting what they are learning in class to their prior knowledge. Encourage students to share anything they know about cows, tigers, and forests.

## 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 *sad*, *angry*, *happy*, and *surprised* from p. 154 in the *Student Interactive*.
- Have students act out words they know. For example, ask: *What does angry look like?* Students can then show you their angry faces. Repeat with each of the other preview vocabulary words.
- Define the words for students if needed. Definitions appear on the selection pages that follow. Then say: *These words tell how characters feel in The Cow and the Tiger.*

## Print Awareness

Direct students' attention to p. 155 of the *Student Interactive*. Have them tell what kind of information is provided on this page. Ask students to point to the title (*The Cow and the Tiger*) and the names of the author (Sudha Ramaswami) and illustrator (Kasia Nowowiejska) to demonstrate print awareness.

## Read

Discuss the First Read Strategies with students. During their first read, invite them to read for fun and discovery.

### FIRST READ STRATEGIES

**READ** Prompt students to find the most important ideas in the fable.

**LOOK** Have students look for details to help them describe and visualize the setting and events.

**ASK** Tell students to ask questions during the reading to help them understand the story. Provide assistance as needed.

**TALK** Ask students to talk about the moral, or lesson, of the fable.

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.



**ELL Targeted Support Develop Vocabulary** Have students use visual and contextual support to help them learn the vocabulary words on p. 154 in the *Student Interactive*.

Draw faces as visual supports for each of the four emotions on the board. Say aloud sentences with examples that hint at each emotion, such as: *I lost my toy. I feel \_\_\_\_.* (*sad*) Have students answer by pointing to the face that represents the correct emotion.

### EMERGING

Read aloud example sentences as contextual supports, such as: *I lost my toy.* Then have students echo read and say which of the four emotions they would be feeling. **DEVELOPING**

Have students draw pictures as visual supports illustrating two of the vocabulary words. Then prompt them to describe their drawings to a partner. **EXPANDING**

Ask students to work in small groups to draw pictures and write sentences as supports that use the vocabulary words. Have students share their work with others. **BRIDGING**

STUDENT INTERACTIVE, pp. 154–155

**Read Together**

## The Cow and the Tiger

### Preview Vocabulary

You will read these words in *The Cow and the Tiger*.

sad	angry	happy	surprised
-----	-------	-------	-----------

### Read

**Read** to find the most important ideas.

**Look** for details to help you describe and visualize the setting and events.

**Ask** questions during reading to understand the text.

**Talk** about the moral of the text.

**Meet the Author**

**Sudha Ramaswami** teaches second grade. She has written two children's books that teach the importance of doing the right thing. She loves to write poetry too.

**154**

**Read Together** Genre Fable

**AUDIO**  
Audio with Highlighting

**ANNOTATE**

**THE COW AND THE TIGER**

written by  
**Sudha Ramaswami**  
illustrated by  
**Kasia Nowowiejska**

**155**

STUDENT INTERACTIVE, pp. 156–157



Once there was a cow named Bala. She had a beautiful calf. Bala liked to graze in the shadowy forest and then feed her calf.

156

One day, Bala went to the forest. An angry tiger caught her. Sad Bala cried, “Please don’t eat me! Let me go feed my calf.”

angry mad  
sad upset



CLOSE READ

What can you visualize about the forest? Highlight the details that help you.

157

## First Read

### Ask

**THINK ALOUD** Asking myself questions while I read can help me better understand the story. On pages 156–157, I read that Bala is found by a tiger, and she is worried about her calf. Will the tiger let her go so she can feed her calf? I want to read more to find out.

## Foundational Skills Extension

### Vowel Sounds of y

Ask students to identify and decode words on pp. 156–157 that have the sound /ī/ or /ē/ spelled y. (/ī/: my; /ē/: shadowy, angry)



STUDENT INTERACTIVE, pp. 158-159



Bala said, “I promise, I promise to come back.

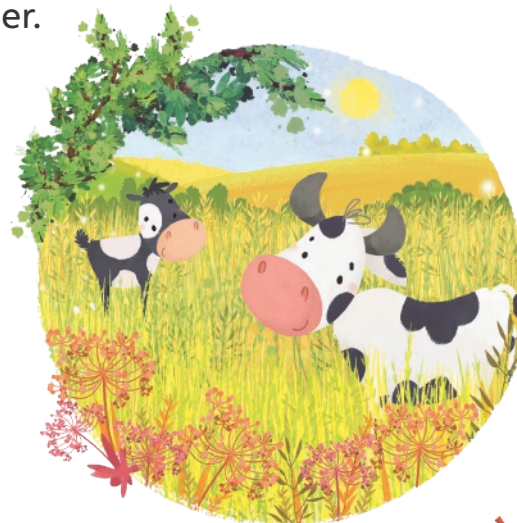
I’ll come back soon. Then you can attack!”



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158

Tiger agreed. Bala went back to her grassy home. She quickly fed her calf. Then she returned to the shadowy forest and looked for Tiger.



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CLOSE READ 

Underline the words that describe where Bala lives.

159

### Possible Teaching Point

#### Language & Conventions | Pronouns *I* and *me*

Use the Language & Conventions lesson on p. T399 in the Reading-Writing Workshop Bridge to teach students about the pronouns *I* and *me*. Call students’ attention to the dialogue on p. 158. Ask students to identify the subjective pronoun that Bala uses to talk about herself. (*I*)

## Close Read

### Visualize Details

Prompt students to highlight the details on p. 156 that help them find an answer to the question: *What can you visualize, or picture in your mind, about the forest?* **DOK 2**

### Describe Setting

Remind students that the setting is when and where a story happens. Have them underline the words on p. 159 that describe where Bala lives. **DOK 1**

#### OBJECTIVES

Create mental images to deepen understanding with adult assistance.  
Describe the setting.

STUDENT INTERACTIVE, pp. 160-161



**surprised** a feeling when something unexpected happens



Bala said, “I promised, I promised that I’d come back.”

Tiger was surprised to see her. He was pleased that Bala kept her word.

160

Tiger said, “You promised, you promised that you’d come back. You told the truth. Now I won’t attack.”



CLOSE READ

Underline why Tiger does not attack Bala.

161

## First Read

### Talk

**THINK ALOUD** What did Bala do to keep Tiger from attacking? Talk about the phrase “keep a promise.” Have students find words in the text that help them determine or clarify the phrase “keep your promise.”

I can talk about the moral, or lesson, on page 163. “Always keep your promises. Always tell the truth.” I like the moral. It feels good to tell the truth. The author used animal characters to show a good thing can happen when you keep promises and tell the truth.

### OBJECTIVE

Use text evidence to determine or clarify unknown phrases.

### Possible Teaching Point



#### Academic Vocabulary | Word Parts

Use the Academic Vocabulary lesson on p. T206 in the Reading-Writing Workshop Bridge to teach about word parts. Tell students that the word part *-ful* means “full of.” Point out the word *truth* on p. 161. Ask, **What does the word *truthful* mean?** (“full of truth” or “honest”)



STUDENT INTERACTIVE, pp. 162-163

**happy** feeling good

Bala was very happy. She went back to her calf.

Tiger was not mad anymore. He promised, he promised to protect Bala from other animals.

162

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Moral: Always keep your promises. Always tell the truth.



FLUENCY

Read pages 160–161 aloud with a partner to practice reading at an appropriate rate.

163

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CROSS-CURRICULAR  
PERSPECTIVES

Social Studies



The moral of this fable reflects important beliefs shared by various families and communities. Many people believe “keeping promises” and “telling the truth” are important ways to act.

## Close Read

## Describe Main Events

Have students follow the prompt on p. 161. Tell them that what they underlined will help them describe the reason for Tiger’s actions and how it is a main, or important, event in the story. **DOK 1**

## Fluency

Have students practice reading at an appropriate rate when reading aloud pp. 160–161 with a partner.

## OBJECTIVES

Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Describe main event elements, including the main events, the problem, and the resolution, for texts read aloud and independently.



# Respond and Analyze



## OBJECTIVES

Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

Use text evidence to support an appropriate response.

Respond using newly acquired vocabulary as appropriate.

## My View

Prompt students to share their initial thoughts on *The Cow and the Tiger*.

- **Discuss** Have students share how they feel about the lesson, or moral, of *The Cow and the Tiger*.
- **Illustrate Details** Draw a picture of the setting or an event from the story. Ask: *Why did you draw \_\_\_? What details from the text helped you make your drawing?*

## Develop Vocabulary

### Minilesson

**FOCUS ON STRATEGIES** *The Cow and the Tiger* includes the vocabulary words *sad*, *angry*, *happy*, and *surprised*. These words describe emotions. To determine a word's meaning, students can

- use a picture dictionary or glossary.
- look at pictures that help them visualize the word meaning.
- find and use context clues from the story.

**MODEL AND PRACTICE** Prompt students to look at p. 164 in the *Student Interactive*. Show students how to complete the crossword puzzle by working with them to determine the word for "1 across." Display the visual clue. Ask: *What emotion, or feeling, does the face show? (surprise)* Then fill in the answer.

**ELL Targeted Support Vocabulary** Explain that the four vocabulary words from the Word Bank describe character emotions.

Demonstrate the meanings of the vocabulary words by making the appropriate facial expression as you say each one. Then display the words and have students make the appropriate facial expression as you point to and say each word. **EMERGING/DEVELOPING**

Display the vocabulary words. Read them aloud, making the appropriate facial expression. Then make an expression and have students point to and say the word that describes the emotion you are showing.

**EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for determining the meaning of vocabulary words.

**OPTION 1 My TURN** Have students finish p. 164 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students seek out words that describe character emotions. Then ask them to draw pictures that show each emotion.

### QUICK CHECK

**Notice and Assess** Can students determine the meaning of new vocabulary words?

#### Decide

- **If students struggle**, revisit instruction for vocabulary in Small Group on pp. T224–T225.
- **If students show understanding**, extend instruction for vocabulary in Small Group on pp. T224–T225.

**Check for Understanding My TURN** Have students complete p. 165 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 164–165

**VOCABULARY**

**Develop Vocabulary**

**MY TURN** Read the clues. Then use the words in the box to complete the crossword puzzle.

sad
angry
happy
surprised

2 3

h a p p y

n

g

1 s u r p r i s e d

a

d

Across	Down
1.	1.
2.	3.

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**COMPREHENSION**

**Check for Understanding**

**MY TURN** Write the answer to each question. You can look back at the text.

**DOK 2** 1. What makes this text a fable?  
Possible response:  
**It has a lesson at the end.**

2. Why does the author use the word cried?  
**DOK 3** Possible response:  
**The word shows that Bala is upset.**

3. How do the characters' actions show the moral, or lesson? Use text evidence.  
**DOK 3** Possible response:  
**Tiger and Bala keep their promises.**

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Use the  **QUICK CHECK** on p. T213 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### VOWEL SOUNDS OF y

**Sound-Spelling Cards** Share with students Sound-Spelling Cards 77 (*bunny*) and 81 (*sky*). Say: The letter *y* spells the sound /ē/ in *bunny*. The letter *y* spells the sound /ī/ in *sky*.



Display the words *why* and *happy*. Have students read the words. Then ask students to tell how the two words' endings are different. Continue with other word pairs to contrast the different vowel sounds of *y*.

### ELL Targeted Support

Use words that rhyme with *bunny* and *sky* to help students learn relationships between sounds and letters.

Say *bunny* and *sunny*. Then say *sky* and *my*. Write the words and have students trace the letter that spells the final sound in each word.

### EMERGING

Ask students to draw pictures of words that rhyme with the word on either card. Have students say the name of their drawing. Show them how to write that word. **DEVELOPING**

Have students work with a partner to think of words that rhyme with the word on one of the cards. Have them make a list. Then have them share their list with the group. **EXPANDING/BRIDGING**



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

## Intervention Activity

### LONG VOWEL PATTERNS

Use Lesson 21 in the *myFocus Intervention Teacher's Guide* for instruction on long vowel patterns.

LEVEL B • MODEL AND TEACH

**Lesson 21 Long Vowel Patterns**

**INTRODUCE** Remind students that long vowel sounds sound like the letter name. Remind students they have learned to recognize and say words with long vowel sounds in words with a silent final *e*. Today we will learn to recognize words with these long vowel sounds—/ē/, /ō/, and /ī/—that are spelled differently.

**MODEL** Display Student Page S127. Read aloud the first two sentences in the passage. Point to the word *She*, read it aloud, and have students repeat after you. Point to the letter *e*. *She* is a word with a long *e* sound that is spelled differently from the word *Pete*.


**OBJECTIVES:**

- Learn sound-letter correspondences besides the silent *e* rule for long *e* (e and y), long *i* (i, y, and igh), and long *o* (o).
- Use knowledge of these correspondences to decode long vowel words in isolation and in context.
- Apply knowledge of these correspondences to spell long vowel words properly.

**Hi!**

She is a young girl.  
Pete is a cold boy.  
The young girl says hi to the cold boy.  
The boy is too cold to say hi back!

e	o	i
she	cold	hi



**TEACH** Direct students' attention to the chart and run your finger under relevant letters and words as you read it aloud. Draw out and blend the sounds. Say the long *e* sound with me: /ē/. Say the word with me: /sh/ē/. /ē/. /hi/. Cold uses a long *o* sound, but it is spelled differently from *bone*. Say the long *o* sound with me: /ō/. Now say the word with me: /k/ō/. Point to the word *hi* in the last column. *Hi* uses a long *i* sound, but it is spelled differently from *kite*. Say the long *i* sound with me: /ī/. Now say the word with me: /h/ī/.

Phonics, Morphology, and Spelling T • 127

## Intervention Activity

### PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 1–13.

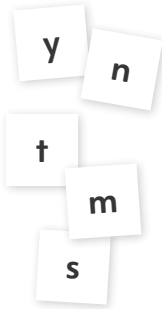
## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Spread out Letter Tiles for students to see. Have students form these incomplete words using the Letter Tiles: *m\_, cit\_, fl\_, bod\_, tr\_, wind\_*. Students can use the Letter Tile *y* to finish the incomplete words. Then have them sort the words into two groups: *y /ī/* words and *y /ē/* words.



Students can also play the Letter Tile game in the myView games at [SavvasRealize.com](http://SavvasRealize.com).

### Decodable Reader



Have students practice decoding high-frequency words and words with the vowel sounds of *y* by reading and listening to the Decodable Reader *Lost Caps*.

After students finish reading *Lost Caps*, ask them to look back through the story to find one high-frequency word or word with a vowel sound of *y*. Have students draw a picture of or write a sentence about their chosen word.

### High-Frequency Words

Have students make their own word cards for this week's high-frequency words: *there, down, drink, now, together*. Have students read the words with a partner. Tell them to make a mark on the back of the card when they come across the word in their reading. This way they can see how often these words are used.

### Centers



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

## Decodable Reader

**Lost Caps**  
Written by Juan Perlas

Decodable Book Reader  
31

**Vowel Sounds of y**

by	pricy
city	try
cry	why
fancy	yummy
happy	

**High-Frequency Words**

down	there
drink	they
know	together
now	work

49

There are three kids from the city. They lost three fancy caps.

50

They do not ask why and cry. They try to fix it together now!

51

They go to the place they went last. They put a penny in for luck.

52

Now they look down, down, down. But there are no caps there.

53

Now they go to the next place. They went for a drink of yummy milk.

54

There are the caps by the cups! The three kids are happy.

55

Now the kids are glad. They know how to work together.

56

Use the  **QUICK CHECK** on p. T221 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DEVELOP VOCABULARY

**Teaching Point** There are many ways to learn new word meanings. One strategy is to use pictures and context clues in the text. Have students use this strategy to understand the meaning of the word *promise* used in *The Cow and the Tiger*.

### ELL Targeted Support

**Linguistic Support** Have students use the glossary on pp. 238–243 in the *Student Interactive* to enhance and confirm their understanding of the words *sad*, *angry*, *happy*, and *surprised*. Read aloud the sentences from *The Cow and the Tiger* with these words.

Help students find the words in the glossary. Read aloud the meanings and ask students to use facial expressions to show the meanings. Then reread the sentences from the text. **EMERGING**

Guide students to find the words in the glossary. Read aloud the meanings with students. Ask them to draw pictures that show the meanings. Then have students listen to the sentences from the text again and use their pictures to confirm understanding. **DEVELOPING**

Have partners find the words in the glossary. Ask them to discuss the meanings and then listen to the sentences from the text again. Have them use the glossary to enhance their understanding. **EXPANDING**

Ask partners to listen to the sentences from the text. Then have them find the words in the glossary to enhance and confirm their understanding of the text. **BRIDGING**



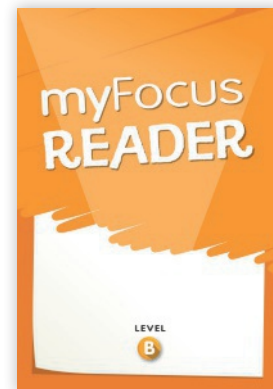
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### myFOCUS READER

Read the text on pp. 36–37 in the *myFocus Reader* with students. Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to provide additional information for students to learn how stories can help us learn lessons.



Provide instructional support for decoding, comprehension, word study, and Academic Vocabulary.

## Fluency

Assess 2–4 students



### PROSODY

Assist students as they search for a short passage in an appropriate leveled reader. Have student pairs take turns reading the passage with appropriate expression and phrasing. If necessary, model reading with appropriate expression for them.

### ORAL READING RATE AND ACCURACY

Use pp. 79–84 in Unit 3, 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

### DEVELOP VOCABULARY

**Talk About Independent Reading** Have students discuss their drawings that show words used to describe emotion.

### Possible Conference Prompts

- What does it mean to feel \_\_\_?
- How does your picture show this emotion, or feeling?
- What can you do to help yourself remember what the word means?

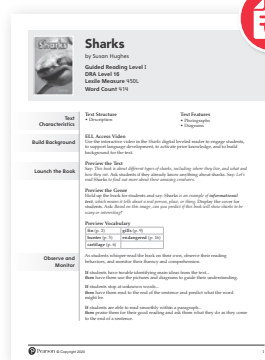
**Possible Teaching Point** Readers can create their own flashcards. Creating flashcards makes it easier to remember words and word meanings.

## Leveled Readers



### DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T208–T209.
- For instructional support on determining meaning of unfamiliar words, see *the Leveled Reader Teacher’s Guide*.



## Independent/Collaborative

### Independent Reading



Students can

- reread and listen to *The Cow and the Tiger* or an appropriate Leveled Reader.
- read a self-selected trade book or their Book Club text.
- practice reading a text with expression to a partner.

### Centers



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

### Literacy Activities



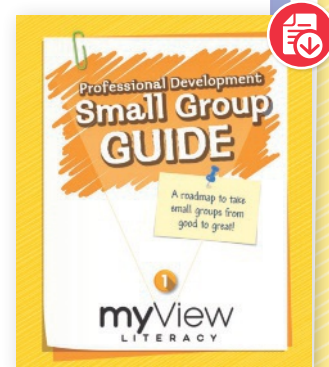
Students can

- use the crossword puzzle activity on p. 164 of the *Student Interactive* as a model to create a new puzzle for a partner to complete.
- discuss with a partner their responses to the questions on p. 165 in the *Student Interactive*.
- play the myView games.

### SUPPORT INDEPENDENT READING

Have students review some of the reading goals they set earlier in the year. Celebrate any goals they have completed so far while encouraging them to pursue new, more challenging goals.

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



## Whole Group

**Share** Bring the whole class back together. Prompt students to define a word they learned about today using their own words. Give them positive feedback for the number of words they have learned so far this year.

# Word Work

## OBJECTIVES

Blend spoken phonemes to form one-syllable words, including initial and/or final consonant blends.

Segment spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends.

Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

Decode two-syllable words following basic patterns by breaking the words into syllables.



Sound-Spelling Card 147

## Phonological Awareness: Segment and Blend Phonemes

**SEE AND SAY** Tell students that we can segment words by breaking them apart into single sounds. Point to the picture of the frog on p. 145 in the *Student Interactive*. Say: *This is a picture of a frog. Listen as I segment the word frog: /f/ (pause) /r/ (pause) /o/ (pause) /g/. Now I will blend, or combine, the sounds to say the word, frog.* Help students identify the pictures of the *tree* and the *desk*. Guide students to segment and blend the phonemes in each word: /t/ /r/ /ē/; /d/ /e/ /s/ /k/.

**PRACTICE** Have students blend and segment the phonemes in these words: *bread*, /b/ /r/ /e/ /d/; *crack*, /k/ /r/ /a/ /k/; *ask*, /a/ /s/ /k/.

## Phonics: Decode Words with Syllable Pattern VCCV

### Minilesson

**FOCUS** Tell students that a syllable is a word part that has a vowel sound. Display the word *rabbit*. Say: *In the word rabbit, I hear the sounds /r/ /a/ /b/ /ə/ /t/. The vowel sounds I hear are /a/ and /ə/. The word rabbit has two vowel sounds, so it has two syllables.* Point to the VCCV letter pattern. Say: *We can use the pattern of letters to help us read two-syllable words.*

**MODEL AND PRACTICE** Display Sound-Spelling Card 147 (*basket*). Say: *This is a picture of a basket. The word basket has two vowel sounds so it has two syllables.* Write the word *basket*, and above the letters *a* and *e*, write the letter *V* for vowel. Say: *What two letters in basket come between the two vowels?* (*s, k*) Above the letters *s* and *k*, write the letter *C* for consonant. Then say: *When a word has two syllables and there are two consonants between the two vowels in the word, we can break the word into two parts between those two consonants: bas/ket.* In words with the syllable pattern VCCV, the syllables end in consonants and vowel sounds are usually short. The syllables are called closed syllables. Write these words and have students read them: *velvet; mitten; dentist.*

**APPLY My TURN** Have students read the word at the bottom of p. 145 in the *Student Interactive* and draw a line to divide the word into syllables.



# High-Frequency Words

## Minilesson

**FOCUS** Write or display the high-frequency words: *now, down, there, drink, together.*


**MODEL AND PRACTICE** Have students turn to p. 146 in the *Student Interactive* and read the words at the top of the page. Then say and spell the words with students. Have student volunteers use each word in a sentence.


**APPLY My TURN** Have students complete and read the sentences on the bottom of p. 146 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 145

**Read Together** FOUNDATIONAL SKILLS

### Segment and Blend Sounds


 To make words, we segment, or separate, sounds and then blend, or combine, them. Segment the sounds in each picture name. Then blend them.



Students should say frog, tree, desk.

### Syllable Pattern VCCV

A **syllable** is a word part with a vowel sound. A **closed syllable** is closed off by a consonant. A word with two consonants in the middle is divided between the consonants.

 Read the word. Draw a line to show where to divide the word into syllables.

**n a p k i n**

→ → → | → → →

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STUDENT INTERACTIVE, p. 146

HIGH-FREQUENCY WORDS | PHONICS **Read Together**

### My Words to Know

Some words you will see a lot when you read.

**MY TURN** Read these words.

now	down	there	drink	together
-----	------	-------	-------	----------

 Write words from the box to complete the sentences. Read the sentences.

- We can have a picnic together.
- Get a drink from there.
- We need to sit down.
- Now it is time for the picnic!

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# Describe Main Events and Setting



*The Cow and the Tiger*

## OBJECTIVE

Use illustrations and details in a story to describe its characters, setting, or events.

## ACADEMIC VOCABULARY

**Integrate** Model using the Academic Vocabulary words and other words that have been generated during your instruction on main events and setting. Use sentences such as:

- I suppose that this sentence tells about a main event.
- It is possible the story happens in the past.

## Minilesson

**FOCUS ON STRATEGIES** Main events are the important events in the plot of a story. The setting is when and where a story happens.

- Read the story. What are the main, or most important, things that happen?
- Examine the text. Are there words or pictures that tell you when or where the story happens?

**MODEL AND PRACTICE** Use the Read Aloud “The Goose and the Golden Egg” to show students how to find a main event. Say: *I reread the beginning of the story. I find the sentence that says, “The goose had laid a shiny, golden egg!” Now I am thinking about the first time I read the story. I remember that the golden eggs are important. So the sentence describes a main event.* Guide students to identify the setting, when and where, “The Goose and the Golden Egg” takes place. (*long ago; on a farm*)

Have students turn to the Close Read on p. 159 and underline the setting of the story. Then have them turn to the Close Read on p. 161 and highlight one of the story’s main events.

**ELL Targeted Support Describe Setting** Guide students to verbalize their description of a story’s setting.

Have students look for and retell the details that describe the setting of a story. **EMERGING/DEVELOPING**

Ask students to draw a “map” that shows the settings described in *The Cow and the Tiger*. Then have them explain their drawing to the class. **EXPANDING/BRIDGING**



## EXPERT’S VIEW Lee Wright, Teacher Specialist, Houston, TX

“Small groups should be flexible—grouping and regrouping students into a variety of small groups according to each groups’ shared, data-informed needs. For example, Johnny may struggle with reading comprehension, but he may be performing above level on phonics. In order to truly meet Johnny’s needs, you must continually monitor his small group data and regroup him according to his progress. Yearlong small group data administration and evaluation is the key to flexible grouping.”

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

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for describing main events and setting.

**OPTION 1 MyTURN** Have students complete p. 166 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Ask students to draw pictures of the setting and one main event from an independent reading text. Have them record the page numbers they referred to when drawing their pictures.

### QUICK CHECK

**Notice and Assess** Can students describe main events and settings?

#### Decide


- **If students struggle**, revisit instruction for describing main events and settings in Small Group on pp. T232–T233.
- **If students show understanding**, extend instruction for describing main events and settings in Small Group on pp. T232–T233.

STUDENT INTERACTIVE, p. 166

CLOSE READ 

### Describe Main Events and Setting

**Main events** are the important events in a story.  
The **setting** is when and where a story happens.

 **MYTURN** Describe the main event when Bala comes back. Look back at the text.  
**Possible response:**  
**Bala told the truth.**  
**Tiger is surprised.**

 **MYTURN** Draw a picture of Bala's home.  
Look back at the text.

**Possible drawing could show a grassy area in the daytime.**

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# Read Like a Writer, Write for a Reader

## OBJECTIVE

Identify words and phrases that suggest feelings or appeal to the senses.

### ELL Access

**Use Visuals** Explain that authors can show characters' emotions through pictures. Ask students to look through *The Cow and the Tiger* or other texts for a picture that shows the emotions of one or more characters. Then prompt students to share the emotion they think each character is displaying.

## Dialogue

### Minilesson

**FOCUS ON STRATEGIES** Explain that authors use words in dialogue to help readers visualize how characters feel or behave as they speak.

- Look for the words that tell how a character says what is in quotation marks. Think about how the character might feel.

**MODEL AND PRACTICE** Use the instruction on p. 170 in the *Student Interactive* to discuss the dialogue from *The Cow and the Tiger*. Read aloud the example. Then say: **The author tells us how Bala speaks. Bala cried. The word *cried* helps readers understand that Bala is shouting and feels scared.**

**TURN, TALK, AND SHARE** Have partners tell what the word *cried* makes them visualize.

# Handwriting

## OBJECTIVE

Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

## Letters P and p

**FOCUS** Display the uppercase letter *P* and the lowercase letter *p*.

**MODEL** Model for students how to print uppercase and lowercase *Pp*. Encourage students to develop their handwriting by printing the letters legibly and leaving appropriate spaces between words. Display the words *pen*, *nap*, *puppy*, and *Pat* and the sentence *Pete pets the pup*. Point out the spaces that separate the words.



## ASSESS UNDERSTANDING

## Apply

**My TURN** Have students complete p. 170 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 170

**AUTHOR'S CRAFT**

**Read Like a Writer, Write for a Reader**

Authors use words to help readers visualize how characters feel as they speak.

Sad Bala **cried**, "Please don't eat me!"

The author chose this word to help readers picture how Bala feels as she talks.

**TURN and TALK** Talk with a partner about what you visualize when you read the word **cried**.

**MY TURN** Write some words that describe how a character can say something. The words should help you picture how the character feels.

Possible response:

**yelled, whispered,**

**grinned, asked**

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**PRACTICE** Have students use *Handwriting* p. 162 from the *Resource Download Center* to practice printing the letters *Pp*.

Name \_\_\_\_\_

**Handwriting**

**Letters Pp**

Where do you start uppercase letter P? What do you do next? How do you finish the letter?

**MY TURN** Trace the letters. Then write uppercase letter P.

Where do you start lowercase letter p? What do you do next? How do you finish the letter?

**MY TURN** Trace the letters. Then write lowercase letter p.

Grade 1 • Unit 3 • Week 9 162

*Handwriting*, p. 162

Use the  **QUICK CHECK** on p. T229 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DESCRIBE MAIN EVENTS AND SETTING

**Teaching Point** Fables have main events. Main events are important things that happen in a story. A fable also has a setting. The setting is where and when a story happens. Have students describe a main event and setting from a story they have read. Guide students to tell why that event was important.

### ELL Targeted Support

Name a generic setting, such as school. Ask students to name a main event that can happen at the school.

Make two columns on the board labeled “Setting” and “Main Event.” Record the words and details students use to describe the setting or event. Prompt them to explain with specific details. **EMERGING/DEVELOPING**

Ask students to write a description of a main event and specific school setting in simple sentences. Then prompt students to explain the events or setting they wrote about. Ask questions to encourage them to use more specific details. **EXPANDING**

Have students tell a short story that takes place in a school. Ask them to use specific details.

### BRIDGING



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

## Intervention Activity



### DETERMINE GENRE AND PURPOSE

Use Lesson 41 in the *myFocus Intervention Teacher’s Guide* for instruction on genre and purpose.

LEVEL B • READ

**Lesson 41** Determine Genre and Purpose


**DIRECTIONS** Follow along as your teacher reads aloud each passage. Think about what the author wants you to know.

**Knut, the Famous Polar Bear**

Knut was a baby polar bear born at a zoo. When he was born, he was the size of a ball of snow.

A person at the zoo took care of him. Knut was the first baby polar bear to live and grow up at the zoo in many years.

Knut was famous! People around the world heard about him.



**Lala the Polar Bear**

Lala the polar bear likes to skate. “Look how fast I can go!” Lala says. She skates down the hill. She zigs and zags all the way home.

**Polar Bears**

Polar bears can swim. They use their front legs to swim. They swim to hunt for food. They can swim very far.

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## Fluency

Assess 2–4 students



### APPROPRIATE RATE

Have partners practice reading aloud with appropriate rate.

### ORAL READING RATE AND ACCURACY

Use pp. 79–84 in Unit 3, 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

### DESCRIBE MAIN EVENTS AND SETTING

**Talk About Independent Reading** Ask students to talk about the pictures they drew that describe a main event and setting.

#### Possible Conference Prompts

- What is happening in your picture?
- When and where does this take place?
- How does this main event and setting help you understand the story?

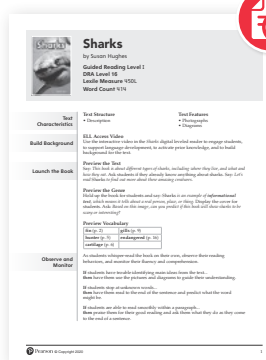
**Possible Teaching Point** When reading fiction, readers look for details like “long ago” or “once upon a time.” These details tell when a story takes place—even though the story is not real.

## Leveled Readers



### DESCRIBE MAIN EVENTS AND SETTING

- For suggested titles, see “Matching Texts to Learning,” pp. T208–T209.
- For instructional support on how to identify main ideas and settings, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together. Invite a volunteer to describe how they identified events and setting in a fable they read. Celebrate students’ accomplishments.

## Independent/Collaborative

### Independent Reading



Students can

- reread and listen to *The Cow and the Tiger*, 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 an activity from the *Resource Download Center*.
- play the myView games.
- use a notebook to draw or write about the main event and setting of a story they have read.

### SUPPORT INDEPENDENT READING

Make note of the stories that students enjoy reading and talking about the most. Support their interests by actively promoting texts that are similar to these stories.

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



# Word Work

## OBJECTIVES

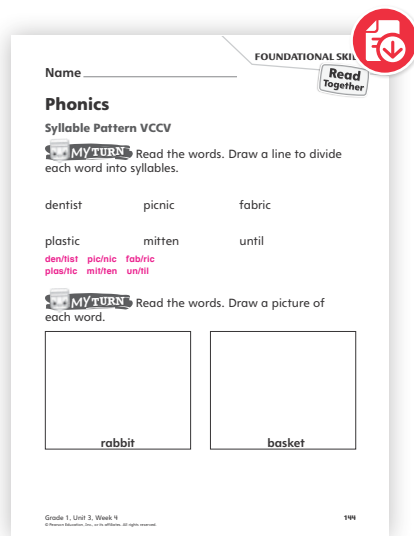
Decode words with closed syllables; open syllables; VCe syllables; and vowel teams.

Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

Decode two-syllable words following basic patterns by breaking the words into syllables.

## ADDITIONAL PRACTICE

For additional student practice with the syllable pattern VCCV, use *Phonics* p. 144 from the *Resource Download Center*.



*Phonics*, p. 144

## Phonics: Decode and Write Words with Syllable Pattern VCCV

### Minilesson

**FOCUS** Review with students that words are made up of syllables and that each syllable has only one vowel sound. Words that have the syllable pattern VCCV can be divided between the consonants to make the word easier to read.

**MODEL AND PRACTICE** Write the word *picnic* on the board. Say: *This is the word picnic, and I can hear two vowel sounds, so I know the word picnic has two syllables.* Write VCCV above the appropriate letters. Say: *I see two consonants, the letters c and n, between the two vowels. Where should I divide the word into syllables?* Elicit the response, *between the two consonants.* Then draw a slash between the two Cs in VCCV and between the c and the n in *picnic*. Have students say the word in syllables and then blend the syllables to read the word.

**TURN, TALK, AND SHARE** Have partners decode the VCCV words at the top of p. 147 in the *Student Interactive*. Remind students that these words all have closed syllables.

**ELL Targeted Support Syllables** Display the word *letter*. Model marking vowels with a V, and consonants with a C to show the syllable pattern VCCV. Then divide the word VC/CV. Model pronouncing each syllable, and then reading the word. Have students write the word *basket* on a piece of paper. Have them mark the vowels with a V, and the consonants with a C. Have students divide the word, and then read the word. Monitor each step.

### EMERGING

Write words with the CVVC syllable pattern (*picnic, until, plastic, tennis, public, button, letter, basket*) on note cards. Give each student a card, tell them to divide the word into syllables, and then practice decoding the word. When students are ready, have each share a card, explain why the word is divided where it is, and then read the word. **DEVELOPING**



## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 MyTURN** Have students complete p. 147 and p. 148 in the *Student Interactive*.

**OPTION 2 Independent Activity** Create VCCV word cards and distribute. Have students work with a partner. Tell one student to show a card and read the word. The other student should read the word and tell where to divide it into syllables. Have students take turns.

## QUICK CHECK

**Notice and Assess** Are students able to decode and write words with the syllable pattern VCCV?

## Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T240–T241.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T240–T241.

STUDENT INTERACTIVE, p. 147


FOUNDATIONAL SKILLS
Read Together

## Syllable Pattern VCCV


**TURN and TALK** Read these words.

	dentist	picnic	fabric
	indent	plastic	rabbit
	reptile	until	basket
	tennis	mitten	public

**MY TURN** Say each picture name. Write the two-syllable words. Read the words.



rabbit



mitten

147

STUDENT INTERACTIVE, p. 148

PHONICS
Read Together

## Syllable Pattern VCCV

**MY TURN** Read the sentences. Underline the two-syllable words.

Matty is happy to see Patty.

They are in a tennis match.

The match happens in the summer.

“Good luck!” Matty says to Patty.

**MY TURN** Write a new sentence about Matty and Patty.

Matty and Patty

Possible response:

have a picnic after the match.

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# Decodable Story

## OBJECTIVES

Decode words with closed syllables; open syllables; VCe syllables; and vowel teams.

Identify and read common high-frequency words.

## ELL Access

Help students understand how syllable patterns work. When students know how to divide words into syllables, they can break apart longer words which might be difficult for them to read. Use the decodable story to give students additional practice with this skill.

## Read *The Picnic*

**FOCUS** Have students turn to p. 149 in the *Student Interactive*. We are going to read a story today about Bandit, a kitten. Point to the title. The title of the story is *The Picnic*. Point to the word *Picnic*. Ask: How many syllables are in the word *picnic*? (2) In this story, you will be reading two-syllable words and words spelled with the letter *y* that have the sounds of long *e* and long *i*.

**IDENTIFY AND READ HIGH-FREQUENCY WORDS** Before reading, display this week's high-frequency words: *now, down, there, drink, together*. Have students read them with you. Tell them that they will also practice reading the high-frequency words in *The Picnic*.

STUDENT INTERACTIVE, p. 149



DECODABLE STORY
FOUNDATIONAL SKILLS

### The Picnic

Bandit the kitten has a picnic.  
He asks Lily the rabbit to come.  
Bandit gets a basket.  
He takes napkins and a drink.



 AUDIO  
Audio with Highlighting

 ANNOTATE

Read the story. Highlight the two-syllable words that divide into closed syllables.

149



**READ** Pair students for reading 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. This time the other student begins.

Have students turn to p. 149. Ask: *Which words have two syllables and have the VCCV syllable pattern?* Students should supply the words *Bandit*, *kitten*, *picnic*, *rabbit*, *basket*, and *napkins*. Ask: *Where would I divide each of these words into syllables?* Students should say between the two consonants in each word. Have them highlight the words.

Have students turn to pp. 150–151. Ask: *Which words on page 150 have the sound of long e spelled y?* Students should supply the words *city*, *Lily*, *weepy*, and *Lily*. Have them underline the words. Ask: *Which words on page 151 have the sound of long i spelled y?* Students should supply the words *cry* and *by*. Have them highlight the words.

STUDENT INTERACTIVE, pp. 150–151



## DECODABLE STORY

## FOUNDATIONAL SKILLS

Bandit comes to the city.

Lily is not there.

He sits down and gets  
weepy.

Lily comes by too late.



Underline the four words with the long e sound spelled y.

150

Now she sees Bandit cry.

She feels bad.

Lily sits by him and smiles.

Together they have fun!



Highlight the two words with the long i sound spelled y.

151



# Visualize Details



*The Cow and the Tiger*

## OBJECTIVES

Create mental images to deepen understanding with adult assistance.

Describe characters, settings, and major events in a story, using key details.

## ACADEMIC VOCABULARY

**Integrate** Insert Academic Vocabulary words into your instruction on visualizing details. Use sentences such as:

- Details make it possible to visualize the setting and events.
- Visualize means to imagine a picture in your mind.

## Minilesson

**FOCUS ON STRATEGIES** Details in a story help readers visualize, or make pictures in their minds, about the setting and events. These mind pictures, or mental images, help readers better understand a text.

- Look through the story. What special words are used to describe a place or what happens there?
- Think about how those special words form pictures about the story in your mind.
- Look at the illustrations and find the special words that go with them. How do they help you visualize the setting and the main events?

**MODEL AND PRACTICE** Use the Read Aloud “The Goose and the Golden Egg” to model how to visualize the setting. Say: In “The Goose and the Golden Egg,” I read the words *small farm*. Those two words, or details, help me picture, or visualize, the setting of this story. I “see” a small farm house with a small barn nearby. Since the farm is small, I only “see” a few crops growing. Assist students with using the words about the main events in “The Goose and the Golden Egg” to explain the pictures that form in their minds.

Have students turn to the Close Read on p. 157 in the *Student Interactive* and highlight the words that help them visualize the forest.

**ELL TARGETED SUPPORT Use Details** Have students provide explanations about *The Cow and the Tiger* using details from the story.

Have students, in pairs, act out an event from *The Cow and the Tiger*. Ask them to explain how details from the story helped them act out the event. **EMERGING/DEVELOPING**

Ask students to give a detailed description of what they see in their minds when they visualize the setting in *The Cow and the Tiger*. Encourage them to use specific, descriptive language.

**EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for visualizing details.

**OPTION 1 My TURN** Ask students to use what they highlighted in *The Cow and the Tiger* to complete p. 167 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students write or draw in a notebook the settings and events they visualize while reading their independent texts.

### QUICK CHECK

**Notice and Assess** Can students visualize details about the setting and events while reading a text?

#### Decide

- **If students struggle**, revisit instruction for visualizing details in Small Group on pp. T242–T243.
- **If students show understanding**, extend instruction for visualizing details in Small Group on pp. T242–T243.

STUDENT INTERACTIVE, p. 167

**Read Together** READING WORKSHOP

### Visualize Details

The details in a story help readers make pictures in their minds about the setting and events.

**MY TURN** Draw how you see the forest. Look back at the text.

**The Forest**

Possible drawing could show a shadowy forest.

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Use the  **QUICK CHECK** on p. T235 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### SYLLABLE PATTERN VCCV

**Sound-Spelling Card** Direct students' attention to Sound-Spelling Card 147 (*basket*). Say: *The word basket has two syllables, or parts. We can divide the word between the two consonants in the middle, s/k, to separate those two parts and help us read the word.* Display the words *rabbit*, *magnet*, *sunlit* and have students read them.



### ELL Targeted Support

Have students learn the relationship between sounds, syllables, and letters by writing VCCV words.

Show the *rabbit* Picture Card. Have students name the picture. Ask them to name and write the first syllable and then say and write the second syllable to complete the word. **EMERGING**

Say the word *basket*. Have students repeat the word and then write the word using what they know about the syllable pattern VCCV.

### DEVELOPING

Ask partners to work together to write the words *rabbit*, *basket*, *cactus*, and *napkin*. Have them show how to divide the words into syllables.

### EXPANDING

Provide clues for the following words: *cactus*, *contest*, *napkin*. Have students write the words using what they know about sounds, syllables, and letters. **BRIDGING**



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

## Intervention Activity

### SYLLABLE PATTERNS

Use Lesson 24 in the *myFocus Intervention Teacher's Guide* for instruction on syllable patterns.

LEVEL B • MODEL AND TEACH


**Lesson 24** Syllable Patterns

**INTRODUCE** Remind students that words have small parts, or syllables. They have already practiced clapping the syllables in words. Today we will look at spelling patterns to learn how some words are broken into syllables.

**MODEL** Display or share copies of the following passage "Find the Dragons" from Student Page S141, and read it aloud. Some words in this passage have the patterns we will learn for finding syllables.

**Find the Dragons**

Seven little dragons are hidden in a picture.  
One peeks from under a table.  
Find the rest.  
You will get a bonus.



**TEACH** Remind students that they have been identifying syllables and vowels in syllables. Explain that some syllable patterns will help them read words. The word *hidden* shows one pattern. Write *hidden*. When I see a word with two consonants in the middle, I divide the word after the first consonant. Cover *den*. Say the first syllable with me: *hid*. Then cover *hid* and read the final syllable aloud: *den*. Now read the syllables one after the other to say the word. The syllables are *hid* and *den*. I read: *hid, den, hidden*.

Use the routines that follow to review the spelling pattern VC/CV, and to introduce the V/CVCV (specifically, the final stable syllable ending in -le) and the V/CV and VCVN patterns.

Phonics, Morphology, and Spelling T • 141

## Intervention Activity

### PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 1–13.

## Independent/Collaborative

### Word Work Activity



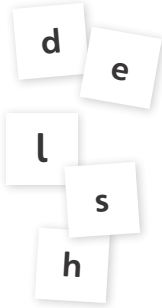
#### BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles to students. Have them form these words: *reptile*, *basket*, *summer*, *tennis*.

Students can then connect the four words end-to-end. The final letter of one word has to be the same as the first letter of the next word. The last letter of that word must be the same as the first letter of the next word, and so on.

(*basket-tennis-summer-reptile*)

Students can also play the Letter Tile game in the myView games on SavvasRealize.com.



### Decodable Reader



When students read and listen to the Decodable Reader *A Rabbit and a Kitten*, they can practice reading words with the VC/CV syllable pattern as well as high-frequency words.

Pair students for reading 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. This time the other student begins.

### Centers



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

## Decodable Reader

**A Rabbit and a Kitten**  
Written by Dorothy Johnson

Decodable Reader 32

<b>Syllables VC/CV</b>	basket kitten rabbit	<b>Long e: ee</b>	Dee green
<b>Long e: ee</b>	Dee green	<b>Long e: ee</b>	Dee green
be she she	deep deep	feet feet	sweet sweet
<b>High-Frequency Words</b>			
a	the	to	
her	they	too	

57

Dee has a basket.  
It is deep and green.

58

Dee keeps a small rabbit in this basket.

59

Rabbit is black, but she has white feet.

60

Rabbit is a sweet pet.  
Dee likes her.

61

Dee has a kitten too.  
He is tan.

62

Kitten likes to be with Rabbit.

63

Dee has nice pets.  
They like the basket.

64

Use the  **QUICK CHECK** on p. T239 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### VISUALIZE DETAILS

**Teaching Point** Readers visualize, or make pictures in their minds, about the setting and events to better understand what they read. They use details to help them visualize a story. Have students practice visualizing the setting and events from a passage of a story they have read previously. Prompt them to look for details that describe the story's events or setting.

### ELL Targeted Support

Help students understand the importance of visualizing when reading. Read aloud a short descriptive paragraph with students.

Ask students to close their eyes while you read the paragraph again. Ask: **What do you see in your mind? This is visualizing. Do you enjoy what we are reading?** **EMERGING**

Ask students to close their eyes while you read the paragraph again. Ask partners to talk about what they visualize in their minds. **DEVELOPING**

Model what you visualize when you read the paragraph. Then ask: **Do you see the same thing in your mind? What do you visualize differently?** Have students describe what they visualize and show students how to connect it back to the text. **EXPANDING**

Have partners ask each other questions to support the descriptions of what they visualize. Then ask: **What words in the text made you think of that?** **BRIDGING**



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

## Intervention Activity



### MONITOR COMPREHENSION

Use Lesson 47 in the *myFocus Teacher's Intervention Guide* for instruction on monitoring comprehension.

LEVEL B • READ

Lesson 47 Monitor Comprehension

**The Field Trip, *continued***

All at once, there was a big bump. The bus came to a stop. Cole and Ed woke up.

"What is going on?" said Ed. At the same time, Cole said, "What is it?"

"The bus has a flat tire. No one can fix it now. The bus cannot run," Ms. Peg said.

Cole looked at Ed. Ed looked at Cole. Now what?

"But how can we get to the museum?" Cole said.


"Is the field trip over? Do we have to go home?" said Kate.

"I hope not," Ed said.

"Do not worry. I have a plan," said Ms. Peg. She looked at a map.

Ms. Peg told all the kids to get off the bus. She said, "The bus ride is over. Get in line. We are going to get on the subway. We can take the subway right to the museum."

And they did.



T • 270 Reading Literature

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## Fluency

Assess 2–4 students



### APPROPRIATE RATE

Prompt students to practice reading a short passage at an appropriate rate.

### ORAL READING RATE AND ACCURACY

Use pp. 79–84 in Unit 3, 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

### VISUALIZE DETAILS

**Talk About Independent Reading** Ask students to discuss their writing or drawing that shows events or settings they visualized while reading.

### Possible Conference Prompts

- What events or settings did you visualize?
- What did you look for in the text to help you visualize \_\_\_\_?
- How does visualizing help you understand the text?

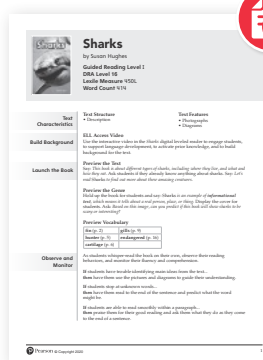
**Possible Teaching Point** Readers can draw to help them remember a picture they see in their mind.

## Leveled Readers



### VISUALIZE DETAILS

- For suggested titles, see “Matching Texts to Learning,” pp. T208–T209.
- For instructional support on visualizing a story’s setting and events, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class together, and ask volunteers to describe a story’s setting that they visualized. Celebrate students’ use of strategies while reading today.

## Independent/Collaborative

## Independent Reading



Students can

- look back at the poem “Stories Tell About . . .”
- read a self-selected trade book or their Book Club text.
- reread and listen to *The Cow and the Tiger* or another text they have read this week.

## Centers



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

## Literacy Activities



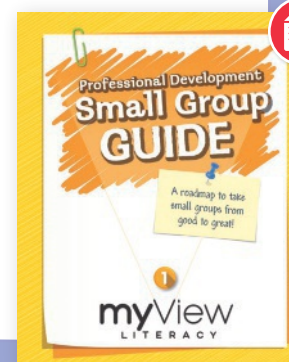
Students can

- discuss with a partner the drawing they made on p. 167 in the *Student Interactive*.
- play the myView games.
- take turns reading a short passage with a partner, practicing reading with appropriate rate.

### SUPPORT PARTNER READING

Have student pairs work together to read through a challenging text.

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



# Word Work

## OBJECTIVES

Manipulate phonemes within base words.

Know and apply grade-level phonics and words analysis skills in decoding words.

Decode words with inflectional endings, including -ed, -s, and -es.

Identify and read common high-frequency words.

## ADDITIONAL PRACTICE

For additional student practice with high-frequency words, use *My Words to Know* p. 152 from the *Resource Download Center*.

FOUNDAATIONAL SKI  
Read Together

Name \_\_\_\_\_

**My Words to Know**  
Some words you will use a lot when you write.

now down there drink together

**MY TURN** Write the missing words. Then read the sentences.

1. What time is it now ?
2. It's time to take a drink.
3. Let's sit down and rest.
4. Now let's walk from here to there.
5. What fun we have together.

Grade 1, Unit 3, Week 4  
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*My Words to Know*, p. 152

## Phonological Awareness: Manipulate Phonemes

**MODEL** Tell students that when you manipulate sounds in a word, you move, or switch, the sounds to different places. Say: *I am going to show you how to manipulate the sounds in a word. Sometimes we can switch the first sound and the last sound. Let's say the sounds in gut: /g/ /u/ /t/. Now let's switch the first sound, /g/, and the last sound, /t/: /t/ /u/ /g/, tug.*

**PRACTICE** Have students manipulate the phonemes in each word to say a new word: *late* /l/ /ā/ /t/ to *tale* /t/ /ā/ /l/; *meat* /m/ /ē/ /t/ to *team* /t/ /ē/ /m/; *mile* /m/ /ī/ /l/ to *lime* /l/ /ī/ /m/.

## Phonics: Spiral Review Long e Spelled e, ee; Inflectional Ending -ed

### Minilesson

**FOCUS** Review the spellings of the sound /ē/ spelled e and ee. Then review the inflectional ending -ed, and tell students that this ending is added to words that are verbs to make an action happen in the past. Also tell them that the ending -ed can spell three different sounds: /d/, /t/, /əd/.

**MODEL AND PRACTICE** Display these words. Have students decode each word, and identify if it has the sound /ē/ or the ending -ed. For words with the sound /ē/, have students tell how that sound is spelled. For words with the ending -ed, have students tell what sound the ending makes. Model a word or two as needed.

see smelled she rocked beeped

talked be filled deed needed



**ELL Targeted Support Long e Spelled e, ee** Students may need extra practice reading and writing words with the long e sound and the spelling patterns e and ee.

Give students Letter Tiles, making sure they have enough of the letter e to support spelling words with e and ee. Write the words *be*, *beef*, *me*, and *meet* on paper for students. Have them place the correct Letter Tiles over each letter to spell the words. Then read the words with students. Tell students that the long e sound can be spelled e or ee. Then write the words *see* and *seed* on the board. Ask students to write the words on the paper you supplied previously. Have students read each word. **EMERGING**

Give students Letter Tiles, making sure they have enough of the letter e to support spelling words with e and ee. Write the words *be*, *beef*, *me*, and *meet* on paper for students, leaving space for e or ee in each word. Have students place the correct Letter Tiles to complete each word. Then read the words with students. Reinforce the connection between long e and the patterns e and ee. Then write the words *see* and *seed* on the board, leaving space for e or ee in each word. Ask students to write the words on the paper you supplied previously, filling in the missing letters. Then have students read each word. **DEVELOPING**

Say the words *be*, *beef*, *me*, *meet*, *see*, and *seed* one at a time. Ask students to write the words in their notebooks. Guide them to understand when to use e or ee to spell the words. **EXPANDING**

Provide students with a T-chart with the headings e and ee. Say the words *be*, *beef*, *me*, *meet*, *see*, and *seed* one at a time. Ask students to write the words in the correct column. Monitor to make sure that they understand when to use e or ee to spell the words.

**BRIDGING**

## HIGH-FREQUENCY WORDS



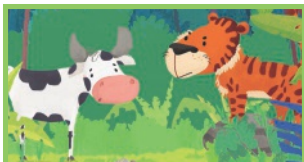
Tell students that high-frequency words are words that they will hear and see over and over in texts. Write the words *now*, *down*, *there*, *drink*, *together*.

Have students work with a partner.

- One student spells a word.
- The other student says the word.
- Repeat.



# Reflect and Share



*The Cow and the Tiger*

## OBJECTIVES

Write brief comments on literary or informational texts.

Use text evidence to support an appropriate response.

## ACADEMIC VOCABULARY

**Integrate** Insert Academic Vocabulary words into your instruction on writing to sources. Use sentences such as:

- What do you suppose the fable teaches readers?
- Create comments from text evidence.

## Write to Sources

### Minilesson

**FOCUS** Tell students that they will be writing brief comments to compare and contrast *The Cow and the Tiger* with another fable. They should

- tell how the fables are alike and different.
- find and use text evidence to support their response.
- explain how the text evidence supports their ideas.

**MODEL AND PRACTICE** Model how students should prepare for the Write to Sources activity on p. 168 in the *Student Interactive*. Say: *The Cow and the Tiger and The Ant and the Grasshopper* are fables. Both fables have animal characters. The ant and the grasshopper and the cow and tiger talk to each other like people. Let me show you the text evidence that supports my idea. Now I can start writing. Have students practice comparing *The Cow and the Tiger* and “The Goose and the Golden Egg.”

**ELL Targeted Support Express Ideas** Have students share ideas about *The Cow and the Tiger* and “The Goose and the Golden Egg.”

Give students sentence frames to help them share their ideas.

For example: *The animals \_\_\_ like people.* **EMERGING/DEVELOPING**

Have students express their ideas in a discussion about how the morals of the two fables are alike or different. **EXPANDING/BRIDGING**



### EXPERT'S VIEW Pamela Mason, Harvard University

“As a teacher, it is important to understand the backgrounds of your students—socially, linguistically, and culturally. You also need to evaluate text for the cultural assumptions and weigh those assumptions against the cultural capital that children bring to texts. For example, a book about an animal family that lives in the woods may seem accessible to students, but it assumes a mom, a dad, and two kids. Our students’ own cultural backgrounds may be different.”

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

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for writing comments to compare texts.

**OPTION 1 Use the Shared Read** Have students use text evidence from two fables to respond to the Write to Sources prompt on p. 168 of the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students use text evidence to write brief comments comparing two of their independent reading texts.

### QUICK CHECK

**Notice and Assess** Can students compare and contrast two texts?

#### Decide

- **If students struggle**, revisit instruction on comparing texts in Small Group on pp. T248–T249.
- **If students show understanding**, extend instruction on comparing texts in Small Group on pp. T248–T249.

**WEEKLY QUESTION** Ask students to use text evidence from stories they read this week to respond to the Weekly Question. Prompt them to discuss their responses in small groups.


STUDENT INTERACTIVE, p. 168

RESPOND TO TEXT

Read Together

### Reflect and Share

**Write to Sources**  
You read a fable with a moral. What is another fable you read? How are the fables alike and different? On a separate sheet of paper, write comments that compare and contrast the fables.



**Use Text Evidence**  
When writing comments on two texts, it is important to:

- Find examples from both texts that support your ideas.
- Explain how the text evidence supports your ideas.

**Weekly Question**

How can stories help us learn lessons?

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Use the  **QUICK CHECK** on p. T247 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### COMPARE TEXTS

**Teaching Point** Readers can use text evidence to compare stories. We can compare *The Cow and the Tiger* and *The Clever Monkey*. We can use evidence from the texts to show ways that the stories are alike and ways that they are different. Both are traditional stories. That is one way they are alike. *The Cow and the Tiger* is a fable, and *The Clever Monkey* is a folktale. That is one way they are different. Have students find text evidence to compare *The Cow and the Tiger* and *The Clever Monkey* in other ways.

### ELL Targeted Support

Have students compare and contrast two leveled readers on the same theme but different genres.

Draw a two-column/two-row table that students can use to compare texts. Write the words “Same” and “Different” at the top of each column. Label the rows “Theme” and “Genre.” Have students tell you whether the books’ theme and genre are the same or different. Have them explain how they know by citing details from each text. **EMERGING/DEVELOPING**

Tell partners to work together to compare the type of text and other details. They can place sticky notes on pages that have text evidence to support their comparisons.

### EXPANDING/BRIDGING



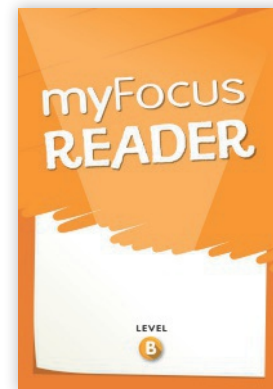
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### myFOCUS READER

Reread the text on pp. 36–37 with students. Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to engage students in a conversation that demonstrates how the texts they have read this week support their understanding of how stories can help us learn lessons. Encourage them to use the Academic Vocabulary words.



## On-Level and Advanced



### INQUIRY

**Organize Information and Communicate** Aid students as they gather their research on stories from well-known books, television shows, and/or movies that teach lessons. Have them share their findings with others.

**Critical Thinking** Ask students to share their thoughts on what they learned from their research and the strategies they used to locate their findings.

See *Extension Activities* pp. 198–202 in the *Resource Download Center*.



## Conferring

3 students / 3–4 minutes  
per conference

### COMPARE TEXTS

**Talk About Independent Reading** Have students discuss the comments they wrote comparing two texts.

### Possible Conference Prompts

- How are the texts alike and different?
- How did evidence from the texts help you write your comparison?
- What have you learned about these texts by comparing them?

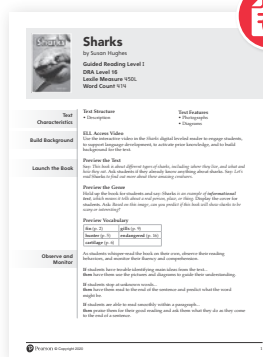
**Possible Teaching Point** Readers look back at what they wrote or drew about texts. These notes can help them find and use text evidence.

## Leveled Readers



### COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T208–T209.
- For instructional support on comparing texts, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite a volunteer to explain one way in which *The Cow and the Tiger* and *The Clever Monkey* are similar or different. Congratulate students for being active learners throughout the week.

## Independent/Collaborative

### Independent Reading



Students can

- reread and listen to *The Cow and the Tiger*.
- read a self-selected trade book or their Book Club text.
- reread and 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 notebooks in response to the Weekly Question.
- play the myView games.
- review with a partner the key ideas from the Anchor Chart on p. 153 in the *Student Interactive*.

## BOOK CLUB



See Book Club pp. 468–471 for

- ideas for future Book Club sessions.
- suggested texts to support the unit theme and Spotlight Genre.
- ways to support groups’ collaboration.

# UNIT 3 WEEK 5

## 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 about using my imagination.
- I can make and use words to connect reading and writing.
- I can write poetry.

#### 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 Assessment

### Materials

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

#### LESSON 1

RI.1.8, RF.1.2.c, RF.1.3, SL.1.2, L.1.1.b

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T254–T255
  - » Phonological Awareness: Final Sounds
  - » Phonics: Decode Words with Consonant Patterns *ng, nk*
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T256–T257
- Listening Comprehension: Read Aloud: “Why Kids Need Chores” T258–T259
- Persuasive Text T260–T261
  - ☑ **Quick Check** T261

#### READING BRIDGE

- Academic Vocabulary: Oral Language T262–T263
- Handwriting: Letters *Rr* T262–T263

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T267
- Strategy, Intervention, and On-Level/Advanced Activities T266
- ELL Targeted Support T266
- Conferring T267

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T267
- Literacy Activities T267

**BOOK CLUB** T267 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- Poetry T412–T413
  - » Edit for Nouns
  - » Share Back

##### INDEPENDENT WRITING

- Poetry T413
- Conferences T410

#### WRITING BRIDGE

- Spelling: Spell Words with Consonant Patterns *ng, nk* T414
  - ☑ **Assess Prior Knowledge** T414
- Language & Conventions: Spiral Review: Pronouns *I* and *me* T415

#### LESSON 2

RI.1.8, RF.1.3, W.1.8 L.1.1.c, L.1.2.a

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T268–T269
  - » Phonics: Decode and Write Words with Consonant Patterns *ng, nk*
  - ☑ **Quick Check** T269
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T270–T275
  - » Preview Vocabulary
  - » Read: *Thumbs Up for Art and Music!*
- Respond and Analyze T276–T277
  - » My View
  - » Develop Vocabulary
  - ☑ **Quick Check** T277
- Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Word Work Support T278
- Guided Reading/Leveled Readers T281
- Strategy and Intervention Activities T271, T280
- Fluency T280 • Conferring T281
- ELL Targeted Support T271, T280

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T279
- Independent Reading T281
- Literacy Activities T281

#### WRITING WORKSHOP

##### MINILESSON

- Poetry T416–T417
  - » Edit for Complete Sentences and Subject-Verb Agreement
  - » Share Back

##### INDEPENDENT WRITING

- Poetry T417
- Conferences T410

#### WRITING BRIDGE

- Spelling: Teach Spell Words with Consonant Patterns *ng, nk* T418
- Language & Conventions: Oral Language: *I* and Proper Names T419

## LESSON 3

RI.1.8, RF.1.2, RF.1.3.d,  
W.1.8, L.1.2.a

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T282–T283
  - » Phonological Awareness: Syllables
  - » Phonics: Decode Words with Open Syllables
  - » High-Frequency Words

#### CLOSE READ

- Identify Persuasive Text T284–T285
- Close Read: *Thumbs Up for Art and Music!*
  - ✔ **Quick Check** T285

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Word Choice T286–T287
- Handwriting: Letters *Nn* T286–T287

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T289
- Strategy and Intervention Activities T288
- Fluency T348 • Conferring T289
- ELL Targeted Support T288

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T289
- Literacy Activities T289
- Partner Reading T289

### WRITING WORKSHOP


#### MINILESSON

- Poetry T420–T421
  - » Prepare for Celebration
  - » Share Back

#### INDEPENDENT WRITING

- Poetry T421
- Conferences T410

### WRITING BRIDGE

- Spelling: Review and More Practice: Flexible Option  Spell Words with Consonant Patterns *ng, nk* T422
- Language & Conventions: Teach Capitalizing *I* and Proper Names T423

## LESSON 4

RI.1.8, RF.1.3,  
W.1.8, L.1.2.a

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T290–T291
  - » Phonics: Decode and Write Words with Open Syllables
    - ✔ **Quick Check** T291
  - » Decodable Story: Read *Sing!* T292–T293

#### CLOSE READ

- Make Connections T294–T295
- Close Read: *Thumbs Up for Art and Music!*
  - ✔ **Quick Check** T295

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Word Work Support T296
- Guided Reading/Leveled Readers T299
- Strategy and Intervention Activities T296, T298
- Fluency T298 • Conferring T299
- ELL Targeted Support T296, T298

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T297
- Independent Reading T299
- Literacy Activities T299

### WRITING WORKSHOP


#### MINILESSON

- Poetry T424–T425
  - » Publish and Celebrate

#### INDEPENDENT WRITING

- Poetry T425
- Conferences T410

### WRITING BRIDGE

- Spelling: Flexible Option  Spiral Review T426
- Language & Conventions: Practice Capitalizing *I* and Proper Names T427

## LESSON 5

RL.1.10, RF.1.3,  
SL.1.1, SL.1.4

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T300–T301
  - » Phonological Awareness: Add Phonemes
  - » Phonics: Spiral Review Vowel Sounds of *y*; Syllable Pattern VCCV
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T302–T303
  - » Talk About It
    - ✔ **Quick Check** T303
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T305
- Strategy, Intervention, and On-Level/Advanced Activities T304
- ELL Targeted Support T304
- Conferring T305

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T305
- Literacy Activities T305

**BOOK CLUB** T305 **SEL** 

### WRITING WORKSHOP


#### MINILESSON

- Poetry T428–T429
  - » Assessment

#### INDEPENDENT WRITING

- Writing Assessment T429
- Conferences T410

### WRITING BRIDGE

- Spelling: Spell Words with Consonant Patterns *ng, nk* T430
  - ✔ **Assess Understanding** T430
- Language & Conventions: Standards Practice T431 

# Materials

**Weekly Launch: Infographic**  
**Creative Expression**  
Types of Music

**Classical**  
Musicians in an orchestra often play classical music together.  
flute, violin, trumpet, cello

**Blues**  
Blues singers tell how they feel in their music.  
harmonica, guitar

**Pottery**  
Objects are made from clay and then dried with heat.

**Weekly Question**  
Why are art and music classes important?

**Forms of Art**  
Painting  
Impressionist paintings show nature and people with soft colors and a lot of light.

**FOR Nudge** Talk with a partner about art and music you want to learn more about.

**INFOGRAPHIC**  
“Creative Expression”

**Read Together** READING WORKSHOP  
**Persuasive Text Anchor Chart**

**Opinion**

**Reasons**

what the author tries to persuade the reader to think or do.

why the author thinks or believes something.

**READING ANCHOR CHART**  
Persuasive Text

**Persuasive Text Anchor Chart**

**Opinion**

**Reasons**

**EDITABLE ANCHOR CHART**  
Persuasive Text

**Decodable READER**

UNIT 3

**DECODABLE READER**

**Handwriting**  
Write the following words.

**Writing Workshop**  
Click the smaller topic.

**My Words to Know**  
Write how ideas to read.

**Language and Conventions**  
Write how ideas to read.

**RESOURCE DOWNLOAD CENTER**  
Additional Practice

**Big Book of SONGS and POEMS**

myView LITERACY

**SONGS AND POEMS BIG BOOK**

**Leveled Readers**

**Sharks**  
by Susan Hughes

**Test Structure**  
• Comprehension  
• Fluency  
• Vocabulary

**Test Duration**  
• 15 minutes

**Guided Reading Level: L**  
**DRA Level: 18**  
**Lexile Measure: 150L**  
**Word Count: 976**

**Characteristics**  
• ELL Access Video  
• Request teacher adaptation, to suit your prior knowledge, and to build background for the text.

**Build Background**  
• Preview the Text  
• Preview the Content  
• Preview Vocabulary

**Launch the Book**  
• Observe and Monitor

**LEVELED READER TEACHER'S GUIDE**

## Words of the Week

### High-Frequency Words

around  
find  
full  
grow  
under

### Develop Vocabulary

concentrate  
learn  
remember  
think

### Spelling Words

bring  
pink  
ring  
rink  
sing  
song  
thing  
think  
around  
grow

### Unit Academic Vocabulary

create  
imagine  
possible  
suppose

WEEK 5 LESSON 1 READING WORKSHOP GENRE & THEME

### Listening Comprehension

**OBJECTIVES**  
Listen actively. Use relevant questions to clarify information, and answer questions with a clear word response.  
Use appropriate body cues, facial expressions, and gestures to help understand spoken words.  
Recognize the organization of persuasive text with oral questioning and the author's intent to persuade the reader to think or do something.  
Identify the reasons an author gives to support points in a text.

**FLUENCY**  
Read modeling and independent reading about the text with oral questioning and the author's intent to persuade the reader to think or do something.  
Identify the reasons an author gives to support points in a text.

**THINK ALoud**  
Read modeling and independent reading about the text with oral questioning and the author's intent to persuade the reader to think or do something.  
Identify the reasons an author gives to support points in a text.

**Read Aloud**  
Let students know that you are going to read a persuasive text about to them. Have them take notes as you read. They will need to know the reasons the author uses to support that opinion.

**START UP**  
**THINK-ALOUD ROUTINE**  
**Purpose:** Have students listen actively for elements of persuasive text.  
**READ** the entire text aloud without stopping for the Think Aloud callouts.  
**RECORD** the text aloud, pausing to model Think Aloud strategies related to the genre.

**Why Kids Need Chores**  
All kids should have chores at home. Doing chores helps teach new skills and gives kids a chance to help their moms and dads.  
Chores are not a punishment for kids. They're a way to teach them skills, like cooking and cleaning. Children need to know these important skills as they grow up. One day they will need to take care of their own homes.  
Many parents have jobs away from home, where they work to pay for the things the family needs. By pitching in and doing chores around the house, kids show their parents that they appreciate them and care about them.

**READ ALOUD**  
"Why Kids Need Chores"



**READ ALOUD TRADE BOOK LIBRARY**

**Interactive Read Aloud**

**Fiction Lesson Plan**

**WHY**  
Interactive Read Aloud:  
• Engage students to learn 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.

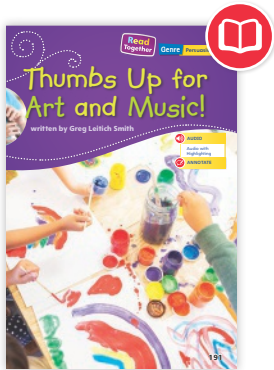
**PLANNING**  
Select a text from the Read Aloud Trade Book Library or the school or classroom library.  
• Identify the key idea of the story.  
• Determine the Teaching Point.  
• Write your independent reading level. Record Think Alouds on sticky notes and place in the book at the points where you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

**BEFORE READING**  
• Show the cover of the book to introduce the title, author, illustrator, and genre.  
• Ask the kids to share or retell the story.  
• Point out interesting artwork or photos.  
• Gather prior knowledge and connect background information for discussion.  
• Discuss key vocabulary essential for understanding.

**DURING READING**  
• You can choose to stop and read modeling to students part of the story 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 guide the discussion and draw attention to the teaching point.  
• Use Think Alouds to model strategies skilled readers use to monitor comprehension and construct meaning from text.  
• Help students make connections to their own experiences, text 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 Alouds you used in the story.  
• Choose and assign a Student Response Form available on Read.com.

**INTERACTIVE READ ALOUD LESSON PLAN GUIDE**



**SHARED READ**  
*Thumbs Up for Art and Music!*

**BOOK CLUB**

Titles related to Spotlight Genre and Theme: T468-T471

**Mentor STACK**

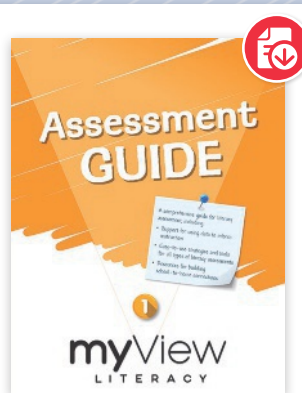
Writing Workshop T409

**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 Assessment



**ASSESSMENT GUIDE**



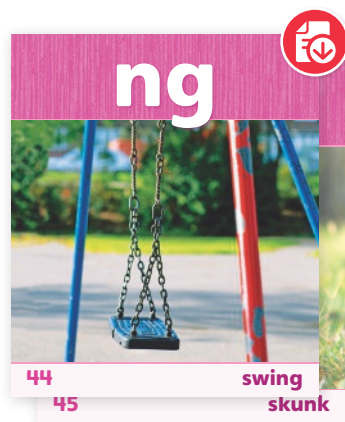
# Word Work

## OBJECTIVES

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Demonstrate and apply phonetic knowledge.

Identify and read common high-frequency words.



Sound-Spelling Cards  
44, 45

## FOUNDATIONAL SKILLS EXTENSION

See p. T273 for a consonant pattern *ng*, *nk* extension activity that can be used as the text is read.

## Phonological Awareness: Final Sounds

**SEE AND SAY** Point to the picture of the bank on p. 178 in the *Student Interactive*. Say: *This is a picture of a bank. Listen carefully to each sound in the word bank: /b/ (pause) /a/ (pause) /ngk/. What sound do you hear at the end of bank? The final sound in bank is /ngk/. Repeat for the sounds in the words skunk (/s/ /k/ /u/ /ngk/) and ring (/r/ /i/ /ng/).*

**PRACTICE** Say each of the following words, and have students repeat: *blink, bang, bring, plank, king, think, sing*. Then have students segment the sounds and identify the ending sound in each word: /ngk/ or /ng/.

## Phonics: Decode Words with Consonant Patterns *ng*, *nk*

### Minilesson

**FOCUS** Use Sound-Spelling Cards 44 (*swing*) and 45 (*skunk*) to introduce the consonant patterns *ng* and *nk*. Tell students that the ending consonant sound they hear in the word *swing*, /ng/, is spelled *ng*. Write the word *swing* on the board. Read the word aloud and have students read the word with you as you underline the letters *ng*. Repeat using the word *skunk* to introduce consonant sound /ngk/ spelled *nk*.

**MODEL AND PRACTICE** Write and read the word *lung*, emphasizing the final sound. Say: *The word lung has the sound /ng/ at the end of the word. In the word lung, the sound /ng/ is spelled ng.* Display the following words: *sang, bring, plank, drink, song, sunk, tank*. Have students read each word, identify the ending sound in each word, and say the letters that spell the ending sound.

**APPLY MyTURN** Have students blend and decode the words at the bottom of p. 178 in the *Student Interactive*.



**ELL Targeted Support Decode Words** Use the following activities to help students decode words with *ng* and *nk*.

Write a word on the board that students are familiar with, for example, *ring*. Say each sound in the word, pointing to its spelling as you say the sound. Blend the sounds together to say the word. Have students repeat the word with you as you underline the spelling of the sound /ng/, *ng*. Repeat the procedure with the word *tank* and the sound /ngk/. **EMERGING/DEVELOPING**

Write the words *bring* and *bank* on the board to review the consonant pattern sounds /ng/ spelled *ng* and /ngk/ spelled *nk*. Then display the patterns *\_ i n g* and *\_ a n k* and have students use the patterns to come up with other words that end with the consonant patterns *ng* or *nk*. **EXPANDING/BRIDGING**

## HIGH-FREQUENCY WORDS



Write the high-frequency words *around*, *find*, *full*, *grow*, *under*. Display the words and tell students to practice them.

- Point to each word as you read it.
- Spell the word and read it again.
- Have students read and spell the words with you.
- Then have students write the words in their notebooks.

around

grow

find

under

full

STUDENT INTERACTIVE, p. 178

### PHONOLOGICAL AWARENESS | PHONICS

Read  
Together

## Final Sounds

**SEE and SAY** Say each sound as you name each picture. Tell the final sound you hear in each picture name.



Students should say *bank*, *skunk*, *ring*.

## Consonant Patterns ng, nk

The letters **ng** make the sound at the end of **ring**.  
The letters **nk** make the sound at the end of **sink**.

**MY TURN** Read these words.



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# Interact with Sources

## OBJECTIVE

Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.

## ACADEMIC VOCABULARY

**Language of Ideas** The Academic Vocabulary words help students better understand the concepts covered throughout the week. Use these words in your instruction to reinforce your teachings. For example, as you discuss the infographic ask: *What sounds do you suppose guitars create? What do you imagine a happy painting looks like?*

- imagine
- create
- suppose
- possible



Songs and Poems Big Book  
See the *Songs and Poems Big Book* for selections that relate to the unit's theme.

## Explore the Infographic

Remind students of the Essential Question for Unit 3: *How can we use our imaginations?* Then direct their attention to the Weekly Question: *Why are art and music classes important?*

Read aloud “Creative Expression” on pp. 176–177 of the *Student Interactive* while students follow along. Prompt students to ask any questions they may have to ensure that they understand the infographic fully. Break students into groups and have them discuss their thoughts on the types of music and art displayed on the infographic.

To help guide discussion, ask students these questions:

- How are music and art similar and different?
- What did you learn from the infographic?

Ask: *What can art and music classes teach students?* Have groups refer back to the infographic as they think about the question. Ask groups to present their responses to the class.

**TURN, TALK, AND SHARE** Follow the prompt on p. 177 of the *Student Interactive*. Have students develop social communication skills by asking students to express their feelings to a partner about art and music they would like to learn more about.

**WEEKLY QUESTION** Remind students again of the Weekly Question: *Why are art and music classes important?* Explain that some people are introduced to art and music for the first time in school. Tell students that art and music can help them learn to express themselves in new ways.

**ELL Targeted Support Learn Meanings** Display a T-Chart on the board. Label one column *Words I Know* and the other column *Words I Don't Know*.

Have students call out words from the text that they do or do not know. Write them in the appropriate columns. Explain to students the meanings of the words they do not know. **EMERGING**

Fill out the chart with words students call out. Ask if any students can give meanings for words their classmates did not know. Have students draw a picture of a word they did not know. **DEVELOPING**

Fill out the chart with students, and allow students to give meanings for words their classmates did not know. Then have small groups work together to write a sentence that uses a word they did not know. **EXPANDING**

STUDENT INTERACTIVE, pp. 176-177

WEEKLY LAUNCH: INFOGRAPHIC

Read Together

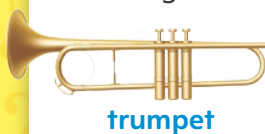
WEEK 5

## Creative Expression

### Types of Music

#### Classical

Musicians in an orchestra often play classical music together.



#### Blues

Blues singers tell how they feel in their music.



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### Weekly Question

Why are art and music classes important?

### Forms of Art

#### Painting

Impressionist paintings show nature and people with soft colors and a lot of light.



#### Pottery

Objects are made from clay and then dried with heat.



**TURN and TALK** Talk with a partner about art and music you want to learn more about.

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# Listening Comprehension

## OBJECTIVES

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


Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.

Identify the reasons an author gives to support points in a text.

## FLUENCY

Model reading short blocks of text aloud. Tell students that one part of fluent oral reading is being able to read with accuracy, or without mistakes. Explain that when they read *Thumbs Up for Art and Music!* this week, they can practice reading with accuracy.

 **THINK ALOUD** Analyze **Persuasive Text** After you reread the second paragraph, say: *The text says that chores teach kids skills. The author gives readers a reason to think that all kids should do chores. In the first paragraph, the author states, "All kids should do chores at home." This is the author's opinion. Opinions are important in persuasive texts. So, I know this is a persuasive text.*

## Read Aloud

Let students know that you are going to read a persuasive text aloud to them. Have them listen actively as you read "Why Kids Need Chores" so they can recognize characteristics of persuasive text, such as the author's opinion and the reasons the author uses to support that opinion.

### START-UP

#### READ-ALOUD 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.

## Why Kids Need Chores

All kids should have chores at home. Doing chores helps teach new skills and gives kids a chance to help their moms and dads.

Chores are not a punishment for kids. They're a way to teach them skills, like cooking and cleaning. Children need to know these important skills as they grow up. One day they will need to take care of their own homes.

Many parents have jobs away from home, where they work to pay for the things the family needs. By pitching in and doing chores around the house, kids show their parents that they appreciate them and care about them.



“Why Kids Need Chores,” continued

Chores are a big part of growing up for most kids. All kids should have chores so they can learn important skills and give their parents a little break, too.

**THINK ALOUD** Analyze **Persuasive Text** After you reread the final paragraph, point out the word *should*, and say: *Should* is a persuasive word. Persuasive words convince, or persuade, readers to think that the author’s opinion is right. Persuasive texts give the author’s opinion, so I know that this is a persuasive text.

**ELL Targeted Support Collaborate** Have students demonstrate their listening comprehension by working with peers to retell or summarize “Why Kids Need Chores.”

Have students work with peers to draw pictures that retell the Read Aloud. **EMERGING**

Ask students to work with peers to fill in sentence frames about the Read Aloud, such as: *The author says that all kids should have \_\_\_ at home. (chores)* **DEVELOPING**

Have students retell the Read Aloud to a peer using their own words. **EXPANDING**

Have students discuss the Read Aloud with their peers. Prompt groups to tell a brief summary of the Read Aloud to the rest of the class. **BRIDGING**

## WRAP-UP

Should all kids do chores?

Yes

No

Ask students: *Do you think all kids should do chores? Why or why not?* Use a T-chart to record student responses.

## 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.



# Persuasive Text

## LEARNING GOAL

I can read about using my imagination.

## OBJECTIVES

Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.

Identify the reasons an author gives to support points in a text.

## LANGUAGE OF THE GENRE

As you review the Anchor Chart, check that students understand the words that help them talk about persuasive texts.

- opinion
- reasons
- persuasive words

## FLEXIBLE OPTION ANCHOR CHARTS

To create your own anchor chart to go with this lesson, begin with the genre, persuasive text.

- Have students discuss what persuasive texts do.
- Ask them to suggest headings and graphics.
- Add to the chart as students learn more about the genre.

## Minilesson

**FOCUS ON STRATEGIES** A persuasive text tries to tell readers how to think or act. Authors of persuasive texts give their opinions and then tell the readers reasons that support their opinions. These authors often use persuasive words, such as *should* or *must*, to convince readers to think or do something.

- Ask yourself what the author’s opinion is.
- What reasons does the author state to support the opinion?
- What persuasive words does the author use in the text?

**MODEL AND PRACTICE** Read “Soccer Is Great” on p. 188 in the *Student Interactive* with students. Demonstrate how you can tell the passage is persuasive text. **The first line tells an opinion: “Soccer is the best sport.”** Then the author gives reasons why “soccer is the best sport.” **The author of a persuasive text gives readers an opinion and reasons. So, I know this is a persuasive text.** Then assist students by reviewing the features of persuasive texts using the Anchor Chart on p. 189.

**ELL Targeted Support Respond to Questions** Have students respond to questions about the Read Aloud, “Why Kids Need Chores,” to help them understand the characteristics of persuasive text.

Ask students leading questions about “Why Kids Need Chores,” such as: **What is the author’s opinion? EMERGING/DEVELOPING**

Have student pairs use reasons from the text to write two or three sentences that respond to the question: Why do kids need chores? **EXPANDING/BRIDGING**



### EXPERT’S VIEW Sharon Vaughn, University of Texas at Austin

“It’s important to remember that oral reading fluency is not just about rate. Accuracy and prosody also have a significant impact on comprehension. Prosody is a wonderful marker for reading. Pay attention to whether students are reading with meaning and attending to punctuation when they are reading aloud. That is a better indicator of comprehension than reading rate alone.”

Go to [SavvasRealize.com](https://www.savvasrealize.com) for more professional development on research-based best practices.

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies to identify persuasive text.

**OPTION 1 TURN, TALK, AND SHARE** Ask students to discuss with a partner how persuasive text is different from a traditional story.

**OPTION 2 Use Independent Text** As they read, have students think about the independent texts they are reading and how they are different from persuasive texts. Prompt them to record their thoughts in their notebooks.

### ✓ QUICK CHECK

**Notice and Assess** Can students identify persuasive text?

#### Decide

- **If students struggle**, revisit instruction about identifying persuasive text in Small Group on pp. T266–T267.
- **If students show understanding**, extend instruction on identifying persuasive text in Small Group on pp. T266–T267.

STUDENT INTERACTIVE, pp. 188–189

**GENRE: PERSUASIVE TEXT** **Read Together**

**My Learning Goal** I can read about using my imagination.

### Persuasive Text

A persuasive text tries to get readers to think or act in a certain way. The author gives an opinion and reasons. The author uses persuasive words, such as **should** or **must**.

**Soccer Is Great**

**Opinion** • Soccer is the best sport.

**Reasons** • You can play anywhere because all you need is a ball. Soccer is great exercise. It's fun to be part of a team.

**TURN and TALK** How is persuasive text different from a traditional story?

**READING WORKSHOP** **Read Together**

## Persuasive Text Anchor Chart

**Opinion**

**Reasons**

what the author tries to persuade the reader to think or do.

why the author thinks or believes something

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# Academic Vocabulary

## LEARNING GOAL

I can make and use words to connect reading and writing.

## OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

## ELL Access

Routine language spoken in the classroom provides students with the opportunity to witness how others use unfamiliar words. Continue to add new words to the routine language you use in your instruction, and guide students to use these words in their daily conversations as well.

## Oral Language

### Minilesson

**FOCUS ON STRATEGIES** Using new vocabulary words in a discussion can help students better understand the words. The Academic Vocabulary words *imagine*, *suppose*, *create*, and *possible* are all words that students can use when responding in a discussion.

- Think about what the new words mean. Try to find ways to use the words in a discussion about a text or a picture.
- Respond to what others say by using the new words.

**MODEL AND PRACTICE** Model using the word *imagine* in a conversation. Say: “I like to *imagine* that I have wings.” People don’t have wings in real life, but it’s fun to pretend. What are some things you imagine about? Allow time for students to respond using the word *imagine*.

# Handwriting

## OBJECTIVE

Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

## Letters R and r

**FOCUS** Display the uppercase letter *R* and lowercase letter *r* for students to see.

**MODEL** Demonstrate how to write the uppercase and lowercase *Rr*. Then print the words *Rob* and *rope* on the board. Show students how to properly form each letter. Tell students to write the letters in the air using their finger.



## ASSESS UNDERSTANDING


## Apply

**MyTURN** Have students complete p. 205 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 205

VOCABULARY **Read Together** READING-WRITING BRIDGE

I can make and use words to connect reading and writing.

**My Learning Goal** 

**Academic Vocabulary**

**MYTURN** Draw a picture for this sentence.

In my imagination, I can create things that are supposed to be impossible!

Possible drawing can show something imaginary.

**TURN and TALK** Explain how your picture connects to the sentence.

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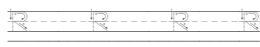
**PRACTICE** Have students use *Handwriting* p. 163 in the *Resource Download Center* to practice printing the letters *Rr*.

Name \_\_\_\_\_ **Read Together**

**Handwriting**

**Letters Rr**  
Where do you start uppercase letter R? What do you do next? How do you finish the letter?

**MYTURN** Trace the letters. Then write uppercase letter R.


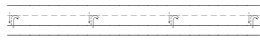
 

\_\_\_\_\_

\_\_\_\_\_

Where do you start lowercase letter r? What do you do next? How do you finish the letter?

**MYTURN** Trace the letters. Then write lowercase letter r.

\_\_\_\_\_

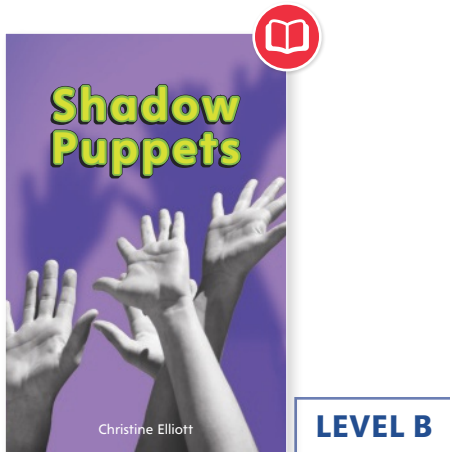
\_\_\_\_\_

Grade 1 • Unit 3 • Week 5 163

*Handwriting*, p. 163

# 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.



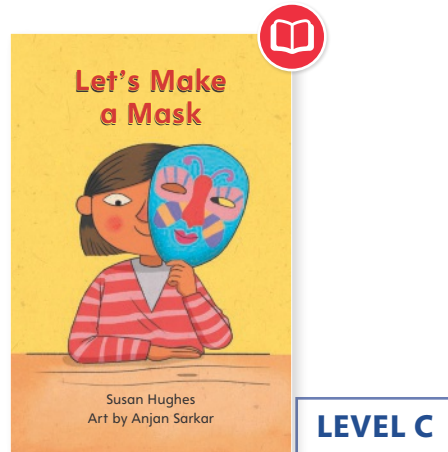
**Genre** Narrative Nonfiction

**Text Elements**

- One to two lines of text per page
- Simple sentences

**Text Structure**

- Simple factual



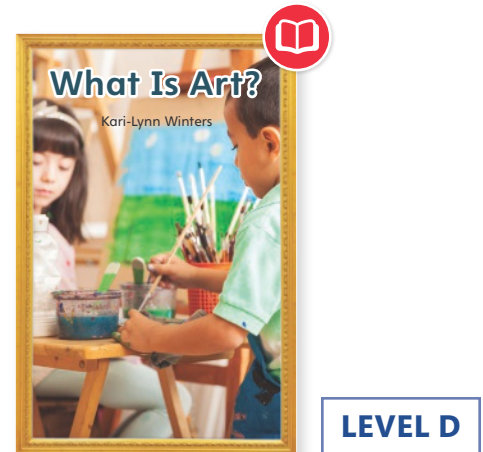
**Genre** Informational Text

**Text Elements**

- Familiar, easy content
- One to three lines of text per page

**Text Structure**

- Simple factual



**Genre** Informational Text

**Text Elements**

- Familiar, easy content
- One to six lines of text per page

**Text Structure**

- Simple factual

## Guided Reading Instruction Prompts

To help guide this week's minilessons, use these prompts.

### Identify Theme

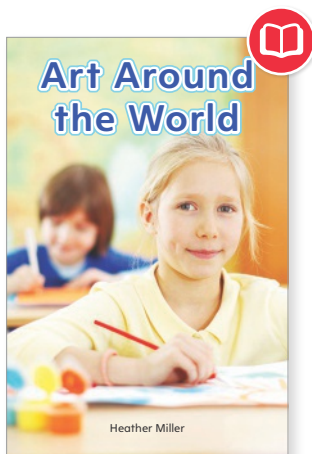
- How does the text connect to the weekly question?
- What does the text tell you about ways art or music can be important?

### Develop Vocabulary

- What words or pictures found in the text help you understand it better?
- Can you use the word in another sentence to help you better understand its meaning?
- How does this word help support the text? Is there a word that might work better?

### Identify Characteristics of Persuasive Text

- How can an author use this text to state an opinion?
- What are some reasons or facts that can support an opinion?



LEVEL F

**Genre** Informational Text

**Text Elements**

- Familiar content expands beyond reader's experience
- Content-specific words explained in the text

**Text Structure**

- Description



LEVEL G

**Genre** Informational Text

**Text Elements**

- Familiar content
- Three to eight lines of text per page

**Text Structure**

- Compare and contrast



LEVEL I

**Genre** Informational Text

**Text Elements**

- Familiar and new content
- Four to eight lines of text per page

**Text Structure**

- Compare and contrast

**Make Connections**

- Does this text remind you of a persuasive text that you read?
- Does this text make you think about something from your own life?

**Compare Texts**

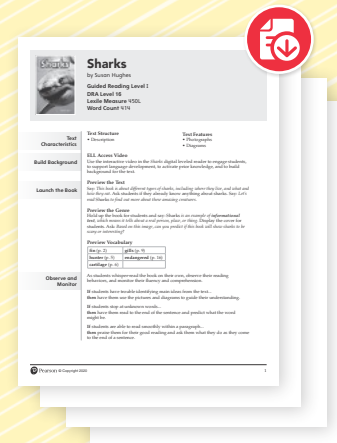
- How are the texts similar?
- What is the main difference between the texts?


**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 [SavasRealize.com](http://SavasRealize.com).



Use the  **QUICK CHECK** on p. T261 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### IDENTIFY PERSUASIVE TEXT

**Teaching Point** When reading a persuasive text, look for the author’s opinion. This tells you what the author wants you to think or do. Once you’ve found the opinion, look for the author’s reasons that support the opinion. Guide students to use what they know about persuasive text to identify the author’s opinion in “Why Kids Need Chores.”

### ELL Targeted Support

Ask students questions to help them understand the characteristics of persuasive texts, such as “Why Kids Need Chores.”

Ask yes/no questions, such as: *Does the author want readers to \_\_\_? Does that mean it is a persuasive text?* **EMERGING**

Have students respond to questions using sentence frames, such as: *The author wants us to \_\_\_. The author uses the reason \_\_\_.*

### DEVELOPING

Ask student pairs to write a two- or three-sentence response to the question **What makes this text a persuasive text?** They should write about what the author wants readers to think or do and one reason.

### EXPANDING/BRIDGING



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

## Intervention Activity



### INFORMATIONAL, PROCEDURAL, AND PERSUASIVE TEXTS

Use Lesson 49, in the *myFocus Intervention Teacher’s Guide* for instruction on identifying persuasive texts.

LEVEL B • READ

**Lesson 49** Recognize Types of Text: Informational, Procedural, and Persuasive Texts


**DIRECTIONS** Follow along as your teacher reads aloud each passage. Look at the pictures.

**A Secret Note**

Do you want to make some invisible ink? Here is how to do it. You have to get some things. Then, look at the directions. You have to do the steps in order.

**What You Need**

- half a lemon
- water
- a spoon
- a bowl
- a cotton swab
- white paper
- a lamp



**Directions**

1. Put some lemon juice into the bowl. Put in one or two drops of water.
2. Mix the water and the juice with a spoon.
3. Then take the cotton swab. Dip it in the mix. Write a note on the white paper.
4. Let the juice dry so you do not see it. There is no note! But you can find out if it is there.
5. When it is time to show the note, set the paper under the lamp. The lamp is hot. It can get the paper hot. Soon, you will see the note.

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Reading Informational Text T • 283

## On-Level and Advanced



### INQUIRY

**Question and Investigate** Using the infographic on pp. 176–177 in the *Student Interactive*, have students come up with questions relating to why music and art classes are important. Have them search for answers to one of these questions as the week progresses. See *Extension Activities* pp. 198–202 in the *Resource Download Center*.

## Conferring

3 students / 3–4 minutes per conference

### IDENTIFY PERSUASIVE TEXT

**Talk About Independent Reading** Have students explain how they know the genre of the book they are reading.

### Possible Conference Prompts

- What features of the genre does your book have?
- What makes the text different from a persuasive text?

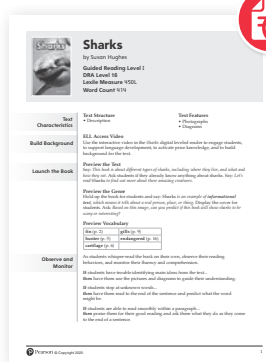
**Possible Teaching Point** Readers look for persuasive words in a text. Words like *should* and *must* can tell you that you’re reading a persuasive text.

## Leveled Readers



### IDENTIFY THEME

- For suggested titles, see “Matching Texts to Learning,” pp. T264–T265.
- For instructional support on how to identify a theme, see the *Leveled Reader Teacher’s Guide*.



## Independent/Collaborative

## Independent Reading



Students can

- reread or listen to a self-selected trade book.
- continue reading their Book Club book.
- reread or listen to a book they have already read.

## Centers



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

## Literacy Activities



Students can

- take notes about persuasive texts in their notebook.
- play the myView games.
- practice reading aloud with a partner.
- complete an activity from the *Resource Download Center*.

## BOOK CLUB



See Book Club pp. T468–T471 for

- ideas for facilitating Book Club with a trade book of your choice.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups’ collaboration.

## Whole Group

**Share** Bring students back together in Whole Group. Have one student share the opinion of a persuasive text that he or she read and tell the class the reasons the author gave to support the opinion.

# Word Work

## OBJECTIVES

Demonstrate and apply phonetic knowledge.

Identify and read common high-frequency words.

## ADDITIONAL PRACTICE

For additional student practice with consonant patterns *ng*, *nk*, use *Phonics* p. 145 from the *Resource Download Center*.

*Phonics*, p. 145

## Phonics: Decode and Write Words with Consonant Patterns *ng*, *nk*

### Minilesson

**FOCUS** Tell students that the sound /ng/ that they hear at the end of the word *sing* is spelled *ng*, and the sound /ngk/ they hear at the end of the word *blank* is spelled *nk*.

**MODEL AND PRACTICE** Write the following words on the board: *ring*, *thing*, *bring*. Say: **The sound /ng/ that you hear at the end of the word *ring* is spelled *ng*.** Have students repeat the word with you as you underline the spelling *ng*. Then point to the word *thing* and have students sound it out. Ask: **What consonant sound do you hear at the end of the word *thing*? (/ng/)** **How do you spell the sound /ng/ in *thing*? (ng).** Repeat for the word *bring*. Then write the words *tank*, *link*, and *clank* on the board. Read the word *tank* as you point to each letter. Say: **The sound /ngk/ that you hear at the end of the word *tank* is spelled *nk*.** Have students repeat the word with you as you underline the consonant spelling. Then point to the word *link* and have students sound it out. Ask: **What consonant sound do you hear at the end of the word *link*? (/ngk/).** **How do you spell the sound /ngk/ in *link*? (nk).** Repeat with the word *clank*.

**TURN, TALK, AND SHARE** Have partners decode the words at the top of p. 179 in the *Student Interactive*.



### EXPERT'S VIEW Pat Cunningham, Wake Forest University

“If you just test what kids know in isolation, for example showing them a single word to read, most kids can do pretty well. But when they are reading, they don’t always apply that knowledge. You need to assess word reading in context. What kids can do in isolation may be different from what they can do in reading and writing.”

See [SavasRealize.com](http://SavasRealize.com) for more professional development on research-based best practices.



## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 My TURN** Have students complete p. 179 and p. 180 in the *Student Interactive*.

**OPTION 2 Independent Activity** Have partners practice spelling words with the sounds /ng/ and /ngk/ using alphabet blocks.

## QUICK CHECK

**Notice and Assess** Are students able to decode and write words with the consonant patterns *ng* and *nk*?

**Decide**

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T278–T279.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T278–T279.

## HIGH-FREQUENCY WORDS

Write the words *around*, *find*, *full*, *grow*, *under*. Have students:

- read each word.
- spell each word.
- use each word in a sentence.

STUDENT INTERACTIVE, p. 179

**Read Together** FOUNDATIONAL SKILLS

### Consonant Patterns ng, nk

**TURN and TALK** Read these words.

	bank	tank	sank
	blink	drink	think
	bang	hang	rang
	sing	ring	sting

**MY TURN** Say each picture name.  
Circle the letters that spell the final sound.

	nk	<u>ng</u>
	<u>nk</u>	ng

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STUDENT INTERACTIVE, p. 180

PHONICS | PHONOLOGICAL AWARENESS **Read Together**

### Consonant Patterns ng, nk

**MY TURN** Write **ng** or **nk** to finish the words. Then read the sentences.

“Look at this junk!” said Ling.

“Bring me a box,” she said.

“I think it will all fit.”

**MY TURN** Write what Ling says next. Use a word with **ng** or **nk**.  
**Possible response:**

“Thank you for your help.”

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180



# Introduce the Text



Thumbs Up for Art and Music!

## OBJECTIVES

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

Identify the reasons an author gives to support points in a text.

## ELL Access

### Visual Support

When reading the text, have students look for pictures or illustrations that provide clues about the text. These clues can help them better understand the author's opinion and reasons.

## Shared Read Plan

**First Read** Read the text. Discuss the First Read notes with students.

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

## Preview Vocabulary

- Introduce students to the words *learn*, *think*, *remember*, and *concentrate* from p. 190 in the *Student Interactive*.
- Prompt students to share what they already know about the words by asking them questions such as: *Where do you go to learn? What helps you concentrate? Do you remember what we did in class last week?*
- Help students feel more comfortable using the vocabulary words by discussing, for example, topics they would like to *learn* more about or strategies they use to *remember* new vocabulary words.
- Define the words as needed. Definitions appear on the selection pages that follow. *These words will help us understand the author's reasons in Thumbs Up for Art and Music!*

## Read

Discuss the First Read Strategies with students. For the first read, tell students to read for understanding and enjoyment.

### FIRST READ STRATEGIES

**READ** Tell students to read or listen as you read the text. Prompt them to try to understand what the author wants them to think or do.

**LOOK** Have students look for reasons the author gives to support his opinion.

**ASK** Have students generate questions before, during, and after reading to deepen their understanding and gain information. Provide assistance as needed.

**TALK** Ask students to talk to a partner about personal connections they make to the text.

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.



**ELL Targeted Support Visual Support** Have students use illustrations and pictures to help them understand the vocabulary words *learn*, *think*, *remember*, *concentrate*.

Model using visual support to help students better understand the word *think*. For example, find a picture of a person with a thought bubble above his or her head. Write the word *think* on the picture. Then say: **This picture helps me understand what *think* means. EMERGING**

Ask student pairs to find photos or illustrations from a print or digital source that can help them better understand the vocabulary words. **DEVELOPING**

Ask students to draw pictures that help them better understand the vocabulary word meanings. Have them trade their pictures with a partner and guess the vocabulary word depicted in each of their partners' drawings. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 190–191

Read  
Together

## Thumbs Up for Art and Music!

### Preview Vocabulary

You will read these words in *Thumbs Up for Art and Music!*

learn   think   remember   concentrate

### Read

**Read** to understand what the author wants you to think or do.

**Look** for reasons the author gives.

**Ask** questions to clarify information.

**Talk** about your personal connection to this text.

### Meet the Author



**Greg Leitich Smith** writes adventure stories. His books feature a lot of humor, science, art, and music.

190

Read  
Together

Genre Persuasive Text

## Thumbs Up for Art and Music!

written by Greg Leitich Smith

AUDIO

Audio with  
Highlighting

ANNOTATE

191

STUDENT INTERACTIVE, pp. 192–193



**learn** to acquire a skill or knowledge  
**think** to have an opinion or idea about something

In school you learn to read and write. You learn to do math problems. Reading, writing, and math are important.

192

Some people don't think art in school is important, but I do! Here is why.


CLOSE READ 

**Highlight** the words that tell what happens at school.

193

## First Read

### Look

 **THINK ALOUD** When I read a persuasive text, I look for reasons the author uses. On page 194, I read that the author thinks art is important because you learn to be creative. I can use the word *because* to help me find reasons.

### Possible Teaching Point

#### Language & Conventions | Capitalization

Have students find the pronoun *I* on p. 193. Explain to students that certain words are always capitalized. The pronoun *I* is always a capital letter. Use the Language & Conventions lesson on p T423 to teach about capitalizing proper names and the pronoun *I*.



STUDENT INTERACTIVE, pp. 194–195



Art is important because you learn to be creative. You have to use your imagination.

194

Art is important because it makes you think. You figure out how to make amazing things.

CLOSE READ 

Underline what the author wants readers to think and why the author thinks that.

195

## Foundational Skills Extension

### Consonant Patterns *ng*, *nk*

Review consonant patterns *ng* and *nk* with students. Have students read the text on p. 195. Ask them to find the word with consonant pattern *nk* and the word with consonant pattern *ng*. (*think*, *things*)

## Close Read

### Make Connections

Remind students that they can connect what they read to their experiences. Have them follow the prompt on p. 193. Ask them if what they highlighted happens at their school too. **DOK 2**

### Identify Persuasive Text

Assist students with recognizing characteristics of persuasive text by having them follow the prompt on p. 195. **DOK 2**

#### OBJECTIVES

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

Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.

STUDENT INTERACTIVE, pp. 196–197



**concentrate** to focus your attention on an activity  
**remember** to retain information or ideas in your mind

Some people don't think music in school is important, but I do! Here is why.

Music is important because it makes you concentrate.  
You have to remember a lot.

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CLOSE READ

Underline what the author wants readers to think and why the author thinks that.

## First Read

### Ask

**THINK ALOUD** When I read, I ask questions to help me clarify information. I ask why do you have to remember a lot to play music? I don't see the answer in the text, but I can look at the picture on page 197. That girl is looking at the music and playing the piano at the same time! She needs to remember what to do when she plays.

## CROSS-CURRICULAR PERSPECTIVES

### Social Studies



Remind students of what they learned from the infographic on pp. 176–177. Tell them that the piano, pictured on p. 197, is another instrument that is often used in classical music. Many believe that the piano was invented in Italy around 1700. The piano uses strings to make sounds.



STUDENT INTERACTIVE, pp. 198–199




Music is important because you can play with others. You learn about teamwork.

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There are many reasons having art and music in school is important, but this is the best one. They are fun!

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CLOSE READ 

Underline why the author thinks art and music in school are important.

198

199

### Possible Teaching Point

#### Read Like a Writer | Persuasive Words

Point out the word *best* on p. 199. Tell students that *best* is a persuasive word. Discuss how the author uses the word *best* to convince readers to think a certain way. Use the Read Like a Writer, Write for a Reader lesson on p. T286 in the Reading-Writing Workshop Bridge to teach students how authors use persuasive words.

## Close Read

### Identify Persuasive Text

Remind students that a persuasive text tells what the author feels readers should think or do and the reasons why the author feels this way. Then have them follow the prompt on p. 197. **DOK 3**

Have students underline the reasons on pp. 198–199 that tell why the author thinks art and music in school is important. **DOK 2**

#### OBJECTIVE

Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.

# Respond and Analyze



Thumbs Up for Art and Music!

## OBJECTIVES

Use text evidence to support an appropriate response.

Respond using newly acquired vocabulary as appropriate.

## My View

Using these suggestions as guides, ask students for their initial responses to *Thumbs Up for Art and Music!*

- **Connect** Which parts of the text reminded you of your own experiences?
- **Illustrate** Draw something that the author tried to persuade us to think in the selection.

## Develop Vocabulary

### Minilesson

**FOCUS ON STRATEGIES** Authors choose words that help make the ideas in their writing clear to readers. For words you may not know:

- Try to find clues in the text that can help you understand the word better. This could be other words or pictures.
- Try to use the word in a different sentence. This will help you understand the word better.

**MODEL AND PRACTICE** Show students how to complete the activity on p. 200 of the *Student Interactive*, using the word *learn*. Read each sentence first for clues. **If you still don't know which word to choose, try saying each word in the sentence. If it doesn't sound right, then try other words.**

**ELL Targeted Support Asking and Answering Questions** Explain to students that asking and answering questions about a text helps them think about the point the author is trying to make.

Have students come up with a question about the text. Ask them to share their question with a partner. **EMERGING/DEVELOPING**

Tell partners to exchange questions they have about a text. Then have them find places in the text that may provide answers to each other's questions. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for developing vocabulary.

**OPTION 1 TURN, TALK, AND SHARE** Ask students to complete p. 200 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students find an unfamiliar word in their independent text and use context clues to determine its meaning.

### QUICK CHECK

**Notice and Assess** Are students able to identify and use new vocabulary words?

#### Decide


- **If students struggle**, revisit instruction for vocabulary in Small Group on pp. T280–T281.
- **If students show understanding**, extend instruction for vocabulary in Small Group on pp. T280–T281.

**Check for Understanding MyTURN** Have students use text evidence to answer the questions on p. 201 in the *Student Interactive*.

STUDENT INTERACTIVE, pp. 200–201

The image shows two pages from a student interactive. The left page is titled 'VOCABULARY' and 'Develop Vocabulary'. It features a 'Read Together' icon and a 'MYTURN' section with a box of words: think, learn, remember, concentrate. Below are three sentences with the words filled in: 'We learn to be creative in art.', 'Music needs us to focus or concentrate.', and 'Art makes us think and figure things out.' The bottom section is 'TURN and TALK' with the instruction 'Use the words in your own sentences.' The page number '200' is in a green circle at the bottom left. The right page is titled 'COMPREHENSION' and 'Check for Understanding'. It features a 'Read Together' icon and a 'MYTURN' section with the instruction 'Write the answers to the questions. You can look back at the text.' There are three questions: 1. 'What makes this text a persuasive text?' with a possible response 'The author wants us to think music and art are important.' 2. 'Why does the author use photos?' with a possible response 'to show real students enjoying art and music.' 3. 'Do you think it is important to have art and music at school? Use text evidence.' with a possible response 'It is important because art and music help us be more creative.' The page number '201' is in a green circle at the bottom right. Vertical text on the left side of the right page reads 'Copyright © SAVVAS Learning Company LLC. All Rights Reserved.'



Use the  **QUICK CHECK** on p. T269 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### CONSONANT PATTERNS *ng, nk* Sound-Spelling Cards

Show students Sound-Spelling Cards 44 and 45. Say: *The letters **ng** spell the sound /ng/ at the end of **swing**. The letters **nk** spell the sound /ngk/ at the end of **skunk**.*



Write the following incomplete words on the board: *ba\_\_*, *si\_\_*, *ri\_\_*. Prompt students to insert the letters *ng* or *nk* into each word. (*bank* or *bang*, *sink* or *sing*, *rink* or *ring*) Have students draw and label a picture that shows one of the words.

### ELL Targeted Support

Have students use the words *swing* and *skunk* to practice saying words with the consonant patterns *ng* and *nk*.

Choose one of the two words, and say each individual sound that makes up the word. Emphasize the sound /ng/ or /ngk/. Tell students to listen to how they are saying the sound correctly. They can say *swing* or *skunk* and ask a partner to verify their pronunciation.

### EMERGING/DEVELOPING

Have students say other words with consonant patterns *ng* and *nk*. Ask them to tell how they can check that they are saying the words correctly. **EXPANDING/BRIDGING**



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

## Intervention Activity

### CONSONANT DIGRAPHS AND TRIGRAPHS

Use Lesson 18 in the *myFocus Intervention Teacher's Guide* for instruction on reading words with consonant digraphs and trigraphs.

LEVEL B • MODEL AND TEACH

**Lesson 18** Consonant Digraphs and Trigraphs *dge, ng, nk, ck*

**INTRODUCE** Remind students that they know how to read and write words with digraphs, such as *sh, tch, ph, and wh*. A digraph is two consonants that stand for a single sound, for example, in the word *match*, the letters *tch* make the single sound /ch/. Today we will learn to read and spell words with other consonant combinations.

**MODEL** Display or share copies of the following passage "A Rock Club" from Student Page S113, and read it aloud.

**OBJECTIVES:**

- Read and spell words that end with the /j/ sound spelled *dge*.
- Read and spell words with the /ng/ *ng* and /ngk/ *nk* digraphs.
- Read and spell words with the /k/ *ck* digraph.

**A Rock Club**

Hank joins a rock club. *ng* makes the /ngk/ sound.

He gets a name badge. *ck* makes the /k/ sound.

It is on string. *dge* makes the /j/ sound.

He wears it around his neck. *ng* makes the /ng/ sound.

**TEACH** Read the passage aloud. Point to and say each word with circled letters, emphasizing the sound of the letter combinations: *nk* makes the /ngk/ sound; *ck* makes the /k/ sound; *dge* makes the /j/ sound, and *ng* makes the /ng/ sound. Have students repeat each word with you. Ask: *Where do you hear /k/, /j/, /nk/, and /ngk/, at the beginning or end of the word?* (end) Point out that final sounds can be spelled with a combination of letters. Guide students to identify another word that ends with a digraph. (neck) Circle *ck*. I know that each of these letter combinations makes one sound. I blend this sound with other sounds to make a word. Then I can read and spell words that end with these letter combinations.

Now point to the *ng* letter combination at the end of the word *string* in the third sentence. Now that I know what the letters *ng* sound like, when I hear a word that ends with that sound, I can spell the word. The word *string* ends with the sound /ng/. Sound out the beginning sounds for students and write *s, t, r,* and *i*. Work through spelling other examples, such as *ring, bang, and lung*.

Phonics, Morphology, and Spelling T • 113

## Intervention Activity

### PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 1–13.



## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Write the following incomplete words on the board: *dri*\_, *ju*\_, *ki*\_, *swi*\_. Hide the Letter Tiles *n*, *g*, and *k* throughout the room. Ask students to work together to find the hidden Letter Tiles.



Once students have retrieved the Letter Tiles, have them use the tiles to complete each word on the board (*drink*, *junk*, *king*, *swing*).

Students can also play the Letter Tile game in the myView games on SavvasRealize.com.

### Decodable Reader



Use the Decodable Reader *Zing in a Tank* to give students more practice reading and listening to high-frequency words and words that end in *ng* /ng/ and *nk* /ngk/.

Once students have finished reading *Zing in a Tank*, ask them to make a list of words from the Decodable Reader that end in *ng* /ng/ and *nk* /ngk/.

### High-Frequency Words

Give students a list of this week's high-frequency words: *grow*, *full*, *around*, *find*, *under*. Have students work with a partner. One student spells a word. Then the other student writes the word in a sentence. Have students swap roles and repeat for each word.

### Centers



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

## Decodable Reader

**Zing in a Tank**  
Written by Celia Davos

Decodable Reader  
33

<b>Consonant Patterns -ng, -nk</b>	<b>Word Family -onk</b>
bangs honking stung wings	honking
bring honks tank worked	honks
drink sink think Zing	<b>Consonants zz</b>
drinking sting thunk	buzz
<b>Word Family -nk</b>	jazz
drink sink think	
<b>High-Frequency Words</b>	
a from into the	
could I now to	

65

Zing is in a tank.  
He honks with his wings.  
Buzz, buzz.

66

I will not let Zing go!  
He will be mad at us.  
We could get stung.

67

Zing bangs into the tank.  
THUNK!  
He is not honking now.

68

I think Zing needs a drink.  
I will bring it from the sink.

69

I will let Zing go.  
Will he try to sting me?

70

Zing is flying to the dish.  
He is drinking.

71

Buzz, buzz.  
Zing honks jazz with his wings.  
He is a happy bee.  
I think he winked at me.

72

Use the  **QUICK CHECK** on p. T277 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DEVELOP VOCABULARY

**Teaching Point** When you come across a word you don't know, look for other words in the text that you do know. These words can often provide you clues about the meaning of the unfamiliar word. Guide students back to *Thumbs Up for Art and Music!* Demonstrate with the word *creative*.

### ELL Targeted Support

Tell students that creating their own book of vocabulary words can help them remember new words and their meanings.

Have students draw a picture that will help them remember the meaning of a new word they have seen or heard. Work with them to label their drawing. **EMERGING**

Have students make a drawing for a word and its meaning and write the word on the back of their paper. Explain how the paper can be used like a flashcard. Students can use the picture to name the word and check their response by referring to the back. **DEVELOPING**

Have partners choose challenging words from a text passage and work together to illustrate their meanings on flashcards. Have them label the back of each card with the word that is depicted on the front. They can discuss what kinds of drawings to make before they begin.

### EXPANDING/BRIDGING



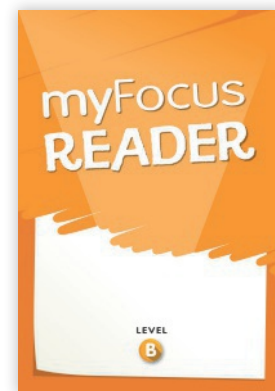
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### myFOCUS READER

Read the text on pp. 38–39 in the *myFocus Reader* with students. Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to engage students in a conversation about the text. Encourage students to use the Academic Vocabulary words.



## Fluency

Assess 2–4 students



### PROSODY

Have students practice reading aloud until they can read without stopping.

### ORAL READING RATE AND ACCURACY

Use pp. 85–90 in Unit 3, 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

### DEVELOP VOCABULARY

**Talk About Independent Reading** Have students share the unfamiliar word they found and the context clues they used to help determine its meaning.

### Possible Conference Prompts

- How helpful were the clues you found?
- Was the word important to the text?
- Can you think of any clues that might have been more helpful?

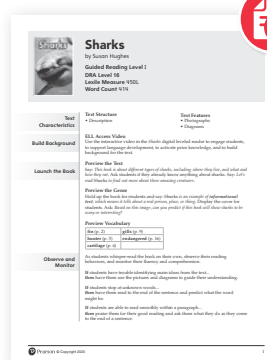
**Possible Teaching Point** Use a picture dictionary or a glossary to find out what unknown words mean if there are no clues in the text or pictures.

## Leveled Readers



### DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T264–T265.
- For instructional support on how to use familiar words to determine the meaning of an unfamiliar word, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Call students back to Whole Group. Have one or two students share an unfamiliar word they learned the meaning of by using clues from the text.

## Independent/Collaborative

### Independent Reading



Students can:

- read a book of their choosing.
- revisit *Thumbs Up for Art and Music!*
- work with a partner to read a text, providing support as needed.

### Centers



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

### Literacy Activities



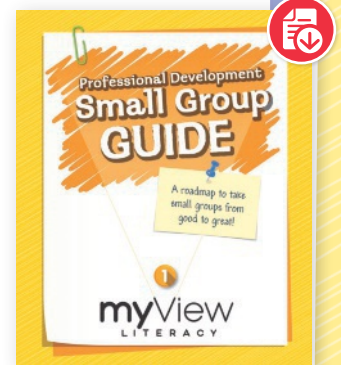
Students can:

- play the myView games.
- take notes in their notebook.
- practice reading aloud with a partner for fluency.
- reread a text of their choosing.

### SUPPORT INDEPENDENT READING

Observe how the classroom environment affects how well students can focus on their reading. While some students can read in any environment, others may need silence. Find ways to manage your classroom’s environment to accommodate all learners.

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



# Word Work

## OBJECTIVES

Demonstrate phonological awareness.

Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

Decode words with closed syllables; open syllables; VCe syllables.

Identify and read common high-frequency words.



Sound-Spelling Cards  
75, 78, 82, 149

## Phonological Awareness: Syllables

**SEE AND SAY** Point to the picture of the tiger on p. 181 in the *Student Interactive*. Say: *This is a picture of a tiger. Listen to the syllables, or word parts, in the word tiger: /tī/ (pause) /gər/. Now say the syllables with me.* Then ask students to blend the syllables to say the words. Repeat with the pictures for *robot* (/rō/ /bot/) and *meter* (/mē/ /tər/).

**PRACTICE** Say each of the following words: *spider, zebra, yogurt, tiny, total*. Work with students to say each word syllable by syllable, identify the sound at the end of the first syllable, and then blend the syllables to say the word.

## Phonics: Decode Words with Open Syllables

### Minilesson

**FOCUS** Tell students that there is one vowel sound in each syllable, or word part. Then use Sound-Spelling Cards 75 (*we*), 78 (*hi*), 82 (*no*), and 149 (*tiger*) to teach that open syllables end in long vowel sounds.

**MODEL AND PRACTICE** Display Sound-Spelling Card 75 (*we*) and point to the word *we*. Say: *This word is we. It is only one syllable, and it ends with the sound /ē/, spelled e. A syllable that ends with a long vowel sound is called an open syllable.* Repeat with Sound-Spelling Cards 78 (*hi*) and 82 (*no*). Then display Sound-Spelling Card 149 (*tiger*). *This is a picture of a tiger. If a two-syllable word has one consonant between two vowels, like the letters *i-g-e* in the word *tiger*, the consonant usually goes with the second syllable, and the vowel in the first syllable is long: /tī/ /gər/. Since the first syllable ends in a long vowel, it is called an open syllable.* Display the following words with open syllables and guide students to read them: *go, locate, tulip, so, major*.

**My TURN** Have students read the words at the bottom of p. 181 in the *Student Interactive*.



# High-Frequency Words


## Minilesson

**FOCUS** Write or display the high-frequency words: *around, find, full, grow, under.*


**MODEL AND PRACTICE** Point to the word *grow*. Say: *This is the word grow. It has four letters. The letters in grow are g, r, o, and w.* Have students read and spell the word. Then ask them to use the word in a sentence. Repeat with the remaining high-frequency words.



**APPLY MyTURN** Have students complete the sentences on p. 182 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 181

 **Read Together**
FOUNDATIONAL SKILLS

### Syllables

 **SEE and SAY** Say each picture name. Then break each word into syllables, or word parts, and say each syllable.


**Students should say tiger, robot, meter.**

### Open Syllables

A **syllable** is a word part with a vowel sound. An **open syllable** ends in a vowel. It usually has a long vowel sound. When a word or syllable has only one consonant and one vowel, the vowel sound is usually long.

**MYTURN** Read these words.

h
i

g
o

b
e


→ →

→ →

→ →

**181**

STUDENT INTERACTIVE, p. 182


HIGH-FREQUENCY WORDS | PHONICS
 **Read Together**

### My Words to Know

Some words you will see a lot when you read.

**MYTURN** Read these words.

grow
full
find
under
around

 **MYTURN** Complete each sentence with a word from the box. Read the sentences.

1. The bag is full of seeds.
2. The kids glance around.
3. They will grow plants here.
4. They find a spot to dig.
5. A seed will go under there.

**182**

# Identify Persuasive Text



Thumbs Up for Art and Music!

## OBJECTIVE

Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.

## ACADEMIC VOCABULARY

**Integrate** Be sure to incorporate the Academic Vocabulary words as you talk about the text.

- Do you think it would be fun to create art with another student?
- What else do you think is possible when you take art and music classes?

## Minilesson

**FOCUS ON STRATEGIES** An author of a persuasive text tries to get readers to think or do something. Authors of persuasive text first state their opinion, and then they use reasons to support their opinion. Authors often use persuasive language to convince readers.

- Read carefully to figure out the author's opinion.
- Find details and reasons the author gives to support that opinion.
- Look for examples of persuasive words the author uses.

**MODEL AND PRACTICE** Using “Why Kids Need Chores” on pp. T258–T259, guide students through the process of recognizing characteristics of persuasive text. **First, I look for what the author is trying to get me to think or do. I can find the opinion near the beginning of the text.** Read the first paragraph of the text to students. **Does the author state an opinion here? What is it?** Have students look at pp. 194–195 in the *Student Interactive*. Have them look at the Close Read note on pp. 195, 197, and 199. Have students underline what the author wants readers to think or do.

**ELL Targeted Support Express Ideas** In a persuasive text, the author states an opinion or idea. These ideas help students understand how the author feels about something.

Ask students to express an idea or opinion about something they like.

### EMERGING

Have students identify the opinion the author states and decide whether they agree with the statement. **DEVELOPING**

Ask students to express an idea about something and then come up with reasons why they feel that way. Have them share their idea and reasons with a partner. **EXPANDING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students practice the strategies for identifying the characteristics of persuasive texts.

**OPTION 1** **TURN, TALK, AND SHARE** Have students complete p. 202 of the *Student Interactive*.

**OPTION 2** **Use Independent Text** Ask students to underline or use sticky notes to mark persuasive words the author uses in independently read texts.

### QUICK CHECK

**Notice and Assess** Can students identify characteristics of persuasive texts?

#### Decide

- **If students struggle**, revisit instruction about identifying characteristics of persuasive texts in Small Group on pp. T288–T289.
- **If students show understanding**, extend instruction about identifying characteristics of persuasive texts in Small Group on pp. T288–T289.

STUDENT INTERACTIVE, p. 202

CLOSE READ

**Read Together**

### Identify Persuasive Text

Authors of persuasive text try to persuade readers to think or do something. They use reasons to support their opinion.

**MY TURN** What is the author trying to persuade readers to think in *Thumbs Up for Art and Music!*? Look back at the text.

**Possible response:**

**Music and art classes are important in school.**

**TURN and TALK** Talk with a partner about the reasons the author uses to persuade readers.

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202



# Read Like a Writer, Write for a Reader

## OBJECTIVE

Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.

### ELL Access

**Taking Notes** Explain to students that taking notes demonstrates listening comprehension and can expand their vocabulary. Creating a list of words they do not know, or words they find interesting, can help them learn how to use these words both orally and in writing.

## Word Choice

### Minilesson

**FOCUS ON STRATEGIES** In a persuasive text, authors choose persuasive words and phrases that convince the reader to agree with their opinions. Provide adult assistance in helping students read a persuasive text.

- Ask yourself what the author is trying to convince you to think or do.
- Pay attention to words like *should*, *must*, or *best*. These persuasive words often point to the author's opinion.

**MODEL AND PRACTICE** Using the example on p. 206 in the *Student Interactive*, demonstrate how to use persuasive words. Listen to the following sentence: "You *have to* use your imagination." *Have to* is a persuasive phrase. The author uses *have to* to persuade readers to use their imaginations.

# Handwriting

## OBJECTIVE

Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

## Letters *N* and *n*

**FOCUS** Show students the uppercase and lowercase letters *Nn*.

**MODEL** Model writing the letters *N* and *n* for students by printing the words *nap* and *Nate* on the board. Then have students form the letters in the air with their fingers.



## ASSESS UNDERSTANDING

## Apply

**MyTURN** Ask students to use the activity on p. 206 of the *Student Interactive* to practice using persuasive words in a sentence.

STUDENT INTERACTIVE, p. 206

**AUTHOR'S CRAFT**

**Read Like a Writer, Write for a Reader**

In persuasive text, authors use persuasive words and phrases to help convince readers to think or do something.

You **have to** use your imagination. ←.....

The author uses this phrase to persuade readers to use their imaginations.

**MYTURN** Write a sentence with a persuasive word, such as **should**, **must**, or **best**.  
Possible response:  
**You should exercise every day.**

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## Writing Workshop

Prompt students to choose their words carefully while writing poetry in Writing Workshop. During conferences, support students' writing by guiding them to carefully choose specific words that make their writing stronger.

**PRACTICE** Using *Handwriting* p. 164 from the *Resource Download Center*, have students practice printing the letters *Nn*.

Name \_\_\_\_\_

**Handwriting**

**Letters Nn**  
Where do you start uppercase letter N? What do you do next? How do you finish the letter?

**MYTURN** Trace the letters. Then write uppercase letter N.

Where do you start lowercase letter n? What do you do next? How do you finish the letter?

**MYTURN** Trace the letters. Then write lowercase letter n.

Grade 1 • Unit 3 • Week 5 164

*Handwriting*, p. 164

Use the  **QUICK CHECK** on p. T285 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### IDENTIFY CHARACTERISTICS OF PERSUASIVE TEXT

**Teaching Point** As you read, pay attention to the words the author uses. Ask yourself what the author is trying to persuade you to do or to think. The pictures and title page can help you figure out the author's opinion and the purpose of the text. Once you know the opinion, it becomes easier to find the author's supporting reasons. Demonstrate using *Thumbs Up for Art and Music!*

### ELL Targeted Support

Draw students' attention to the title and the idiom "thumbs up." Explain and demonstrate what this expression means. Name a few different foods and have students give a "thumbs up" when you name one they like. **EMERGING**

Have students look at the title page of *Thumbs Up for Art and Music!*, p. 191 in the *Student Interactive*. Ask them what this tells them about the type of text. **DEVELOPING**

Have students point out pictures or words on the title page that help them identify the opinion of the author in the text.

### EXPANDING/BRIDGING



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

## Intervention Activity



### DETERMINE AUTHOR'S PURPOSE AND REASONS

Use Lesson 53 in the *myFocus Intervention Teacher's Guide* for instruction on determining the author's purpose and reasons.


LEVEL B • READ

**Lesson 53** Determine Author's Purpose and Reasons

**DIRECTIONS** Follow along as your teacher reads aloud "Breakfast Is Best." Look for important points and the reasons that support them.

**Breakfast Is Best**

Breakfast is the best meal of the day. Breakfast gets my day off to a great start. A healthy breakfast gives my body what it needs to grow. Breakfast gives me energy to get ready for school. Eating breakfast helps keep me awake. With a full stomach, I can listen and learn.



I can eat my favorite foods at breakfast. Some mornings I eat cereal with milk. Some mornings I eat toast with jelly. Some mornings I eat eggs and fruit. I can drink my favorite drinks, too. Some mornings I drink orange juice. Some mornings I drink apple juice. Some mornings I drink milk. These are my favorite foods and drinks.

It does not take too long to eat breakfast. I can eat a bowl of cereal or a piece of toast quickly. I make sure to chew every bite!

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## Fluency

Assess 2-4 students



### PROSODY

Have student pairs practice reading a passage with proper emotion.

### ORAL READING RATE AND ACCURACY

Use pp. 85–90 in Unit 3, *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

### IDENTIFY CHARACTERISTICS OF PERSUASIVE TEXT

**Talk About Independent Reading** Have students look at the persuasive words they marked. Have students tell whether those words told or supported the author’s opinion.

#### Possible Conference Prompts

- What point was the author trying to make by using this word?
- Can you think of words that might have been more convincing?
- Was the word easy to understand?

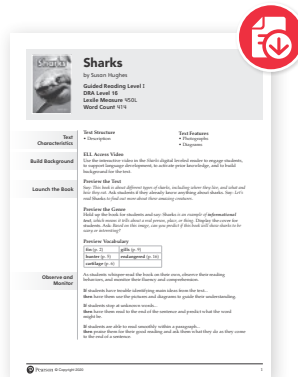
**Possible Teaching Point** When you read persuasive text, look for pictures and strong words that convince you to feel or act in a certain way.

## Leveled Readers



### IDENTIFY THEME

- For suggested titles, see “Matching Texts to Learning,” pp. T264–T265.
- For instructional support on identifying theme, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Call students back to Whole Group. Ask one or two students to share how their independent reading text is similar to or different from a persuasive text.

## Independent/Collaborative

### Independent Reading



Students can:

- reread or listen to a text they have already read.
- read a book of their choosing.
- read their Book Club text.
- practice reading aloud.

### Centers



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

### Literacy Activities



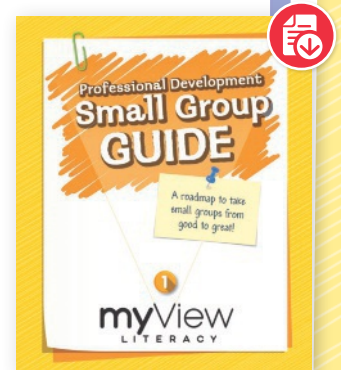
Students can:

- play the myView games.
- record their thoughts about a text in their notebooks.
- work with a partner to practice reading aloud.
- complete an activity in the *Resource Download Center*.

### SUPPORT PARTNER READING

Reading with a partner can help students understand challenging sections of a text better. If students encounter words they do not know, prompt them to ask their partner.

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



# Word Work

## OBJECTIVE

Decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

## ADDITIONAL PRACTICE

For additional student practice with open syllables, use *Phonics* p. 146 from *the Resource Download Center*.

*Phonics*, p. 146

## Phonics: Decode and Write Words with Open Syllables

### Minilesson

**FOCUS** Review with students that words have syllables. Each syllable has one vowel sound. When a syllable ends with a long vowel sound, it is called an open syllable.

**MODEL AND PRACTICE** Display the word *baby*. Say: I hear two vowel sounds in the word *baby*: /b/ /ā/ /b/ /ē/. The two syllables in *baby* are /bā/ (pause) /bē/. The first syllable, /bā/, ends in a long vowel sound, which is spelled with an *a*. The first syllable is an open syllable. Display each of the following words and have students decode them. For each word, have students give the sounds in the first syllable: *locate*, (/lō/); *minus*, (/mī/); *gravy*, (/grā/); *pony*, (/pō/); *silent*, (/sī/).

**TURN, TALK, AND SHARE** Have partners decode the words at the top of p. 183 in the *Student Interactive*.

**ELL Targeted Support Letters and Sounds** It is important that students associate the sounds with the letters that spell the sounds.

Display the word *me*. Have students read the word, identify each sound, and tell what letter spells each sound. (*m*, *e*) Repeat with the words *go*, *hi*, and *be*. Then have students dictate or write the words in sentences. Ask them to help you spell the words as appropriate for the level. **EMERGING**

Display the words *so*, *be*, *pilot*, and *hotel*. Have partners write the words on note cards. Ask them to work together to decode the words. Then have them write the words in sentences. Remind them to use what they know about sounds and letters as they spell the words in the sentences. Provide support as needed. **DEVELOPING**

Read the following words one at a time: *we*, *no*, *tiny*, *robot*. Have partners work together to write the words. Guide them to think about open syllables as they write. Ask students to then write the words in sentences using what they know about correct letter-sound relationships. **EXPANDING/BRIDGING**



## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 MyTURN** Have students complete the rest of p. 183 and p. 184 in the *Student Interactive*.

**OPTION 2 Independent Activity** Write words with open syllables, such as *ago, zebra, meter, auto, moment, bacon, navy, silent, local, pony, minus, cargo*. Distribute cards to partners, and have them take turns reading the words. Students should also give the sounds in the syllables of each word and tell which syllable is an open syllable.

## QUICK CHECK

**Notice and Assess** Are students able to decode and write words with open syllables?

## Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T296–T297.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T296–T297.

STUDENT INTERACTIVE, p. 183

Read Together
FOUNDATIONAL SKILLS

## Open Syllables

**TURN and TALK** Decode these words with open syllables.

	<b>so</b>	<b>we</b>	<b>no</b>
	<b>me</b>	<b>be</b>	<b>he</b>
	<b>lilac</b>	<b>banjo</b>	<b>pilot</b>
	<b>motor</b>	<b>tiny</b>	<b>hotel</b>

**MY TURN** Write **o**, **e**, or **i** to finish the words.

1. Hi! Mo! Can we go?

2. No! Do not go!

**TURN and TALK** Now read the sentences.

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STUDENT INTERACTIVE, p. 184

PHONICS
 Read Together

## Open Syllables

**MY TURN** Read the sentences. Underline words with an open syllable.

The robot said hello to me.

He had a tiny banjo.

It had to be reset.

We could go donate it.

An open syllable has a long vowel sound.

**MY TURN** Write a sentence about a robot. Use a word with an open syllable.

**Possible response:**

**The robot can go to the hotel.**

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# Decodable Story

## OBJECTIVES

Decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

Identify and read common high-frequency words.

## ELL Access

Students may have difficulty distinguishing the consonant patterns *ng* and *nk*. Use the decodable story to help students differentiate the two sounds.

## Read Sing!

**FOCUS** Have students turn to p. 185 in the *Student Interactive*. Say: *We are going to read a story today about children who sing in class.* Point to the title of the story. *The title of the story is Sing!* Point to the word *Sing* in the title. Say: *I can hear the sound /ng/ at the end of the word sing. How is the sound /ng/ spelled in the word sing?* Students should respond with *ng*. Tell students that they will be reading words that end in *ng* and *nk* and words with open syllables.

**IDENTIFY AND READ HIGH-FREQUENCY WORDS** Before reading, review this week's high-frequency words: *around, find, full, grow, under*. Display the words. Have students read them with you. Tell them that they will practice reading the high-frequency words in the story *Sing!*

STUDENT INTERACTIVE, p. 185



DECODABLE STORY
FOUNDATIONAL SKILLS

## Sing!

Link and Tony go to class.  
The class is full of kids.  
Miss King asks the class to sing.  
They blink and grow silent.

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AUDIO

Audio with Highlighting

ANNOTATE

Read the story. Highlight the three words with an open syllable.

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**READ** Pair students for reading 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. This time the other student begins.

Have students turn to p. 185 in the *Student Interactive*. Ask: **Which words have open syllables?** Students should supply the words *Tony*, *go*, and *silent*. Ask: **Where would I divide *Tony* and *silent* into syllables?** Students should say *after the first vowel* in each word. Have them highlight the words.

Have students turn to pp. 186–187. Ask: **Which words on page 186 end with *ng*?** Students should supply the words *sing*, *bring*, and *ring*. Have them underline the words. Ask: **Which words on page 187 end with *nk*?** Students should supply the words *winks*, *Link*, and *think*. Have them underline the words.

STUDENT INTERACTIVE, pp. 186–187



DECODABLE STORY

FOUNDATIONAL SKILLS

Link and Tony glance around.  
Link gets up to sing a solo.  
Tony can bring a bell to ring.  
They find a spot under the  
pink kite.



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Underline the three words that end with **ng**.

186

Miss King winks at Link  
and Tony.  
Link grabs a banjo.  
Link and Tony think  
singing is fun!



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Underline the five words that end with **nk**.

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# Make Connections



Thumbs Up for Art and Music!

## OBJECTIVE

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

## ACADEMIC VOCABULARY

**Integrate** Model Academic Vocabulary words as you discuss the text.

- Can you imagine what it's like being a professional artist?
- Suppose you didn't take art or music in school. Would you miss it?

## Minilesson

**FOCUS ON STRATEGIES** Readers make connections when what they read makes them think of something that happened in their lives. When readers make personal connections, they think about their own experiences and how those connect to what they read. This helps them better understand the text. To make connections to a text, readers can:

- Ask how this text is similar to their lives.
- Think of a personal experience that connects to what they are reading.
- Figure out how their personal experiences can help them better understand what they are reading.

**MODEL AND PRACTICE** Say: *When I read **Thumbs Up for Art and Music!** I think about the art classes that I took in school. I liked to paint. I thought about painting in school when I read about art classes in the text.* Have students think about their own lives. *Does this text make you think of anything creative and fun that you do?*

Have students look at the Close Read note on p. 193 in the *Student Interactive*. Ask them to highlight words that tell what happens at school. Ask: *What personal experiences do you have that connect to what you highlighted?* These words will help them make connections to personal experiences.

**ELL Targeted Support Prior Experience** Making connections to past experiences can help students understand the text better. As students read, have them think about similar experiences they have had.

Model a connection you can make to the text. Ask students to share what they connect to by pointing out the text or picture that supports their idea. **EMERGING**

Have students make a connection between the text and a prior experience they had. Ask them to share information about that connection. **DEVELOPING**

Ask students to tell the class about a connection they made while reading. Then have them explain how making connections helps them understand texts better. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for making connections between a text and personal experiences.

**OPTION 1 My TURN** Ask students to complete p. 203 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Using a text of their choosing, have students locate and mark the details that help them make connections to personal experiences.

### ✓ QUICK CHECK

**Notice and Assess** Can students make connections to a text?

#### Decide

- **If students struggle**, revisit instruction for making connections in Small Group on pp. T298–T299.
- **If students show understanding**, extend instruction for making connections in Small Group pp. T298–T299.

STUDENT INTERACTIVE, p. 203

**Read Together** READING WORKSHOP

### Make Connections

Readers make connections when what they read makes them think of something else. Readers can connect what they read to their personal experiences.

**MY TURN** What does this text make you think about in your life? Draw a connection you can make. Look back at the text.

**Possible drawing could show the student playing piano.**

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Use the  **QUICK CHECK** on p. T291 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### OPEN SYLLABLES

#### Sound-Spelling Cards

Display Sound-Spelling Cards 75, 78, 82, and 149.

Explain that a syllable that ends with a long vowel sound is called an open syllable. Have students name the pictures on the cards. Then ask them to identify the open syllables and spell the words.

Write the words *go*, *me*, *locate*, and *tulip*. Decode the words with students.

### ELL Targeted Support

Help students monitor their understanding of words with the syllable pattern CV.

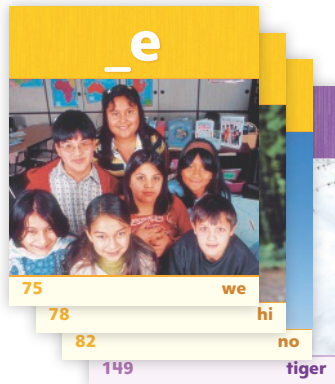
Remind students that open syllables end in the long vowel sound. Write the words *go*, *be*, *me*, and *so*. Point to each word and read it aloud.

Then have students read each word with you. Ask: **Are you saying the long vowel sound at the end?** **EMERGING/DEVELOPING**

Write the words *locate* and *tulip*. Have students read each word and circle the open syllable. Ask them how they know the first syllable is an open syllable. **EXPANDING/BRIDGING**



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



## Intervention Activity

### LONG VOWEL PATTERNS

Use Lesson 21 in the *myFocus Intervention Teacher's Guide* for instruction on long vowel patterns.

LEVEL B • MODEL AND TEACH

**Lesson 21 Long Vowel Patterns**

**INTRODUCE** Remind students that long vowel sounds sound like the letter name. Remind students they have learned to recognize and say words with long vowel sounds in words with a silent final e. Today we will learn to recognize words with these long vowel sounds—/ē/, /ī/, and /ī— that are spelled differently.

**MODEL** Display Student Page S127. Read aloud the first two sentences in the passage. Point to the word *She*, read it aloud, and have students repeat after you. Point to the letter *e*. *She* is a word with a long e sound that is spelled differently from the word *Pete*.

**OBJECTIVES:**

- Learn sound-letter correspondences besides the silent e rule for long e (e and y), long i (i, y, and igh), and long o (o).
- Use knowledge of these correspondences to decode long vowel words in isolation and in context.
- Apply knowledge of these correspondences to spell long vowel words properly.

**Hi!**

She is a young girl.  
Pete is a cold boy.  
The young girl says hi to the cold boy.  
The boy is too cold to say hi back!

e	o	i
she	cold	hi

**TEACH** Direct students' attention to the chart and run your finger under relevant letters and words as you read it aloud. Draw out and blend the sounds. Say the long e sound with me: /ē/. Say the word with me: /Sh/ē/. Point to the drawing of snowflakes falling. Is it warm outside? No! It is cold. /k/ /ō/. /ld/. Cold uses a long o sound, but it is spelled differently from bone. Say the long o sound with me: /ō/. Now say the word with me: /k/ /ō/ /ld/. Point to the word *hi* in the last column. *Hi* uses a long i sound, but it is spelled differently from kite. Say the long i sound with me: /ī/. Now say the word with me: /h/ /ī/.

Phonics, Morphology, and Spelling T • 127

## Intervention Activity

### PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 1–13.



## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Spread out Letter Tiles on a flat surface. Organize the tiles into a word search puzzle. Insert words with the syllable pattern CV.

Students can then find these words in the puzzle and read them aloud.

Students can also play the Letter Tile game in the myView games on SavvasRealize.com



### Decodable Reader



Have students read Decodable Reader *Honk! Honk!* to practice reading open syllable pattern CV words and high-frequency words. Prompt them to look for high-frequency words and words with the open syllable pattern CV as they read.

Before reading, display the high-frequency words students will encounter in the Decodable Reader. Ask students to chorally read the words.

Pair students for reading 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. This time the other student begins.

### Centers



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

## Decodable Reader

**Honk! Honk!**  
Written by Kalpa Meera

Decodable Reader  
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Consonant Pattern ng	Consonant Pattern nk	Syllable Pattern CV
sing	bank	be she
things	drink	go we
wings	honk	no

**High-Frequency Words**

around	little
come	look
find	they
full	under
grow	what
here	

73

What did we find under this tree?

74

What did we find in the nest?  
They are little things.

75

We look around for the mom.  
We have no luck.  
She must be around here.

76

We come back so we can see  
the chicks grow.

77

They like to go to the bank to drink.  
The chicks get full.

78

HONK! HONK!

We see the wings grow.  
They don't sing, but they honk.

79

HONKY HONKY HONKY

We see them fly around the pond.  
We see them fly up to the sky.  
Honk! Honk!

80

Use the  **QUICK CHECK** on p. T295 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### MAKE CONNECTIONS

**Teaching Point** As you read the text, think about your own experiences. If you make a connection between the text and your personal experiences, it can help you understand the text better. Return to *Thumbs Up for Art and Music!* and demonstrate how to connect your personal experiences to the text.

### ELL Targeted Support

Have students share information about personal connections they made to *Thumbs Up for Art and Music!*

Ask students to share a connection to their own life they made while reading the text by pointing to a picture or text. **EMERGING**

Ask student partners to share a personal connection they made to the text. Have them explain this connection to their partner.

### DEVELOPING

Have student pairs share personal connections to the text and use text evidence to support the connection. **EXPANDING**

Ask students to think about their own lives as they read the text. Have them share with the class what they learned by making a connection to their own lives. **BRIDGING**



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

## Intervention Activity



### MAKE CONNECTIONS

Use Lesson 42 in the *myFocus Intervention Teacher's Guide* for instruction on making connections.

LEVEL B • READ

**Lesson 42** Ask and Answer Questions and Make Connections

**DIRECTIONS** Look at the title of the story and the picture. Then follow along as your teacher reads aloud "Rainy-Day Cookies."

**Rainy-Day Cookies**

Gina and her dad planned to go to the zoo on Saturday. Gina was glad. She loved the zoo. But the sky was cloudy on Saturday morning. Soon it was raining cats and dogs!

"Oh, well," said Dad. "We will go to the zoo next weekend."

Gina tried not to look sad.

"Hey! I have a great idea!" Dad said. "What if I show you how to make my amazing Chunky and Chewy Chocolate Chip Cookies?"

"Yes, please! That is a great idea, Dad," said Gina.

Dad told Gina what they needed to make cookies. First, they got butter and eggs. Next, they found the flour and sugar and the other ingredients.

Dad explained, "First we mix up the butter and the sugar. Next we add eggs."

*Crack!* He tapped an egg on the rim of a cup. He opened the shell. *Plop!* The yolk and white dropped into the cup.

Dad poured the egg into the bowl. "You do the second egg, Gina," he said.

*Crack! Plop!* Gina's egg dropped into the cup. She poured it into the bowl.

Dad showed Gina his baking tricks.

"I like to add two pinches of salt. Like this!" he said. He acted like a magician as he tossed salt into the bowl.

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## Fluency

assess 2–4 students



### PROSODY

Have student pairs practice reading with a natural rhythm appropriate to the text.

### ORAL READING RATE AND ACCURACY

Use pp. 85–90 in Unit 3, 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

### MAKE CONNECTIONS

**Talk About Independent Text** Ask students to share details in the text that made them think about their own experiences.

### Possible Conference Prompts

- What led you to make that connection?
- How did it help you understand the text better?

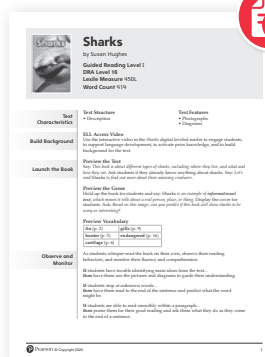
**Possible Teaching Points** Readers can also use what they have learned from another text to make connections.

## Leveled Readers



### MAKE CONNECTIONS

- For suggested titles, see “Matching Texts to Learning,” pp. T264–T265.
- For instructional support on how to make connections between texts and personal experiences, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Have students return to Whole Group. Ask one or two students to share the connections they made to their texts and how it helped them understand these texts better.

## Independent/Collaborative

### Independent Reading



Students can:

- practice reading aloud until they have a natural rhythm.
- read or listen to a text of their choosing.
- revisit a text they have already read.

### Centers



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

### Literacy Activities



Students can:

- take notes in their notebook about the book they are reading.
- play the myView games.
- complete an activity in the *Resource Download Center*.

### SUPPORT INDEPENDENT READING

Encourage students to be patient if they are struggling. Like most skills, reading takes time to master. Getting frustrated is natural. Remind them that they will continue to see improvement in their reading skills as time progresses.

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



# Word Work

## OBJECTIVES

Recognize the change in spoken word when a specified phoneme is added, changed, or removed.

Decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

Identify and read common high-frequency words.

## ADDITIONAL PRACTICE

For additional student practice with high-frequency words, use *My Words to Know* p. 153 from the *Resource Download Center*.

*My Words to Know*, p. 153

## Phonological Awareness: Add Phonemes

**MODEL** Tell students that they can recognize when a phoneme, or sound, has been added to a word. Say: *Listen to the sounds in this word: eat, /ē/ /t/. Now listen to the sounds in this word: beat, /b/ /ē/ /t/. What phoneme, or sound, was added to the word eat? Yes, the sound /b/ was added to the beginning of the word eat to create the word beat.*

**PRACTICE** Using the following word pairs, have students tell what sound is added to the first word in each pair to make the second word: *it/sit, he/heat, tack/stack, lack/black, me/meet, so/soak, lamb/slam.*

## Phonics: Spiral Review Vowel Sounds of y; Syllable Pattern VCCV

### Minilesson

**FOCUS** Display the words *my* and *silly*. Review with students that the letter *y* can spell the sound /ī/ as in *my*, or the sound /ē/ as in *silly*. Display the word *basket*. Review with students that each syllable, or word part, has one vowel sound. In a word like *basket*, there are two consonants, the letters *s*, *k*, between two vowels, *a*, *e*. We can divide the word between the two consonants to make it easier to read it. The word *basket* is a syllable pattern VCCV word.

**MODEL AND PRACTICE** Display the following words, and guide students to read them: *try, rabbit, bunny, sky, funny, by, sunset, contest, problem.*



**ELL Targeted Support Syllable Pattern VCCV** Have groups of students move to demonstrate dividing VCCV words into syllables. Create large letter cards for the words *basket*, *contest*, and *sister*. Have six volunteers hold the cards to spell the word *basket*.

Point out the VCCV pattern in the word *basket*. Say: **I see the vowel a, the consonant s, the consonant k, and the vowel e. I know I can divide the word between the two consonants.** Have the students holding the letters separate into *bas* and *ket*. Then read each syllable with students. Have the students holding the cards move back together to demonstrate blending the syllables to decode the word. Repeat with other VCCV words and new volunteers. **EMERGING/DEVELOPING**

Ask students to name the VCCV letters in the word *basket*. Prompt students with questions to guide them to tell you where the students holding the letter cards should separate. Say: **When you see two consonants between vowels, where should we divide the word into syllables?** Have the students holding the letters separate between the consonants. Then have students read each syllable and then blend the syllables to decode the word. For the remaining words, have students lead the directions on how the students holding the cards should move. **EXPANDING/BRIDGING**

## HIGH-FREQUENCY WORDS



Put this week's high-frequency words on note cards: *around*, *find*, *full*, *grow*, *under*. Place the cards in a container. Have a student select a card, read the word, spell the word, and use it in a sentence. Ask the rest of the class to write the word as the word is spelled aloud. Continue with the remainder of the words, repeating them as necessary to give each student a chance.



# Reflect and Share



Thumbs Up for Art and Music!

## OBJECTIVES

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

Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

Retell texts in ways that maintain meaning.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

## ACADEMIC VOCABULARY

**Integrate** Apply the Academic Vocabulary to the weekly question and unit theme.

- Does the text help you imagine why art and music classes are important?
- What can you create using your imagination?

## Talk About It

### Minilesson

**FOCUS ON STRATEGIES** When you compare texts, it is helpful to retell the texts first to make sure you understand the key information. Retelling a text allows you to share information and opinions about a text with others.

- Be sure to retell the text using your own words.
- Speak clearly at an appropriate pace.
- Remember to include the opinions and reasons the author provided.
- Keep the meaning of the text.

**MODEL AND PRACTICE** Use the infographic “Creative Expression” on pp. 176–177 in the *Student Interactive* to demonstrate how to retell a text and make comparisons. **In the infographic, the author tells us about classical music. Musicians in an orchestra play classical music. The author tells us they must play together. This is similar to what the author of *Thumbs Up for Art and Music!* said on page 198 about why music is important. It helps you learn about teamwork.** Have students practice making a similar comparison about art by retelling relevant text in the infographic and the text on pp. 194–195. Ask students to share their own opinions about art and music classes. Remind them to speak clearly.

**ELL Targeted Support Sharing Information** Explain to students that sharing information with someone can be a great way not only to help someone else understand a text, but also to help themselves understand the text better.

Ask students to share a piece of information they found interesting from the text. **EMERGING**

Have student pairs find a piece of interesting information from the text to share with one another. Then have them explain to their partner why they found this information interesting. **DEVELOPING**

Ask students to make a short list of details from the text they found interesting. Have them present their list to the group and explain why they chose them. **EXPANDING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Ask students to use the strategies for retelling and then comparing texts.

**OPTION 1 Use the Shared Read** Prompt students to retell key ideas from *Thumbs Up for Art and Music!* and “Creative Expression” to discuss how art and music classes are important. Have students use the word *because* in their responses.

**OPTION 2 Use Independent Text** Have students use a two-column chart in their notebook to compare two texts.

### ✓ QUICK CHECK

**Notice and Assess** Can students make comparisons across texts?

#### Decide

- **If students struggle**, revisit making text comparisons in Small Group on pp. T304–T305.
- **If students show understanding**, extend instruction in Small Group on pp. T304–T305.

**WEEKLY QUESTION** Ask students to respond to the Weekly Question using the information they have collected this week. Have them write their responses on a separate sheet of paper or discuss in small groups.

STUDENT INTERACTIVE, p. 204

RESPOND TO TEXT

Read Together

### Reflect and Share

**Talk About It**  
Retell the reasons the author uses to persuade readers in *Thumbs Up for Art and Music!*  
What do you think about art and music classes?



**Retell Texts**  
When you retell a text, it is important to:

- Tell the information in your own words.
- Include the key ideas and details.
- Maintain, or keep, the same meaning as the text.

**Weekly Question**  
Why are art and music classes important?

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Use the  **QUICK CHECK** on p. T303 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### COMPARE TEXTS

**Teaching Point** When comparing texts, you should first find and retell the important ideas from both texts. Retelling authors' ideas in your own words shows that you understand the texts. Then you can compare those ideas. Use *Thumbs Up for Art and Music!* and the infographic "Creative Expression" to demonstrate how to retell and compare two texts.

### ELL Targeted Support

Help students expand and internalize English vocabulary by retelling *Thumbs Up for Art and Music!* and "Creative Expression."

Help students find and retell important details from a picture in each of the texts. **EMERGING**

Have student pairs take turns retelling important details from a picture in each of the texts.

### DEVELOPING

Have student partners retell and compare important details from the pictures in the two texts. **EXPANDING**

Have students retell and compare important ideas about art from the texts using details from the texts' pictures as support. **BRIDGING**



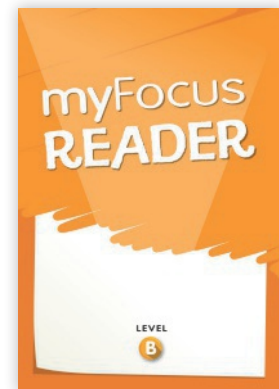
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### myFOCUS READER

Read the text on pp. 38–39 in the *myFocus Reader* with students. Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to engage students in a conversation that demonstrates how the texts they have read this week support their understanding of why art and music classes are important and that encourages them to use the Academic Vocabulary words.



## On-Level and Advanced



### INQUIRY

**Organize Information and Communicate** Ask students to organize their reasons for why art and music class are important. Have them choose a format that is easy to share with the rest of the class.

**Critical Thinking** Ask students about what they learned and the process they used.

See *Extension Activities* pp. 198–202 in the *Resource Download Center*.



## Conferring

3 students/3–4 minutes  
per conference

### COMPARE TEXTS

**Talk About Independent Reading** Have students refer to their charts to retell the comparisons they made between two persuasive texts they read this week.

### Possible Conference Points

- What information did you leave out when you retold the texts?
- What made you think this information was not important?
- How did sharing the information help you understand the texts better?

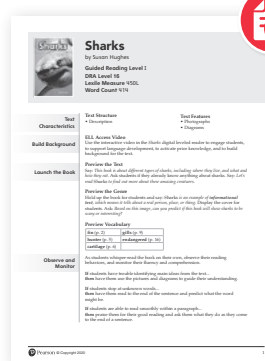
**Possible Teaching Point** When discussing two persuasive texts, compare the persuasive words each author uses. See which ones are more persuasive.

## Leveled Readers



### COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T264–T265.
- For instructional support on comparing texts, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Call the class back to Whole Group. Have two students retell information they learned from a text. Ask them to explain why they included the details they did.

## Independent/Collaborative

### Independent Reading



Students can:

- reread *Thumbs Up for Art and Music!*
- practice reading aloud using different emotions.
- 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 notebooks in response to the Weekly Question.
- play the myView games.
- complete the activity in the *Resource Download Center*.
- work with a partner to practice retelling information from a text.

## BOOK CLUB



See Book Club pp. T468–T471 for:

- ideas for weekly Book Club sessions.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups’ collaboration.
- facilitating use of a trade book of your choice.



# 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



<b>Research</b>	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.
<b>Name a Strength</b>	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.
<b>Decide on a Teaching Point</b>	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.
<b>Teach</b>	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

Week 5 • Day 5

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).

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## Writing Workshop Unit Overview

**WEEK 1** Introduce and Immerse

**WEEK 2** Develop Elements

**WEEK 3** Develop Structure

**WEEK 4** Writer's Craft

**WEEK 5** Publish, Celebrate, and Assess

FLEXIBLE PATH





# Units of Study

## This Unit: Poetry

UNIT  
**1**

### LAUNCHING WRITING WORKSHOP

Students will

- learn how authors write
- become familiar with Writing Club
- read books of various genres
- write in genres of their choice

UNIT  
**2**

### INFORMATIONAL TEXT: INFORMATIONAL BOOK

Students will

- learn characteristics of informational books and read them
- learn how to write a main idea and add details
- use correct capitalization and subject-verb agreement
- write informational books

UNIT  
**3**

### POETRY: POEMS

Students will

- learn characteristics of poetry and read poems
- study how poets use sensory language and imagery
- use pronouns and adverbs correctly
- write poetry

UNIT  
**4**

### NARRATIVE: PERSONAL NARRATIVE

Students will

- learn characteristics of personal narratives and read them
- understand the role of the narrator
- focus on the sequence of events
- write personal narratives

UNIT  
**5**

### INFORMATIONAL TEXT: HOW-TO BOOK

Students will

- learn characteristics of procedural texts and read them
- write instructions and create simple graphics
- write how-to books



**BONUS!**

### OPINION WRITING: OPINION BOOK

Students will

- identify topics, opinions, and reasons in persuasive texts
- learn how to introduce a topic and state an opinion
- use conjunctions accurately
- write opinion books

**FAST TRACK**

# Your Writing Workshop for Standards Success

UNIT  
**3**

**POETRY: POEMS**

<b>WEEK 1</b> <b>INTRODUCE AND IMMERSE</b>	<b>Minilessons:</b> <ul style="list-style-type: none"><li>• Poetry</li><li>• Generate Ideas</li><li>• Plan Your Poetry</li></ul>
<b>WEEK 2</b> <b>DEVELOP ELEMENTS</b>	<b>Minilessons:</b> <ul style="list-style-type: none"><li>• The Five Senses</li><li>• Apply Imagery</li><li>• Apply Word Choice</li></ul>
<b>WEEK 3</b> <b>DEVELOP STRUCTURE</b>	<b>Minilessons:</b> <ul style="list-style-type: none"><li>• Line Breaks and White Space</li><li>• Apply Sound Words</li><li>• Apply Rhyme</li></ul>
<b>WEEK 4</b> <b>WRITER'S CRAFT</b>	<b>Minilessons:</b> <ul style="list-style-type: none"><li>• Pronouns</li><li>• Apply Spelling Patterns and Rules</li><li>• Apply Adverbs That Convey Time</li></ul>
<b>WEEK 5</b> <b>PUBLISH, CELEBRATE, ASSESS</b>	<b>Minilessons:</b> <ul style="list-style-type: none"><li>• Edit for Nouns</li><li>• Edit for Complete Sentences with Subject-Verb Agreement</li><li>• Assessment</li></ul>

# Weekly Overview

This week, students will be introduced to poetry. They will

- learn characteristics of poetry
- read a variety of poems to see how authors write in this genre
- begin writing their own poem

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
<b>MINILESSON</b> 5–10 min.	Poetry T316	Poetry: What It Sounds Like T320	Poetry: What It Looks Like T324
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T317	Independent Writing and Conferences T321	Independent Writing and Conferences T325
<b>SHARE BACK FOCUS</b> 5–10 min.	Characteristics of Poetry T317	Alliteration, Repetition, and Rhyme T321	Structure of a Poem T325
<b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling Assess Prior Knowledge</b> T318</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Spiral Review: Imperative Sentences T319</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> Teach Spell Words with Digraphs and Trigraphs T322</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Oral Language: Singular and Plural Nouns T323</li> </ul>	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Review and More Practice T326</li> <li>• <b>Language &amp; Conventions</b> Teach Singular and Plural Nouns T327</li> </ul>



# Mentor STACK



- *Zin! Zin! Zin! A Violin* by Lloyd Moss
- *Quick as a Cricket* by Audrey Wood
- *Hailstones and Halibut Bones* by Mary O'Neill
- *Charlie Parker Played be bop* by Chris Raschka

### Use the following criteria to add to your poetry stack:

- Poems that are a mix of rhymed and unrhymed
- Poems that are descriptive and imaginative
- Many types of poems, including shape poems
- Poems with repetition, alliteration, and onomatopoeia

Preview these selections for appropriateness for your students. Selections are subject to availability.

**FAST TRACK**

**LESSON 4**

**FAST TRACK**

**LESSON 5**

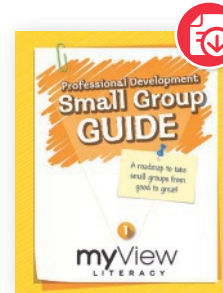
Generate Ideas T328	Plan Your Poetry T332
Independent Writing and Conferences T329	Writing Club and Conferences T332–T333
Ideas for Poems T329	Using Features in Poetry T332
<p><b>FLEXIBLE OPTION</b></p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Spiral Review T330</li> <li>• <b>Language &amp; Conventions</b> Practice Singular and Plural Nouns T331</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> <b>Assess Understanding</b> T334</li> <li>• <b>FLEXIBLE OPTION</b></li> <li>• <b>Language &amp; Conventions</b> Standards Practice T335</li> </ul>

**ADDITIONAL RESOURCES**

<p><b>MINILESSON</b></p> <p>5–10 min.</p>	Haiku Poems	See as a Poet
<p><b>INDEPENDENT WRITING AND CONFERENCES</b></p> <p>30–40 min.</p>	Independent Writing and Conferences	Independent Writing and Conferences
<p><b>SHARE BACK FOCUS</b></p> <p>5–10 min.</p>	Share Haikus	Poetic Description



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 basic characteristics of poetry to gauge where students may need support in their writing. Have stacks and minilessons available to reference during the conferences.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### Genre Immersion Lessons

**If** students need additional support,

**Then** review a poem from the stack together and discuss what makes it a poem.

**If** students show understanding,

**Then** ask: What elements of poetry will you use in your own poem? Give suggestions such as repetition, rhyme, and alliteration.

#### Generate Ideas

**If** students need additional support,

**Then** ask: What is something that is interesting or important to you?

**If** students show understanding,

**Then** ask: I see that you have several ideas. How will you choose?

#### Plan Your Poetry

**If** students need additional support,

**Then** ask: Which detail(s) are you having the most trouble with?

**If** students show understanding,

**Then** ask: Which part of your poem are you most excited about?

## Conference Support for ELL

### EMERGING

- Use a Think Aloud to model brainstorming and generating ideas.
- Use key phrases and cognates in your students' home language.
- Use modeled writing to help students plan a poem.

### DEVELOPING

- Create a graphic organizer with students to plan their poem.
- Model drawing for students so they know it is an acceptable form of communication.
- Use modeled writing to help students plan a poem.

### EXPANDING

- Use real-life experiences to help students generate ideas.
- Conduct a Think Aloud to plan your own poem.
- Use guided writing to help students brainstorm and plan writing.

### BRIDGING

- Use visuals from stacks to discuss elements of poetry.
- Invite students to read and think aloud about literary elements from stacks.
- Use guided writing to teach the characteristics and structure of poetry.



### Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **third-person text** and **singular and plural nouns**.



## ELL Minilesson Support

### Week 1: Introduce and Immerse

During the immersion week, your ELLs will benefit from additional writing support that expands their awareness of the genre and helps them make connections to their own motivations to write. These targeted supports were chosen to help students better understand the writing mode and planning process.

Use this note for the minilesson on p. T320.

#### ELL Targeted Support

##### POETRY: WHAT IT SOUNDS LIKE

Tell students that they can help one another learn new language structures, such as rhythm and rhyme.

Ask students to share a favorite poem or sing a favorite song. Then work with them to listen for rhyming words. **EMERGING**

Have students work in pairs. Tell partners to share a favorite poem or song. Have them listen for rhyming words in the poems or songs.

**DEVELOPING**

Have students work in pairs. Prompt partners to share a favorite poem or song. Have them listen for rhyming words in the poems or songs. Then have them offer at least one more rhyming word for each group. **EXPANDING**

Have students build a round-robin poem. Say the first line. Tell them to listen carefully to the last word in each line so that they can follow the structure (rhythm and rhyme) of their poem.

**BRIDGING**



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T328.

#### ELL Targeted Support

##### GENERATE IDEAS

Use the following support to help students use learning strategies to generate ideas for writing.

Work with individual students to brainstorm ideas. Model for students how to use circumlocution to talk about things they may not know the words for. Then have them practice using that strategy to generate ideas for writing.

**EMERGING**

Have students request assistance from their partners as they talk about possible topics for their writing. **DEVELOPING**

Tell students that they can employ nonverbal cues to generate ideas for writing. Have them work in small groups to practice using gestures to communicate their ideas. **EXPANDING**

Have students, in small groups, use learning strategies like synonyms to help their peers speak about some ideas for writing.

**BRIDGING**

FAST TRACK

# Poetry

## OBJECTIVES

Discuss rhyme, rhythm, repetition, and alliteration in a variety of poems.

Dictate or compose literary texts, including personal narratives and poetry.

STUDENT INTERACTIVE, p. 51

POETRY WRITING WORKSHOP

I can write poetry.

**Poetry**  
Poetry can have

- rhyme, rhythm, repetition, alliteration
- words that appeal to the five senses

**Race the Rain**

Wind in the branches  
Drip drip on my face  
The storm clouds and I  
Are in a great race.  
Splash, splotch, splatter  
As quick as a flash  
I slam the door shut  
Just before the first CRASH!

Repetition Rhyme Alliteration

51

## Minilesson

Mentor STACK



**TEACHING POINT** Poetry is written differently from fiction or nonfiction. It looks different and sounds different. Poets compose poetry using rhyme, rhythm, repetition, and alliteration.

- Rhyme is the use of words that have the same middle and ending sounds.
- Rhythm is a pattern of strong beats.
- Repetition is when a word is used more than once.
- Alliteration is the repetition of a sound at the beginning of two or more words.

**MODEL AND PRACTICE** Tell students that they will be learning to compose poetry over the next few days. Today, they will focus on how poets compose rhyme, rhythm, repetition, and alliteration.

Direct students to p. 51 in the *Student Interactive*. Explain that this is a poem. Ask students to share anything they notice about the text. Then read the introduction and explain the terms using the definitions in the Teaching Point. Say: *I'm going to read the poem two times. Listen for examples of rhyme, rhythm, repetition, and alliteration.* Read the poem aloud once without stopping. Then read it again, pausing to discuss the elements. Use these prompts:

- How do you know this is a poem?
- What words does the poet repeat?
- Did the poet write words that begin with the same sounds? What are they?

Read aloud additional poems from the poetry stack, guiding students to discuss how the author composed the poem. Focus on rhyme, rhythm, repetition, and alliteration.

## Independent Writing

Mentor **STACK**



### FOCUS ON CHARACTERISTICS OF POETRY

- If students need additional opportunities to develop their understanding of poetry, they should read additional poems from the stack.

### WRITING SUPPORT

---

- **Modeled** Choose a stack text and do a Think Aloud to model identifying elements of poetry.
- **Shared** Have students choose a stack text. Prompt students to identify elements of poetry.
- **Guided** Use the stack texts to provide explicit instruction on what makes a piece of writing poetry.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- If students demonstrate understanding, they should begin composing their own poems.

See the **Conference Prompts** on p. T314.

## Share Back

Call on a few students to share the characteristics of poetry they can identify.



# Spelling Spell Words with Digraphs and Trigraphs

## OBJECTIVES

Spell words with initial and final consonant blends, digraphs, and trigraphs.

Spell high-frequency words.

### SPELLING WORDS

catch	inch
check	match
chin	whale
graph	which

### HIGH-FREQUENCY WORDS

good  
said

## FLEXIBLE OPTION

### LESSON 1

#### ✓ Assess Prior Knowledge

Read aloud the words and sentences. Have students spell each word with digraphs, the trigraph *-tch*, and the two high-frequency words.

#### Spelling Sentences

1. A baby **whale** is called a calf.
2. He has food on his **chin**.
3. The worm was one **inch** long.
4. What do you think would be a **good** snack?
5. I will **check** in my pockets for a coin.
6. The player made a great **catch**.
7. **Which** movie would you like to see?
8. We saw a soccer **match** on Saturday.
9. The teacher **said** to bring more pencils.
10. The **graph** helps me see how the temperature has changed this month.

## ELL Targeted Support

**Spelling Patterns** Write the word *chin* on the board and circle the *ch*.

Have students say the word and write it. Have them write the word *check* and circle the *ch* English spelling pattern.

**EMERGING**

Have students write all the spelling words with the *ch* English spelling pattern. **DEVELOPING**

Challenge students to write down as many words as possible with the *ch* spelling pattern. **EXPANDING**

Have students write sentences using words with the *ch* spelling pattern with increasing accuracy. **BRIDGING**

## FLEXIBLE OPTION

### LESSON 1

✓ Assess Prior Knowledge

### LESSON 2

Teach Spell Words with Digraphs and Trigraphs


## FLEXIBLE OPTION

### LESSON 3

Review and More Practice Spell Words with Digraphs and Trigraphs

## FLEXIBLE OPTION

### LESSON 4

 Spiral Review: Spell Words with Long *a* Spelled *a\_e*

### LESSON 5

✓ Assess Understanding



# Language & Conventions

## Spiral Review

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Imperative Sentences

**FOCUS** Review with students that imperative sentences are sentences that give commands. Invite volunteers to give examples of imperative sentences.

**MODEL AND PRACTICE** Display this sentence: *Go to the front of the class.* As students read the sentence aloud with you, underline the verb. Ask students who or what the subject is. (*The person being spoken to is the subject.*)

**APPLY** Have students demonstrate imperative sentences by having one student give a command on how to be a good first grader and the other students act it out.

#### OBJECTIVES

Edit drafts using standard English conventions.

Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

#### ELL Targeted Support

**Writing Sentences** Tell students that an imperative sentence gives a command or makes a request. Writers use different sentence patterns to make their writing more interesting to read. Review other sentence types students have learned.

Ask students to find an example of an imperative sentence from a text they have read previously. Then have them rewrite the sentence in their notebooks. **EMERGING**

Provide sentence frames for a variety of sentence patterns that students will complete in a notebook. **DEVELOPING**

Ask students to write their own imperative sentences. Then have them trade sentences with a partner and write a new sentence with what their partner wrote. **EXPANDING**

Have students write about growing and changing or another topic of their choice using a variety of sentence patterns. Check for accuracy. **BRIDGING**

FLEXIBLE OPTION

### LESSON 1



Spiral Review:  
Imperative  
Sentences

FLEXIBLE OPTION

### LESSON 2

Oral Language:  
Singular and Plural  
Nouns

### LESSON 3

Teach Singular and  
Plural Nouns

### LESSON 4

Practice Singular and  
Plural Nouns

FLEXIBLE OPTION

### LESSON 5

Standards Practice

# Poetry: What It Sounds Like

## OBJECTIVES

Discuss rhyme, rhythm, repetition, and alliteration in a variety of poems.

Dictate or compose literary texts, including personal narratives and poetry.

STUDENT INTERACTIVE, p. 51

**POETRY** **WRITING WORKSHOP**

I can write poetry.

**Poetry**  
Poetry can have

- rhyme, rhythm, repetition, alliteration
- words that appeal to the five senses

**Race the Rain**

Wind in the branches  
Drip drip on my face  
The storm clouds and I  
Are in a great race.  
Splash, splotch, splatter  
As quick as a flash  
I slam the door shut  
Just before the first CRASH!

Annotations: Repetition (Drip drip), Rhyme (race, flash), Alliteration (Splash, splotch, splatter)

51

## Minilesson

Mentor STACK



**TEACHING POINT** Poetry sounds different from fiction or nonfiction.

- Poets use rhythm, repetition, and alliteration to give their poems a certain sound.
- Some poems rhyme, and some do not.

**MODEL AND PRACTICE** Reread the poem on p. 51 in the *Student Interactive*. Ask students how they know this is a poem. How does it sound different from a story? Point out that a poem sounds different because it has a rhythm, or beat. Then say: *What do you think of the words splash, splotch, and splatter? Are they an example of repetition, rhyme, or alliteration? What sounds are the same in these words? Do they make the poem fun to read? Do they make it more interesting? Can you think of other words the poet could use?*

As you read more poems from your stack together, ask students to identify examples of alliteration, repetition, and rhyme. The following may be used to prompt discussion:

- Does this poem rhyme? Which words rhyme?
- Why do you think the poet repeats the word \_\_\_? If you read the poem again and only read this word once, is the poem as good?
- Do any words begin with the same sounds?

## Possible Teaching Point

### Spelling | Words with Consonant Digraphs and Trigraphs

Remind students that digraphs and trigraphs are groups of letters that spell a single sound, such as the digraph *sh* in *crash* and the trigraph *tch* in *splotch*. Point out that words with the same ending digraph or trigraph will rhyme only if they also have the same middle (vowel) sound. Present *crash* and *crush*. Then present the rhyming words *crash* and *flash* to compare. As students write, have them check that they are spelling digraphs and trigraphs correctly in their poems.

## Independent Writing

Mentor STACK



### FOCUS ON SOUNDS IN POEMS

- If students need additional opportunities to develop their understanding of poetry, they should read additional poems from the stack.

### WRITING SUPPORT

---

- **Modeled** Choose a stack text and do a Think Aloud to model identifying repetition, alliteration, rhythm, or rhyme.
- **Shared** Have students choose a stack text. Prompt students to identify repetition, alliteration, rhythm, or rhyme.
- **Guided** Use the stack texts to provide explicit instruction on the sounds of poetry.



**Intervention** Refer to the *Small Group Guide* for support.

---

- If students demonstrate understanding, they should begin writing their poems.

See the **Conference Prompts** on p. T314.

## Share Back

Select a few students to share examples of alliteration, repetition, and rhyme from a stack book or from a poem they are writing.

# Spelling Spell Words with Digraphs and Trigraphs

## OBJECTIVES

Spell words with initial and final consonant blends, digraphs, and trigraphs.

Spell high-frequency words.

### SPELLING WORDS

catch	inch
check	match
chin	whale
graph	which

### HIGH-FREQUENCY WORDS

good  
said

## 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 *Steph*. Say each word aloud and underline the digraph. Repeat with the word *match* and underline the trigraph.

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

**Spelling Words**

whale	catch	graph	inch
chin	which	match	check

**Digraph**

whale  
 chin  
 which  
 graph  
 inch  
 check

**Trigraph**

catch  
 match

**My Words to Know**

good    said

49

## LESSON 2

**Teach Spell Words with Digraphs and Trigraphs**

### FLEXIBLE OPTION LESSON 1

**Assess Prior Knowledge**

### FLEXIBLE OPTION LESSON 3

**Review and More Practice Spell Words with Digraphs and Trigraphs**

### FLEXIBLE OPTION LESSON 4

**Spiral Review:** Spell Words with Long *a* Spelled *a\_e*

### LESSON 5

**Assess Understanding**



# Language & Conventions

## Singular and Plural Nouns

FLEXIBLE OPTION

### LESSON 2

#### Oral Language: Singular and Plural Nouns

**FOCUS** Answer questions students may have about nouns. Then introduce singular and regular plural nouns. Explain that a plural noun names more than one. We often add -s to make a plural noun.

**MODEL AND PRACTICE** Display and read aloud this sentence: *The plants in the yard look beautiful.*

Ask: Which word names one thing? (*yard*) That means *yard* is a singular noun. Which word names more than one thing? (*plants*) How do you know the word *plants* names more than one thing? (*An -s was added at the end of the word plant*) The -s means *plants* is a plural noun.

**APPLY** Have student pairs share oral sentences with one another using both singular and plural nouns.

#### OBJECTIVE

Edit drafts using standard English conventions, including common, proper, and possessive nouns.

FLEXIBLE OPTION   
**LESSON 2**

#### Oral Language: Singular and Plural Nouns

FLEXIBLE OPTION   
**LESSON 1**

**Spiral Review:**  
Imperative  
Sentences

**LESSON 3**

Teach Singular and  
Plural Nouns

**LESSON 4**

Practice Singular and  
Plural Nouns

FLEXIBLE OPTION   
**LESSON 5**

Standards Practice

# Poetry: What It Looks Like

## OBJECTIVES

Discuss how the use of text structure contributes to the author's purpose.

Dictate or compose literary texts, including personal narratives and poetry.

## Minilesson

Mentor STACK



**TEACHING POINT** Poems do not look like fiction or nonfiction texts.

Poems are:

- organized into lines and stanzas.
- sometimes written in the shape of the thing they are about.
- sometimes written with no punctuation.

**MODEL AND PRACTICE** Select several poems from the stack. Include at least one shape poem, one with limited punctuation, and one organized in stanzas. Display one of the poems. *I can tell by looking at this that it is a poem. How do I know? I know because it is written in lines, but the lines are not complete sentences. There are no periods to show the end of an idea. Instead, the poet begins a new line to tell me when to pause or stop.*

Show the other poems you have selected. You might also show examples of prose for comparison. Use the following questions to prompt discussion:

- Is this a poem? How do you know?
- Tell me about the punctuation in this poem.
- Does this poem have a special shape? What is the poem about?

Next, discuss the structure. *Listen as I read this without pausing at the ends of lines. Then listen as I read it with the pauses. Which way is better? How does paying attention to new lines help you know how to read a poem?*

## Possible Teaching Point

### Language & Conventions | Singular and Plural Nouns

Remind students that

- a singular noun names one noun
- a plural noun names more than one noun
- many singular nouns can become plural by adding -s or -es

As students write, have them check that they are using singular and plural nouns correctly in their poems.

## Independent Writing

Mentor **STACK**

### FOCUS ON POETIC STRUCTURE

- If students need additional opportunities to develop their understanding of poetry, they should read additional poems from the stack.

### WRITING SUPPORT

---

- **Modeled** Choose a stack text and do a Think Aloud to model discussing text structure.
- **Shared** Have students choose a stack text. Prompt students to discuss how the structure of the poem works.
- **Guided** Use the stack texts to provide explicit instruction on how structure affects a poem.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- If students demonstrate understanding, they should continue writing their poems.

See the **Conference Prompts** on p. T314.

## Share Back

Call on a few students to explain or discuss the structure of a poem they have read.



# Spelling Spell Words with Digraphs and Trigraphs

## OBJECTIVES

Spell words with initial and final consonant blends, digraphs, and trigraphs.

Spell high-frequency words.

### SPELLING WORDS

catch	inch
check	match
chin	whale
graph	which

### HIGH-FREQUENCY WORDS

good  
 said

FLEXIBLE OPTION

## LESSON 3

### Review and More Practice

**FOCUS** Remind students that in words with consonant digraphs and trigraphs, two or more consonants spell one sound together rather than separate sounds.

**MODEL AND PRACTICE** Display and read aloud the spelling words, emphasizing the sound created by the digraphs or the trigraph *-tch*. Call on volunteers to circle the correct letters for each digraph or trigraph.

**APPLY** Have students complete Spelling p. 165 from the *Resource Download Center*.

Name \_\_\_\_\_ **Read Together**

**Spelling**  
 Words with Digraphs and Trigraphs

whale	catch	inch
which	match	check

**MY TURN** Write the word that matches the clue.

- to go together match
- smaller than a foot inch
- sounds like witch which
- rhymes with peck check
- an animal that lives in the ocean whale
- the opposite of throw catch

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FLEXIBLE OPTION

## LESSON 3

**Review and More Practice Spell Words with Digraphs and Trigraphs**

FLEXIBLE OPTION

## LESSON 1

**Assess Prior Knowledge**

## LESSON 2

Teach Spell Words with Digraphs and Trigraphs

FLEXIBLE OPTION

## LESSON 4

**Spiral Review: Spell Words with Long a Spelled a\_e**

## LESSON 5

**Assess Understanding**



# Language & Conventions

## Singular and Plural Nouns

### LESSON 3

#### Teach Singular and Plural Nouns

**FOCUS** Explain that a singular noun names only one person, animal, place, or thing. A plural noun names more than one person, animal, place, or thing. Review that many plural nouns are formed by adding -s or -es to the singular form of the noun. When a noun ends in *x*, *ch*, *sh*, *s*, *z*, or *ss*, the ending -es is added to make it a plural noun.

**MODEL AND PRACTICE** To reinforce singular and plural nouns, name items in the classroom that are nouns—such as *desk*, *pencils*, *board*, *chairs*, *books*, and *computer*—and call on students to tell whether each is singular or plural. Then ask volunteers to provide other examples of singular and plural nouns they see around them.

#### OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

#### ELL Targeted Support

**Subject-Verb Agreement** Have students edit writing for subject-verb agreement.

Display the sentence *The cat nap*. Guide students to edit the sentence by making *cat* a plural noun. Help them spell the word. (*cats*) **EMERGING**

Display the following sentences: *The frog hops*. *The frog hop*. Work with students to determine and edit the sentence that should have a plural noun. (*the second sentence*) **DEVELOPING**

Have students work in pairs to edit the noun in the following sentence so the subject and verb agree: *The pigs digs*. (*The pig digs*.) **EXPANDING**

Have students work in pairs to write a sentence. Ask them to edit their sentences for subject-verb agreement. **BRIDGING**

### LESSON 3

#### Teach Singular and Plural Nouns

FLEXIBLE OPTION

#### LESSON 1



**Spiral Review:**  
Imperative  
Sentences

FLEXIBLE OPTION

#### LESSON 2

**Oral Language:**  
Singular and Plural  
Nouns

#### LESSON 4

**Practice Singular and  
Plural Nouns**

FLEXIBLE OPTION

#### LESSON 5

**Standards Practice**

## FAST TRACK

## Generate Ideas

## OBJECTIVES

Plan a first draft by generating ideas for writing such as drawing and brainstorming.

Dictate or compose literary texts, including personal narratives and poetry.

STUDENT INTERACTIVE, p. 52

The screenshot shows a page titled "POETRY" with a "Read Together" icon. The main heading is "Generate Ideas". Below it, the text reads: "Authors think of many ideas before they start drafting, or writing, poetry." There is a "MY TURN" icon followed by the text: "What can you write a poem about? Draw pictures to brainstorm your ideas." The page number "52" is visible in the bottom left corner.

## Minilesson

Mentor STACK



**TEACHING POINT** Ideas are everywhere. Poets generate, or come up with, many ideas. Then they choose the best one.

- A poem can be about anything or anyone.
- A poem can describe something.
- A poem can tell a story.

**MODEL AND PRACTICE** Show several poems from the stack that you have read together. Ask students to tell what each poem is about.

- Do you remember this poem? What is this poem about?
- Where do you think the poet got the idea for this poem?
- Is this a good idea for a poem?

Tell students to turn to p. 52 in the *Student Interactive*. Read the introduction and directions aloud. Let students know that they will have many opportunities to write poetry, so they should draw several ideas. Use the following prompts to help students generate ideas:

- Remember that there are no bad ideas.
- Remember that a poem can be about anything.
- Draw a picture of a person who is interesting or important to you.
- Draw a picture of your favorite animal.
- Draw a picture of an interesting object or situation.
- Draw a picture of your favorite place.

## Possible Teaching Point

## Writing Process

## Prewriting | Freewriting

Freewriting can help students generate details for a poem. Encourage students to freewrite using a third-person point of view. Have them

- imagine a person (not themselves) or animal in an interesting place
- write nonstop for five minutes about the idea
- mark interesting details in the resulting freewriting

Remind students to use third-person words such as *he*, *she*, and *them* while freewriting.

## Independent Writing

### FOCUS ON IDEAS FOR POEMS

- Students should generate as many ideas as they can for their own writing. Then they should go back to their poems and continue writing or write a new poem.

### WRITING SUPPORT

---

- **Modeled** Examine objects in the room and do a Think Aloud to model how one or more of them give you an idea.
- **Shared** Prompt students to recall a favorite poem and tell what it is about. How would they write about the same topic?
- **Guided** Prompt students to think about places and situations, such as a storm, playing a sport, sitting in a forest, or enjoying a hobby.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- Tell students to keep their brainstorm ideas in a folder so they can refer to them at a later date.

See the **Conference Prompts** on p. T314.

## Share Back

Have a few students share their ideas and tell how they chose them.

# Spelling Spiral Review

## OBJECTIVE

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

## SPELLING WORDS

catch	inch
check	match
chin	whale
graph	which

## HIGH-FREQUENCY WORDS

good  
said

## Writing Workshop

As students proofread their writing, remind them to check the spellings of words with long *a* spelled *a\_e* and words with consonant digraphs and the trigraph *-tch*.

FLEXIBLE OPTION

## LESSON 4



### Spiral Review: Spell Words with Long *a* Spelled *a\_e*

**FOCUS** Have students recall the spelling rules for words with long *a* spelled *a\_e*.

**MODEL AND PRACTICE** Read the following words and have students spell them: *same, rake, cape, made, lane*.

**APPLY** Have pairs work together to identify and underline the *a\_e* pattern in each word.

FLEXIBLE OPTION

## LESSON 4



**Spiral Review:**  
Spell Words with  
Long *a* Spelled  
*a\_e*

## LESSON 5

**Assess Understanding**

FLEXIBLE OPTION

## LESSON 1

**Assess Prior Knowledge**

## LESSON 2

Teach Spell Words with Digraphs and Trigraphs

FLEXIBLE OPTION

## LESSON 3

Review and More Practice Spell Words with Digraphs and Trigraphs



# Language & Conventions

## Singular and Plural Nouns

### LESSON 4

#### Practice Singular and Plural Nouns

**APPLY MyTURN** Have students complete the practice activity on p. 50 in the *Student Interactive*.

LANGUAGE AND CONVENTIONS **Read Together**

#### Singular and Plural Nouns

A **singular noun** names one noun, as in **ant**.  
A **plural noun** names more than one noun, as in **ants**.

Be sure that when you name one thing, you use a singular noun. When you name more than one, use a plural noun.

The **plant** is huge. (one plant)  
The **boys** are helpful. (more than one boy)

**MYTURN** Edit the singular and plural nouns in these sentences.

1. Len ate one plums.  
**Len ate one plum.**
2. We saw three ant.  
**We saw three ants.**

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#### OBJECTIVE

Edit drafts using standard English conventions, including common, proper, and possessive nouns.

#### Writing Workshop

Tell students to pay attention to singular and plural nouns as they begin writing drafts during Writing Workshop. Remind students to spell nouns correctly.

FLEXIBLE OPTION

#### LESSON 1



**Spiral Review:**  
Imperative  
Sentences

FLEXIBLE OPTION

#### LESSON 2

**Oral Language:**  
Singular and Plural  
Nouns

#### LESSON 3

**Teach Singular and  
Plural Nouns**

### LESSON 4

#### Practice Singular and Plural Nouns

FLEXIBLE OPTION

#### LESSON 5

**Standards Practice**

**FAST TRACK**

# Plan Your Poetry

## OBJECTIVES

Plan a first draft by generating ideas for writing such as drawing and brainstorming.

Dictate or compose literary texts, including personal narratives and poetry.

STUDENT INTERACTIVE, p. 53



## Minilesson

**TEACHING POINT** Poets plan a poem before they begin writing it. They think about their topic and how they can best tell about it or describe it. They think about elements of poetry they can use, such as sound and structure.

**MODEL AND PRACTICE** Name an object or a topic you might write about in a poem, for example, the rain. Say: *I have decided to write about rain. What are some words that rhyme with rain? Lane, main, and pane. I'll try to use at least one of those in my poem. What sound does rain make? It makes the sound plip plop, plip plop. I can repeat that sound in my poem. Now I will think of words that begin with the same beginning sounds. I can write about rain using more words that begin with the letter r. In my poem, I can use words like roaring, rattling, and rooftops.*

Tell students to turn to p. 53 in the *Student Interactive*. Read the directions aloud. Use the following prompts to help students plan their poem.

- Look at your list of ideas and choose the one you want to write about.
- Write words that describe it.
- Now write words that rhyme with those words.
- Which words are important? Is there a word you might want to repeat?
- Look at your first list of words. Are there words that begin with the same sounds? Can you use one or more of them?

## WRITING CLUB

Place students into Writing Club groups. See p. T333 for details of how to run Writing Club. If you have time to confer with students one on one, use the **Conference Prompts** on p. T314.

## Share Back

Call on a few students to share their ideas about how they might use rhyming words, repeating words, or alliteration in their poem.

## WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share their ideas for their poems.

As students are in new Writing Club groups, they should spend the first 5–10 minutes in their groups discussing the following:

- How to pose and respond to questions appropriately
- Process for taking turns during discussions
- Role of audience when someone is reading aloud a draft

**What Are We Sharing?** Prior to sharing their ideas, students should determine what element of poetry they would like feedback on in today's Writing Club. Students should inform their Writing Club of the element before they begin reading their poem. This will help direct the group's focus as students are sharing their writing.



### How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- How did you decide to write about \_\_\_\_?
- Where did you get your idea?
- How did you make your list(s) of rhyming words?
- Why did you decide to repeat \_\_\_\_?
- What other sound words could you use?





# Spelling Spell Words with Digraphs and Trigraphs

## OBJECTIVES

Spell words with initial and final consonant blends, digraphs, and trigraphs.

Spell high-frequency words.

### SPELLING WORDS

catch	inch
check	match
chin	whale
graph	which

### HIGH-FREQUENCY WORDS

good  
said

## LESSON 5

### ✓ Assess Understanding

Read aloud the words and sentences. Have students spell the words with consonant digraphs *wh*, *ch*, *-ph*, consonant trigraph *-tch*, and high-frequency words they have been practicing this week.

### Spelling Sentences

1. This is a very **good** book.
2. I saw a **whale** when I was at the aquarium.
3. Can you make a **graph** to show the votes?
4. Lin bumped her **chin** on the table.
5. Thad **said** he would come for a visit.
6. I don't know **which** fruit to choose.
7. These socks do not **match**.
8. She grew an **inch** last month.
9. Bea can **catch** a baseball.
10. We should **check** the weather before going outside.

FLEXIBLE OPTION  
LESSON 1

✓ Assess Prior Knowledge


LESSON 2

Teach Spell Words with Digraphs and Trigraphs

FLEXIBLE OPTION  
LESSON 3

Review and More Practice Spell Words with Digraphs and Trigraphs

FLEXIBLE OPTION  
LESSON 4

 Spiral Review: Spell Words with Long *a* Spelled *a\_e*

## LESSON 5

✓ Assess Understanding



# Language & Conventions

## Singular and Plural Nouns

FLEXIBLE OPTION



### LESSON 5

#### Standards Practice

Display the following sentence and guide students to complete the question.

(1) Sasha drew a picture of a tree full of apples.

Which word in the sentence is an example of a plural noun?

- A Sasha
- B picture
- C tree
- D apples**

**APPLY** Have students complete *Language and Conventions* p. 171 from the *Resource Download Center*.

Name \_\_\_\_\_

**Language and Conventions**  
Singular and Plural Nouns

A singular noun names one noun, as in *cat*.  
A plural noun names more than one noun, as in *cats*.

**MY TURN** Underline the singular nouns.  
Circle the plural nouns.

ant dog whales boy girls frog  
hills home plums pens desks friend

**MY TURN** Write a sentence using a singular noun and then a sentence using a plural noun. Edit your sentences to be sure you used the singular and plural nouns correctly.

Possible response: The ant works hard. The girls play a fun game.

Grade 1, Unit 3, Week 1  
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#### OBJECTIVE

Edit drafts using standard English conventions, including common, proper, and possessive nouns.

FLEXIBLE OPTION



### LESSON 5

#### Standards Practice

FLEXIBLE OPTION



### LESSON 1



**Spiral Review:**  
Imperative  
Sentences

FLEXIBLE OPTION



### LESSON 2

**Oral Language:**  
Singular and Plural  
Nouns

### LESSON 3

**Teach Singular and  
Plural Nouns**

### LESSON 4

**Practice Singular and  
Plural Nouns**

# Weekly Overview

This week, students will learn how to compose poetry. They will:

- study how poets use sensory language and imagery to create vivid descriptions.
- pay attention to the words poets choose to use.
- apply what they learn as they write their own poems.

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
▶ 2	<b>Drafting</b>	<b>Develop Elements</b>
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.

	<b>FAST TRACK</b> LESSON 1	LESSON 2	<b>FAST TRACK</b> LESSON 3
<b>MINILESSON</b> 5–10 min.	The Five Senses T340	Explore Imagery T344	Apply Imagery T348
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T341	Independent Writing and Conferences T345	Independent Writing and Conferences T349
<b>SHARE BACK FOCUS</b> 5–10 min.	Words That Appeal to the Senses T341	Visualization T345	What I Want the Reader to See T349
<b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Assess Prior Knowledge T342</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Spiral Review: Singular and Plural Nouns T343</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> Teach Spell Words with Long o: o_e T346</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Oral Language: Common and Proper Nouns T347</li> </ul>	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Review and More Practice T350</li> <li>• <b>Language &amp; Conventions</b> Teach Common and Proper Nouns T351</li> </ul>

# Mentor STACK





The following criteria may be helpful in selecting texts from the stack to teach students the elements of poetry.

- Poems with strong sensory details
- Poems that are descriptive and imaginative
- Poems with interesting word choices

**FAST TRACK**

**LESSON 4**

**LESSON 5**




Explore Word Choice T352	Apply Word Choice T356
Independent Writing and Conferences T353	Writing Club and Conferences T356–T357
Word Choice T353	Word Choice T356
<p><b>FLEXIBLE OPTION</b> </p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Spiral Review T354</li> <li>• <b>Language &amp; Conventions</b> Practice Common and Proper Nouns T355</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> <i>Assess Understanding</i> T358</li> </ul> <p><b>FLEXIBLE OPTION</b> </p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Standards Practice T359</li> </ul>

**ADDITIONAL RESOURCES**

<b>MINILESSON</b> 5–10 min.	Alliteration	Similes
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences	Independent Writing and Conferences
<b>SHARE BACK FOCUS</b> 5–10 min.	Examples of Alliteration	Examples of Similes
 <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 the characteristics of poetry, including imagery and word choice, to gauge where students may need support in their writing. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT		Conference Prompts
<b>The Five Senses</b>		
<b>If</b> students need additional support,	 <b>Then</b> review a poem from the stack together and discuss what words describe how things look, smell, sound, feel, and taste.	
<b>If</b> students show understanding,	<b>Then</b> ask: Which of the five senses do you most want to focus on in your writing?	
<b>Imagery</b>		
<b>If</b> students need additional support,	 <b>Then</b> review a poem from the stack together and ask: What do you see in your mind when you read this?	
<b>If</b> students show understanding,	<b>Then</b> ask: What images do you want your reader to be able to see?	
<b>Word Choice</b>		
<b>If</b> students need additional support,	 <b>Then</b> point to a word in the student's poem and ask: What word could you use instead here? Is there a word that would be a better describing word?	
<b>If</b> students show understanding,	<b>Then</b> ask: Why did you choose this word to use in your poem?	

## Conference Support for ELL

### EMERGING

- Ask yes/no questions about students' poem ideas and details.
- Have students identify details they can visualize in stack books.

### DEVELOPING

- Have students draw out images they want to use in their poem.
- Use modeled writing to help students develop imagery.

### EXPANDING

- Discuss students' poem ideas and the images they might evoke.
- Use guided writing to help students develop imagery.

### BRIDGING

- Discuss the descriptive language students will use and which senses they appeal to.
- Have students edit their descriptions to use more vivid language.

## Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **word choice** and **common and proper nouns**.



## ELL Minilesson Support

### Week 2: Develop Elements

During the Develop Elements week, your ELLs will benefit from additional writing support that helps them think of and use strong describing words. These targeted supports were chosen to help students better understand how to use English words to describe the object they are writing about.

Use this note for the minilesson on p. T340.

#### ELL Targeted Support

##### THE FIVE SENSES

Have students practice describing with specificity and detail by writing about how things look, feel, sound, smell, and taste.

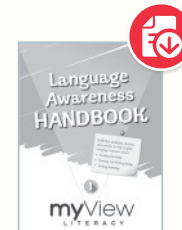
Work in small groups. Display a common object. Model describing with specificity by writing about the object's color, size, shape, texture, and so on. Guide students to write the describing words you used in a notebook.

##### **EMERGING**

Ask pairs to identify and list details from the stack poems that describe how something looks, smells, sounds, feels, or tastes with specificity. **DEVELOPING**

Ask students to identify details in the stack poems that describe one of the senses. Have them write a new word or phrase that describes the sense with specificity. **EXPANDING**

Ask students to identify details in the stack poems that describe the senses. Have them write new words and phrases that describe each sense with specificity. **BRIDGING**



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T344.

#### ELL Targeted Support

##### EXPLORE IMAGERY

Tell students that they can look for words and phrases that help them visualize, or create mental pictures of, what they are reading about. Read a poem from the stack.

After reading, have students answer questions to help them use details to describe something, such as: What does a \_\_\_ look like? **EMERGING**

After reading, have students offer details that describe what any object or scene in the poem looks like. **DEVELOPING**

After reading, have students list words that provide specific details to describe any object or scene in the poem. **EXPANDING**

After reading, have students list words that describe any object or scene in the poem. Then have them use words from their list to describe their mental image with specificity and detail.

##### **BRIDGING**

**FAST TRACK**

# The Five Senses

## OBJECTIVE

Dictate or compose literary texts, including personal narratives and poetry.

STUDENT INTERACTIVE, p. 103

POETRY **Read Together** WRITING WORKSHOP

I can write poetry. **My Learning Goal**

### The Five Senses

Authors use words to describe how things look, smell, sound, feel, and taste.

**MY TURN** Write a word or phrase for each sense that you can use in your poem.

Sight				
Sound				
Smell				
Touch				
Taste				

103

## Minilesson

Mentor **STACK**



**TEACHING POINT** Poets use words to describe how things look, smell, sound, feel, and taste. This helps readers better understand and connect with what they are reading.

**MODEL AND PRACTICE** As a class, decide on a type of food to write about. It should be a food that all students have seen and tasted. For example, tell students that you will brainstorm ideas for a poem about an orange. Brainstorm with students words and phrases that describe how the orange looks, smells, sounds, feels, and tastes. Draw a five-column sense chart on the board and fill it in with words and phrases students suggest. When the lists are complete, ask the following questions to prompt discussion:

- Which word or phrase in each column tells you the most about an orange?
- If you read these words in a poem, would you know what the poet was describing?

Read aloud two to three poems from the poetry stack. Choose poems that appeal to the senses. Draw another five-column sense chart and work with students to fill it in using the stack poems.

Direct students to p. 103 in the *Student Interactive*. Have them refer to their own poem or a poem they are brainstorming to complete the activity.

## Independent Writing

Mentor **STACK**

### FOCUS ON SENSORY WORDS

- During independent writing time, students should find places in their poem where they can add words and phrases that describe how something looks, sounds, feels, smells, or tastes.

### WRITING SUPPORT

---

- **Modeled** Choose a stack text and do a Think Aloud to model identifying words and phrases that appeal to the senses.
- **Shared** Have students choose a stack text. Prompt students to identify words and phrases that appeal to the senses.
- **Guided** Use the stack texts to provide explicit instruction on identifying words and phrases that appeal to the senses.

 **Intervention** Refer to the Small Group Guide for support.

---

See the **Conference Prompts** on p. T338.

## Share Back

Select several students to share some of the words and phrases they can use in their poem to appeal to readers' senses.



# Spelling Spell Words with Long o: o\_e

## OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

### SPELLING WORDS

stone	rope
joke	rose
broke	those
bone	hope

### HIGH-FREQUENCY WORDS

could  
why

## FLEXIBLE OPTION

### LESSON 1

#### ✓ Assess Prior Knowledge

Read aloud the words and sentences. Have students spell each word with the long o sound spelled o\_e and the two high-frequency words.

#### Spelling Sentences

1. She threw a **stone** into the water.
2. I thought the **joke** was funny.
3. I wish I **could** find my lost keys.
4. Our dog likes to chew on a **bone**.
5. The **rose** is a pretty flower.
6. He **broke** his pencil.
7. **Those** peaches look ready to eat.
8. We like to jump **rope** in the park.
9. I **hope** you have fun at the party.
10. **Why** is the sky blue?

## ELL Targeted Support

**VCe Words** Display the word *hop*.

Add an e to the end. Display and say the new word. Then have students say and write the words *hop* and *hope*. Ask intermediate students to circle the letters that spell the long o sound in the word *hope*. **EMERGING/DEVELOPING**

Have student pairs add the letter e to the end of *hop* and *ton*, and then take turns saying the words. **EXPANDING/BRIDGING**

## FLEXIBLE OPTION

### LESSON 1

✓ Assess Prior Knowledge

### LESSON 2

Teach Spell Words with Long o: o\_e


## FLEXIBLE OPTION

### LESSON 3

Review and More Practice Spell Words with Long o: o\_e

## FLEXIBLE OPTION

### LESSON 4

 Spiral Review: Spell Words with Digraphs and Trigraphs

### LESSON 5

✓ Assess Understanding



# Language & Conventions

## Spiral Review

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Singular and Plural Nouns

**FOCUS** Remind students that a singular noun names only one person, animal, place, or thing, and a plural noun names more than one person, animal, place, or thing. Write the word *bee* on the board. Ask students to tell whether the noun is singular or plural (singular). Invite a volunteer to make the noun plural (add -s). Read the plural noun aloud (*bees*).

**MODEL AND PRACTICE** Display this sentence: *The books are on my desk.* Have students read the sentence aloud. Then ask volunteers to circle the singular noun (*desk*) and underline the plural noun (*books*). Repeat the process with the sentence *The girl has two rabbits.*

**APPLY** Have partners work together to change the following singular nouns into plural nouns: *queen, duck, whale, pin, cup.*

#### OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

---

#### ELL Targeted Support

**Subject-Verb Agreement** Have students edit writing for subject-verb agreement.

Display the sentence *The cat nap.* Guide students to edit the sentence by making *cat* a plural noun. Help them spell the word. (*cats*) **EMERGING**

Display the following sentences: *The frog hops. The frog hop.* Work with students to determine and edit the sentence

that should have a plural noun. (*the second sentence*)

**DEVELOPING**

Have students work in pairs to edit the noun in the following sentence so the subject and verb agree: *The pigs digs.* (*The pig digs.*) **EXPANDING**

Have students work in pairs to write a sentence. Ask them to edit their sentences for subject-verb agreement. **BRIDGING**

FLEXIBLE OPTION

### LESSON 1



Spiral Review:  
Singular and  
Plural Nouns

FLEXIBLE OPTION

### LESSON 2

Oral Language:  
Common and Proper  
Nouns

### LESSON 3

Teach Common and  
Proper Nouns

### LESSON 4

Practice Common  
and Proper Nouns

FLEXIBLE OPTION

### LESSON 5

Standards Practice

# Explore Imagery

## OBJECTIVE

Dictate or compose literary texts, including personal narratives and poetry.

## Minilesson

Mentor STACK



**TEACHING POINT** Poets use words that help readers create a picture in their mind. This is called imagery.

- Imagery appeals to readers' five senses.
- Imagery helps readers visualize, or see things in their mind.
- Readers connect what they know and what they read to imagine how things look, sound, smell, feel, and taste.

**MODEL AND PRACTICE** Read aloud two or three poems from the poetry stack. Choose poems that appeal to the senses. Tell students to close their eyes and think about what they hear as you read the poems aloud. Use the following questions to prompt discussion:

- What does the word/phrase \_\_\_\_ describe?
- What does this word/phrase make you think about?
- What picture did you create in your head?
- How do you feel when I read this?
- How do you use what you know about \_\_\_\_ to help you understand and visualize?

## Possible Teaching Point

### Language & Conventions | Common and Proper Nouns

Review the difference between common nouns and proper nouns.

Emphasize that

- common nouns are general—they name any person, place, or thing
- proper nouns are specific—they name a particular person, place, or thing
- only proper nouns begin with a capital letter

As students draft their poems, have them check that they are using common and proper nouns correctly.

## Independent Writing

Mentor STACK



### FOCUS ON IMAGERY

- During independent writing time, students should find places in their poem where they can add details and descriptive words to help their readers visualize what they are reading.

### WRITING SUPPORT

---

- **Modeled** Choose a stack text and do a Think Aloud to model identifying imagery.
- **Shared** Have students choose a stack text. Prompt students to identify an example of imagery in a poem.
- **Guided** Use the stack texts to provide explicit instruction on reading and writing imagery.

 **Intervention** Refer to the *Small Group Guide* for support.

---

See the **Conference Prompts** on p. T338.

## Share Back

Have a few students share an example of imagery and describe the picture they created in their mind.

# Spelling Spell Words with Long o: o\_e

## OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

### SPELLING WORDS

stone	rope
joke	rose
broke	those
bone	hope

### HIGH-FREQUENCY WORDS

could  
 why

## LESSON 2

### Teach

**FOCUS** Explain that words spelled o\_e have the long o sound. The e is silent.

**MODEL AND PRACTICE** Display and say the words *nose*, *cone*, *woke*. Box the o and underline the e in each word. Then model how to find the word in a dictionary using the alphabet. Point out how to look at the first and then second letter of the word.

**APPLY My TURN** Have students complete p. 101 in the *Student Interactive*.

The screenshot shows a page titled "SPELL Long o Words" from a "READING-WRITING BRIDGE" book. It includes a "MY TURN" section with a sorting activity. The words are organized into boxes for suffixes: -one, -ope, -ose, and -oke. The words are: bone, rope, stone, hope, rose, joke, those, broke, why, and could. A "Spelling Words" list on the right includes: joke, rope, hope, stone, rose, bone, broke, those, why, and could. A "My Words to Know" box contains: why and could. The page number 101 is in the bottom right corner.

## LESSON 2

Teach Spell Words with Long o: o\_e

### FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

### FLEXIBLE OPTION LESSON 3

Review and More Practice Spell Words with Long o: o\_e

### FLEXIBLE OPTION LESSON 4

Spiral Review: Spell Words with Digraphs and Trigraphs

### LESSON 5

Assess Understanding



# Language & Conventions

## Common and Proper Nouns

FLEXIBLE OPTION

### LESSON 2

#### Oral Language: Common and Proper Nouns

**FOCUS** Introduce common and proper nouns. Explain that a common noun names any person, animal, place, or thing. A proper noun names a particular person, animal, place, or thing. Proper nouns are always capitalized. Read aloud the following sentence: *My cat is named Buddy.* Explain that *cat* is a common noun and *Buddy* is a proper noun.

**MODEL AND PRACTICE** Read aloud this sentence: *The monkey lives in the Dallas Zoo.*

Ask: Which word is a common noun? (*monkey*) Which words name a proper noun? (*Dallas Zoo*) The monkey is any monkey. It is a common noun. The zoo is a particular zoo, the Dallas Zoo. It is a proper noun and is capitalized.

**APPLY** Have partners create oral sentences that contain both common and proper nouns. Partners should take turns sharing sentences, identifying the common and proper nouns.

#### OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

---

FLEXIBLE OPTION

### LESSON 2

**Oral Language:**  
Common and Proper  
Nouns

FLEXIBLE OPTION

### LESSON 1

**Spiral Review:**  
Singular and  
Plural Nouns

### LESSON 3

Teach Common and  
Proper Nouns

### LESSON 4

Practice Common  
and Proper Nouns

FLEXIBLE OPTION

### LESSON 5

Standards Practice

FAST TRACK

# Apply Imagery

## OBJECTIVE

Dictate or compose literary texts, including personal narratives and poetry.


STUDENT INTERACTIVE, p. 104

Read Together

**POETRY**

**Compose Imagery**

Imagery is the way authors use words to create pictures in readers' minds. The words make readers use their five senses.



The bright yellow sunflower blooms.

**MYTURN** Look for examples of imagery in poems you have read. Write the words that make you create pictures in your mind.

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**MYTURN** Write words and phrases for your poem that will create pictures in the readers' minds.

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## Minilesson

**TEACHING POINT** Poets use words that help readers create a picture in their mind. This is called imagery. In a poem, a poet might describe how something looks, sounds, tastes, feels, and smells.

**MODEL AND PRACTICE** Pick an object in the classroom and ask students to describe that item. Pass the item around and ask: **What color is it? Is it heavy or light? How does it feel? What does it smell like? Does it make any sounds?** Create a list on the board of words and phrases used to describe the item. Then say: **I am going to teach you how to compose, or write, a poem using imagery. A poet lists how something looks, sounds, smells, feels, and tastes. We can do that too in our poems.** Write a few lines on the board using words from your classroom list.

Have students refer to their own poems and think about words and phrases they could add to help readers create a clear mental picture. You might use the following prompts:

- Close your eyes and imagine what you are describing.
- What do you see, hear, smell, feel, or taste?
- Can you find a way to add these to your poem?

Direct students to complete p. 104 in the *Student Interactive*.

## Possible Teaching Point

### Spelling | Spell Words with Long o: o\_e

Explain to students that some words that create images in poems also rhyme.

Review the long o sound in words that are spelled o\_e. Then use

- *bone/stone* to illustrate words with that sound that rhyme
- *bone/broke* to illustrate words with that sound that do not rhyme

As students write their poems, have them check that they are spelling words with long o spelled o\_e correctly.

## Independent Writing

### FOCUS ON IMAGERY

- During independent writing time, students should find places in their poem where they can add details that will help their readers see, hear, taste, smell, or feel what they are describing.

### WRITING SUPPORT

---

- **Modeled** Do a Think Aloud to model using descriptive details to add imagery.
- **Shared** Have partners work together to find places in their poems where they can add imagery.
- **Guided** Provide explicit instruction on imagery.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- Then students should continue writing. Remind them that they can begin a new poem at any time.

See the **Conference Prompts** on p. T338.

## Share Back

Call on a few students to share words and phrases they have added to their poem to help readers create a mental picture.



# Spelling Spell Words with Long o: o\_e

## OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

### SPELLING WORDS

stone	rope
joke	rose
broke	those
bone	hope

### HIGH-FREQUENCY WORDS

could  
 why

## FLEXIBLE OPTION

### LESSON 3

#### Review and More Practice

**FOCUS** Remind students that words that have a long o sound often end with an e that you write but do not pronounce.

**MODEL AND PRACTICE** Have students spell the following words as you segment each phoneme: *poke*, /p/ /ō/ /k/; *rope*, /r/ /ō/ /p/; *tone*, /t/ /ō/ /n/. Then ask students to find the words in a dictionary.

**APPLY** Have students complete *Spelling* p. 166 from the *Resource Download Center*.

Name \_\_\_\_\_

**Spelling**  
 Words with Long o

Spelling Words				
joke	rope	hope	stone	why
rose	those	bone	broke	could

**MY TURN** Write the words in alphabetical order.

- bone
- broke
- could
- hope
- joke
- rope
- rose
- stone
- those
- why

Grade 1, Unit 3, Week 2  
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## FLEXIBLE OPTION

### LESSON 3

Review and More Practice Spell Words with Long o: o\_e

## FLEXIBLE OPTION

### LESSON 1

Assess Prior Knowledge

### LESSON 2

Teach Spell Words with Long o: o\_e

## FLEXIBLE OPTION

### LESSON 4

Spiral Review: Spell Words with Digraphs and Trigraphs

### LESSON 5

Assess Understanding



# Language & Conventions

## Common and Proper Nouns

### LESSON 3

#### Teach Common and Proper Nouns

**FOCUS** Define a common noun as any person, animal, place, or thing, such as *teacher*, *park*, or *school*. Define a proper noun as a special person, animal, place, or thing, such as *Myesha*, *Texas*, or *Field Museum*. Point out that proper nouns are capitalized.

**MODEL AND PRACTICE** To reinforce the lesson, create a T-chart with the labels “Common Nouns” and “Proper Nouns.” Display this sentence: *This is the city of Houston.* Ask: *Which word is a common noun? (city) Which word is a proper noun? (Houston)*

Then ask students for common and proper nouns they see in the classroom. Allow volunteers to add them to the chart. Emphasize the capitalization of proper nouns.

#### OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

#### ELL Targeted Support

**Common and Proper Nouns** Review common and proper nouns.

Display pictures of well-known places and people. Write their names on the board. Read each word aloud. Tell students that these words are proper nouns. Have students copy the words and underline the capital letters. **EMERGING**

Write the word *rose* on the board. Next write the word *Rose* beneath it. Ask: *What does capitalizing the first letter tell you? (It is a name, or proper noun.)* Support students as they read

and discuss increasingly challenging common and proper nouns you display. **DEVELOPING**

Have peers find and read examples of common and proper nouns in classroom texts or on posters. **EXPANDING**

Have pairs read a short new text and identify common and proper nouns together. **BRIDGING**

### LESSON 3

#### Teach Common and Proper Nouns

FLEXIBLE OPTION

#### LESSON 1



**Spiral Review:**  
Singular and  
Plural Nouns

FLEXIBLE OPTION

#### LESSON 2

**Oral Language:**  
Common and Proper  
Nouns

#### LESSON 4

**Practice Common  
and Proper Nouns**

FLEXIBLE OPTION

#### LESSON 5

**Standards Practice**

# Explore Word Choice

## OBJECTIVE

Dictate or compose literary texts, including personal narratives and poetry.

## Minilesson

Mentor STACK



**TEACHING POINT** Poets choose words carefully. There are a lot of words poets can use to write, so they think about which words will be the best for what they want to say in their writing. Authors choose words that their readers will find:

- interesting.
- entertaining.
- exciting.

**MODEL AND PRACTICE** Read aloud two or three poems from the poetry stack. Choose poems that include interesting word choices. Use the following questions to prompt discussion:

- What interesting word(s) did you hear?
- Did you hear an exciting word? What word excited you?
- Did you hear a word that made you laugh? What funny word did you hear?
- Why do you think the author chose this word?
- How did you feel when I read this?

## Possible Teaching Point

## Writing Process

### Drafting | Word Choice

As they draft their poems, students occasionally may pause to reread and replace one word with another that they think is more interesting or exciting. However, doing too much reviewing at this point may be counterproductive. Remind students that a draft is not meant to be final. Students will have time later to review their drafts and consider new word choices.

## Independent Writing

Mentor STACK



### FOCUS ON WORD CHOICE

- During independent writing time, students should consider word choices as they write poems.

### WRITING SUPPORT

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- **Modeled** Choose a stack text and do a Think Aloud to model identifying an especially interesting word and why the author may have chosen it.
- **Shared** Have students choose a stack text. Prompt students to identify words that are especially interesting, exciting, or entertaining to them. Have them discuss why the author may have chosen the word.
- **Guided** Use the stack texts to provide explicit instruction on word choice.

 **Intervention** Refer to the *Small Group Guide* for support.

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- Tell students to reread their poems to determine if they chose the best words. They can underline words and think of replacements for them. Then have them continue to compose their poems.

See the **Conference Prompts** on p. T338.

## Share Back

Choose a few students to share a word they changed in their poem. Have them explain what they liked better about the new word they chose.

# Spelling Spiral Review

## OBJECTIVE

Spell words with initial and final consonant blends, digraphs, and trigraphs.

### SPELLING WORDS

stone	rope
joke	rose
broke	those
bone	hope

### HIGH-FREQUENCY WORDS

could  
why

### Writing Workshop

As students proofread their writing, remind them to check the spellings of long o words spelled o\_e as well as words with consonant digraphs *wh*, *ch*, *-ph*, and consonant trigraph *-tch*.

FLEXIBLE OPTION

## LESSON 4



### Spiral Review: Spell Words with Digraphs and Trigraphs

**FOCUS** Have students recall the previous spelling rules for the consonant digraphs *wh*, *ch*, *-ph*, and the consonant trigraph *-tch*. Remind students that the groups of consonants spell one sound.

**MODEL AND PRACTICE** Read the following words and have students spell them: *chip*, *which*, *patch*, *graph*, *match*.

**APPLY** Have pairs work together to write the words and circle the digraphs or trigraph in each word.

FLEXIBLE OPTION

## LESSON 4



**Spiral Review:**  
Spell Words with  
Digraphs and  
Trigraphs

## LESSON 5

**Assess  
Understanding**

FLEXIBLE OPTION

## LESSON 1

**Assess Prior  
Knowledge**

## LESSON 2

Teach Spell Words  
with Long o: o\_e

FLEXIBLE OPTION

## LESSON 3

Review and More  
Practice Spell Words  
with Long o: o\_e



# Language & Conventions

## Common and Proper Nouns

### LESSON 4

#### Practice Common and Proper Nouns

**APPLY MyTURN** Have students complete the activity on p. 102 in the *Student Interactive*.

LANGUAGE AND CONVENTIONS **Read Together**

#### Common and Proper Nouns

A **common noun** names any person, place, or thing.

A **proper noun** names a special or particular person, place, or thing.

Be sure to capitalize proper nouns.

The **park** is on the busy **street**. (common nouns)  
**Central Park** is on **Main Street**. (proper nouns)

**MYTURN** Edit the common and proper nouns in these sentences.

- My Dog is big.  
 \_\_\_\_\_  
**dog**
- Her name is molly.  
 \_\_\_\_\_  
**Molly**
- We walked to pike park.  
 \_\_\_\_\_  
**Pike Park**



102


#### OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

#### Writing Workshop

Tell students to pay attention to the capitalization of proper nouns during Writing Workshop. Remind them that a proper noun must start with a capital letter.

FLEXIBLE OPTION  
**LESSON 1**

 **Spiral Review:**  
Singular and Plural Nouns

FLEXIBLE OPTION  
**LESSON 2**

**Oral Language:**  
Common and Proper Nouns

**LESSON 3**

**Teach Common and Proper Nouns**

**LESSON 4**

**Practice Common and Proper Nouns**

FLEXIBLE OPTION  
**LESSON 5**

**Standards Practice**

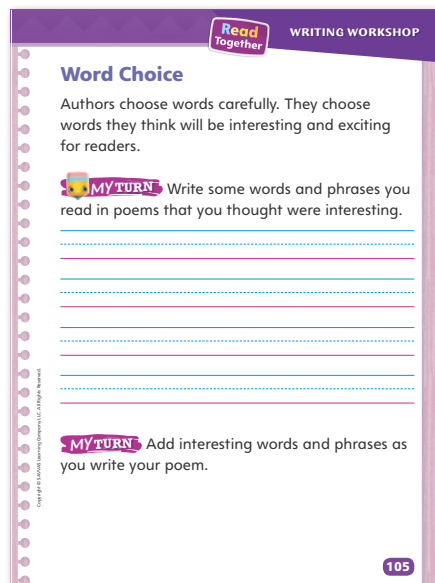
**FAST TRACK**

# Apply Word Choice

## OBJECTIVE

Dictate or compose literary texts, including personal narratives and poetry.

STUDENT INTERACTIVE, p. 105



## Minilesson

Mentor **STACK**



**TEACHING POINT** Authors choose words carefully. They choose words that will best express their thoughts while also keeping readers interested and entertained.

**MODEL AND PRACTICE** Ask students to call out the name of an animal. Write the name on the board. Then model writing words that describe the animal. Ask students to read the words as you write them. When you have an adequate list, ask: **Which words are interesting? I will use the interesting words in my poem.** Point to words one at a time and circle them if they are interesting. Cross them out if they are not. If time allows, introduce a thesaurus and model using it to find a more descriptive or more interesting word.

Direct students to p. 105 in the *Student Interactive*. Have them choose a poem from the stack to complete the activity.

Then have students refer to their own poems and think about words and phrases they could add or change to help readers create a clear mental picture. You might use the following prompts:

- Read your poem.
- Find a word that could be replaced with something more interesting.
- What words and phrases come to mind?
- Is there a better word in the thesaurus?
- Change the word and read your poem again. Is it better? What does the new word choice add?

## WRITING CLUB

Have students gather with their Writing Club groups. See p. T357 for details on how to run Writing Club. See the **Conference Prompts** on p. T338 if you decide to conduct one-on-one conferences during Writing Club time.

## Share Back

Choose a few students to share words and phrases they have added to their poem to make it more interesting, more exciting, or more entertaining.

## WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share their ideas about imagery and word choice and how they can apply them to their poems.

Students should spend the first 5–10 minutes in their groups reviewing the following:

- Appropriate ways to pose and respond to questions
- Process for taking turns during discussions
- Role of audience when someone is reading aloud a draft

**What Are We Sharing?** Prior to sharing their ideas, students should determine what element of poetry they would like feedback on in today's Writing Club. Students should inform their Writing Club of the element before they begin reading their poem. This will help direct the group's focus as students are sharing their writing.



### How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- How did you decide what to change or add?
- Do you think you could find a better word? Why or why not?
- Which words describe how something looks or sounds?
- What questions do you have about your poem?





# Spelling Spell Words with Long o: o\_e

## OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

### SPELLING WORDS

stone	rope
joke	rose
broke	those
bone	hope

### HIGH-FREQUENCY WORDS

could  
why

## LESSON 5

### ✓ Assess Understanding

Read aloud the words and sentences. Have students spell each word with the long o sound spelled o\_e and the two high-frequency words.

### Spelling Sentences

1. I **broke** my foot playing soccer.
2. We all laughed at the **joke**.
3. Are **those** boys brothers?
4. I don't know **why** you are leaving.
5. The house is made of **stone**.
6. Be careful because the **rose** has thorns.
7. **Could** you do me a favor?
8. The swing is hanging from a **rope**.
9. My dog buried a **bone** in the backyard.
10. I **hope** she likes the gift.

## LESSON 5

### ✓ Assess Understanding

FLEXIBLE OPTION  
**LESSON 1**

### ✓ Assess Prior Knowledge


**LESSON 2**

Teach Spell Words with Long o: o\_e

FLEXIBLE OPTION  
**LESSON 3**

Review and More Practice Spell Words with Long o: o\_e

FLEXIBLE OPTION  
**LESSON 4**

 **Spiral Review:** Spell Words with Digraphs and Trigraphs



# Language & Conventions

## Common and Proper Nouns

FLEXIBLE OPTION

### LESSON 5

#### Standards Practice

Display the following sentence and guide students to complete the question.

*My school is on oak avenue.*

Which is the correct way to write this sentence?

- A My school is on oak avenue.
- B My school is on Oak avenue.
- C My school is on Oak Avenue.
- D My School is on Oak Avenue.

**APPLY** Have students complete Language and Conventions p. 172 from the *Resource Download Center*.

Name \_\_\_\_\_

**Language and Conventions**  
Common and Proper Nouns

**MY TURN** Circle P if the word is a proper noun. Circle C if the word is a common noun.

- Ohio  P  C
- girl  P  C
- monkey  P  C
- Seth  P  C

**MY TURN** Edit the common and proper nouns. Write the edited nouns on the lines.

- central park is big. Central Park
- The boy has a pet Monkey. monkey
- The monkey's name is max. Max
- They play at the Park. park

Grade 1, Unit 3, Week 2  
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#### OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

FLEXIBLE OPTION

### LESSON 5

#### Standards Practice

FLEXIBLE OPTION

### LESSON 1



**Spiral Review:**  
Singular and  
Plural Nouns

FLEXIBLE OPTION

### LESSON 2

**Oral Language:**  
Common and Proper  
Nouns

### LESSON 3

**Teach Common and  
Proper Nouns**

### LESSON 4

**Practice Common  
and Proper Nouns**

# Weekly Overview

This week, students will learn about the structure of poetry. They will

- explore the use of line breaks and white space.
- read a variety of poems to see how poets use sound words and rhyme.
- continue writing their own poems.

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	<b>Drafting</b>	<b>Develop Structure</b>
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.

	<b>FAST TRACK</b> LESSON 1	LESSON 2	<b>FAST TRACK</b> LESSON 3
<b>MINILESSON</b> 5–10 min.	Line Breaks and White Space T364	Explore Sound Words T368	Apply Sound Words T372
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T365	Independent Writing and Conferences T369	Independent Writing and Conferences T373
<b>SHARE BACK FOCUS</b> 5–10 min.	Line Breaks and White Space T365	Sound Word Choice T369	Sound Words T373
<b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling Assess Prior Knowledge</b> T366</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Spiral Review: Common and Proper Nouns T367</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> Teach Long e Words T370</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Oral Language: Pronouns T371</li> </ul>	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Review and More Practice T374</li> <li>• <b>Language &amp; Conventions</b> Teach Pronouns T375</li> </ul>



# Mentor STACK



The following criteria may be helpful in selecting poems from the stack to teach students about the structure of poetry.

- Many examples of rhymed poetry, including some that have end rhymes and others that have rhymes within a line
- Poems that represent a variety of structures, including shape poems or ones with interesting line breaks
- Some examples of non-rhyming poetry
- Poems with vivid imagery and interesting word choices, including onomatopoeia

**FAST TRACK**

**LESSON 4**

**LESSON 5**




Explore Rhyme T376	Apply Rhyme T380
Independent Writing and Conferences T377	Writing Club and Conferences T380–T381
Rhyming Words T377	Choosing Rhyming Words T380
<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling Spiral Review</b> T378</li> <li>• <b>Language &amp; Conventions Practice Pronouns</b> T379</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling Assess Understanding</b> T382</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions Standards Practice</b> T383</li> </ul>

**ADDITIONAL RESOURCES**

<b>MINILESSON</b>		
5–10 min.	Non-Rhyming Poetry	Stanzas
<b>INDEPENDENT WRITING AND CONFERENCES</b>		
30–40 min.	Independent Writing and Conferences	Independent Writing and Conferences
<b>SHARE BACK FOCUS</b>		
5–10 min.	Sharing Poems	Identifying Stanzas
 <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 the different ways a poem can be structured to gauge where students may need support in their writing. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT		Conference Prompts
<b>Line Breaks and White Space</b>		
<b>If</b> students need additional support,		<b>Then</b> review a poem from the stack together and discuss why the poet ended lines in certain places.
<b>If</b> students show understanding,		<b>Then</b> ask: Why did you end this line here?
<b>Sound Words</b>		
<b>If</b> students need additional support,		<b>Then</b> ask: What sounds do you want your reader to be able to hear when they read?
<b>If</b> students show understanding,		<b>Then</b> ask: How can you add a sound word to your poem?
<b>Rhyme</b>		
<b>If</b> students need additional support,		<b>Then</b> help students make a list of rhyming words to use in their poem.
<b>If</b> students show understanding,		<b>Then</b> ask: Which words in your poem rhyme?

## Conference Support for ELL

### EMERGING

- Ask yes/no questions about pairs of rhyming and non-rhyming words.
- Have students say sound words to a partner.

### DEVELOPING

- Have students identify rhyming words and think of potential rhyming words for their poems.
- Use modeled writing to help students develop rhyme.

### EXPANDING

- Discuss students' poem ideas and any sound words they might add.
- Use guided writing to help students develop rhyme and rhythm.

### BRIDGING

- Have students read their poems aloud. Help them decide on line breaks based on where they pause.
- Use guided writing to help students develop rhyme and rhythm in their poems.

## Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **elements of poetry** and **pronouns**.



## ELL Minilesson Support

### Week 3: Develop Structure

During the Develop Structure week, your ELLs will benefit from additional writing support that expands their awareness of what a poem looks like and sounds like. These targeted supports were chosen to help students better understand the words and structure of poetry.

Use this note for the minilesson on p. T368.

#### ELL Targeted Support

##### EXPLORE SOUND WORDS

Using sound words can add interest and excitement to a poem. Students can talk about sound words they read or generate their own sound words. When students speak about sound words in context, they can internalize the words to use later in their own poems.

Work in small groups. Show pictures of animals and ask students what sound each one makes. Write the words on sticky notes and attach them to the corresponding pictures. **EMERGING**

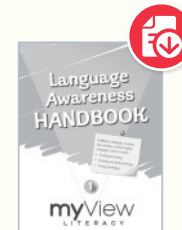
Ask pairs to read aloud stack poems and then talk about the sound words they read.

##### **DEVELOPING**

Ask students to read aloud stack poems. Have them talk about the sound words and what the words are describing. Then challenge them to come up with a new sound word that could be added to the poem. **EXPANDING**

Ask students to talk about sound words in a stack poem. Challenge them to add a new sound word or to replace one with another. Discuss how the change affects the poem.

##### **BRIDGING**



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T376.

#### ELL Targeted Support

##### EXPLORE RHYME

Use stack texts to help students comprehend basic language structures used in poems, such as rhyming words at the ends of lines.

After reading, have students answer questions, such as: *Where are the rhyming words? Do \_\_\_ and \_\_\_ rhyme? Which sounds are the same?*

##### **EMERGING**

After reading, have students identify where the rhyming words are in the text. Discuss how the structure helps them read the text.

##### **DEVELOPING**

After reading, have students identify where the rhyming words are in the text. Ask: *How does this structure help you understand what you are reading?* **EXPANDING**

After reading, have students identify and write the rhyming words. Challenge them to write another line that follows the structure of the text. **BRIDGING**

## FAST TRACK

# Line Breaks and White Space

## OBJECTIVE

Dictate or compose literary texts, including personal narratives and poetry.

STUDENT INTERACTIVE, p. 137

POETRY WRITING WORKSHOP

I can write poetry.

**Line Breaks and White Space**  
A **line break** is where the author chooses to end one line and begin a new line.  
**White space** is the area around a poem.

**MY TURN** Circle the word before each line break. Draw a picture in the white space.

Draw, draw!  
Scribble, scribble.  
Now I'll make  
A bone to nibble!

Possible drawing could show a bone or a girl scribbling.

**MY TURN** Include line breaks and white space as you write your poem.

137

## Minilesson

Mentor STACK



**TEACHING POINT** Poets use line breaks and white space to structure a poem.

- A line break is where a line ends.
- Authors use line breaks to add rhythm to a poem.
- White space is the area around a poem.
- White space makes a poem more pleasing to the eye.

**MODEL AND PRACTICE** Hold up a poem from the stack. Also show a page from a fiction book. Ask: **Which one of these texts is a poem? How do we know it is a poem? A poem looks different from a story. A poem has shorter lines. It has a lot of space around it. Today we are going to talk about the way poems look. Show the poem and point to the end of a line. The poet decided to stop and begin a new line here. The place where a line stops is called a line break. Poets use line breaks to give a poem rhythm. A line break tells me where to pause when I read the poem.**

Read aloud two to three poems from the poetry stack. Discuss with students why the lines end where they do.

Provide poetry magnets or word cards. Have partners or small groups arrange the words to create a short poem. Prompt them to experiment with where they break the lines. Ask them to discuss how changing the line length changes how they read the poem.

Have students complete p. 137 in the *Student Interactive*.

## Independent Writing

Mentor STACK



### FOCUS ON POETIC STRUCTURE

- During independent writing time, students should make decisions about where to break lines in their poems. They should also consider the amount of white space they want to include around their poems.

### WRITING SUPPORT

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- **Modeled** Choose a stack text and discuss the line breaks and white space.
- **Shared** Have partners choose a stack text. Prompt them to discuss the author's use of line breaks and white space.
- **Guided** Use the stack texts to provide explicit instruction on the use of line breaks and white space.

 **Intervention** Refer to the *Small Group Guide* for support.

---

See the **Conference Prompts** on p. T362.

## Share Back

Call on a few students to share their poems and point out the line breaks and white space.



# Spelling Long e Words

## OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

### SPELLING WORDS

see	tree
she	he
me	we
be	three

### HIGH-FREQUENCY WORDS

live  
 work

## FLEXIBLE OPTION

### LESSON 1

#### ✓ Assess Prior Knowledge

Read aloud the words and sentences. Have students spell each word with long e as well as the two high-frequency words.

#### Spelling Sentences

1. I **see** a dog.
2. Can **she** help them?
3. You are with **me**.
4. Will you **be** at the party?
5. The **tree** is big.
6. Is **he** here now?
7. Do **we** have enough food?
8. They saw **three** pigs.
9. I **live** by you.
10. I **work** at school.

## ELL Targeted Support

**Vowel e** Display the words *we/wet*. Say *we*, and ask students what sound the *e* makes. Repeat with *wet*. Point out that the spelling pattern in each word changes the sound the *e* makes.

Invite students to write each word. **EMERGING/DEVELOPING**

Have students write *he* and say it. Ask them to add *n* to the end and say the new word *hen*. Then ask students to explain why the *e* is pronounced differently. **EXPANDING/BRIDGING**

## FLEXIBLE OPTION

### LESSON 1

#### ✓ Assess Prior Knowledge

### LESSON 2

Teach Long e Words


## FLEXIBLE OPTION

### LESSON 3

Review and More Practice Long e Words

## FLEXIBLE OPTION

### LESSON 4

 **Spiral Review:**  
 Spell Words with Long o: o\_e

### LESSON 5

✓ **Assess Understanding**



# Language & Conventions

## Spiral Review

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Common and Proper Nouns

**FOCUS** Review that a common noun names a person, place, or thing. A proper noun names a *particular* person, place, or thing and is always capitalized. Write the nouns *rose* and *Rose* on the board. Read the words and explain the differences between them.

**MODEL AND PRACTICE** Display this sentence: *I took a trip to Dallas.* Read the sentence aloud, underlining the nouns *trip* and *Dallas*. Invite volunteers to replace the nouns in the sentence with other nouns. (Example: *I took a gift to Amber.*) Point out that each noun names a person, place, or thing and that proper nouns are always capitalized.

**APPLY** Direct students to write sentences of their own. Ask them to include one common noun and one proper noun in each. Have them underline the nouns in their sentences.

#### OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

#### ELL Targeted Support

**Common and Proper Nouns** Review common and proper nouns.

Display pictures of well-known places and people. Write their names on the board. Read each word aloud. Tell students that these words are proper nouns. Have students copy the words and underline the capital letters. **EMERGING**

Write the word *rose* on the board. Next write the word *Rose* beneath it. Ask: *What does capitalizing the first letter tell you?*

*(It is a name, or proper noun.)* Support students as they read and discuss increasingly challenging common and proper nouns you display. **DEVELOPING**

Have peers find and read examples of common and proper nouns in classroom texts or on posters. **EXPANDING**

Have pairs read a short new text and identify common and proper nouns together. **BRIDGING**

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Common and Proper Nouns

FLEXIBLE OPTION

### LESSON 2

Oral Language: Pronouns

### LESSON 3

Teach Pronouns

### LESSON 4

Practice Pronouns

FLEXIBLE OPTION

### LESSON 5

Standards Practice

# Explore Sound Words

## OBJECTIVE

Dictate or compose literary texts, including personal narratives and poetry.

## Minilesson

Mentor STACK 

**TEACHING POINT** Poets use words that mimic the sound of something. These words are called sound words.

- Words such as *bam*, *buzz*, and *thump* are sound words.
- Sound words can add interest and excitement to a poem.

**MODEL AND PRACTICE** Say a few sound words, such as *bam*, *buzz*, *splash*, *crash*, *thud*, and *whoosh*. After each word, ask students to tell you what they think of when they hear it. Ask such questions as: **What is more interesting or exciting: The plate *fell* to the floor, or the plate *crashed* to the floor?**

Read aloud two or three poems from the poetry stack. Choose poems that include sound words. Use the following questions to prompt discussion:

- What sound word(s) did you hear?
- Does \_\_\_\_\_ sound like the noise you hear when \_\_\_\_\_?
- Can you imagine what this sounds like?
- How did you feel when I read this?

Tell students that *onomatopoeia* is the naming of words that make natural sounds, such as *hiss*. Invite students to practice saying the term *onomatopoeia*. Create a list of sound words, such as *whee*, *plop*, *chuckle*, *boom*, *crack*, and *tap*. Ask students to generate ideas about what the sound words could be describing.

## Possible Teaching Point

### Language & Conventions | Pronouns

Remind students that

- pronouns are words that take the place of nouns
- pronouns can do various jobs in a sentence (be a subject, receive action, show ownership, refer to an indefinite person or group)

Ask students to review the drafts of their poems and check that they are using pronouns correctly.

## Independent Writing

Mentor STACK



### FOCUS ON ONOMATOPOEIA

- During independent writing time, students should find places in their poem where they can add words and phrases that describe how something sounds.

### WRITING SUPPORT

---

- **Modeled** Choose a stack text and do a Think Aloud to model identifying sound words.
- **Shared** Have partners choose a stack text and look for examples of sound words.
- **Guided** Use the stack texts to provide explicit instruction on using sound words.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- Then students should continue writing.

See the **Conference Prompts** on p. T362.

## Share Back

Choose a few students to share the sound words they added to their poem.

# Spelling Long e Words

## OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

### SPELLING WORDS

see	tree
she	he
me	we
be	three

### HIGH-FREQUENCY WORDS

live  
work

## LESSON 2

### Teach

**FOCUS** Explain that words that end with the long e sound can be spelled with e or ee at the end. A syllable that is spelled with a vowel at the end is an open syllable.

**MODEL AND PRACTICE** Display the words *be* and *bee*. Say them aloud, emphasizing the e sound at the end. Point out the difference in the words' meanings.

**APPLY My TURN** Have students complete p. 135 independently.

SPELLING READING-WRITING BRIDGE

### Spell Long e Words

The end of these open syllable words is spelled e or ee.

**MY TURN** Sort and spell the words.

Spelling Words			
see	me	tree	we
she	be	he	three

**e**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**ee**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**My Words to Know**

live      work

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**135**

## LESSON 2

Teach Long e Words

FLEXIBLE OPTION  
**LESSON 1**

Assess Prior Knowledge

FLEXIBLE OPTION  
**LESSON 3**

Review and More Practice Long e Words

FLEXIBLE OPTION  
**LESSON 4**

Spiral Review: Spell Words with Long o: o\_e

## LESSON 5

Assess Understanding



# Language & Conventions

## Pronouns

FLEXIBLE OPTION

### LESSON 2

#### Oral Language: Pronouns

**FOCUS** Answer any questions students may have about nouns. Then introduce pronouns. Tell students that a pronoun takes the place of a noun. Read aloud the information at the top of p. 136 in the *Student Interactive*, pointing out subjective, possessive, objective, and indefinite pronouns.

**MODEL AND PRACTICE** Say: *The student is here. He is here.* Point out that *student* is a noun, and *he* is the pronoun that replaces it.

**APPLY** Direct students' attention to sentences that are displayed in the classroom and contain nouns. Ask pairs to work together to read the sentences aloud, identify the nouns, and replace them with pronouns.

#### OBJECTIVE

Edit drafts using standard English conventions, including subjective, possessive, objective, and indefinite pronouns.

---

FLEXIBLE OPTION   
**LESSON 2**

**Oral Language:**  
Pronouns

FLEXIBLE OPTION   
**LESSON 1**

**Spiral Review:**  
Common and  
Proper Nouns

**LESSON 3**

Teach Pronouns

**LESSON 4**

Practice Pronouns

FLEXIBLE OPTION   
**LESSON 5**

Standards Practice

FAST TRACK

# Apply Sound Words

## OBJECTIVE

Dictate or compose literary texts, including personal narratives and poetry.

STUDENT INTERACTIVE, p. 138

Read Together





**POETRY**

**Sound Words**

Sound words are words that represent a sound. Click and bam are sound words.

**MY TURN** Look at each picture. Write a sound word that describes the picture.

Tell students the images represent train, bee, car, and rain.

	
Possible responses: <b>choo choo</b>	<b>buzz</b>
	
<b>vroom</b>	<b>plop</b>

**MY TURN** Include sound words as you write your poem.

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## Minilesson

**TEACHING POINT** Sound words are words that represent a sound.

- Words such as *bam*, *buzz*, and *thump* are sound words.
- Sound words can add interest and excitement to a poem.

**MODEL AND PRACTICE** Tell students that you are going to write a poem about eating an apple. To make it more exciting, you are going to think of sound words to include. Say: *What sound words can I include in a poem about eating an apple? I know one! The word **crunch** is a sound word. I can use the word **crunch** to describe what it sounds like to take a bite of a crisp red apple.*

Write on the board:

I take a bite of the crisp red apple.

*Crunch, crunch, crunch!*

I take another bite of the apple.

*Munch, munch, munch!*

Ask: *How do the sound words make the poem fun to read? Can you hear what it sounds like to bite a crisp red apple?*

Display pictures of objects, such as a toaster, a firework, a pencil sharpener, and a drum. Have students generate ideas of sound words for each image.

Direct students to p. 138 in the *Student Interactive* and have them complete the activity.

## Possible Teaching Point

## Writing Process

### Drafting | Elements of Poetry

Review the definitions of *rhyme*, *rhythm*, *repetition*, and *alliteration*. Then focus on repetition, especially as it relates to the use of sound words (onomatopoeia). Explain that repeating a sound word can be fun (for example, *quack, quack, quack*) but that students probably should use that kind of repetition in their drafts only occasionally.

## Independent Writing

### FOCUS ON ONOMATOPOEIA

- During independent writing time, students should find places in their poem where they can use sound words to add interest or excitement to their writing.

### WRITING SUPPORT

---

- **Modeled** Do a Think Aloud to model using sound words to add interest or excitement.
- **Shared** Have partners work together to find places in their poems where they can add sound words.
- **Guided** Provide explicit instruction on sound words.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- Then students should continue writing their poems.

See the **Conference Prompts** on p. T362.

## Share Back

Invite a few students to share sound words they have used in or added to their poems.



# Spelling Long e Words

## OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

### SPELLING WORDS

see	tree
she	he
me	we
be	three

### HIGH-FREQUENCY WORDS

live  
work

## FLEXIBLE OPTION

### LESSON 3

#### Review and More Practice

**FOCUS** Remind students that words that end with the long e sound are often spelled with e or ee at the end.

**MODEL AND PRACTICE** Have students spell the following words with open syllables: *tree, me, see*. Afterward, ask how students knew the correct spellings. (practice and sound-spelling patterns)

**APPLY** Have students complete *Spelling* p. 167 from the *Resource Download Center*.



## FLEXIBLE OPTION

### LESSON 3

Review and More Practice  
 Long e Words

## FLEXIBLE OPTION

### LESSON 1

Assess Prior Knowledge

### LESSON 2

Teach Long e Words

## FLEXIBLE OPTION

### LESSON 4

Spiral Review:  
 Spell Words with  
 Long o: o\_e

### LESSON 5

Assess Understanding



# Language & Conventions

## Pronouns

### LESSON 3

#### Teach Pronouns

**FOCUS** Use the top of p. 136 in the *Student Interactive* to review the terms that describe the functions of pronouns.

**MODEL AND PRACTICE** Display this sentence: *Ana is here*. Read it aloud, underlining the noun *Ana*. Say: *Ana is the subject of the sentence. I can write this sentence again using a subjective pronoun instead of a noun. The pronoun *She* will replace the noun *Ana*. I can write *She is here*. Write *She is here* below *Ana is here*. Draw an arrow from the word *Ana* to *She*, and circle *She*. The noun *Ana* is replaced by the pronoun *She*.*

Have student volunteers repeat the routine with the following sentences: *Have you met Luis? (Have you met him?) I used Jim's pencil. (I used his pencil.)*

#### OBJECTIVE

Edit drafts using standard English conventions, including subjective, possessive, objective, and indefinite pronouns.

#### ELL Targeted Support

**Edit Writing** Encourage students to employ increasingly complex grammatical structures, such as using correct pronouns, when writing. Display the following sentences: *Daniel went fishing. He went fishing*. Point out that *He* is the pronoun because it takes the place of the noun, *Daniel*. Have students write the second sentence on a sheet of paper and circle the pronoun. **EMERGING**

Display the words *he* and *we*, and then the sentences *Daniel has a ball. \_\_\_ has a ball*. Ask students to point out the noun in the first sentence and then write the correct pronoun in the blank in the second sentence. **DEVELOPING**

Pair students. Have one partner say a noun, while the other student uses the noun's pronoun in an oral sentence. Have students write the sentences on the board. **EXPANDING**

Have students write a story about a day at school. Ask them to edit their writing for pronoun use. **BRIDGING**

### LESSON 3

#### Teach Pronouns

FLEXIBLE OPTION

#### LESSON 1



**Spiral Review:**  
Common and  
Proper Nouns

FLEXIBLE OPTION

#### LESSON 2

**Oral Language:**  
Pronouns

#### LESSON 4

**Practice Pronouns**

FLEXIBLE OPTION

#### LESSON 5

**Standards Practice**

# Explore Rhyme

## OBJECTIVE

Dictate or compose literary texts, including personal narratives and poetry.

## Minilesson

Mentor STACK 

**TEACHING POINT** Poets use rhyming words to make a poem more interesting or more fun to read.

- Rhyming words have the same middle and ending sounds.
- Word pairs such as *hat* and *cat* and *door* and *floor* are rhyming words.
- Poets often write to follow a rhyming pattern.

**MODEL AND PRACTICE** Explain that rhyming words have the same middle and ending sounds. Give a few examples, such as *play* and *today*. Then call out pairs of rhyming and non-rhyming words. Have students stand when the words rhyme and sit when they do not. Finally, call out words and have students supply a rhyming word. Start with words that are easily rhymed, such as *at*, and gradually call out more challenging words.

Read aloud two or three rhyming poems from the poetry stack. Use the following questions to prompt discussion:

- What rhyming words did you hear?
- How do you know they rhyme?
- How does the rhyme help give the poem a rhythm?
- How does the rhyme help you predict what is coming?
- How did you feel when I read this?

## Possible Teaching Point

### Spelling | Long e Words

Remind students that the long e sound has more than one spelling. For example,

- some words with the long e sound are spelled with e (*be, he, me*)
- some words with the long e sound are spelled with ee (*see, three, tree*)

As students write their poems, offer assistance if they struggle with this spelling point.

## Independent Writing

Mentor **STACK**

### FOCUS ON RHYME

- During independent writing time, students should find places in their poems to include rhyming words.

### WRITING SUPPORT

---

- **Modeled** Choose a stack text and do a Think Aloud to model identifying rhymes and rhyme patterns.
- **Shared** Have students choose a stack text. Prompt students to identify rhyming words.
- **Guided** Use the stack texts to provide explicit instruction on rhyme and rhyme patterns.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- Remind students that it is okay to start over if they want to begin a new poem that rhymes.

See the **Conference Prompts** on p. T362.

## Share Back

Select several students to share rhyming words they have used in their poems.

# Spelling Spiral Review

## OBJECTIVE

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

## SPELLING WORDS

see	tree
she	he
me	we
be	three

## HIGH-FREQUENCY WORDS

live  
work

## Writing Workshop

As students proofread their writing, remind them to check for words with the *o\_e* spelling pattern and for words that end in long *e* spelled *e* or *ee*.

## FLEXIBLE OPTION

### LESSON 4



## Spiral Review: Spell Words with Long *o*: *o\_e*

**FOCUS** Have students recall the spelling lesson from the previous week for words ending in *o\_e*. Remind them that the final *e* in these words is not pronounced, but it tells them the *o* in the word has the long *o* sound.

**MODEL AND PRACTICE** Write or display these words: *joke*, *bone*, *rope*. Say each word aloud, pointing out *o\_e* and the long *o* sound in each word.

**APPLY** Tell student pairs to write the words *stone* and *rose* at the top of a page. Have them think of and list other words with similar spelling patterns.

## FLEXIBLE OPTION

### LESSON 1

✓ Assess Prior Knowledge

### LESSON 2

Teach Long *e* Words

## FLEXIBLE OPTION

### LESSON 3

Review and More Practice Long *e* Words

## FLEXIBLE OPTION

### LESSON 4



Spiral Review: Spell Words with Long *o*: *o\_e*

### LESSON 5

✓ Assess Understanding



# Language & Conventions

## Pronouns

### LESSON 4

#### Practice Pronouns

##### APPLY **MyTURN**

Have students practice using personal pronouns on p. 136 in the *Student Interactive*.

LANGUAGE AND CONVENTIONS **Read Together**

### Pronouns

A **pronoun** takes the place of a noun.

**She** likes to doodle. (subjective pronoun)  
 It is **their** box. (possessive pronoun)  
 Can you give it to **me**? (objective pronoun)  
 We play with **everyone**! (indefinite pronoun)

**MYTURN** Edit the sentences by replacing the underlined word or words with a pronoun.

- Dad is here.  
 \_\_\_\_\_ **He** \_\_\_\_\_ is here.
- We play with the box that belongs to Dad.  
 We play with \_\_\_\_\_ **his** \_\_\_\_\_ box.
- Do you know the girl?  
 Do you know \_\_\_\_\_ **her** \_\_\_\_\_?

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#### OBJECTIVE

Edit drafts using standard English conventions, including subjective, possessive, objective, and indefinite pronouns.

#### Writing Workshop

Tell students that, as they begin writing drafts during Writing Workshop, they should pay attention to their use of pronouns. Tell students to use pronouns to avoid repeating nouns.

FLEXIBLE OPTION  
**LESSON 1**

**Spiral Review:**  
Common and Proper Nouns

FLEXIBLE OPTION  
**LESSON 2**

**Oral Language:**  
Pronouns

**LESSON 3**

**Teach Pronouns**

**LESSON 4**

**Practice Pronouns**

FLEXIBLE OPTION  
**LESSON 5**

**Standards Practice**

FAST TRACK

# Apply Rhyme

## OBJECTIVE

Dictate or compose literary texts, including personal narratives and poetry.

STUDENT INTERACTIVE, p. 139

The screenshot shows a page titled 'Rhyme' with a 'Read Together' icon. It explains that rhyming words have the same middle and ending sounds. A 'MY TURN' section asks students to read a poem and highlight rhyming words. The poem is: 'Drip, drop! Will it stop? Flip, flop. We need a mop.' Another 'MY TURN' section asks students to write a line that rhymes with the poem. A final 'MY TURN' section asks students to write their poem using rhyme. The page number 139 is in the bottom right corner.

## Minilesson

**TEACHING POINT** Rhyming words are words that have the same middle and ending sounds. Some poets use rhyming words to make their poems more interesting.

**MODEL AND PRACTICE** Read a poem that has rhyming words. Ask students to tell you which words rhyme. Then say: *Today I am going to write a poem that has rhyming words. You are going to help me think of rhyming words to use. Remember that rhyming words have the same middle and ending sounds.*

Write these sentence frames on the board as a guide to a poem:

Let's go to the park.  
We should leave when it's \_\_\_\_\_. (dark)  
Let's play catch and run.  
Playing at the park is so much \_\_\_\_! (fun)

Ask students to determine rhyming words that would complete the poem. Ask: *How do you know the word fits?*

Then direct students to complete the activity on p. 139 in the *Student Interactive*.

## WRITING CLUB

Place students into Writing Club groups. See p. T381 for details of how to run Writing Club.

## Share Back

Call on a few students to share details about the poems they have been writing. Ask them to tell about how they chose the rhyming words in their poem.

# WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share their ideas about structure, sound words, and rhyme and how they can apply their ideas to their poems.

Students should spend the first 5–10 minutes in their groups reviewing the following:

- Appropriate ways to pose and respond to questions
- Process for taking turns during discussions
- Role of the audience when someone is reading aloud a draft

**What Are We Sharing?** Prior to sharing their ideas, students should determine what part of their poem they would like feedback on in today's Writing Club. Students should inform their Writing Club of the part before they begin reading their poem. This will help direct the group's focus as students are sharing their writing.

## How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- Why did you end the line there?
- How did you decide what to change or add?
- Is there a sound word you could add?
- Do you want your poem to rhyme?
- How did you choose your rhyming words?
- What questions do you have about your poem?



# Spelling Long e Words

## OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

### SPELLING WORDS

see	tree
she	he
me	we
be	three

### HIGH-FREQUENCY WORDS

live  
work

## LESSON 5

### ✓ Assess Understanding

Read aloud the words and sentences. Have students spell each word with e or ee at the end as well as the two high-frequency words.

### Spelling Sentences

1. I **see** a star.
2. Where is **she** going?
3. Can you take **me** with you?
4. I will **be** at the zoo today.
5. I can climb that **tree**.
6. **He** is my older brother.
7. Do **we** have time to play?
8. The plant has **three** leaves.
9. I used to **live** far away.
10. Mom goes to **work** in the city.

## LESSON 5

### ✓ Assess Understanding

FLEXIBLE OPTION  
**LESSON 1**

### ✓ Assess Prior Knowledge


**LESSON 2**

Teach Long e Words

FLEXIBLE OPTION  
**LESSON 3**

Review and More Practice Long e Words

FLEXIBLE OPTION  
**LESSON 4**

 Spiral Review: Spell Words with Long o: o\_e



# Language & Conventions

## Pronouns

FLEXIBLE OPTION

### LESSON 5

#### Standards Practice

Display the following sentence, and have students choose the correct pronoun to replace *Ron and Pat*.

Ron and Pat are friends.

- A They
- B Them
- C Us
- D You

**APPLY** Have students complete *Language and Conventions* p. 173 from the *Resource Download Center*.

Name \_\_\_\_\_

**Language and Conventions**

**Pronouns**  
A pronoun takes the place of a noun.

Subjective	Possessive	Objective	Indefinite
she, he, I	his, her, their	me, you, them	everyone

**MY TURN** Read the pronouns in the box. Circle the pronoun that completes each sentence. Then read the sentences.

- Katie has a big box that (his / her) dad found.
- It is (his / she) box.
- (She / You) makes the box into a castle.
- Do you know (their / them)?
- I hope Katie will share with (I / me).
- She will play with (everyone / he).
- Katie's dad is glad (their / she) likes the box.
- It is (her / me) favorite thing!

Grade 1, Unit 3, Week 3  
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#### OBJECTIVE

Edit drafts using standard English conventions, including subjective, possessive, objective, and indefinite pronouns.

FLEXIBLE OPTION

### LESSON 5

#### Standards Practice

FLEXIBLE OPTION

### LESSON 1



**Spiral Review:**  
Common and  
Proper Nouns

FLEXIBLE OPTION

### LESSON 2

**Oral Language:**  
Pronouns

### LESSON 3

**Teach Pronouns**

### LESSON 4

**Practice Pronouns**

# Weekly Overview

This week, students will continue to write their poems, and they will spend some time editing their work. Students will:

- study and review their work for pronouns.
- edit for spelling.
- study adverbs and edit for adverbs that convey time.

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.

	<b>FAST TRACK</b> LESSON 1	LESSON 2	<b>FAST TRACK</b> LESSON 3
<b>MINILESSON</b> 5–10 min.	Pronouns T388	Explore Spelling Patterns and Rules T392	Apply Spelling Patterns and Rules T396
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T389	Independent Writing and Conferences T393	Independent Writing and Conferences T397
<b>SHARE BACK FOCUS</b> 5–10 min.	Pronouns T389	Spelling Patterns T393	Spelling Errors and Corrections T397
<b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling Assess Prior Knowledge</b> T390</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Spiral Review: Pronouns T391</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> Teach Spell Words with Vowel Sounds of y T394</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Oral Language: Pronouns <i>I</i> and <i>me</i> T395</li> </ul>	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Review and More Practice T398</li> <li>• <b>Language &amp; Conventions</b> Teach Pronouns <i>I</i> and <i>me</i> T399</li> </ul>

Mentor **STACK**

The following criteria may be helpful in selecting texts from the stack to teach students about writer's craft.

- Poems that include pronouns
- Poems that include words that follow a spelling pattern
- Poems that include examples of adverbs that convey time

**FAST TRACK****LESSON 4****LESSON 5**

Explore Adverbs That Convey Time T400

Apply Adverbs That Convey Time T404

Independent Writing and Conferences T401

Writing Club and Conferences T404–T405

Adverbs T401

Adverbs T404

## FLEXIBLE OPTION

- **Spelling** Spiral Review T402
- **Language & Conventions** Practice Pronouns *I* and *me* T403

- **Spelling** *Assess Understanding* T406
- **Language & Conventions** Standards Practice T407

**ADDITIONAL RESOURCES****MINILESSON**

5–10 min.

Subject-Verb Agreement

Rhyme Schemes

**INDEPENDENT WRITING AND CONFERENCES**

30–40 min.

Independent Writing and Conferences

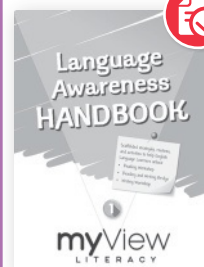
Independent Writing and Conferences

**SHARE BACK FOCUS**

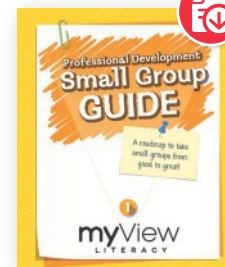
5–10 min.

Sentences with Subject-Verb Agreement

Poems with Rhyme Scheme



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 spelling and grammar to gauge where students may need support in their writing and editing. Have stacks and minilessons available to reference during the conferences.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### Pronouns

**If** students need additional support,

 **Then** review the pronouns in a poem from the stack together and identify what or who each refers to.

**If** students show understanding,

**Then** ask: What pronouns have you used in your poem?

#### Spelling Patterns and Rules

**If** students need additional support,


 **Then** proofread their poems together.

**If** students show understanding,

**Then** say: Tell me a word in your poem that doesn't follow a spelling pattern.

#### Adverbs That Convey Time

**If** students need additional support,

 **Then** use a calendar to review *yesterday*, *today*, and *tomorrow* and a clock to review *earlier*, *now*, and *later*.

**If** students show understanding,

**Then** ask: Which adverbs in your poem tell about time?

## Conference Support for ELL

### EMERGING

- Ask yes/no questions involving personal pronouns.
- Have students practice using *he*, *she*, and *it*.
- Have students practice using *my*, *mine*, *your*, and *yours*.

### DEVELOPING

- Have students identify pronouns in their poems.
- Use guided writing to help students identify adverbs.

### EXPANDING

- Use pronouns and adverbs when discussing real-life experiences.
- Use guided writing to develop understanding and usage of pronouns and adverbs.

### BRIDGING

- Use pronouns and adverbs when discussing real-life experiences.
- Invite students to read and think aloud about pronouns and adverbs in selections from stacks.
- Have students see modeled writing to implement proper spelling.



### Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **pronouns**.



## ELL Minilesson Support

### Week 4: Writer's Craft

This week, your ELL students will benefit from additional practice with English grammar to prepare them for the process of editing their poetry. These targeted supports were chosen to help students better understand the proper use of pronouns and adverbs.

Use this note for the minilesson on p. T388.

### ELL Targeted Support

#### PRONOUNS

Tell students that good writers use pronouns in place of nouns that are repeated. A pronoun takes the place of a noun.

Help students identify patterns of nouns that are repeated in their own writing. Then help them to edit their writing to include the correct use of pronouns. **EMERGING**

Have students work in pairs to identify patterns of nouns that are repeated in each other's writing. Then help them to edit their writing to include the correct use of pronouns.

#### DEVELOPING

Have students identify patterns of nouns that are repeated in their own writing. Then have them edit their writing to include the correct use of pronouns. **EXPANDING**

Have students edit their writing for the correct use of pronouns. **BRIDGING**



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T396.

### ELL Targeted Support

#### APPLY SPELLING PATTERNS AND RULES

Have students use spelling patterns with increasing accuracy as they write. Explain that they should work on spelling accurately while writing as they learn more English words. Display some previously taught spelling rules and patterns.

Have students continue writing their drafts. Help them use spelling patterns to increase their accuracy while writing. Point out specific words that students should be able to spell with your assistance. **EMERGING**

Have students focus on spelling accurately while writing their drafts. Encourage them to think about spelling patterns they have seen to help them spell with accuracy. **DEVELOPING**

Have students continue writing their drafts and use spelling patterns with increasing accuracy. Tell them that if they are not sure about how to spell a word, they can mark it and ask a peer or you for support. **EXPANDING**

Have students use spelling patterns to write their drafts. Tell them they can ask a partner for support in spelling unknown words or to check their use of spelling patterns. **BRIDGING**

FAST TRACK

# Pronouns

## OBJECTIVES

Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STUDENT INTERACTIVE, p. 173

POETRY WRITING WORKSHOP

I can write poetry.

**Read Together**

**My Learning Goal**

**Edit for Pronouns**

A pronoun takes the place of a noun.  
**Subjective:** I, you, he, she, it, we, they  
**Objective:** me, you, him, her, it, us, them  
**Possessive:** my, your, his, her, its, our, their

**MY TURN** Write the pronoun that can replace the underlined words.

- The doll broke.
- It is Bea's doll.
- Give the doll to Jan and Ken.

**MY TURN** Edit for pronouns in your poem.

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## Minilesson

Mentor STACK



**TEACHING POINT** A pronoun takes the place of a noun.

- Subjective pronouns include *I, you, he, she, it, we, and they*.
- Objective pronouns include *me, him, her, it, us, and them*.
- Possessive pronouns include *my, our, her, his, and their*.

**MODEL AND PRACTICE** Say to the class: *I want you to come with me*. Then ask: *What do I want?* As students answer, write the sentence on the board. Ask: *Who is I? Who is you? Which of us does me refer to? When we write and talk, we sometimes replace the name of a person or thing with another word. That word is called a pronoun.*

Read aloud two to three poems from the poetry stack. Choose poems that include several pronouns. Stop when you come to a pronoun and ask:

- What pronoun did you hear?
- Who or what does the pronoun refer to or stand for?

Direct students to p. 173 in the *Student Interactive* and read the top of the page together. Then say: *Let's edit the first sentence together and replace the noun with a pronoun. The sentence says *The doll broke*. What word can I use to replace *the doll*? Yes, I can say *it*. *It broke*.* Have students complete the rest of the page.

## Independent Writing

Mentor STACK



### FOCUS ON PRONOUNS

- During independent writing time, students should edit their poems for pronoun usage. Have students identify the pronouns in their poem and make sure they are correct. They can also look for places where a pronoun could replace a noun.

### WRITING SUPPORT

---

- **Modeled** Choose a stack text and do a Think Aloud to model identifying pronouns.
- **Shared** Have partners choose a stack text. Prompt them to identify pronouns.
- **Guided** Use the stack texts to provide explicit instruction on using pronouns.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- Then students should continue writing their poems.

See the **Conference Prompts** on p. T386.

## Share Back

Choose a few students to share how they have used pronouns in their poems.



# Spelling Spell Words with the Vowel Sounds of y

## OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

## SPELLING WORDS

my	silly
try	fly
why	cry
by	puppy

## HIGH-FREQUENCY WORDS

there  
now

## FLEXIBLE OPTION

### LESSON 1

#### ✓ Assess Prior Knowledge

Explain that the letter y at the end of a word can make the /ē/ sound or the /ī/ sound. Read aloud the words and sentences. Have students spell each word with the vowel sounds of y and the two high-frequency words.

#### Spelling Sentences

1. **My** mom likes carrots.
2. I will **try** to do better.
3. **Why** do you like your teacher?
4. I walked **by** the house.
5. That dog is **silly**.
6. The kitten was chasing a **fly**.
7. Babies **cry** a lot.
8. I got a new **puppy**.
9. I went **there** today.
10. We are leaving **now**.

## ELL Targeted Support

**Pronunciation** Display the words *windy* and *shy*.

Circle the y in each word. Clarify the difference in pronunciation between the y in *windy* (/ē/) and the y in *shy* (/ī/). Ask students to write and read the words aloud.

EMERGING/DEVELOPING

Have students write a list of words that end in either of the two vowel sounds of y. EXPANDING/BRIDGING

## FLEXIBLE OPTION

### LESSON 1

✓ Assess Prior Knowledge

### LESSON 2

Teach Spell Words with the Vowel Sounds of y

## FLEXIBLE OPTION

### LESSON 3

Review and More Practice Spell Words with the Vowel Sounds of y

## FLEXIBLE OPTION

### LESSON 4

 Spiral Review: Long e Words

### LESSON 5

✓ Assess Understanding



# Language & Conventions

## Spiral Review

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Pronouns

**FOCUS** Review that pronouns are words that take the place of nouns. Provide students examples of subjective (*he*), possessive (*my*), objective (*them*), and indefinite (*everyone*) pronouns.

**MODEL AND PRACTICE** Write model sentences on the board, leaving out the pronouns. \_\_\_\_ saw a bunny. That is \_\_\_\_ pencil. Give the box to \_\_\_\_\_. \_\_\_\_ liked the party. Help students find the proper pronouns to complete the sentences.

**APPLY** Place students into pairs. Have them write sentences using at least one pronoun per sentence. Use the leveled support below for ELLs.

#### OBJECTIVE

Edit drafts using standard English conventions, including subjective, possessive, objective, and indefinite pronouns.

#### ELL Targeted Support

**Edit Writing** Encourage students to employ increasingly complex grammatical structures, such as using correct pronouns, when writing.

Display the following sentences: *Daniel went fishing. He went fishing.* Point out that *He* is the pronoun because it takes the place of the noun, *Daniel*. Have students write the second sentence on a sheet of paper and circle the pronoun.

**EMERGING**

Display the words *he* and *we*, and then the sentences *Daniel has a ball. \_\_\_\_ has a ball.* Ask students to point out the subject noun in the first sentence and then write the correct pronoun in the blank in the second sentence. **DEVELOPING**

Pair students. Have one partner say a noun, while the other student uses the noun's pronoun in an oral sentence. Have students write the sentences on the board. **EXPANDING**

Have students write a story about a day at school. Ask them to edit their writing for pronoun use. **BRIDGING**

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Pronouns

FLEXIBLE OPTION

### LESSON 2

### LESSON 3

### LESSON 4

FLEXIBLE OPTION

### LESSON 5

Oral Language:  
Pronouns *I* and *me*

Teach Pronouns  
*I* and *me*

Practice Pronouns  
*I* and *me*

Standards Practice

# Explore Spelling Patterns and Rules

## OBJECTIVE

Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance.

## Minilesson

**Mentor STACK**

**TEACHING POINT** Authors are careful to check the spelling of all the words in their work. When words are spelled incorrectly, it becomes hard for readers to understand and enjoy the writing.

- The spelling of most words follows rules and patterns.
- Some common words that do not follow a pattern are *a, I, to, of, the, was, and are*.

**MODEL AND PRACTICE** Explain that spelling is important in reading and writing. Say: *Spelling patterns and rules help us spell and read many words, but there are some words that don't follow a rule or a pattern.*

Write several groups of “pattern” words on the board. If possible, find the words in stack poems. Otherwise use examples, such as *crash, dash, trash; bath, math, path; bike, like, spike*. Have students read each group of words and discuss the spelling pattern it follows. Say: *Read the words again. What do you notice about the words in each group? Can you hear the rhyme?*

Then write *a, I, to, of, the, was, and are* on the board. Say: *These words do not follow any rules or patterns. These are some of our Words to Know.*

Read one poem from the stack and point out words that follow a spelling pattern and words that do not.

## Possible Teaching Point

### Spelling | Spell Words with the Vowel Sounds of y

Review the vowel sounds that y can make at the end of a word.

- long e sound (*silly, puppy*)
- long i sound (*try, fly*)

As students revise and edit their poems, have them check spelling and decide whether any words that end in long e or long i sounds should end in y. Note that if any of those words are meant to rhyme, the vowel sound must be the same in both words.

## Independent Writing

Mentor STACK



### FOCUS ON SPELLING PATTERNS

- During independent writing time, students should continue working on their poems.

### WRITING SUPPORT

---

- **Modeled** Choose a stack text and do a Think Aloud to model identifying spelling patterns.
- **Shared** Have partners choose a stack text. Prompt them to identify rhyming words that follow a spelling pattern and write one more word that follows the pattern.
- **Guided** Have students choose a stack text and identify rhyming words that follow a spelling pattern. Have them brainstorm and write more words that follow the same pattern.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- Have students edit their poems for correct spelling. Tell them that if they are unsure about how to spell a word, they can use a dictionary.

See the **Conference Prompts** on p. T386.

## Share Back

Call on a few students to share spelling patterns they identified and words that follow no pattern in their own poems.

# Spelling Spell Words with the Vowel Sounds of y

## OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

Alphabetize a series of words to the first or second letter and use a dictionary to find words.

### SPELLING WORDS

my	silly
try	fly
why	cry
by	puppy

### HIGH-FREQUENCY WORDS

there  
 now

## LESSON 2

### Teach

**FOCUS** Remind students that /ī/ and /ē/ can be spelled y at the end of a word. Explain that to alphabetize means to put words in ABC order.

**MODEL AND PRACTICE** Display *shy*, *windy*, *fry*, and *copy*. Say the words, emphasizing the /ī/ or /ē/ sound at the end. Then demonstrate how to alphabetize the words to the first or second letter.

**APPLY MyTURN** Have students complete the activity on p. 171.

**SPELLING** **READING-WRITING BRIDGE**

### Spell Words with the Vowel Sounds of y

Long i and long e can be spelled y at the end of a word. **Alphabetize** means to put a series, or list, of words in order of the alphabet. Look at the first letters. If the first letters are the same, look at the second letters.

**MYTURN** Alphabetize the words.

1. by	6. puppy
2. cry	7. silly
3. fly	8. there
4. my	9. try
5. now	10. why

**Spelling Words**

my  
 silly  
 try  
 fly  
 why  
 cry  
 by  
 puppy

**My Words to Know**

there  
 now

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## LESSON 2

**Teach Spell Words with the Vowel Sounds of y**

**FLEXIBLE OPTION**  
**LESSON 1**

**Assess Prior Knowledge**

**FLEXIBLE OPTION**  
**LESSON 3**

**Review and More Practice Spell Words with the Vowel Sounds of y**

**FLEXIBLE OPTION**  
**LESSON 4**

**Spiral Review: Long e Words**

**LESSON 5**

**Assess Understanding**



# Language & Conventions

## Pronouns *I* and *me*

FLEXIBLE OPTION

### LESSON 2

#### Oral Language: Pronouns *I* and *me*

**FOCUS** Remind students that pronouns are words that take the place of nouns. Say, *The pronouns I and me take the place of your own name.* Explain that the pronoun *I* is spelled with a capital letter and that students should always name themselves last when listing names or other pronouns. Say, *We say, “Dad and I are going to the game.” We say, “Dad is getting tickets for Brian and me.”*

**MODEL AND PRACTICE** Read aloud the example sentences at the top of p. 172 of the *Student Interactive*. Point out that *I* is a subject pronoun, while *me* is an object pronoun.

**APPLY** In pairs, have students tell their partners two complete sentences about themselves. They should use the subject pronoun *I* in one sentence and the object pronoun *me* in the other.

#### OBJECTIVE

Edit drafts using standard English conventions, including capitalization for the beginning of sentences and the pronoun “I.”

FLEXIBLE OPTION   
**LESSON 2**

**Oral Language:**  
Pronouns *I* and *me*

FLEXIBLE OPTION   
**LESSON 1**

Spiral Review:  
Pronouns

**LESSON 3**

Teach Pronouns  
*I* and *me*

**LESSON 4**

Practice Pronouns  
*I* and *me*

FLEXIBLE OPTION   
**LESSON 5**

Standards Practice

## FAST TRACK

## Apply Spelling Patterns and Rules

## OBJECTIVE

Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance.

STUDENT INTERACTIVE, p. 174

**POETRY** **Read Together**

### Edit for Spelling

Authors edit, or fix, their spelling. They can use spelling patterns and rules to check some words. They need to remember how to spell other words.

Let's get **owt** of the **lak**. out lake

**MY TURN** Edit these sentences. Underline the word that is not spelled correctly. Write it correctly.

- Jen and Ken run in a rase.
- They run together.
- Who will win the conntest?
- I think Jen will win now.

**MY TURN** Edit for spelling in your poem.

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## Minilesson

**TEACHING POINT** When authors have completed a story or poem, they edit the draft for correct spelling.

**MODEL AND PRACTICE** Tell students that authors edit, or fix, spelling in their writing. They use spelling patterns and rules to check that words are spelled correctly. Remind students that some words do not follow a rule, and these are words authors need to remember how to spell.

Direct students to p. 174 in the *Student Interactive*. Write the first example sentence on the board. Say: *Today I am going to show you how to edit a sentence for spelling. Let's look at this first sentence together: Jen and Ken run in a rase. I will use what I know about spelling patterns to check the spelling of these words. Do you see a word that is spelled wrong? Yes, the word rase is spelled wrong. Let's underline that word.* Underline the word and then ask students to help you spell the word correctly. Then have them complete the page, offering assistance as needed.

Have students edit their poems. Use the following prompts as a guide.

- Do rhyming words in your poem follow a spelling pattern?
- Are all the rhyming words spelled correctly?
- Do some of the words in your poem not follow a rule or pattern?
- How can you check the spelling of words in your poem?

## Possible Teaching Point

Language & Conventions | Pronouns *I* and *me*

Remind students that

- the pronouns *I* (always capitalized) and *me* take the place of their name when they write about themselves
- when students include another person, they should name themselves last

As students review their drafts, have them check their use of *I* and *me*.

## Independent Writing

### FOCUS ON CORRECTING SPELLING

- During independent writing time, students should review all of the poems they have written this unit and edit them for spelling.

### WRITING SUPPORT

---

- **Modeled** Do a Think Aloud to model using patterns and rules to correct spelling.
- **Shared** Help students use patterns and rules to correct spelling.
- **Guided** Provide explicit instruction on spelling patterns and rules.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- Then students can continue writing.

See the **Conference Prompts** on p. T386.

## Share Back

Call on a few students to share spelling errors they identified in their poem and how they corrected them.



# Spelling Spell Words with the Vowel Sounds of y

## OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

## SPELLING WORDS

my	silly
try	fly
why	cry
by	puppy

**HIGH-FREQUENCY WORDS**  
 there  
 now

FLEXIBLE OPTION  
**LESSON 3**

### Review and More Practice

**FOCUS** Review that long *i* and long *e* can be spelled *y* at the end of a word. Also say that when we alphabetize, we look at the first letter of each word in a list of words and put the words in the order of the alphabet.

**MODEL AND PRACTICE** Display these words: *city, sky, happy, fry*. Read them aloud. Then ask, **Which words have the sound /ī/? Which have the sound /ē/?** (/ī/: *sky, fry*; /ē/: *city, happy*) Then have volunteers help you rewrite the words in alphabetical order.

**APPLY** Have students complete *Spelling* p. 168 from the *Resource Download Center*.

Name \_\_\_\_\_

**Spelling**  
 Vowel Sounds of y

Spelling Words			
my	silly	try	fly
why	cry	puppy	by

**MY TURN** Sort and spell the words.

Long i

my	fly
why	by
cry	
try	

Long e

	silly
	puppy

Grade 1, Unit 3, Week 4  
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FLEXIBLE OPTION  
**LESSON 1**

✓ Assess Prior Knowledge

**LESSON 2**

Teach Spell Words with the Vowel Sounds of y

FLEXIBLE OPTION  
**LESSON 3**

Review and More Practice Spell Words with the Vowel Sounds of y

FLEXIBLE OPTION  
**LESSON 4**

Spiral Review: Long e Words

**LESSON 5**

✓ Assess Understanding



# Language & Conventions

## Pronouns *I* and *me*

### LESSON 3

#### Teach Pronouns *I* and *me*

**FOCUS** Explain: Pronouns are used to replace nouns. *I* and *me* are the pronouns that take the place of your own name. Remember that *I* is always capitalized, and you should always name yourself last.

**MODEL AND PRACTICE** On the board, write these two incorrect sentences: *Me and she run on the path. The cat likes I.* Ask, **What is wrong with these sentences?** Guide students to identify the mistakes. Then rewrite the sentences without the errors. (*She and I run on the path. The cat likes me.*)

#### OBJECTIVE

Edit drafts using standard English conventions, including capitalization for the beginning of sentences and the pronoun “I.”

#### ELL Targeted Support

**Language Structure** Provide practice for students to develop grasp of language structures. Support them in identifying the pronouns associated with males (*he, him*), females (*she, her*), and things (*it*). Display sentences with these pronouns and pictures of a man, a woman, and an object.

Read each sentence slowly. Point to the appropriate picture each time you read a pronoun. Have students read the sentence. Provide support as needed. **EMERGING**

Have students read aloud the sentences and pause after saying a pronoun. Ask other students to point to the picture that they think the pronoun represents. **DEVELOPING**

Write the pronouns *he, she, him, her, and it* on strips of paper. Have students use the pictures of the man, woman, and object to sort the pronouns. Then have students write a sentence using one of the pronouns. Have them trade sentences and read the sentences aloud. **EXPANDING/BRIDGING**

### LESSON 3

#### Teach Pronouns *I* and *me*

FLEXIBLE OPTION

#### LESSON 1



Spiral Review:  
Pronouns

FLEXIBLE OPTION

#### LESSON 2

Oral Language:  
Pronouns *I* and *me*

#### LESSON 4

Practice Pronouns  
*I* and *me*

FLEXIBLE OPTION

#### LESSON 5

Standards Practice

# Explore Adverbs That Convey Time

## OBJECTIVES

Edit drafts using standard English conventions, including adverbs that convey time.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

## Minilesson

Mentor STACK



**TEACHING POINT** Adverbs tell more about verbs.

- Adverbs tell how something happened.
- Adverbs tell where something happened.
- Adverbs tell when something happened.

If an adverb tells when something happened, we say it conveys time.

**MODEL AND PRACTICE** Explain that authors use adverbs to tell more about verbs. They tell how, when, and where things happen. Write the adverbs *quickly*, *outside*, and *later* on the board. Use each one in a sentence. Ask students to tell if the word on the board tells how, when, or where.

Draw a three-column chart labeled *How*, *When*, *Where*. As you read the poems from the stack together, ask students to raise their hand when they hear an adverb. Ask: **What action does the adverb tell about? Does it tell how, when, or where the action happened?** Write the adverbs in the three-column chart. When you have gathered enough examples, tell students that they can use these words in their own poems to show how, where, or when something happened.

## Possible Teaching Point

## Writing Process

### Revising and Editing | Refining Imagery

Remind students that “revising and editing” means more than “looking for mistakes.” It also can mean “making something that’s good even better.” For example, revising a poem can include thinking about imagery, such as creating stronger pictures in readers’ minds. Encourage students to experiment with adding or changing adverbs so that their poems appeal more strongly to the readers’ senses.

## Independent Writing

Mentor STACK



### FOCUS ON ADVERBS

- During independent writing time, students should edit for adverbs in their poems. If students need additional opportunities to develop their understanding of adverbs, have them refer to the three-column chart and use one of those adverbs in their writing.

### WRITING SUPPORT

---

- **Modeled** Choose a stack text and do a Think Aloud to model using adverbs.
- **Shared** Have partners choose a stack text. Prompt them to identify adverbs in the poem.
- **Guided** Use the stack texts to provide explicit instruction on using adverbs to tell how, when, and where things happen.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- If students show understanding, they can continue editing their poem, adding adverbs and making sure they are used correctly.

See the **Conference Prompts** on p. T386.

## Share Back

Have a few students share adverbs from their poems and explain what they tell about an action.

# Spelling Spiral Review

## OBJECTIVE

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

## SPELLING WORDS

my	silly
try	fly
why	cry
by	puppy

## HIGH-FREQUENCY WORDS

there  
now

## Writing Workshop

Ask students to proofread their writing for words with /ē/ spelled e or ee. Also, encourage them to check for the correct spellings of words with the vowel sounds of y.

## FLEXIBLE OPTION

### LESSON 4



## Spiral Review: Long e Words

**FOCUS** Remind students of the spelling rules for words with /ē/ spelled e or ee.

**MODEL AND PRACTICE** Prompt students to spell the following words as you write their responses on the board: *be, see, we, three*. Ask student volunteers to come to the board. Have them underline the letter or letters that spell the sound /ē/ in each word.

**APPLY** In pairs, have students spell the following list of words with /ē/ spelled e or ee: *he, free, me, tree, she*.

## FLEXIBLE OPTION

### LESSON 1

✓ Assess Prior Knowledge

### LESSON 2

Teach Spell Words with the Vowel Sounds of y

## FLEXIBLE OPTION

### LESSON 3

Review and More Practice Spell Words with the Vowel Sounds of y

## FLEXIBLE OPTION

### LESSON 4



Spiral Review:  
Long e Words

### LESSON 5

✓ Assess Understanding



# Language & Conventions

## Pronouns *I* and *me*

### LESSON 4

#### Practice Pronouns *I* and *me*

**APPLY MyTURN** Have students complete the activity on p. 172 in the *Student Interactive*.

LANGUAGE AND CONVENTIONS **Read Together**

#### Pronouns *I* and *me*

Pronouns are words that take the place of nouns. The pronouns **I** and **me** take the place of your own name. Use a capital letter to write **I**. Always name yourself last.

Kate and **I** left. (subject pronoun)  
Kate is with **me**. (object pronoun)

**MYTURN** Edit the pronouns **I** and **me** in these sentences. Cross out the wrong pronoun. Write the correct pronoun.

- You and ~~me~~ go to school.
- Should ~~I~~ take the bus?
- Meet ~~I~~ inside. me

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#### OBJECTIVE

Edit drafts using standard English conventions, including capitalization for the beginning of sentences and the pronoun “I.”

#### Writing Workshop

Prompt students to work with peers to edit their drafts for correct use of the pronouns *I* and *me*.

FLEXIBLE OPTION  
**LESSON 1**

**Spiral Review:**  
Pronouns

FLEXIBLE OPTION  
**LESSON 2**

**Oral Language:**  
Pronouns *I* and *me*

**LESSON 3**

**Teach Pronouns**  
*I* and *me*

**LESSON 4**

**Practice Pronouns**  
*I* and *me*

FLEXIBLE OPTION  
**LESSON 5**

**Standards Practice**

FAST TRACK

# Apply Adverbs That Convey Time

## OBJECTIVE

Edit drafts using standard English conventions, including adverbs that convey time.

STUDENT INTERACTIVE, p. 175

## Minilesson

Mentor STACK 

**TEACHING POINT** Adverbs tell more about verbs. Adverbs that convey time tell about when something happens.

- Adverbs tell how, when, or where something happened.
- Adverbs that convey time include *always, now, later, then, yesterday, today, and soon*.

**MODEL AND PRACTICE** Go on an adverb hunt using poems from the stack. Have students identify the adverb and explain if it tells how, when, or where an action happened. Then challenge students to replace the adverb with another one and explain how the action changed.

Direct students to p. 175 in the *Student Interactive*. Say: *Today I'm going to teach you to edit your drafts for adverbs. Let's look at the first example. I wrote a sentence that says **Finish your book!** But my sentence does not say *when* you should finish your book. Let's look at the words in the box and decide which word fits in the sentence. Which word can we add to tell when you should finish your book?* Guide students to tell you the word *later*. Then tell them to complete the page, offering assistance as needed.

Have students edit their own poems. Use the following prompts:

- Have you used adverbs in your poem?
- Does this adverb tell how, when, or where?
- Is there a place in your poem where an adverb that conveys time could help?
- Is this the best adverb to use?
- If you changed or added an adverb, read your poem again. Is it better?

## WRITING CLUB

See p. T405 to guide Writing Club discussions.

## Share Back

Select a few students to discuss adverbs they have used in their poem.

# WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share their edited poems.

Students should spend the first 5–10 minutes in their groups reviewing the following:

- Appropriate ways to pose and respond to questions
- Process for taking turns during discussions
- Role of the audience when someone is reading aloud a draft

**What Are We Sharing?** Prior to sharing their poems, students should determine if there is something specific they would like feedback on in today's Writing Club. Students should inform their Writing Club of their request before they begin reading their poem. This will help direct the group's focus as students are sharing their writing.

## **How Do We Get Started?** Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- Are there any pronouns in your poem?
- Have you used the pronouns correctly?
- Is \_\_\_ spelled correctly?
- Are there any adverbs about time in your poem?
- Do your adverbs convey the right time?



# Spelling Spell Words with the Vowel Sounds of y

## OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

### SPELLING WORDS

my	silly
try	fly
why	cry
by	puppy

### HIGH-FREQUENCY WORDS

there  
now

## LESSON 5

### ✓ Assess Understanding

Read aloud the words and sentences. Have students spell words with the vowel sounds of y and spell the high-frequency words.

### Spelling Sentences

1. I have a cute **puppy**.
2. **Why** are you here?
3. The birds **fly** away.
4. They have to go **now**.
5. **My** dog is outside.
6. Jon has a **silly** cat.
7. **Try** your best.
8. I **cry** when I am sad.
9. The bus stops **there**.
10. Meg walks **by** the hill.

FLEXIBLE OPTION  
**LESSON 1**

✓ **Assess Prior Knowledge**

**LESSON 2**

Teach Spell Words with the Vowel Sounds of y

FLEXIBLE OPTION  
**LESSON 3**

Review and More Practice Spell Words with the Vowel Sounds of y

FLEXIBLE OPTION  
**LESSON 4**

 **Spiral Review:**  
Long e Words

**LESSON 5**

✓ **Assess Understanding**



# Language & Conventions

## Pronouns *I* and *me*

FLEXIBLE OPTION

### LESSON 5

#### Standards Practice

Ask students to read the sentences and answer the question to the best of their ability.

- (1) She is with I.
- (2) She is with me.
- (3) She is with i.
- (4) She is with my.

Which sentence is correct?

- A sentence 1
- B sentence 2
- C sentence 3
- D sentence 4

**APPLY** Have students complete *Language and Conventions* p. 174 from the *Resource Download Center*.

Name \_\_\_\_\_

**Language and Conventions**

**Pronouns I and Me**  
Pronouns take the place of nouns. I and me take the place of your name. The pronoun I is always a capital letter.

**MY TURN** Write I or me to complete the sentences.

1. \_\_\_\_\_ am Bala the cow.
2. My calf and \_\_\_\_\_ live in the forest.
3. The tiger sees me.
4. "Let me feed my calf," I say.
5. The tiger looks at me.
6. \_\_\_\_\_ am not scared of the tiger.

Grade 1, Unit 3, Week 4  
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#### OBJECTIVE

Edit drafts using standard English conventions, including capitalization for the beginning of sentences and the pronoun "I."

FLEXIBLE OPTION

### LESSON 5

#### Standards Practice

FLEXIBLE OPTION

### LESSON 1



Spiral Review:  
Pronouns

FLEXIBLE OPTION

### LESSON 2

Oral Language:  
Pronouns *I* and *me*

### LESSON 3

Teach Pronouns  
*I* and *me*

### LESSON 4

Practice Pronouns  
*I* and *me*

# Weekly Overview

This week, students will publish and celebrate their writing. They may also be assessed on their knowledge of poetry. They will:

- edit for nouns.
- edit for complete sentences and subject-verb agreement.
- celebrate their writing by sharing it with the class.

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	<b>Publishing</b>	<b>Publish, Celebrate, and Assess</b>

## 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.

	<b>FAST TRACK</b> LESSON 1	<b>FAST TRACK</b> LESSON 2	LESSON 3
<b>MINILESSON</b> 5–10 min.	Edit for Nouns T412	Edit for Complete Sentences with Subject-Verb Agreement T416	Prepare for Celebration T420
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T413	Independent Writing and Conferences T417	Independent Writing and Conferences T421
<b>SHARE BACK FOCUS</b> 5–10 min.	Explain Edits to Nouns in Writing to Be Published T413	Share Examples of Subject-Verb Agreement T417	Preparing to Celebrate T421
<b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling Assess Prior Knowledge</b> T414</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Spiral Review: Pronouns <i>I</i> and <i>me</i> T415</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> Teach Spell Words with Consonant Patterns <i>ng, nk</i> T418</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Oral Language: <i>I</i> and Proper Names T419</li> </ul>	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Review and More Practice T422</li> <li>• <b>Language &amp; Conventions</b> Teach Capitalizing <i>I</i> and Proper Names T423</li> </ul>

# Mentor STACK





The following criteria may be helpful in selecting poems from the stack to teach students how to edit and prepare a poem for publication.

- Poems that include examples of common and proper nouns
- Poems that include complete sentences
- Poems that are fun to read aloud

**FAST TRACK**

**LESSON 4**

**LESSON 5**

Publish and Celebrate T424	Assessment T428
Celebrate T425	Assessment T428–T429
Celebrate T424–T425	Assessment T428–T429
<p><b>FLEXIBLE OPTION</b> </p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Spiral Review T426</li> <li>• <b>Language &amp; Conventions</b> Practice Capitalizing / and Proper Names T427</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> <i>Assess Understanding</i> T430</li> </ul> <p><b>FLEXIBLE OPTION</b> </p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Standards Practice T431</li> </ul>

**ADDITIONAL RESOURCES**

<p><b>MINILESSON</b></p> <p>5–10 min.</p>	Short Poems	Apply Line Breaks
<p><b>INDEPENDENT WRITING AND CONFERENCES</b></p> <p>30–40 min.</p>	Independent Writing and Conferences	Independent Writing and Conferences
<p><b>SHARE BACK FOCUS</b></p> <p>5–10 min.</p>	Sharing Poems	Identifying Line Breaks
 <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 nouns and sentences to gauge where students may need support in their writing and revising. Have stacks and minilessons available to reference during the conferences.


## FORMATIVE ASSESSMENT

### Conference Prompts


#### Edit for Nouns

<b>If</b> students need additional support,	 <b>Then</b> use a T-chart to list the singular and plural versions of nouns from the student's poem.
<b>If</b> students show understanding,	<b>Then</b> point out a noun in the student's poem and ask how it can be changed to singular, plural, common, or proper.

#### Edit for Complete Sentences with Subject-Verb Agreement

<b>If</b> students need additional support,	 <b>Then</b> read the student's poem together, pointing out how to fix errors in subject-verb agreement.
<b>If</b> students show understanding,	<b>Then</b> ask: Are there any more details you could add to this sentence?

#### Prepare for Celebration

<b>If</b> students need additional support,	 <b>Then</b> help them make a checklist of items to review before celebrating.
<b>If</b> students show understanding,	<b>Then</b> ask: What is another way you can present, or celebrate, your writing?

## Conference Support for ELL

### EMERGING

- Review with students the poems they wrote during the past four weeks.
- Model a sentence that tells which poem you like best.
- Ask students which poem they like best.

### DEVELOPING

- Have students identify nouns in their poems.
- Ask students yes/no questions about their writing, such as: Is this sentence correct?

### EXPANDING

- Model subject-verb agreement when discussing student writing.
- Use guided writing to help students rewrite sentences with the correct use of common, proper, singular, and plural nouns.

### BRIDGING

- Model subject-verb agreement when discussing how to present a poem.
- Use guided writing to develop understanding and usage of nouns and subject-verb agreement.
- Use guided writing to help students rewrite sentences to fix the subject-verb agreement.

### Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **word choice** and **capitalization**.



## ELL Minilesson Support

### Week 5: Publish, Celebrate, and Assess

During the Publish, Celebrate, and Assess week, your ELLs will benefit from additional writing support that expands their awareness of the editing and publishing process. These targeted supports were chosen to help students better understand how to edit and celebrate their writing.

Use this note for the minilesson on p. T412.

#### ELL Targeted Support

##### EDIT FOR NOUNS

Tell students that a noun names a person, place, or thing. Have them explain, with specificity and detail, what different nouns mean.

Work individually with students. Point out nouns in texts from the stack. Then guide students to tell if the noun names a person, a place, or a thing. **EMERGING**

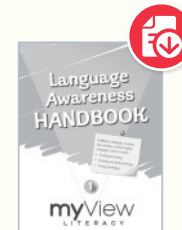
Have students work in pairs to identify nouns in texts from the stack. Have them specify if each noun names a person, a place, or a thing.

##### DEVELOPING

Have students identify nouns in texts from the stack. Ask them to write each one in the appropriate column of a three-column chart labeled *Person, Place, Thing*. Then have them read their charts aloud to a partner.

##### EXPANDING

Have students identify nouns (people and things) around the room. Ask them to write each one and then write a sentence about it, adding specificity and detail. Then have them read their sentences aloud to the class. **BRIDGING**



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T420.

#### ELL Targeted Support

##### PREPARE FOR CELEBRATION

Help students use content area vocabulary in context as they speak about the skills listed in the chart on p. 211 in the *Student Interactive*.

Help students review their writing to check for the skills taught in this unit. Ask guiding questions to help them speak about which content area writing skills they need to work on more. **EMERGING**

Have students review the skills listed on p. 211 with a partner. Have pairs use content area vocabulary to speak to each other about which skills they understand best and used correctly.

##### DEVELOPING

Have students use content area vocabulary to speak about what they know about each element of poetry. Allow them to refer back to their own writing to show their understanding.

##### EXPANDING

Read the skills together with students. Have them give an example for each skill from the context of their own writing. **BRIDGING**

**FAST TRACK**

# Edit for Nouns

## OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

STUDENT INTERACTIVE, p. 209

## Minilesson

Mentor **STACK**



**TEACHING POINT** A noun names a person, place, or thing.

- A singular noun names one: shoe.
- A plural noun names more than one: shoes.
- A common noun names any noun: boy.
- A proper noun names a specific noun: Troy.

**MODEL AND PRACTICE** Explain the four types of nouns. Read a stack poem aloud. Help students to identify and list any nouns you read. For each noun, ask: *Is this the name of a person or a thing? Is it a common noun or a proper noun? How many people or things does it name? Is it singular or plural? How can we make it plural? How can we make it singular?* Write the words on the board and model how to change the words to singular, plural, common, or proper.

Direct students to p. 209 in the *Student Interactive*. Review the information at the top of the page and then say: *Today I will show you how to edit your poems for the correct use of nouns. Let's edit this sentence together. Write the first sentence on the board. First, let's read this sentence. Grab these pen. Is pen the correct noun to use here? Because these names many, I need to edit this sentence by changing pen to pens.* Model crossing out the wrong word and writing the correct word above it. Have students continue editing for the correct use of nouns by completing the page.

## Independent Writing

Mentor **STACK**

### FOCUS ON NOUNS

- During independent writing time, students should review the poems they wrote and select the one they would like to present. Then they should edit that poem for noun usage. Have students identify the nouns in their poems and make sure that they are correct.

### WRITING SUPPORT

---

- **Modeled** Choose a stack text and do a Think Aloud to model identifying nouns.
- **Shared** Have partners choose a stack text. Prompt them to identify nouns.
- **Guided** Use the stack texts to provide explicit instruction on using nouns.

 **Intervention** Refer to the *Small Group Guide* for support.

---

See the **Conference Prompts** on p. T410.

## Share Back

Have a few students share how they corrected nouns in their poems.



# Spelling Spell Words with Consonant Patterns *ng, nk*

## OBJECTIVES

Spell words using sound-spelling patterns.

Spell high-frequency words.

### SPELLING WORDS

ring	sing
bring	think
pink	thing
song	rink

### HIGH-FREQUENCY WORDS

grow  
 around

## FLEXIBLE OPTION

### LESSON 1

#### ✓ Assess Prior Knowledge

Read the following sentences aloud to students. Ask them to spell the words with consonant patterns *ng* and *nk*, as well as the two high-frequency words.

#### Spelling Sentences

1. We take trips to the skating **rink**.
2. I **think** that rain sounds nice.
3. I listen to this **song** every day.
4. I **bring** my backpack to school.
5. It's fun to watch plants **grow**.
6. My sister has a **ring** on her finger.
7. They painted the walls **pink**.
8. I like to **sing** with my dad.
9. What is that **thing**?
10. The puppy runs **around** the house.

## ELL Targeted Support

**Spelling Patterns** Explain to students that finding patterns can help them spell certain kinds of words. Use *pink* and *rink* as an example.

Have students write two spelling words that have similar structure, such as *ring* and *sing*. **EMERGING**

Ask students to write other spelling words with similar spelling patterns to *nk* words. **DEVELOPING**

Ask student pairs to write as many words as they can that have either an *nk* pattern or *ng* pattern and present their list to the class. **EXPANDING/BRIDGING**

## FLEXIBLE OPTION

### LESSON 1

#### ✓ Assess Prior Knowledge

### LESSON 2

Teach Spell Words with Consonant Patterns *ng, nk*


## FLEXIBLE OPTION

### LESSON 3

Review and More Practice Spell Words with Consonant Patterns *ng, nk*

## FLEXIBLE OPTION

### LESSON 4

 **Spiral Review:** Spell Words with the Vowel Sounds of *y*

### LESSON 5

✓ **Assess Understanding**



# Language & Conventions

## Spiral Review

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Pronouns *I* and *me*

**FOCUS** Remind students that the pronouns *I* and *me* take the place of their own names.

**MODEL AND PRACTICE** Help students determine which pronoun should be used in the following sentence: \_\_\_ *am going to the park today with my friends.* (*I*) Have students complete the sentence with both *I* and *me* to help them identify the correct pronoun.

**APPLY** Ask students to come up with sentences like the previous model. Then have them trade their sentences with a partner and decide whether to add the pronoun *I* or the pronoun *me*.

### OBJECTIVE

Edit drafts using standard English conventions, including capitalization for the beginning of sentences and the pronoun “I.”

### ELL Targeted Support

**Language Structure** Provide practice for students to develop grasp of language structures. Support them in identifying the pronouns associated with males (*he, him*), females (*she, her*), and things (*it*). Display sentences with these pronouns and pictures of a man, a woman, and an object.

Read each sentence slowly. Point to the appropriate picture each time you read a pronoun. Have students read the sentence. Provide support as needed. **EMERGING**

Have students read aloud the sentences and pause after saying a pronoun. Ask other students to point to the picture that they think the pronoun represents. **DEVELOPING**

Write the pronouns *he, she, him, her, and it* on strips of paper. Have students use the pictures of the man, woman, and object to sort the pronouns. Then have students write a sentence using one of the pronouns. Have them trade sentences and read the sentences aloud. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Pronouns *I* and *me*

FLEXIBLE OPTION

### LESSON 2

Oral Language:  
*I* and Proper Names

### LESSON 3

Teach Capitalizing *I*  
and Proper Names

### LESSON 4

Practice Capitalizing *I*  
and Proper Names

FLEXIBLE OPTION

### LESSON 5

Standards Practice

## FAST TRACK

# Edit for Complete Sentences with Subject-Verb Agreement

## OBJECTIVE

Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.

STUDENT INTERACTIVE, p. 210

Read Together

**POETRY**

**Edit for Complete Sentences with Subject-Verb Agreement**

The subject and verb in a sentence must agree. Add -s to a verb that tells what one person, animal, or thing is doing now. Do not add -s to verbs that tell what two or more people, animals, and things are doing now.

**MY TURN** Edit the complete sentences by circling the correct verb to match the subject.

The boys and girls (get / gets) ready for the play.

They (paint / paints) the props.

Sam (make / makes) the costumes.

Jess and Tim (move / moves) the lights.

**MY TURN** Edit your poem for complete sentences with subject-verb agreement.

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## Minilesson

Mentor STACK



**TEACHING POINT** Authors are careful to check that sentences are complete and that subjects and verbs agree.

- A complete sentence begins with a capital letter and ends with a period, question mark, or exclamation point.
- A complete sentence has a subject and a verb.
- The subject and verb must agree. If the subject is singular, add -s to the verb. If the subject is plural, do not add -s.

**MODEL AND PRACTICE** Review basic rules for subject-verb agreement.

Copy complete sentences from a stack poem on the board or chart. Make all verbs singular. Make the first word lowercase. Then say: *Today I am going to show you how to edit this poem for complete sentences and subject-verb agreement. First, let's decide if this poem begins with a complete sentence. How do we know that a sentence is complete? It begins with a capital letter and ends with a punctuation mark. Does this poem begin with a capital letter? Model how to change the lowercase letter to a capital letter. A complete sentence ends with a punctuation mark. Does this sentence end with a punctuation mark? Yes, it does.* Point out the punctuation mark that ends the sentence. Then say: *Next we need to make sure the subject and verb agree. Which word is the verb? Which word is the subject? Underline the verb and guide students to decide whether it is correct or needs to be revised. Repeat with the other sentences on the board.*

Direct students to complete p. 210 in the *Student Interactive*.

## Possible Teaching Point

### Language & Conventions | Capitalizing I and Proper Names

Encourage students to do a final bit of polishing by asking themselves and then answering these questions:

- If I used the pronoun *I*, did I capitalize it?
- If I included proper names—specific people, places, days of the week, and months of the year—did I capitalize them?

## Independent Writing

### FOCUS ON SUBJECT-VERB AGREEMENT

- During independent writing time, students should continue editing their poems.

### WRITING SUPPORT

---

- **Modeled** Do a Think Aloud to model editing for subject-verb agreement.
- **Shared** Help students correct any errors in subject-verb agreement.
- **Guided** Remind students that if the subject is singular, add -s to the verb and if it is plural, do not add -s.

 **Intervention** Refer to the *Small Group Guide* for support.

---

See the **Conference Prompts** on p. T410.

## Share Back

Choose a few students to share examples of subject-verb agreement.

# Spelling Spell Words with Consonant Patterns *ng, nk*

## OBJECTIVES

Spell words using sound-spelling patterns.

Spell high-frequency words.

### SPELLING WORDS

ring	sing
bring	think
pink	thing
song	rink

### HIGH-FREQUENCY WORDS

grow  
around

## LESSON 2

### Teach

**FOCUS** Explain to students that sometimes two letters combine to make one sound, such as *ng* in *rang* and *nk* in *blink*.

**MODEL AND PRACTICE** Show students the words *tank*, *junk*, and *hang*. Say the words aloud. Then guide students to spell the words as you write them on the board.

**APPLY MyTURN** Have students complete the activity on p. 207 in the *Student Interactive*.

The screenshot shows a page titled "SPELLING READING-WRITING BRIDGE" with a "Read Together" icon. The main heading is "Spell Words with Consonant Patterns ng, nk". Below this, it says "Sometimes two letters combine to make one sound, as in ng in sang and nk in sink." There is a "MYTURN" icon and the instruction "Sort and spell the words." The page is divided into two columns: "-ng" and "-nk". Under "-ng", the words "ring", "bring", "sing", "song", and "thing" are listed on lined paper. Under "-nk", the words "pink", "think", and "rink" are listed. To the right, there are two boxes: "Spelling Words" containing a list of all the words (ring, bring, pink, sing, song, think, thing, rink) and "My Words to Know" containing "grow" and "around". A page number "207" is in the bottom right corner.

## LESSON 2

**Teach Spell Words with Consonant Patterns *ng, nk***

### FLEXIBLE OPTION LESSON 1

**Assess Prior Knowledge**

### FLEXIBLE OPTION LESSON 3

**Review and More Practice Spell Words with Consonant Patterns *ng, nk***

### FLEXIBLE OPTION LESSON 4

**Spiral Review:** Spell Words with the Vowel Sounds of y

### LESSON 5

**Assess Understanding**



# Language & Conventions

## Capitalize *I* and Proper Names

FLEXIBLE OPTION

### LESSON 2

#### Oral Language: *I* and Proper Names

**FOCUS** Explain to students that writers always capitalize the pronoun *I*, proper names, days, and months in their writing.

**MODEL AND PRACTICE** Read aloud the following sentence: *James and I went to Sunnyside Park in July.* Ask students: *Which words in this sentence should be capitalized?* (*James, I, Sunnyside Park, July*)

**APPLY** Ask student pairs to come up with their own sentences that use proper names and *I*. Have them change the *I* to their own name to check that they are using the pronoun correctly.

#### OBJECTIVES

Edit drafts using standard English conventions, including capitalization for the beginning of sentences and the pronoun “I.”

Capitalize dates and names of people.

FLEXIBLE OPTION

### LESSON 2

#### Oral Language: *I* and Proper Names

FLEXIBLE OPTION

### LESSON 1

**Spiral Review:**  
Pronouns *I* and *me*

### LESSON 3

Teach Capitalizing *I* and Proper Names

### LESSON 4

Practice Capitalizing *I* and Proper Names

FLEXIBLE OPTION

### LESSON 5

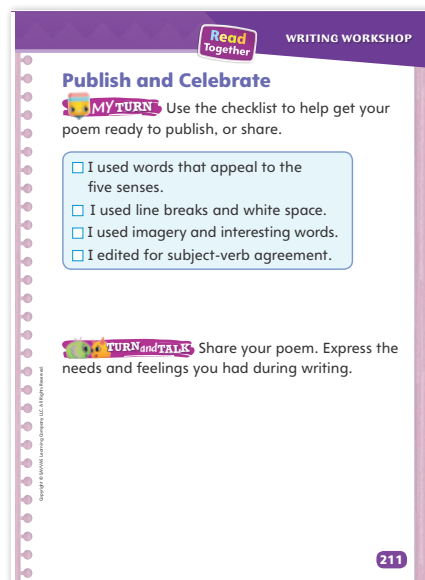
Standards Practice

# Prepare for Celebration

## OBJECTIVE

Publish and share writing.

STUDENT INTERACTIVE, p. 211



## Minilesson

Mentor STACK 

**TEACHING POINT** To prepare for a celebration, authors need to get their writing ready to share. Decide how you are going to publish or present your poem. Then gather materials and information you will need to make the presentation.

**MODEL AND PRACTICE** Pull a book from the stack and read a poem from it. Talk to students about how authors choose and prepare a poem for publication. Say: *There are several things you need to do to get your writing ready to publish. The first thing, of course, is to choose your best writing. Then complete any edits, or changes. Finally, read your poem aloud to yourself. Ask yourself: How does it sound? Is my topic interesting? Have I used interesting words? Does my poem have rhythm? Once you're satisfied, do one final edit to check spelling and grammar.*

Direct students to p. 211 in the *Student Interactive*, and have them use the checklist to help them prepare their writing to be published.

Then have students brainstorm ways they can publish or present their writing. List their ideas on the board. For example:

- Read it aloud.
- Make it into a book.
- Make a video.
- Add illustrations.
- Print it from a computer.
- Create a poster.

## Possible Teaching Point

### Spelling | My Words to Know

Remind students that in addition to learning spelling rules and patterns (the consonant patterns *ng* and *nk*, as well as other principles covered in Unit 3), they also are learning words that don't follow regular rules or patterns. List the Unit 3 My Words to Know on the board:

- good
- could
- live
- there
- grow
- said
- why
- work
- now
- around

Students who have used words from the My Words to Know list in their poems should make sure that the spelling is correct.

## Independent Writing

Mentor STACK



### FOCUS ON PREPARING FOR PUBLISHING AND CELEBRATION

- During independent writing time, students should put the finishing touches on their poems.

### WRITING SUPPORT

---

- **Modeled** Choose a stack text and do a Think Aloud to identify one thing the author had to do to prepare the poem for publishing.
- **Shared** Prompt students to ask each other questions about how they will prepare to celebrate.
- **Guided** Provide explicit instruction on how to prepare for publishing and celebration.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- Then they should practice reading their poems with a partner, focusing on speaking clearly and with emotion.

See the **Conference Prompts** on p. T410.

## Share Back

Call on a few students to share what they are doing to prepare their writing for publishing and celebration.



# Spelling Spell Words with Consonant Patterns *ng, nk*

## OBJECTIVES

Spell words using sound-spelling patterns.

Spell high-frequency words.

### SPELLING WORDS

ring	sing
bring	think
pink	thing
song	rink

### HIGH-FREQUENCY WORDS

grow  
 around

FLEXIBLE OPTION  
**LESSON 3**

### Review and More Practice

**FOCUS** Remind students of the rules for words with consonant patterns *ng* and *nk*. Explain that these consonant patterns each have two letters that make one sound.

**MODEL AND PRACTICE** Display and spell the following words for students: *sink*, *drink*, *string*. Remind students that the /ngk/ sound in *sink* and *drink* is spelled *nk* and that /ng/ sound in *string* is spelled *ng*.

**APPLY** Have students complete the activity on *Spelling* p. 169 from the *Resource Download Center*.

Name \_\_\_\_\_

**Spelling**  
 Words with Consonant Patterns *ng, nk*

ring song think pink rink

**MY TURN** Write the word that matches the clue.

- to use your mind to form ideas think
- a piece of jewelry ring
- a color pink
- a place to skate rink
- something you sing song

Grade 1, Unit 3, Week 5  
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FLEXIBLE OPTION  
**LESSON 1**

✓ Assess Prior Knowledge

**LESSON 2**

Teach Spell Words with Consonant Patterns *ng, nk*

FLEXIBLE OPTION  
**LESSON 3**

Review and More Practice Spell Words with Consonant Patterns *ng, nk*

FLEXIBLE OPTION  
**LESSON 4**

📖 Spiral Review: Spell Words with the Vowel Sounds of y

**LESSON 5**

✓ Assess Understanding



# Language & Conventions

## Capitalize / and Proper Names

### LESSON 3

#### Teach Capitalizing / and Proper Names

**FOCUS** Explain to students that any time the letter / appears on its own in a sentence, it needs to be capitalized. Proper names also require capital letters. A proper name, for example, can be the name of a person, street, or school. Days of the week and the months of the year are also capitalized.

**MODEL AND PRACTICE** Write the following sentence to demonstrate how to capitalize / and proper names: *Kathy and I went for a walk down Main Street last Tuesday.* Underline the words that have capital letters. Have students come up with sentences of their own to practice.

#### OBJECTIVES

Edit drafts using standard English conventions, including capitalization for the beginning of sentences and the pronoun “I.”

Capitalize dates and names of people.

#### ELL Targeted Support

**Editing** Discuss the rules for capitalizing / and proper names with students.

Have students write and complete the following sentence frames: \_\_\_\_\_ was at school on \_\_\_\_\_. \_\_\_\_\_ and \_\_\_\_\_ play a game. **EMERGING**

Ask students to edit their writing for standard grammar and usage, including the capitalization of the pronoun / and proper names. **DEVELOPING**

Have students write two sentences using the pronoun / and proper names. Ask students to exchange their writing with a partner and edit for properly capitalized pronoun / and proper names. **EXPANDING/BRIDGING**

### LESSON 3

#### Teach Capitalizing / and Proper Names

FLEXIBLE OPTION

#### LESSON 1



**Spiral Review:**  
Pronouns / and  
me

FLEXIBLE OPTION

#### LESSON 2

**Oral Language:**  
/ and Proper Names

FLEXIBLE OPTION

#### LESSON 5

#### LESSON 4

**Practice Capitalizing / and Proper Names**

**Standards Practice**

# Publish and Celebrate

## OBJECTIVES

Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.

Publish and share writing.

## Minilesson

**TEACHING POINT** Today students will share their poem with the class and follow rules to celebrate the work each student has created during this unit.

**MODEL AND PRACTICE** Review the rules of celebration. Remind students to

- introduce themselves when it is their turn to present.
- say the title of their poem.
- speak clearly.
- be respectful and pay attention when classmates are presenting.
- clap when classmates finish their presentation.

Begin the celebration by introducing yourself and presenting a short poem of your own. Share your poem. Then express the needs and feelings you had during writing.

After everyone has presented, invite students to ask questions and comment on each other's work. Remind students to be respectful.

## Possible Teaching Point

## Writing Process

### Publishing | Create a Memory

Explain that adding a record of their presentation to a portfolio will allow students to remember and celebrate their accomplishment in the future.

Suggest these options:

- Make a videorecording as students present their poem.
- Take a photograph of them holding their poem and pointing to their favorite detail in it.
- Have them copy their poem onto a larger sheet of paper and fill the surrounding space with a relevant drawing.

## Independent Writing

Mentor **STACK**

### FOCUS ON CELEBRATING

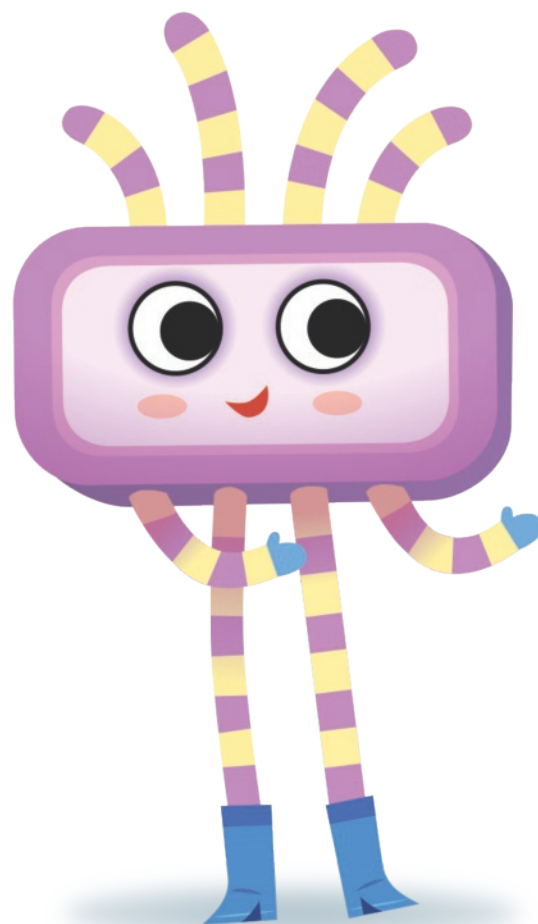
- As students share their poems, have the audience take notes about questions or comments they might have.

### WRITING SUPPORT

---

- **Modeled** Choose a stack text and demonstrate reading clearly and slowly.
- **Shared** Have partners write introductions for each other.
- **Guided** Have students create a poster to show rules for celebration.

 **Intervention** Refer to the *Small Group Guide* for support.



# Spelling Spiral Review

## OBJECTIVE

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

### SPELLING WORDS

ring	sing
bring	think
pink	thing
song	rink

### HIGH-FREQUENCY WORDS

grow  
 around

### Writing Workshop

While students are reviewing their Writing Workshop poetry, remind them to check their spelling of words with consonant patterns *ng* and *nk* and the vowel sound of *y*.

## FLEXIBLE OPTION

### LESSON 4



### Spiral Review: Spell Words with the Vowel Sounds of y

**FOCUS** Review the rules for words spelled with a *y*, which can have the vowel sound /ī/ or /ē/.

**MODEL AND PRACTICE** Have students spell the following words: *why*, *my*, *silly*, *puppy*. Say the words aloud with students, and have them tell which vowel sound the *y* spells.

**APPLY** Ask student pairs to practice spelling by making a list of *y* /ī/ words and a list of *y* /ē/ words.

## FLEXIBLE OPTION

### LESSON 4



**Spiral Review:**  
 Spell Words with  
 the Vowel  
 Sounds of *y*

## FLEXIBLE OPTION

### LESSON 1

✓ Assess Prior Knowledge

### LESSON 2

Teach Spell Words with Consonant Patterns *ng*, *nk*

## FLEXIBLE OPTION

### LESSON 3

Review and More Practice Spell Words with Consonant Patterns *ng*, *nk*

### LESSON 5

✓ Assess Understanding



# Language & Conventions

## Capitalize / and Proper Names

### LESSON 4

#### Practice Capitalizing / and Proper Names

**APPLY MyTURN** Have students complete the activity on p. 208 of the *Student Interactive*.

LANGUAGE AND CONVENTIONS **Read Together**

**Capitalization**

A **proper name** begins with a capital letter. The pronoun **I** is always a capital letter. **Days** and **months** begin with capital letters.

Do you have art class with **Mia**?  
Mia and **I** made art.  
Music class is on **Tuesday, May 10**.

**MYTURN** Edit for capital letters in these sentences. Write the words that need a capital letter.

- The art fair is in june.  
June
- Tim and i will sing with jess.  
I Jess
- Will i get to play the song on monday?  
I Monday

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#### OBJECTIVES

Edit drafts using standard English conventions, including capitalization for the beginning of sentences and the pronoun “I.”

Capitalize dates and names of people.

#### Writing Workshop

Have students check that they have capitalized / and proper names in their Writing Workshop poetry.

FLEXIBLE OPTION  
**LESSON 1**

**Spiral Review:**  
Pronouns / and me

FLEXIBLE OPTION  
**LESSON 2**

**Oral Language:**  
/ and Proper Names

**LESSON 3**

**Teach Capitalizing / and Proper Names**

**LESSON 4**

**Practice Capitalizing / and Proper Names**

FLEXIBLE OPTION  
**LESSON 5**

**Standards Practice**

## FAST TRACK

# Assessment

**OBJECTIVE**

Dictate or compose literary texts, including personal narratives and poetry.

**Minilesson**Mentor STACK 

**TEACHING POINT** Students can review the skills they learned and practiced in this unit. Reviewing what they learned about poetry will prepare them to take an assessment.

**MODEL AND PRACTICE** Show a stack poem to students. Review with students what they have learned about poetry.

- Poems have line breaks and white space.
- Poems include words that appeal to the senses.
- Rhyme is the use of words that have the same middle and ending sounds.
- Rhythm is a pattern of strong beats.
- Repetition is when a word is used more than once.
- Alliteration is the repetition of a sound at the beginning of two or more words.
- Poets edit their work for spelling and grammar.

Review the list, showing examples in the poem. Allow time for students to ask questions if there is anything they need clarified.

**Assessment**

Inform students that they are going to take a writing assessment. Using the skills they have learned in this unit, they should respond to the prompt. See the unit assessment on p. T429. Another form of assessment is to score students' published writing using the rubric on p. T429.



## WRITING ASSESSMENT



## Poetry

Provide students the assessment prompt below. The prompt may be displayed for students to respond to on a separate sheet of paper. Alternatively, the prompt may be printed from SavvasRealize.com.

**PROMPT** Write a poem about something you like to eat or drink.

**Be sure to:**

- use words that describe how your subject looks, sounds, smells, feels, and tastes.
- use sound words.
- edit for pronouns.
- edit for subject-verb agreement.

## 4-Point Poetry Writing Rubric



Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Poem is clearly developed and focused.	Poem has clear ideas presented in a well-developed and logical manner.	Poem includes details about the topic.	Poem uses sensory details and sound words correctly.	Poem has correct grammar, usage, spelling, and subject-verb agreement.
3	Poem is mostly focused and developed.	Poem has clear ideas, but there is still a slight lack of connection between them.	Poem includes adequate details about the topic.	Poem includes some sensory details and sound words.	Poem has some slight grammar, usage, spelling, and/or subject-verb agreement errors but is understandable.
2	Poem is developed but may lack some key details.	Poem has some ideas, but they are still lacking and not well connected.	Poem includes only a few details about the topic.	Poem uses few sensory details and sound words.	Poem has some errors in usage, grammar, spelling and/or subject-verb agreement.
1	Poem may be confusing or unclear.	Poem has little organization of ideas.	Poem includes almost no details about the topic.	Language is vague, unclear, or confusing.	Text is hard to understand because of errors.
0	Writing gets no credit if it does not demonstrate adequate command of writing traits.				



# Spelling Spell Words with Consonant Patterns *ng, nk*

## OBJECTIVES

Spell words using sound-spelling patterns.

Spell high-frequency words.

### SPELLING WORDS

ring	sing
bring	think
pink	thing
song	rink

### HIGH-FREQUENCY WORDS

grow  
around

## LESSON 5

### ✓ Assess Understanding

Guide students through the following sentences and have them spell the two high-frequency words and the words with the consonant patterns *ng* and *nk*.

### Spelling Sentences

1. We **bring** lots of food to the picnic.
2. I can't pick a favorite **song**.
3. They **think** it's time for bed.
4. He has an ice **rink** in his backyard.
5. I hang **around** the library a lot.
6. They drew a **ring** in the sand.
7. My toothbrush is **pink**.
8. It's fun to **sing** in the shower.
9. How does this **thing** work?
10. I like to **grow** vegetables.

FLEXIBLE OPTION  
**LESSON 1**

✓ **Assess Prior Knowledge**


**LESSON 2**

Teach Spell Words with Consonant Patterns *ng, nk*

FLEXIBLE OPTION  
**LESSON 3**

Review and More Practice Spell Words with Consonant Patterns *ng, nk*

FLEXIBLE OPTION  
**LESSON 4**

 **Spiral Review:** Spell Words with the Vowel Sounds of *y*

## LESSON 5

✓ **Assess Understanding**



# Language & Conventions

## Capitalize / and Proper Names

FLEXIBLE OPTION

## LESSON 5

## Standards Practice

Show students the following sentence and have them answer the question.

Mark and jim went for a walk down foster street.

Which words need capital letters?

- A and, a
- B a, walk
- C and, down
- D jim, foster, street**

**APPLY** Have students complete *Language and Conventions* p. 175 from the *Resource Download Center*.


Name \_\_\_\_\_

**Language and Conventions**

**Capitalization**  
Names, days, and months start with a capital letter. The pronoun I is always a capital letter.

**MY TURN** Circle the words that need a capital letter.

sunday is the first day of summer. i am going to swim with my dog bella. Then Bella and i will meet friends at the park. Next friday i will go to a soccer game with my brother jack. In july jack and i will go to the beach. It will be so much fun! I can't wait for summer.



Grade 1, Unit 3, Week 5 175

## OBJECTIVES

Edit drafts using standard English conventions, including capitalization for the beginning of sentences and the pronoun "I."

Capitalize dates and names of people.

FLEXIBLE OPTION

## LESSON 5

## Standards Practice

FLEXIBLE OPTION

## LESSON 1



**Spiral Review:**  
Pronouns / and  
me

FLEXIBLE OPTION

## LESSON 2

**Oral Language:**  
/ and Proper Names

## LESSON 3

**Teach Capitalizing /  
and Proper Names**

## LESSON 4

**Practice Capitalizing /  
and Proper Names**

# Weekly Overview

Students will

- explore the genre of opinion writing.
- identify topics, opinions, and reasons.
- generate ideas and plan their own opinion books.

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
<b>MINILESSON</b> 5–10 min.	Opinion Writing WW2	Opinion Writing: Topics and Opinions WW3	Opinion Writing: Reasons WW4
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences WW2	Independent Writing and Conferences WW3	Independent Writing and Conferences WW4
<b>SHARE BACK FOCUS</b> 5–10 min.	Common Features of Opinion Writing WW2	Topics and Opinions WW3	Reasons WW4

Mentor **STACK**

- *The Perfect Pet* by Margie Palatini
- *A Pig Parade Is a Terrible Idea* by Michael Ian Black
- *In My Opinion* by Deb Bird

**Use the following criteria to add to your opinion writing stack:**

- The topic is interesting to 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****ADDITIONAL RESOURCES**

Brainstorm Ideas WW5

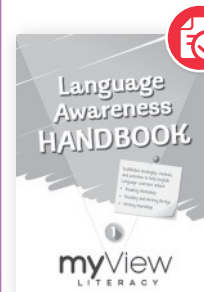
Plan Your Opinion Writing WW6

Independent Writing and Conferences WW5

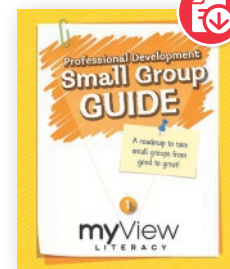
Writing Club and Conferences WW6–WW7

Opinion Ideas WW5

Making a Plan WW6



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 to gauge students' ability to brainstorm and plan their own opinion writing. Have stacks and minilessons available to reference during conferences.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### Opinion Writing

**If** students need additional support,


 **Then** show a stack book the students are familiar with. Ask: What does the person in this book believe or think about the topic? How do you know?

**If** students show understanding,

**Then** ask students to tell different opinions people might have about the same topic in the stack book.

#### Brainstorm Ideas

**If** students need additional support,


 **Then** ask about some of the students' favorite things, movies, heroes, or sports teams.

**If** students show understanding,

**Then** ask students to state a reason someone might have that is different from their own reason.

#### Plan Your Opinion Writing

**If** students need additional support,

 **Then** have students practice stating their opinion and one reason aloud.

**If** students show understanding,

**Then** ask: Which of your reasons is most important to you? Why?

### Conference Support for ELL

#### EMERGING

- Read an opinion piece with a simple sentence structure.
- Create a sentence frame such as *I like \_\_\_\_ better than \_\_\_\_ because \_\_\_\_.*
- Explain that reasons tell why.

#### DEVELOPING

- Use stack books students have heard before. Ask students to tell who has an opinion and how they know the character has that opinion.
- Model language used to identify a reason. Use words such as *because* and *since*.
- Model how to choose a favorite from options within a topic and give a reason to explain the choice.

#### EXPANDING

- Have students review several stack books and restate the opinions and reasons found.
- Discuss how their own opinion is similar to, or different from, the opinion in one of the stack books.
- Discuss additional reasons the author could have given to support the opinion in one of the stack books.

#### BRIDGING

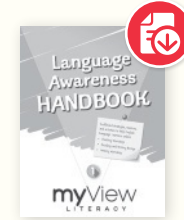
- Ask students to work with partners to plan their opinion pieces and generate additional reasons.
- Have students identify the opinion and reasons in a new opinion piece.
- Have students make a word bank of specific words that help state opinions and reasons.



## 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 opinion writing on various topics and plan their own opinion piece.



See the Language Awareness Handbook for additional writing support.

Use this note for the minilesson on p. WW2.

### ELL Targeted Support

#### OPINION WRITING

Use the stack books to help students identify the opinion and reasons in an opinion piece.

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 *He likes \_\_\_ because \_\_\_*. **EMERGING**

Ask students to restate the opinion and a reason from the stack book with a sentence that includes the word *because*. **DEVELOPING**

Have several students talk together about their favorites within a common topic such as favorite fruit, favorite sport, or favorite story. **EXPANDING**

Have students talk about which reason in one of the stack books is the strongest and why. **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 support their opinion.

Display pictures that fit within the same category such as animals, plants, or types of cars. Help students name how the items within a category are different. Help students use those different features to frame their reasons. Provide a sentence frame such as *I like \_\_\_ best because \_\_\_*. **EMERGING**

Have students choose two related pictures. Think aloud as you compare the two and select a favorite. Model different ways to identify your choice and reasons such as, *I think \_\_\_ is better because it has \_\_\_*. **DEVELOPING**

Have students talk with a partner and state their preferences or opinions about several simple topics and provide several reasons. Remind students that they do not need to have the same opinion or the same reasons. **EXPANDING**

Have students talk together about their opinions and reasons related to a topic such as the best day of the week. Then ask them to restate their partner's opinion and reasons to the larger group. **BRIDGING**

FAST TRACK

# Opinion Writing

## OBJECTIVE

Identify characteristics of opinion writing.

STUDENT INTERACTIVE 1.5, p. 235

I can write an opinion book.

**Opinion Writing**  
An opinion tells what you think about something. Opinion books have:

- a topic
- reasons
- an opinion
- a conclusion

**Opinion Writing Sandwich**

**Topic and Opinion**  
My favorite... is the best  
I like... I think...  
I feel... I believe...


**Reason**  
because

**Conclusion**  
These are the reasons why...  
Now you know why...  
That explains why...  
That is why...

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## Writing Support

- **Modeled** Choose a stack text. Do a Think Aloud to explain why it is an example of opinion writing.
- **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.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor STACK 

**TEACHING POINT** An opinion book expresses the writer's opinion or preference. It includes

- an introduction that tells the topic and opinion.
- reasons that support and explain 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 and then write opinion books of their own. Introduce opinion writing by selecting an opinion book from the stack. Read the title aloud and display the cover. Ask students if they can tell what opinion this writer might be expressing in the book. Read the book aloud. As you read, pause to reinforce the topic, opinion, and reasons.

After reading, tell students: *The writer helps us know what he or she likes, thinks, or believes. What words does the author use to do that? Ask for specific examples of a clear opinion from within the book. Authors need to give reasons for the opinions. What are some of the reasons given in this book?* Help students identify the reasons that support the opinion.

*This book is an example of opinion writing. You will be writing your own opinion books during this unit. You can share an opinion about a topic you choose.* Read additional books from the stack, pointing out the elements of good opinion writing.

Have students turn to p. 235 in *Student Interactive 1.5*. Review the parts of an opinion piece: the clear introduction, the supporting reasons, and a solid conclusion.

## Independent Writing

Mentor STACK 

After the immersion lesson, students can continue reading stack books if they need more time to develop their understanding of opinion writing. If students demonstrate understanding, they can begin jotting down ideas for their own opinion book. See the **Conference Prompts** for suggestions.

## Share Back

Call on students to tell an element one can find in good opinion writing. Ask students to cite an example from one of the stack texts to demonstrate understanding. Correct any misconceptions as they arise.

# Opinion Writing: Topics and Opinions

## Minilesson

Mentor **STACK** 

**TEACHING POINT** An opinion piece includes a topic, a clearly stated opinion, and reasons that explain and support that opinion.

**MODEL AND PRACTICE** Select a book from the stack and read it aloud to the class. Ask students to tell why the text is an example of opinion writing. Encourage and model the use of the terms *introduction*, *topic*, *opinion*, *reasons*, *support*, and *conclusion*.

When you have finished reading, remind students that an opinion is a choice or preference and that not everyone will have the same opinion. Explain that even people who share the same opinion may have different reasons to support that opinion.

Use questions similar to these to prompt discussion:


- What words in the text let you know that this is an opinion?
- What reasons are given to support the opinion?
- Which reason do you think is the strongest?
- What question might you ask the author or a character in this book?

## OBJECTIVE

Answer questions about important details in a text.

## Writing Support

- **Modeled** Read a stack text aloud and do a Think Aloud to point out the opinion and a reason.
- **Shared** Prompt students to identify the topic and opinion from one of the books from the stack.
- **Guided** Use the stack texts to provide explicit instruction on identifying the elements of opinion writing.

 **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 books if they need more time to learn about the elements found in opinion writing. If some students are ready to write, they can use this time to write ideas about how they could introduce their topic and opinion. See the **Conference Prompts** for suggestions.

## Share Back

Ask students to share the topics and opinions from either stack books or the opinion pieces they are starting to write. Ask listeners to restate the writer's topic and opinion in their own words. Remind students to use different words in their restatements.




# Opinion Writing: Reasons

## OBJECTIVE

Retell the important details in opinion texts.

### Writing Support

- **Modeled** Read a stack book aloud and do a Think Aloud to retell the topic, opinion, and at least one supporting reason.
- **Shared** Have students choose a stack text and retell a reason given in the text.
- **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** Good opinion writing provides not just an opinion, 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.

**MODEL AND PRACTICE** Read aloud from a text in the stack. Ask students to restate the opinion in the text. Write the opinion on a chart or the board. Ask students to retell a reason given in the text. Write that reason on the chart. Have students tell you if the reason is a good connection to and support for the opinion. If the reason supports the opinion, put a check mark by the reason. Provide a non-example of a reason that would not be supportive of the opinion. Ask students to explain why that reason would not be a good one to include.

Read another stack text aloud. Invite students to suggest a reason given that would earn a check mark. 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 books to see how writers use reasons to support their opinions. If students show understanding, have them begin writing reasons to support their opinions. See the **Conference Prompts**.

## Share Back

Invite students to share a reason from their opinion piece. Model how to ask clarifying questions 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. The writer will then choose the opinion that interests them most. Opinion writers also may generate many reasons and then choose only the strongest reasons to include in the final opinion book.

**MODEL AND PRACTICE** Show several opinion examples from the stack. Help students recall the opinions and reasons in each text. Say: *We all have opinions about many things. First, we need to decide on a topic to write about.* Model listing several topics and circling the topic of your choice, such as hobbies. Follow the same thinking-aloud process for listing choices within that topic, such as types of hobbies. Circle one choice, such as gardening, that will become the basis of your opinion.

Have students turn to p. 236 in *Student Interactive* 1.5. Explain that they will use this page to help them choose a topic. They will list choices or items that belong with that topic and then develop an opinion by circling one of the choices. Help them state their topic and opinion as a sentence. Model an example: *My topic is hobbies. I could choose swimming, gardening, or dancing. I think gardening is the best hobby.*

## OBJECTIVE

Plan an opinion piece by selecting a topic and opinion.

STUDENT INTERACTIVE 1.5, p. 236

Read Together

OPINION WRITING

### Brainstorm Ideas

The topic of an opinion book should be something the author cares about. The author should have a strong opinion or feeling about the topic.

**MY TURN** What topics are interesting to you? List some of those topics. Circle the topic you will write about.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**MY TURN** What choices belong in that topic? List some of those. Circle the one you like the best.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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## Independent Writing

Mentor STACK 


Following the minilesson, have students begin independent writing. If students haven't yet determined a topic and opinion that interests them, have them look through stack books for ideas. If students are comfortable with their topics and opinions, they may continue developing their opinion piece in their stapled booklets. See **Conference Prompts** for suggestions.

## Share Back

Invite students to share the topics and opinions they have chosen. Ask them to explain why they made those choices. Model different ways students might state their topics and opinions.

## Writing Support

- **Modeled** Use a Think Aloud to model brainstorming ideas for an opinion book.
- **Shared** Once students have brainstormed several topics, suggest an unrelated opinion as a non-example. Ask students to tell why that opinion doesn't fit.
- **Guided** Help students think of multiple possible topics by looking through picture cards and determining a category that a picture might belong to, such as vehicles, times of day, or animals that fly.

 **Intervention** Refer to the *Small Group Guide* for support.

FAST TRACK

# Plan Your Opinion Writing

## OBJECTIVES

Listen actively, ask questions, and provide useful feedback.

Plan the elements for writing an opinion piece.

STUDENT INTERACTIVE 1.5, p. 237

Read Together WRITING WORKSHOP

### Plan Your Opinion Writing

**MY TURN** Plan your opinion book by writing down your ideas.

Topic

Opinion

Reason Reason

237

## Minilesson

**TEACHING POINT** An opinion piece focuses on one opinion about one topic. After selecting a topic, the writer considers several opinions within that topic before selecting one. Once the writer has chosen an opinion, the writer uses a reason or reasons to explain that opinion to readers.

**MODEL AND PRACTICE** Remind students that all the authors of the books in the stack had a plan before beginning to write. When writing an opinion book, writers need to first decide the category or topic they will write about.

Direct students to p. 237 in *Student Interactive 1.5*. Model selecting a topic and writing in the graphic organizer. Have students assist you in naming and listing choices that fall in that topic or category. Think aloud as you try to decide on an opinion. Then choose your favorite item and write it. State your choice as an opinion. **I like taking the train best. It is my favorite way to travel.** When you are finished, talk about the suggestions students made and how they were helpful to you as you planned your opinion piece. Follow the same process for planning a reason.

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 their topics and opinions with the class. 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 topics and opinions for their opinion book.

As students are in new Writing Club groups, they should spend the first 5–10 minutes discussing the following:

- How to listen politely to the speaker
- How to give a helpful suggestion
- How to stay focused

**What Are We Sharing?** Students should share the topics, opinions, and reasons they are planning to use in their opinion writing. Students may give helpful feedback by suggesting other reasons that might be used to support each opinion. This conversation will help students begin to plan their opinion books.

### How Do We Get Started? *Conversation Starters*

Use these prompts to help students begin the discussions in their Writing Clubs.

- What opinion did you choose?
- What are some of the other opinions you thought about?
- What other reasons are you thinking about giving to support your opinion?

# Weekly Overview

Students will

- learn how to introduce a topic.
- learn how to state an opinion.
- learn how to supply reasons that support their opinion.

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	<b>Drafting</b>	<b>Develop Elements</b>
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.

	<b>FAST TRACK</b> LESSON 1	LESSON 2	<b>FAST TRACK</b> LESSON 3
<b>MINILESSON</b> 5–10 min.	Introduce a Topic WW12	Explore State an Opinion WW13	Apply State an Opinion WW14
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences WW12	Independent Writing and Conferences WW13	Independent Writing and Conferences WW14
<b>SHARE BACK FOCUS</b> 5–10 min.	State the Topic WW12	Identify Opinions WW13	State Opinions WW14

Mentor **STACK**

Use the following criteria to add to your opinion writing stack:

- Books that have an engaging topic.
- Books that include a clearly stated opinion.
- Books containing reasons that support the opinion.

**FAST TRACK****LESSON 4****LESSON 5**

Explore Supply Reasons  
WW15

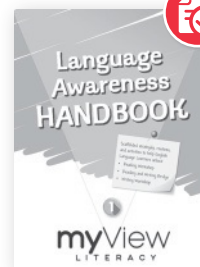
Apply Supply Reasons  
WW16

Independent Writing  
and Conferences WW15

Writing Club and  
Conferences  
WW16–WW17

Reasons WW15

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 opinion writing 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
<b>Introduce a Topic</b>		
<b>If</b> students need additional support,		<b>Then</b> choose a book from the stack and guide students to identify the topic.
<b>If</b> students show understanding,		<b>Then</b> ask: What ideas do you have for introducing your topic?
<b>State an Opinion</b>		
<b>If</b> students need additional support,		<b>Then</b> review a book from the stack and help students identify which words tell the opinion.
<b>If</b> students show understanding,		<b>Then</b> ask: How else could you have stated that same opinion?
<b>Supply Reasons</b>		
<b>If</b> students need additional support,		<b>Then</b> state an opinion and work with students to develop possible reasons to explain and support that opinion.
<b>If</b> students show understanding,		<b>Then</b> have students evaluate which of the reasons given in a stack book is the strongest.

## Conference Support for ELL

### EMERGING

- Show students pictures of foods. Have students give a “thumbs up” or “thumbs down” signal for each picture. Use a sentence frame such as *I like \_\_\_\_\_. I do not like \_\_\_\_\_.*
- Have students draw pictures of a favorite food or place. Help them generate a sentence as a reason that explains why they like it.

### DEVELOPING

- Work with students to create a word bank of words to state opinions such as *like, love, favorite, and best.*
- Have students talk about a favorite snack or type of vehicle.
- As students state opinions and reasons, transcribe what they have said. Encourage them to refer back to this as they draft their own writing.

### EXPANDING

- Prompt students to tell about a favorite character. Ask questions to draw out reasons for their preferences.
- Ask students to talk with a partner about a favorite wild animal and ask questions of each other.
- Have students retell information about their partner’s favorite wild animal.

### BRIDGING

- Invite students to create a topic list for conversations about favorites.
- Encourage students to tell a partner their opinions and reasons before writing.
- Encourage students to provide feedback to partners who are planning their opinion books.



## 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. These targeted supports help students better understand how to draft their own opinion books.

Use this note for the minilesson on p. WW13.

#### ELL Targeted Support

##### EXPLORE STATE AN OPINION

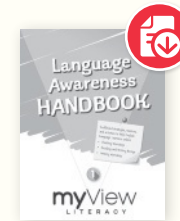
Use stack books to identify the stated opinion.

Work with individual students to identify the opinion. Help students draw a picture that shows their own opinion on the same topic. Model and transcribe as needed. **EMERGING**

Using a stack book, help students form sentences to state whether they have the same opinions as or different opinions from the one stated in a stack book. If students have the same opinions, encourage them to supply different reasons. **DEVELOPING**

Have students look through stack books with partners and talk about whether they agree or disagree with the opinions and reasons in the books. **EXPANDING**

Have students state an opposite or differing opinion from one stated in a stack book. Encourage them to give reasons to support their opinions. **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

Support students as they develop and state reasons that support their opinions.

Have students draw what they want to express an opinion about. Help students develop a reason sentence that uses the word *because*.

**EMERGING**

Have students describe the items they are expressing opinions about. Help students use those descriptive words as a bank for writing sentences to state reasons. **DEVELOPING**

Have students tell partners the reasons for their opinions. Encourage them to use the word *because* or *since* when telling why. **EXPANDING**

Ask students to state reasons someone might give who has the opposite opinion from theirs. **BRIDGING**



FAST TRACK

# Introduce a Topic


## OBJECTIVE

Select and introduce a topic for an opinion piece.

STUDENT INTERACTIVE 1.5, p. 238

## Writing Support

- **Modeled** Choose a stack book to do a Think Aloud to model identifying the topic and noting how it is introduced.
- **Shared** Have students choose one of their opinion books and talk with partners about what the topic is and how it is introduced.
- **Guided** Use students' opinion books to provide explicit support to identify the topic and the words they chose to introduce it.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor STACK 

**TEACHING POINT** The topic of an opinion book is the subject the writer will be writing about. The writer introduces the topic at the beginning of the book. The writer then chooses a position or preference related to that topic.

**MODEL AND PRACTICE** On small pieces of paper write the titles of several topics such as: first grade, holidays, movies, superheroes, games, books, colors, teams, and baby animals. Place the pieces of paper in a bag. Remind students that a topic is what a person talks or writes about. Invite one student to select a paper from the bag and read the topic aloud. Invite other students to name things that would fall in that category or topic. Ask the first student to then state an opinion about which of those things is his or her favorite. Continue the process with other topics from the bag.

Review several of the stack books, and ask students to identify the topic of each. Discuss how the author introduces the topic to the readers.

Work with students to complete the activity on p. 238 of *Student Interactive 1.5*.

## Independent Writing

During independent writing time, students should write or edit their topic sentences. Then they should continue to write their opinion books. If students have difficulty selecting a topic, encourage them to review topics that were in the bag. See the **Conference Prompts** for suggestions.

## Share Back

Invite several students to read what they have written to introduce their topics. If multiple students select the same topic, discuss different words that are used to introduce it. You may use some of the stronger introductions to create sentence frames as models for future use.

# Explore State an Opinion

## Minilesson

Mentor **STACK** 

**TEACHING POINT** An opinion tells a choice or preference. The writer may write about the best or favorite within a topic. Some writers might write about the worst or least favorite within a topic.

**MODEL AND PRACTICE** Display a book from the stack. Say: *This book is an example of opinion writing. You are writing opinion books. The author of this book wrote an opinion that tells how a character thinks or feels about something. Let's find the opinion in this book.* As you read the book aloud, ask students to stop you when they hear an opinion. Discuss the words the author chose to state the opinion.

On a flip chart or the board, create a graphic organizer with *Topic* written in a box. Draw an arrow from the topic box down to another box in which you write the word *Opinion*. Using the stack books, do a Think Aloud to model identifying and then writing the topics and the opinions. Work as a group to identify the topics and opinions from several other stack books and record the results on the graphic organizer. Encourage students to use words from the books that state the opinion. Point out any frequently used words or phrases.

## Independent Writing

During independent writing time, students should state an opinion in their opinion piece. Provide support for students who have difficulty making a choice. Remind students that their opinions are their own and that different people will likely have different opinions on the same topic. 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 an Opinion Word Bank for future use in their writing.

## OBJECTIVE

Identify and state an opinion.

## Writing Support

- **Modeled** Read aloud a stack book and talk through the identification of the stated opinion. On a chart, write the opinion sentences you find.
- **Shared** Have students look through the stack books with partners and find examples of the opinion in both text and images. Invite students to jot down the opinion sentences they find.
- **Guided** Use stack books to provide explicit instruction to identify and discuss strong opinion sentences.



**Intervention** Refer to the *Small Group Guide* for support.

FAST TRACK

# Apply State an Opinion

## OBJECTIVE

State an opinion clearly when writing an opinion piece.

STUDENT INTERACTIVE 1.5, p. 239

**Read Together** WRITING WORKSHOP

**State an Opinion**  
An author clearly states, or tells, the opinion.

**MY TURN** Read the text. Underline the opinion.

Not all animals make good pets. I think a fish would be a great pet.

**MY TURN** Write a sentence that tells your opinion about your topic.

239

## Minilesson

Mentor STACK 

**TEACHING POINT** Opinions state choices or preferences that people have. When a writer expresses a strong opinion, it is more interesting to a reader.


**MODEL AND PRACTICE** Tell students that authors write about opinions they have or that they want their characters to have. An opinion tells what someone thinks, feels, or believes about something.

Say: Today you will be writing about an opinion. When I write about an opinion I have, I might begin thinking of a topic I'm interested in. I like to exercise. I'll write about the exercise I like the best. I might begin by writing, "There are many ways to exercise. Swimming is my favorite." That will tell you that I'm writing about the topic of exercise and that my opinion is swimming is the one I like the most. Write your sentence on the board or a chart.

Tell students that they will be practicing writing an opinion on p. 239 of *Student Interactive 1.5*. Discuss why writers use strong words like *best* and *favorite*. Remind them that not everyone will share the same opinion.

## Writing Support

- **Modeled** Do a Think Aloud as you choose and then state an opinion. Model both a weak and a strong statement to point out the differences.
- **Shared** Have students practice stating their opinions to a partner before writing it.
- **Guided** Prompt students to write their opinions as if they were talking with someone who had the opposite opinion. Provide explicit instruction to help students state opinions clearly.

 **Intervention** Refer to the *Small Group Guide* for support.

## Independent Writing

Mentor STACK 

During independent writing time, have students review their opinion book and write a sentence that states a clear opinion. If students need extra support, have them look through stack books and identify some models showing how opinions are stated. Help them craft a sentence using some of those words. Students who are ready may review their other opinion books to check how they stated the opinions. Use **Conference Prompts** to guide conversations.

## Share Back

Have a few students share their opinion statements with the class. Invite students who shared the same topic to state if their opinions are the same or different. You might make a list of words used in clear opinion statements.

# Explore Supply Reasons

## Minilesson

Mentor STACK 

**TEACHING POINT** Reasons tell or explain why someone has a certain opinion. Writers want to use precise language to help readers understand the opinion. Reasons should support and explain the opinion.

**MODEL AND PRACTICE** Read aloud one of the stack books. 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 stack book. Pause while reading to ask why the character 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 several stack books to help students build confidence in identifying and stating reasons.

Say: *When people tell us their opinions, we might wonder why they think or feel that way. You might wonder why swimming is my favorite exercise. Reasons tell why and explain the opinions. A reason might even help someone agree with your opinion or it might lead to a fun conversation with people who have a different opinion or different reasons.*

## OBJECTIVE

Identify and supply a reason that supports an opinion.

## Writing Support

- **Modeled** Use stack books to model how to identify reasons.
- **Shared** Encourage students to state a reason they might add to support an opinion in one of the stack books.
- **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

Students should transition into independent writing. If students need additional support supplying reasons, have them draw a picture of their opinion before writing and use their drawing for ideas of reasons to include in their writing. Students who are confident writing reasons should continue working on their opinion books and adding reasons that support their opinions. Use **Conference Prompts** as needed.

## Share Back

Invite students to share a reason that would explain their opinion. Model giving helpful feedback by asking clarifying questions. Encourage students to restate one of the reasons and then ask clarifying questions of each other.

FAST TRACK

# Apply Supply Reasons

## OBJECTIVE

Supply reasons that support an opinion within an opinion piece.

STUDENT INTERACTIVE 1.5, p. 240

OPINION WRITING **Read Together**

### Supply Reasons

An author gives reasons that support and explain the opinion.

**MY TURN** Write a sentence that tells a reason for the opinion.

A shark would be a bad pet.

**MY TURN** In your opinion book, supply at least two reasons that support your opinion.

240

## Minilesson

Mentor STACK 

**TEACHING POINT** Opinion pieces need reasons to support and explain the opinions. Reasons help readers understand why a character likes or doesn't like something. Authors plan reasons that support the opinions.

**MODEL AND PRACTICE** Tell students that readers like to understand why a character holds an opinion. Display one of the stack books the students know well. *What were some of the reasons we read in this book? What would the book have been like if the author didn't include any reasons? Do you think we would have enjoyed it as much?*

Have students look at p. 240 in *Student Interactive 1.5*. Say: *What if a book just said that sharks do not make good pets? Would that be very interesting?* Talk together about some of the reasons that explain why sharks do not make good pets. Ask students to choose a reason to add to the page. Remind students that it is natural for different people to have different reasons even if they share the same opinion. Encourage students to then add reasons to their own opinion books.

## WRITING CLUB

Use p. WW17 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.

## WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share their topics, opinions, and reasons in their opinion books.

Students should spend the first 5–10 minutes of their Writing Club time reviewing the following:

- Listening actively to others
- Making certain everyone has a chance to participate
- Having different opinions from each other is natural

**What Are We Sharing?** Tell students that they will be sharing their topics, opinions, and reasons with their 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.

- What is the opinion you want to share?
- I think your strongest reason was \_\_\_\_.
- How did you decide which reasons to include?

# Weekly Overview

Students will

- identify the parts of an opinion book.
- organize and draft their own opinion writing.
- develop a conclusion to an opinion book.

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	<b>Drafting</b>	<b>Develop Structure</b>
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.

	<b>FAST TRACK</b> LESSON 1	LESSON 2	<b>FAST TRACK</b> LESSON 3
<b>MINILESSON</b> 5–10 min.	Organize Parts of the Page WW22	Explore Organize Introduction WW23	Apply Organize Introduction WW24
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences WW22	Independent Writing and Conferences WW23	Independent Writing and Conferences WW24
<b>SHARE BACK FOCUS</b> 5–10 min.	Parts of Opinion Pieces WW22	Elements of Introductions WW23	Write Introductions WW24



## Mentor STACK



Use the following criteria to add to your opinion writing stack:

- The book clearly introduces a topic and opinion.
- The author provides strong reasons.
- The book has an identifiable conclusion that restates the opinion.

### FAST TRACK

#### LESSON 4

#### LESSON 5

Explore Write a Conclusion WW25

Apply Write a Conclusion WW26

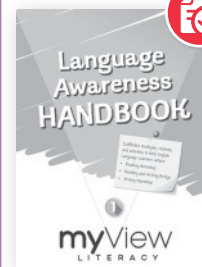
Independent Writing and Conferences WW25

Writing Club and Conferences WW26–WW27

Elements of Conclusions WW25

Write Strong Conclusions WW26

#### 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 structure and organization of opinion writing including introductions and conclusions. Have stacks and minilessons available to reference during conferences.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### Organize Parts of the Page

**If** students need additional support,



**Then** review a selection from the stack together and discuss the parts.

**If** students show understanding,

**Then** ask: How do you plan to organize your writing?

#### Organize Introduction

**If** students need additional support,



**Then** have students choose a book from the stack. Read the introduction together and point out what is included.

**If** students show understanding,

**Then** ask: What makes your introduction clear to the readers?

#### Write 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 to make the parts of an opinion book more visible.
- Have students create pictures to remind them of each section of an opinion book.
- Do a picture walk through the parts of a stack book. Have students repeat your simple retelling.

#### DEVELOPING

- Have students retell the parts of an opinion book.
- Use sentence frames to practice stating an opinion with reasons.  
*I think \_\_\_ is the best \_\_\_ because \_\_\_\_\_. \_\_\_ is my favorite \_\_\_ because \_\_\_\_\_.*
- Help students create their own anchor charts to remember how to organize an opinion book.

#### EXPANDING

- Have students explain how they will organize their opinion books.
- Discuss how the introduction in opinion writing is different than in other types of writing.
- Prompt students to identify the part in their opinion books.

#### BRIDGING

- Help students do their own Think Aloud as they plan their own opinion books.
- Use guided writing to help students write strong introductions and conclusions by using targeted questions.
- Invite students to talk about how their introductions and conclusions are different.



## ELL Minilesson Support

### Week 3: Develop Structure

During the Develop Structure week, your ELLs will benefit from additional writing support that helps them become more aware of how an opinion book is structured. These targeted supports were chosen to help students better understand how to compose and organize their writing.

Use this note for the first minilesson on page WW22.

#### ELL Targeted Support

##### ORGANIZE PARTS OF THE PAGE

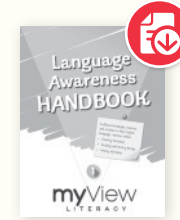
Use the stack books to increase student familiarity with the parts of an opinion piece. Guide students to identify the introduction, topic, opinion, reasons, and conclusion in each book. Talk together about why all the parts are important.

Have students fold a paper in three sections horizontally. Help them name and label what would go in the top introduction section, the middle section with reasons, and the conclusion on the bottom. **EMERGING**

Help students create several sentence frames that may be helpful in opinion writing. Model how the sentence frames might be useful in the different parts of the page. **DEVELOPING**

Have students choose a book from the stack and use different color sticky notes to identify the parts of the opinion book. Ask students to share how they decided where the sticky notes should go. **EXPANDING**

Challenge students to tell two options within the topic and explain why they would choose one over the other. **BRIDGING**



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on page WW25.

#### ELL Targeted Support

##### EXPLORE WRITE A CONCLUSION

Students may need support finding different words to use in their conclusions from what they wrote in their introductions.

Write one of their introduction sentences on word cards with one word per card. Demonstrate how the words can be rearranged with only a few new words added to create a similar, but different, sentence for the conclusion. **EMERGING**

Have students read their introductions to a partner. Ask the partners to restate the introduction in their own words. Have the writers listen for ideas on how to restate their opinions in new ways to use in the conclusion. **DEVELOPING**

Ask students to work with a partner to pull apart a sentence that states an opinion and reword it at least two different ways for the conclusion. **EXPANDING**

Tell students to swap drafts with a partner and each draft a conclusion for the other's opinion piece and then read it aloud to the partner. **BRIDGING**

FAST TRACK

# Organize Parts of the Page

## OBJECTIVES

Identify the elements of opinion writing.

Develop drafts of opinion books in oral, pictorial, and written form by organizing ideas.

STUDENT INTERACTIVE 1.5, p. 241

I can write an opinion book.

**Organize Parts of the Page**  
Authors organize their opinion books before they write. They include the topic, opinion, reasons, and an ending.

**MYTURN** Label each part.


<b>Topic</b>	We are trying to find the best pet for my family.
<b>Opinion</b>	I think the best pet would be a fish.
<b>Reasons</b>	It would be the best pet because it is quiet. It also can stay in my bedroom.
<b>Ending</b>	Those are a few reasons why I think a fish is a great pet.

**MYTURN** Develop your opinion book by organizing the parts of the page.

241

## Writing Support

- **Modeled** Use a stack book to model identifying the elements of opinion writing.
- **Shared** On a flip chart or the board, have students help you list and describe the sections of an opinion book.
- **Guided** Ask questions to help students describe the elements of opinion writing and how the parts are organized.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor STACK 

**TEACHING POINT** A well-written opinion book should include an introduction to the topic and the opinion, reasons that support the opinion, and a conclusion or sense of closure.

**MODEL AND PRACTICE** Tell students that an opinion book should first include an introduction that introduces the topic and the opinion, followed by one or more reasons that support and explain the opinion. A conclusion should remind readers of the author's opinion and restate it in a new way.

Use a book from your stack. Reread the book and then ask students to identify the elements of opinion writing they noticed in the book. Encourage them to be as specific as possible when telling where an element is found.

After discussing the book, create a three-row chart on a flip chart or the board. Say: *When I plan my opinion book, I'll first think of how I will introduce the topic and my opinion.* In the top section of the chart write *Introduction = Topic + Opinion.* I then need to support my opinion with reasons so everyone will understand my opinion. Add the Word *Reasons* in the center section of the chart. *I end with a conclusion that reminds readers of my opinion.* Add *Ending or Conclusion* to the bottom section of the chart.

Have students turn to p. 241 in *Student Interactive 1.5*. Read and discuss the page together and have them work with a partner to complete the page.

## Independent Writing

After completing the minilesson, students should transition to independent writing. If students need extra support, remind students they can use the parts listed on p. 241 in *Student Interactive 1.5* as a model for their plans. Students who are confident with their plans may continue working on their opinion books. Use the **Conference Prompts** as needed.

## Share Back

Have students share what they will include in each part of their opinion books. Show how to check that all parts of opinion writing are included and model giving constructive feedback.

# Explore Organize Introduction

## Minilesson

Mentor STACK 

**TEACHING POINT** The introduction of an opinion book gives important information to the reader. It lets readers know the topic and opinion clearly. A good introduction sets up the rest of the opinion book.

**MODEL AND PRACTICE** Talk about the value of a strong introduction in opinion writing. Say: *A strong introduction is very important in an opinion book. Your introduction should quickly let the readers know the topic you are writing about and the opinion you will be explaining.*

Read several introductions from the stack. Discuss the introduction of each book. Ask: *How did the author introduce the topic? How did the author express an opinion? How did the author help us know what the rest of the text would be about?*

After reading several models, conduct a shared writing to generate some introductory sentence models that introduce the topic and opinion. Transcribe for the class and display the suggestions on a flip chart or the board.

## OBJECTIVES

Draft an introduction to an opinion book.

Identify the topic and opinion in an opinion book.

## Independent Writing

Mentor STACK 

After the minilesson, students should transition to independent writing. If students need extra support drafting an introduction, have them review a few stack books for ideas. Encourage them to make a short list of what they want to include, and work with them to craft those thoughts into a sentence or sentences. Students who understand strong conclusions should be encouraged to try several versions of their introductions before deciding on one. See the **Conference Prompts** for additional suggestions.

## Writing Support

- **Modeled** Read a stack text aloud and point out the topic and opinion.
- **Shared** Work with students as you write several introduction sentences. Transcribe the ideas of the group or student.
- **Guided** Ask targeted questions to guide students to include any missing information in their introductions.



**Intervention** Refer to the *Small Group Guide* for support.

## Share Back

Invite several students to share the drafts of their introductions. Ask the class to check that both the topic and the opinion are stated. Point out particularly strong words or phrases and create an Introduction Bank for future reference.

**FAST TRACK**

# Apply Organize Introduction

## OBJECTIVES

Draft an introduction to an opinion book.

Accept and provide feedback to strengthen writing.

STUDENT INTERACTIVE 1.5, p. 242

Read Together

**OPINION WRITING**

**Organize Introduction**

The **introduction** should include the topic and your opinion.

**MY TURN** Write a sentence that introduces the topic of the best pet. Write a sentence that states what you think would be the best pet.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**MY TURN** Draft an introduction to your own opinion book. Be sure to include the topic and your opinion.

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## Writing Support

- **Modeled** Walk through a stack text with students to help them identify introductions that might be used as models for their writing.
- **Shared** Have students work with you to stretch a short introduction sentence by adding stronger and more interesting words.
- **Guided** Provide explicit instruction if elements of the introduction are missing or unclear.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor STACK 

**TEACHING POINT** The introduction to an opinion book must clearly state the topic and opinion.

**MODEL AND PRACTICE** Refer to a stack book and review that a strong introduction needs to let the reader know the topic and opinion that will be the focus of the book. Say: *We know that the introduction needs to be a strong beginning to our writing. The introduction of an opinion book needs to tell the topic and opinion. If I decide to write about my favorite type of weather, which is rain, how could I begin?* Transcribe several possible sentences of introduction to your topic using suggestions from the class.

Work with the group to revise the sentence or sentences to make a compelling introduction. Continue modeling how you will follow the introduction by stating reasons for your opinion.

Direct students to p. 242 in *Student Interactive* 1.5. Read the text on the page and make certain students know the task. Encourage students to try saying several options aloud before deciding what to write.

## Independent Writing

Following the minilesson, have students continue working on the introductions to their opinion books. If students have difficulty, suggest they add a descriptive word or words to their introductions. If students feel confident in their writing, encourage them to stretch and strengthen the introduction to make it more interesting. Students may then go on to crafting the reasons in their opinion books. See **Conference Prompts** for suggestions.

## Share Back

Invite students to share the introductions they have written. Ask them to share how they stretched and strengthened their original introduction. Model how to give feedback that restates the introduction and encourages the writer's efforts.

# Explore Write a Conclusion

## Minilesson

Mentor STACK 

**TEACHING POINT** The conclusion of an opinion book gives the author one more chance to state his or her opinion on a topic. A good conclusion states the opinion in a new way and gives a sense of closure to the book.

**MODEL AND PRACTICE** Explain the importance of a strong conclusion or ending statement in an opinion piece. Read the conclusion of a stack book aloud and discuss the role the conclusion plays. Say: *When we read this conclusion we know that the text is finished. We are reminded of the opinion. A good conclusion restates the same opinion, but does so in a new way.* Repeat this process with several other stack books.

As you talk through conclusions in the stack books, 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.

Have students work with a partner to review what they have written and plan what they will draw.

## OBJECTIVE

Identify the conclusion in opinion writing.

---


## Independent Writing

Mentor STACK 

As students transition to independent writing, have them draft possible conclusions to their opinion books. Students who understand the elements of conclusions should continue writing their opinion books. If students have difficulty, encourage them to modify one of the models or review a stack text as a jumpstart. See the **Conference Prompts** for additional suggestions.

## Writing Support

- **Modeled** Conduct a Think Aloud as you reword your opinion in several different ways for use in a conclusion.
- **Shared** Challenge students to come up with at least five different ways to restate an opinion for use in the conclusion. Transcribe the group's suggestions.
- **Guided** Ask questions that guide students to check their conclusions to see that they have provided closure and also reworded their opinions in new ways.

 **Intervention** Refer to the *Small Group Guide* for support.

## 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 and provide a sense of closure. If an element is missing, invite the group to offer suggestions.

**FAST TRACK**

# Apply Write a Conclusion

## OBJECTIVES

Draft a conclusion to an opinion book.

Accept and provide feedback to strengthen writing.

STUDENT INTERACTIVE 1.5, p. 243

**Read Together** WRITING WORKSHOP

**Write a Conclusion**

The **conclusion** ends an opinion book by reminding the reader of the author's opinion.

**MY TURN** Read the text. Write a sentence that would be a good conclusion.

I think a parrot is the most interesting wild animal. Parrots are interesting because they can make many different sounds. Some parrots can live longer than a person.

**Possible response:**  
**You can see that** .....  
**parrots are very** .....  
**interesting animals.** .....

**MY TURN** Revise your opinion book to include a strong conclusion.

**243**

## Minilesson

**Mentor STACK**



**TEACHING POINT** Opinion writing includes an introduction that states the topic and opinion, reasons that support the opinion, and a conclusion that restates the opinion and provides a sense of closure. The conclusion might even encourage some readers to agree or think more deeply about the topic.

**MODEL AND PRACTICE** Choose a familiar stack book. Ask students to tell what should be included in a strong conclusion in opinion writing and if the stack book you have chosen has a strong conclusion. Invite a student to select a different book from the stack and lead the group to discuss how strong or not that conclusion is.

Conduct a shared writing activity as you write and polish the conclusions of an opinion piece. Say: **I wrote that rain was my favorite type of weather and gave reasons that tell why. I need to write a conclusion. What ideas do you have to help me?** Work together to craft several different conclusions. Help students revise the conclusions to include stronger words.

Have students turn to p. 243 in *Student Interactive 1.5*. Read the page with the students. Encourage them to try saying aloud several possible concluding statements before deciding which to write.

## 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 opinion books 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.

## WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share the opinion books they have been writing. They will talk about the inclusion of all the elements of an opinion piece.

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 opinion books and how they checked that all the elements were included. Remind the group that people may have different opinions on the same topic 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 topic and opinion?
- What other reasons did you think about using?
- How did you state your opinion differently in the conclusion?
- Which part of your opinion book is your favorite? Why?



# Weekly Overview

Students will

- learn capitalization rules and edit opinion writing drafts.
- learn how to correctly use conjunctions.
- check and correct for usage of commas in a series.

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.

	<b>FAST TRACK</b> LESSON 1	LESSON 2	<b>FAST TRACK</b> LESSON 3
<b>MINILESSON</b> 5–10 min.	Use Capitalization WW32	Explore Conjunctions WW33	Apply Conjunctions WW34
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences WW32	Independent Writing and Conferences WW33	Independent Writing and Conferences WW34
<b>SHARE BACK FOCUS</b> 5–10 min.	Edit for Capitalization WW32	Identify Conjunctions WW33	Use Conjunctions WW34

Mentor **STACK**

Use the following criteria to add to your opinion writing stack:

- The book includes examples of conjunctions.
- The book contains example sentences with series that are separated by commas.

**FAST TRACK****LESSON 4****LESSON 5****ADDITIONAL RESOURCES**

Explore Commas  
WW35

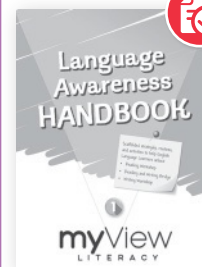
Apply Commas  
WW36

Independent Writing  
and Conferences WW35

Writing Club and  
Conferences  
WW36–WW37

Identify How to Use  
Commas WW35

Use Commas in a Series  
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, conjunctions, and commas to determine where students need support. Have stacks and minilessons available to reference during conferences.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### Capitalization

**If** students need additional support,


 **Then** review a book from the stack. Have students point out capitalized words that begin each sentence.

**If** students show understanding,

**Then** ask: Your sentences begin with capital letters. When else do we use capital letters?

#### Conjunctions

**If** students need additional support,


 **Then** model how to create sentences using conjunctions. Have students copy the sentences as reminder models.

**If** students show understanding,

**Then** ask: How did you choose which conjunction to use here?

#### Commas

**If** students need additional support,

 **Then** have students draw or name several items that fit within the topics of their opinion books. Work together to turn that list into a sentence that includes a series.

**If** students show understanding,

**Then** ask: How did you know that a comma was needed here?

## Conference Support for ELL

### EMERGING

- Write a sentence for each student. Have students circle the initial capital letter and ending punctuation. Tell them to use this as a reminder when they write.
- Model sentences with conjunctions. Have students repeat each sentence and snap their fingers when the conjunction is said.

### DEVELOPING

- Use modeled writing to focus attention on the use of capital letters.
- During shared writing, write a sentence that includes a series. Invite students to add the commas where they belong and explain why they should be there.

### EXPANDING

- Transcribe sentences students suggest that include conjunctions. Have students circle each conjunction.
- Ask several students to suggest items that belong in the same category. Turn that list into a sentence with a series. Ask students to circle the conjunction in the sentence and tell where the commas should be placed.

### BRIDGING

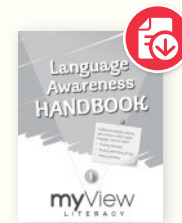
- Have students work with partners to create a sentence that contains a series. Ask which word in the sentence is a conjunction. Check for correct use of initial capitalization and placement of commas.
- Ask students to do a Think Aloud as they place commas in a sentence containing a series.



## 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 CONJUNCTIONS

As students begin to focus on the sentences in their opinion books, they learn to expand and enhance them. Provide practice using conjunctions in sentences.

Write the word *because* on a word card for each student. Say a sentence including *because* and ask students to hold up the card when they hear that word. Have students repeat your sentence and then say a sentence of their own. Remind students to hold up the word card when they hear or say *because*. **EMERGING**

Write a sentence that includes a conjunction. Point to and say each word and ask students to stop you when you get to the conjunction. Repeat with several sentences. Invite students to create their own sentences and then lead the group to identify the conjunctions. **DEVELOPING**

Write conjunctions on an index card with one conjunction per card. Ask students to choose a card and then work with partners to develop sentences using that conjunction. Have partners share the sentences with the group. **EXPANDING**

Challenge students to find sentences that include a conjunction in books from the stack or classroom library. Have them share their findings and tell what two sentences were joined. **BRIDGING**

Use this note for the minilesson on p. WW35.

### ELL Targeted Support

#### EXPLORE COMMAS

Help students understand how to create a series that includes correct comma usage.

Use picture cards to have students create categories such as animals or vehicles. Create sentences using those cards. "The animal cards I see are lions, bears, and seals." Write the sentences and have students repeat them with you. Point to each comma and pause slightly.

#### EMERGING

Tell students a category and have them suggest words that fit the category. Transcribe their suggestions. Model a sentence that uses at least three words on the list, and write the sentence for all to see. Discuss where the commas should be placed. **DEVELOPING**

Write a sentence containing a series. Invite students to place commas where they belong and explain why they belong there. **EXPANDING**

Have students write a sentence with a series and ask them not to include any commas. Have students exchange sentences with partners and add commas to the other person's sentence. Check for understanding. **BRIDGING**

FAST TRACK

# Use Capitalization

## OBJECTIVES

Identify that sentences begin with initial capitalization. Capitalize the pronoun *I*.

Edit drafts using standard English conventions including capitalization for the beginning of sentences and the pronoun *I*.

STUDENT INTERACTIVE 1.5, p. 244

OPINION WRITING Read Together

**My Learning Goal** I can write an opinion book.

**Use Capitalization**  
Every sentence needs to begin with a capital letter. The word *I* is always a capital letter.

**MY TURN** Edit the capital letters in these sentences. Write the correct words.


- a dog is my favorite pet.    A
- This is what i think is the worst pet.    I
- frogs might hop out of a cage. Frogs

**MY TURN** Write a complete sentence on a separate sheet of paper. Remember to begin the sentence with a capital letter.

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## Writing Support

- **Modeled** Use stack books to point out initial capitalization.
- **Shared** Have partners work together to check for correct capitalization in their opinion books.
- **Guided** Use stack books to provide explicit instruction on capitalization.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor STACK 

**TEACHING POINT** Authors use the rules of capitalization when writing opinion books. They check to be certain that every sentence begins with a capital letter. The word *I* is also capitalized.

**MODEL AND PRACTICE** Tell students that when writing, it is important to be certain that their writing follows the rules of English. One important rule is to begin every sentence with a capital letter. Show a page from one of the stack books. Point out that every sentence begins with a capital letter.

Write a sentence on the board that contains the pronoun *I* somewhere other than as the first word. Say: **There is another rule for using capital letters. The word *I* should be capitalized. In this sentence, there should be two capital letters. What should be capitalized?**

Have students turn to p. 244 in *Student Interactive* 1.5. 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 should transition to independent writing and check their opinion books for the correct usage of capital letters. If students need extra support, help them find capitalization rules that are followed in a stack text. Students who are using capital letters correctly should continue writing their opinion books. See the **Conference Prompts** on p. WW30 for more suggestions.

## Share Back

Have students share sentences in their opinion books and tell what capitalization rules they used. Check that examples are given of initial capitalization and capitalization of *I*.

# 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.

**MODEL AND PRACTICE** Write the words *and* and *because* on a chart or the board and have students read them with you. 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.

Select a book from the stack that has several uses of the words *and* and *because*. Read a sentence containing one of those conjunctions aloud. Have students repeat the sentence and snap their fingers when they say the conjunction. Write the sentence on a flip chart or the board and discuss what the conjunction is connecting. Repeat the process with several other sentences using the conjunctions *and* and *because*.

Talk with students about why the word *because* is especially useful in writing opinion books. Remind them that *because* can be helpful when writing reasons to explain or support opinions. Write a sentence using *because* that contains a reason. Say: **I might write, “I enjoy swimming because it is good exercise.” That sentence sounds better to me than writing, “I enjoy swimming. It is good exercise.”**

Have students work with partners to create several sentences that use a conjunction. Ask each pair to share a sentence and invite the class to snap their fingers when they hear the conjunction.

## OBJECTIVE

Identify and use conjunctions correctly in speaking and writing.

## Writing Support

- **Modeled** Demonstrate how to use *and* and *because* to join two smaller sentences. “I have a dog. I have a cat. I have a dog and a cat.” “I like this book. It is so funny. I like this book because it is so funny.”
- **Shared** Work with students to practice using *because* to state a reason. Show how a *because* sentence can be written as two sentences.
- **Guided** Ask targeted questions to help students identify sentences that could be expanded by using *and* or *because*.



**Intervention** Refer to the *Small Group Guide* for support.

## Independent Writing

Mentor STACK 

Students should continue writing their opinion books and include conjunctions correctly. If students are struggling with using conjunctions, remind them to look through stack books for examples. Transcribe their possible sentences as needed. When students are comfortable editing their writing to use conjunctions, they should proceed independently to make those changes. See the **Conference Prompts** on p. WW30 for additional suggestions.

## Share Back

Call on students to share sentences from their opinion books that use conjunctions. Talk together about what words or ideas are joined together.

FAST TRACK

# Apply Conjunctions

## OBJECTIVE

Identify and use conjunctions correctly in speaking and writing.

STUDENT INTERACTIVE 1.5, p. 245

**Read Together** WRITING WORKSHOP

**Conjunctions**  
Conjunctions are words that can join words or thoughts. The word **because** and the word **and** are both conjunctions.

**MY TURN** Circle the conjunction in each sentence.


I think a fly is the worst pet **because** it is so small. Flies are tiny **and** are not fun to play with.

**MY TURN** Revise your opinion book to include at least one conjunction.

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## Writing Support

- **Modeled** Walk through a stack text with students to help them identify conjunctions and how they are used.
- **Shared** Have students dictate sentences using conjunctions as you transcribe them.
- **Guided** Ask focused questions as students work with partners to write sentences that include conjunctions.

 **Intervention** Refer to the *Small Group Guide* for support.

## 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 opinion books often use the conjunction *because* to connect a reason to the opinion in supports.

**MODEL AND PRACTICE** Read a sentence containing *because* from one of the stack books. Demonstrate how using *because* helps signal the reader that the sentence contains a reason. Say: **I could write, “I love rainy days because the rain helps the plants grow.” You know that I’m giving a reason why I love rainy days. The conjunction *because* connects the reason to the opinion.** Have students help you think of another sentence about your topic that uses the conjunction *and*.

Direct students to p. 245 in *Student Interactive* 1.5. 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 books with the inclusion of conjunctions.

## Independent Writing

Have students continue working on their opinion books. Remind them to use conjunctions when joining words or parts of sentences. If students are struggling with conjunctions, have them refer to how conjunctions are modeled on p. 245 in *Student Interactive* 1.5. If you observe students using conjunctions correctly, encourage them to continue writing their opinion books independently. See **Conference Prompts** on p. WW30 for suggestions.

## Share Back

Invite a student to share a sentence containing a conjunction. Ask listeners to tell what words or ideas the conjunction brought together. Continue with several more examples.

# Explore Commas

## Minilesson

Mentor STACK 

**TEACHING POINT** When a sentence contains a list of three or more items, commas are used to separate the listed items.

**MODEL AND PRACTICE** Select a book from the stack that contains a series of items in a sentence that are separated by commas. Read the sentence aloud and then write it on a flip chart or the board. Point out the commas and say: *When three or more items are listed in a sentence, we put a comma between each of them. Commas are like a pause in a sentence.* Read the sentence again with a clear pause as you get to each comma.

Ask students to name a topic about which you might state an opinion. Using the topic suggested, ask for several items that fit in that category. Use sentence frames such as: *\_\_\_\_, \_\_\_\_, and \_\_\_\_ are all types of \_\_\_\_.* Say: *Let's read that sentence together and pause when we get to a comma.* Repeat the process with several other examples that use student suggestions.


Tell students that when they are writing opinion books, they might think about telling several items that belong in the topic before stating a favorite. Provide an example such as, "Apples, oranges, and pears are all fruits I enjoy. Pears are my favorite."

## OBJECTIVE

Use commas to separate words in a series.

## Writing Support

- **Modeled** Conduct a Think Aloud as you talk about how to determine if commas are needed and where they should be placed.
- **Shared** If students are uncertain that they have placed commas correctly, encourage them to read the sentence aloud to a partner. Have them listen for a natural pause.
- **Guided** Use leading questions to guide students in determining whether there are enough items in a sentence so as to require separation by commas, as well as the correct placement of those commas.

 **Intervention** Refer to the *Small Group Guide* for support.

## Independent Writing

Mentor STACK 

Have students continue working on their opinion books and encourage them to include sentences that include a series separated by commas. If students are uncertain where serial commas go, have them review stack books for examples of comma placement. Students who can use serial commas correctly should continue writing their opinion books. See the **Conference Prompts** on page WW30 for additional suggestions.

## Share Back

Ask a student to read a sentence that contains a series separated by commas. Remind students to pause, but not stop, when they come to a comma as they are reading aloud.



FAST TRACK

# Apply Commas

## OBJECTIVES

Use commas to separate words in a series.

Edit drafts with adult assistance using standard English conventions, including using commas to separate words in a series.

STUDENT INTERACTIVE 1.5, p. 246

OPINION WRITING Read Together

### Commas

Commas separate words in a list.

**MY TURN** Add commas where they are needed in each sentence.

- Sam, Liz, and I love animals.
- We like frogs, toads, and lizards.
- We find them near ponds, under leaves, or by rocks.

**MY TURN** Add a sentence to your opinion book that includes a list. Remember to add commas where they are needed.

246

## Minilesson

Mentor STACK

**TEACHING POINT** When a sentence contains three or more items in a series, the items should be separated by commas. Authors edit their writing to be certain commas are used correctly.

**MODEL AND PRACTICE** Read aloud a sentence from one of the stack books that contains a series separated by commas. Ask: *What do we know about a sentence that contains a series or list like this one has?* Restate that commas are used to separate words in a series.

Direct students to p. 246 in *Student Interactive* 1.5 and say: *Today we are going to practice editing sentences that contain a list or series. We are going to make certain that the commas we need are in the correct place.* Have students read the first sentence on the page with you. Read it aloud again, pausing where the commas would go. Ask: *How many items are there in the series? If there are three or more, we know we will need commas. Where should we place the commas in this sentence?* Invite students to tell where they think commas are needed and explain why. Have students complete the page and offer support as needed.

## WRITING CLUB

Use the Writing Club guide on the following page to guide discussions. As time allows, use the **Conference Prompts** on p. WW30 when conferring with individual students.

## Share Back

Have several students read their opinion books aloud. Ask questions to be certain the books have been checked for capitalization, conjunctions, and serial commas.

# WRITING CLUB



**What's Happening This Week?** In this week's Writing Club, students will share their writing to demonstrate understanding of capitalization, conjunctions, and serial commas. Students may confer with other Writing Club members during the editing process.

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 by facing the person who is speaking.
- Ask questions to clarify information.
- Everyone should be given a chance to participate.

**What Are We Sharing?** Before sharing their writing, students should decide which book they would like feedback on during Writing Club. Students who are sharing may begin by asking for specific feedback related to areas such as commas or conjunctions. Students can share the sentences they revised in their opinion books. Tell them to talk about the changes they made and why they made the changes.



## How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- What conjunctions did you use?
- What changes or edits did you make?
- I like the sentence that \_\_\_\_\_.



# Weekly Overview

Students will

- edit their writing for conjunctions and commas.
- present their opinion books to the class.
- review what they have learned about opinion writing.

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.

	<b>FAST TRACK</b> LESSON 1	<b>FAST TRACK</b> LESSON 2	LESSON 3
<b>MINILESSON</b> 5–10 min.	Edit for Conjunctions WW42	Edit for Commas WW43	Prepare for Celebration WW44
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences WW42	Independent Writing and Conferences WW43	Independent Writing and Conferences WW44
<b>SHARE BACK FOCUS</b> 5–10 min.	Include Conjunctions in Opinion Books WW42	Use Serial Commas Correctly WW43	Revise Opinion Books WW44

Mentor **STACK**

Use the following criteria to add to your opinion writing stack:

- Books that are strong examples of opinion writing with clear topics and strong reasons.
- Texts that include conjunctions.
- Texts that include serial commas.

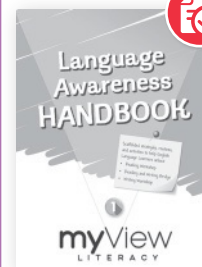
**FAST TRACK****LESSON 4****LESSON 5****ADDITIONAL RESOURCES**

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



Mentor STACK



During this time, assess for understanding of conjunctions and the use of commas to separate words in a series. Determine where students may need extra support. Have stack books and minilessons available to reference during conferences.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### Edit for Conjunctions

**If** students need additional support,

**Then** have them read their opinion books aloud. Point out sentences that could be improved with the use of conjunctions.

**If** students show understanding,

**Then** ask: How does the conjunction improve the sentence?

#### Edit for Commas

**If** students need additional support,

**Then** point out an opportunity for a series in the students' writing. Work together to correctly use commas in the sentence.

**If** students show understanding,

**Then** ask: How do the commas you used help make the sentence easier to read?

#### Prepare for Celebration

**If** students need additional support,

**Then** review their opinion books. Help them each decide on the two most important edits to make before sharing their writing.

**If** students show understanding,

**Then** have students take turns practicing reading their opinion books aloud to partners who will then offer feedback.

## Conference Support for ELL

### EMERGING

- Use stack books to identify conjunctions and how they are used.
- Model revising a sentence involving a reason so that it now includes the word *because*.

### DEVELOPING

- Have students point out conjunctions in stack books and their own opinion books.
- Do a Think Aloud as you insert commas in a sentence that includes a series.
- Encourage students to practice reading their opinion books aloud. Consider recording their practices for them to review.

### EXPANDING

- Have students tell how they know where to place commas in sentences that have a series.
- Ask students to find examples of conjunctions in a stack book. Have them then tell how the conjunctions are used.
- Use guided writing to help students reflect on their opinion writing skills.

### BRIDGING

- Challenge students to work with partners to create an anchor chart to remind themselves and others where to use commas in a sentence that includes a series.
- Have students practice reading their opinion books 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 using conjunctions and serial commas. These targeted supports help students build confidence when sharing their opinion writing.

Use this note for the minilesson on p. WW42.

#### ELL Targeted Support

##### EDIT FOR CONJUNCTIONS

As students focus on the sentences in their opinion books, they should note how to use the conjunctions *and* and *because* correctly.

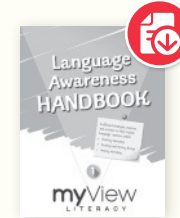
Point to the words *and* and *because* in sentences written on a chart or the board. Read the sentences together. Help students create sentences similar to the models using those conjunctions. **EMERGING**

Provide students practice sentences with the conjunction missing. Example: *I like dancing \_\_\_\_ it is good exercise.* Help students determine which conjunction makes more sense in the sentence. **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 find several examples of *because* in stack texts. Ask them to explain how they can tell if the word is used to connect a reason to an opinion. **BRIDGING**



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW43.

#### ELL Targeted Support

##### EDIT FOR COMMAS

Have students practice creating sentences that include a series and placing the commas correctly.

Display the following on a chart or the board: *I ate fruit cheese and bread for lunch.* Read the sentence and ask students to help you decide where the commas should be placed. Repeat with several other examples. **EMERGING**

Point out sentences in stack texts that include a series. Have students note where the commas are placed. Then have students write similar sentences with the correct placement of commas. **DEVELOPING**

Have partners check each other's writing for the correct use of commas in sentences with series. Students should discuss what they find.

**EXPANDING**

Have each student write a sentence that includes a series, but without any commas. Have students exchange sentences and insert commas in the correct locations. **BRIDGING**

**FAST TRACK**

# Edit for Conjunctions

## OBJECTIVES

Identify and use the conjunctions *and* and *because* correctly in speaking and writing.

Edit writing for proper use of conjunctions.

STUDENT INTERACTIVE 1.5, p. 247

**Read Together** WRITING WORKSHOP  
My Learning Goal

I can write an opinion book.

**Edit for Conjunctions**  
Remember that conjunctions join words and thoughts.

I like owls. They have large eyes.  
I like owls because they have large eyes.

**MY TURN** Choose the better conjunction. Write *and* or *because* to complete each sentence.

I like butterflies and bees.

One reason I like them is because they fly near flowers.

**MY TURN** Edit for conjunctions in your opinion book.

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## Writing Support

- **Modeled** Use stack books to point out the conjunctions *and* and *because*.
- **Shared** Read aloud a page of a stack book that includes the conjunctions *and* or *because*. Have students snap their fingers when they hear the conjunction. Talk together about how it is used.
- **Guided** Provide examples of specific places in students' opinion books where *and* could be used.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

**Mentor STACK**



**TEACHING POINT** Before publishing their writing, authors check their writing and make changes that are needed. Authors try to avoid using short, choppy sentences by using the conjunctions *and* and *because* to join parts together.

**MODEL AND PRACTICE** Choose an opinion book from the stack that includes several examples of the conjunctions *and* and *because*. Read one of the sentences aloud. Ask students if they heard a conjunction. Ask them to tell what it might have sounded like if the author had written two short sentences and not used the conjunction. Repeat the process with several other sentences.

After discussing the sentences, remind students that not every short sentence needs to be revised to include a conjunction. Talk with students about the value of editing and making changes that are needed.

Have students turn to p. 247 in *Student Interactive* 1.5. Talk together about what they need to do to complete the activity.

## Independent Writing

**Mentor STACK**



If students need extra support, help them identify more examples of sentences using conjunctions in different stack books. Students who are comfortable using conjunctions should continue adding to their opinion books and choosing what they will share at the Celebration. See the **Conference Prompts** on p. WW40.

## Share Back

Have students share sentences that they improved with the addition of a conjunction. Talk as a class about what the conjunction joined together in each sentence.

**FAST TRACK**

# Edit for Commas

## Minilesson

**TEACHING POINT** When editing, authors check to make certain they have used proper punctuation. When writing sentences that include series or lists, commas are placed between the words in the series or lists.

**MODEL AND PRACTICE** Explain that reading sentences that include lists or series can be confusing if the commas are not there to separate the items. Write: *I like days that are sunny rainy and cloudy.* Say: **I want to include a sentence that tells some types of weather before telling my favorite. Help me decide where the commas should be placed.** Have students show where the commas belong and explain their thinking. Check for any misconceptions. Read the corrected sentence aloud, and pause slightly at each comma.

Have students complete the activity on p. 248 in *Student Interactive 1.5*. Check that students understand where the commas belong. If students need extra support, work together to complete a model and discuss that commas are a pause between each item in a series or list.

## Independent Writing

If students need assistance, work with them as they check each sentence. Students who show understanding should edit their opinion books for the correct use of serial commas. See the **Conference Prompts** on p. WW40 for additional suggestions.

## Share Back

Call on students to read a sentence they changed. Prompt students to tell why that change was made. Explain that editing and making changes is one of the most important steps in writing.

## OBJECTIVES

Correctly use commas to separate items in a series.

Edit drafts with adult assistance using standard English conventions, including usage of commas.

STUDENT INTERACTIVE 1.5, p. 248

Read Together

**OPINION WRITING**

**Edit for Commas**

Commas are used to separate words in a list.

My kitten is smooth, soft, and fuzzy.

**MY TURN** Add commas to the correct place in each sentence.

1. Lions, tigers, and leopards are all big cats.
2. They are large, strong, and can roar.
3. They can be found in Asia, Africa, and in other parts of the world.

**MY TURN** Edit your opinion book for commas.

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## Writing Support

- **Modeled** Do a Think Aloud to model how to use commas to separate words in a series.
- **Shared** Help students correct any errors of their usage of serial commas in their opinion books.
- **Guided** Provide explicit instruction on editing for serial commas.

 **Intervention** Refer to the *Small Group Guide* for support.




# Prepare for Celebration

## OBJECTIVE

Publish and share writing.

### Writing Support

- **Modeled** Choose a stack text and do a Think Aloud as you prepare to share the book with the class.
- **Shared** Have students identify speaking skills they need to practice using the checklist to assist them.
- **Guided** As students practice sharing their opinion books, direct them to individual points on the checklist to guide them in presenting their work.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

**TEACHING POINT** Before they celebrate their writing, authors get their opinion books ready to share. They check for all of the necessary elements of an opinion book and ensure the writing is clear and polished. They make certain each sentence begins with a capital letter. They check that they have used conjunctions and commas correctly.

**MODEL AND PRACTICE** Create a checklist with students for sharing their opinion books aloud. Model each of the checklist items and discuss why it is important to remember.

- Speak clearly.
- Read with expression.
- Speak loud enough to be heard by everyone.
- Look at the audience at times.

Reread each item on the list and ask if students have any questions. Remind students to review the checklist as they practice. Display the checklist as students move into independent writing.

## Independent Writing

Have students revise and edit their opinion books. Encourage students to practice reading their opinion books aloud quietly using the checklist as a guide. See **Conference Prompts** on p. WW40 for suggestions.

## Share Back

Invite students to share revisions they made. Reinforce the value of making sure their opinion books have all the necessary elements before sharing them with the class.

# Celebration

## Minilesson

**TEACHING POINT** Celebrations help students see their own progress and grow in confidence. While students write at different levels, celebrate the growth each student has made throughout the unit. Students will be motivated to write throughout the unit if they have a goal to work toward.

**MODEL AND PRACTICE** Tell students that you are going to celebrate the writing of your opinion book by reading it aloud to them. Do a Think Aloud before sharing by stating what you need to remember when speaking to a group. Say: *I want to do a good job reading my work in front of people. I practice so I can read my opinion book with confidence. I need to speak clearly and loudly enough for everyone to hear me. I need to stand tall and be proud of my work. I know that the listeners will tell me the parts of my writing they thought were written especially well.*

Model reading aloud your opinion book. When finished, invite students to give positive feedback about your opinion writing. Prompt students to ask questions and share parts of the opinion books that they thought were especially well done. They should state specific examples. Remind students that they do not need to have the same opinions as the writers to admire the opinion books.

Ask students to practice sharing their opinion books with partners before the formal Celebration begins. You may also have students audio record themselves practicing and do a self-assessment of their reading.

## OBJECTIVE

Publish and share opinion books.

## Writing Support

- **Modeled** Do a Think Aloud as you reflect on the experience of writing your opinion books.
- **Shared** Ask questions to help students think more deeply about what they did well and the areas where they want to improve their writing.
- **Guided** Give students prompts to help them think about the comments they heard that were helpful and positive.

## Independent Writing

Ask students to share their opinion books. Prompt listening students to ask questions and share parts of the opinion books that they thought were especially well done.

Have students reflect on what they have learned about opinion writing. Have them write or tell about something new they learned.

FAST TRACK

# Assessment

## OBJECTIVE

Compose opinion books in which they introduce the topic and opinion, supply reasons that support the opinion, and provide a conclusion.

STUDENT INTERACTIVE 1.5, p. 249

**Read Together** WRITING WORKSHOP

**Assessment**  
You have learned how to write an opinion book.

**MY TURN** Read the list. Put a check next to what you can do.

- I can write about a topic.
- I can state an opinion clearly.
- I can supply reasons that support my opinion.
- I can write an introduction and a conclusion.
- I begin each sentence with a capital letter.
- I use commas when writing a list.
- I use conjunctions correctly.

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## Minilesson

**TEACHING POINT** Assessing and looking back at writing helps students identify all that they have learned and see any areas where they may still need more practice. As you review their assessments, notice what they did well and what areas need improvement. Consider how you will share your feedback with students to help them make improvements and to celebrate what they have learned.

**MODEL AND PRACTICE** Tell students that today they will be looking back on what they have learned about opinion writing. They will assess what they learned and how their writing has improved. Have students recall the opinion books they have written and also the books they have read from the stack.

Have students turn to p. 249 in *Student Interactive 1.5*. Review the list as a class to remind them what they have learned. Have students check each skill they have learned and included in their opinion books. Remind students that they should look back at the opinion books they have written to find evidence that they understand and have used that skill.

## Assessment

See the unit assessment on p. WW47 and tell students that they will be taking a writing assessment to demonstrate all they have learned. Explain that they should respond to the writing prompt on WW47 using all they have learned about opinion writing. Another form of assessment is to score students' writing using the rubric on p. WW47.



## WRITING ASSESSMENT

**Opinion Writing**

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 your favorite place or favorite sound. First, state the topic and your opinion about the topic. Then supply reasons and include a conclusion.

**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.	The command of conventions is clearly shown.
3	The opinion is fairly well stated and generally 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.	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.	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.	There is very little use of correct conventions.
0	Opinion piece gets no credit if it does not demonstrate adequate command of opinion writing traits.				



**Week 6**

**PROJECT FOCUS**

This week students will

- research folktales.
- write an opinion text.

**Lesson 1**

**Foundational Skills**

T438–T439, T440  
T436–T437  
T456–T457

RL.1.1, RF.1.2.b,  
RF.1.3, W.1.7,  
L.1.2.e

- Phonological Awareness: Segment and Blend Phonemes
- Phonics: *r*-Controlled Vowels *or, ore*
- Spelling

**Compare Across Texts**

- Answer the Essential Question

**Inquire**

- Introduce the Project
- Read “Folktales”
- Generate questions for inquiry
- Use Academic Words

**Lesson 2**

**Foundational Skills**

T442–T445, T440  
T458–T459  
T460–T461

RF.1.3, W.1.1,  
L.1.2.e

- Phonics: *r*-Controlled Vowels *or, ore*
- Spelling: *r*-Controlled *or, ore* Words

**Explore and Plan**

- Explore Persuasive Writing
- Read “Dance On!”
- Recognize characteristics of persuasive texts

**Conduct Research**

- Use Audio and Video Sources
- Take notes

**Lesson 3**

**Foundational Skills**

T446–T447,  
T441  
T462–T463

RF.1.3, W.1.1,  
L.1.2.e

- Phonological Awareness: Segment and Blend Phonemes
- Phonics: Compound Words
- High-Frequency Words
- Spelling

**Collaborate and Discuss**

- Analyze Student Model
- Read “Use Your Imagination”
- Determine Central Message

**Lesson 4**

**Foundational Skills**

T448–T453, T441  
T464–T465

RF.1.3, W.1.1, W.1.5,  
SL.1.5, L.1.2.e

- Phonics: Compound Words
- Decodable Story: *What Now?*
- Spelling

**Extend Research**

- Incorporate Media
- Revise
- Edit

**Lesson 5**

**Foundational Skills**

T454–T455, T441  
T466  
T467

RF.1.3, W.1.1, W.1.6,  
SL.1.5, L.1.2.e

- Phonological Awareness: Add Phonemes
- Phonics: Spiral Review
- Spelling

**Celebrate and Reflect**

- Share your persuasive text
- 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 opinion pieces.
- Participate in shared research and writing projects.
- Participate in collaborative conversations.

## Quest SOCIAL STUDIES



For more inquiry projects with a social studies focus, go to [SavvasRealize.com](http://SavvasRealize.com).

## Social Studies

- Gather and evaluate sources.
- Communicate conclusions and identify ways to take action.

## 4-Point Research Project Rubric



Score	Focus	Research	Development	Conventions	Speaking and Listening
4	Opinion is clearly stated.	One or more relevant sources are used to gather relevant information.	Text begins with an opinion followed by a supporting reason and includes persuasive words.	Sentences are complete with subject-verb agreement. Singular, plural, common, and proper nouns are used correctly.	Student successfully presents text in chosen mode of delivery. Student includes a drawing related to the text.
3	Opinion is stated.	At least one relevant source is consulted and used to support writing.	Opinion is not stated first. Opinion and reason may not be clearly related. No persuasive words are used.	Most subjects and verbs agree. Singular, plural, common, and proper nouns are mostly correct.	Student may read mostly clearly, display mostly legible writing, or show a video that mostly relates to the writing.
2	Opinion may be overly general.	A relevant source is consulted but may not be properly used in final writing.	Opinion and reason are not in logical order, or there is no obvious connection between them.	Few subjects and verbs agree. Nouns may not be correct.	Student may struggle to read clearly, display unclear writing or drawing, or show a video that is loosely related to folktales.
1	Opinion is confusing or unfocused.	No outside sources were used or included.	Sentence structure or word order is illogical. No reasons are given.	Multiple errors in subject-verb agreement and use of nouns make writing difficult to understand.	Student may be difficult to understand, present an incomplete display, or show a video unrelated to writing.
0	Possible characteristics that would warrant a 0: <ul style="list-style-type: none"> <li>• No response is given.</li> <li>• Student does not demonstrate adequate command of writing or delivery of an opinion text.</li> <li>• Response is unintelligible, illegible, or off-topic.</li> </ul>				



Have students complete the student-friendly Research Project Checklist, p. 204, from the *Resource Download Center*.



# Compare Across Texts

## OBJECTIVES

Evaluate details to determine what is most important with adult assistance.

Synthesize information to create new understanding with adult assistance.

Use text evidence to support an appropriate response.

## Imagine That

In this unit, students have read selections that spark their imaginations. Have volunteers explain the meaning of the word *imagination*. Remind students of the unit theme, *Imagine That*, and the Essential Question: *How can we use our imaginations?*

**TURN, TALK, AND SHARE** **Look Back** Have students work with a partner and look back at each text from the unit. Have them look for a word or phrase from each text that connects to the word *imagination*. Ask students to write the words or phrases on pp. 212–213 in the *Student Interactive* and discuss how the text evidence helps them answer the Essential Question.

## Compare Across Texts

Point out to students that all of the texts in the unit are connected by the unit theme, *Imagine That*. Have volunteers give a brief summary of each selection and share personal connections. Then use the prompts below to facilitate a discussion on events, authors' purposes, and themes across texts.

- How do “Poodle Doodles,” “The Box,” and “Sandcastle” relate to the unit theme *Imagine That*? (Possible response: The poems celebrate what we can do and the fun we can have with our imaginations.)
- How is the purpose of *Thumbs Up for Art and Music!* different from the other selections in this unit? (Possible response: This selection is trying to persuade readers that it is important to keep art and music in schools.)
- Tell how the folktales *The Cow and the Tiger* and *The Ant and the Grasshopper* are similar. (Possible response: Both have only two characters and both characters are animals. Both have a lesson or moral.)

## Essential Question

**MyTURN** Have students answer the Unit 3 Essential Question: *How can we use our imaginations?*



**ELL Targeted Support Develop Vocabulary** Support students in developing vocabulary from unit selections.

Explain that the word *imagination* means “something you see in your mind that is new or not real.” Have students read and complete the following sentence frame: *I use my imagination when I \_\_\_\_\_*. **EMERGING**

Choose a word or phrase from one of the unit selections. Have students read aloud and use the word or phrase in a sentence. Invite students to tell how it relates to the word *imagination*. **DEVELOPING**

Ask students to draw a word web on a sheet of paper. Have them label the center of the web with the word *imagination*. Encourage student pairs to complete the web by writing a word in each circle that makes them think of using their imagination. Invite students to read and share their webs in small groups. **EXPANDING**

Have partners support each other as they use vocabulary words they read in the unit selections to discuss the Essential Question. **BRIDGING**



Use the *ELL Observational Assessment Checklists* to monitor student progress for this unit.



STUDENT INTERACTIVE, pp. 212–213

COMPARE ACROSS TEXTS

UNIT THEME  
**Imagine That**

**TURN and TALK**  
Look back at each text. Find a word or phrase from each text that you can connect to the word *imagination*.

**WEEK 1**  
The Ant and the Grasshopper  
Possible responses: singing

**WEEK 2**  
The Clever Monkey  
clever

**WEEK 3**  
“Poodle Doodles”  
“The Box” “Sandcastle”  
decorate

**Read Together** **WEEK 6**

**WEEK 4**  
The Cow and the Tiger  
shadowy

**WEEK 5**  
Thumbs Up for Art and Music!  
play

**Essential Question**  
**MY TURN**  
How can we use our imaginations?

**WEEK 6 Project**  
Now it's time to apply what you learned about imaginations in your **WEEK 6 PROJECT**:  
More than a Tale.

# Word Work

## OBJECTIVES

Blend spoken phonemes to form one-syllable words, including initial and/or final consonant blends.

Segment spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends.

Decode words with vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

Identify and read common high-frequency words.



Sound-Spelling Cards 91, 93

## Phonological Awareness: Segment and Blend Phonemes

**SEE AND SAY** Point to the picture of a horse on p. 214 in the *Student Interactive*. Tell students to listen to each sound as you say the word *horse*: /h/ /ôr/ /s/. Say: *When we say the word horse sound-by-sound, we can hear three sounds.* Then repeat the process with the pictures for *fork* and *core*.

**PRACTICE** Say the following words and have students segment and then blend the phonemes: *north, cork, form, short, storm, worn.*

## Phonics: Decode Words with r-Controlled Vowels *or, ore*

### Minilesson

**FOCUS** Use Sound-Spelling Card 91 (*orchestra*) to introduce the sound /ôr/ spelled *or*. Say: *I see a picture of an orchestra. When I say the word orchestra, I hear the sound /ôr/ at the beginning. In orchestra, the sound /ôr/ is a vowel sound. When the letter r comes after a vowel, the vowel makes a special sound. The r-controlled vowel sound in orchestra /ôr/ is spelled or.* Write *or* on the board. Display Sound-Spelling Card 93 (*score*) and explain to students that the vowel sound /ôr/ can also be spelled *ore* as in *score*. Write *ore* on the board.

**MODEL AND PRACTICE** Write and say the word *fort*. Say: *I will say the sounds in the word slowly: /f/ (pause) /ôr/ (pause) /t/. What vowel sound do you hear in the middle of the word fort? The vowel sound in fort is /ôr/.* Have students repeat the sounds with you. Tell students that the sound /ôr/ is spelled *or* and *ore*. Have students decode these words: *torn, store, born, sore.*

**APPLY MyTURN** Have students practice blending and decoding the words on the bottom of p. 214 in the *Student Interactive*.



**ELL Targeted Support** *r*-Controlled Vowels *or, ore* Some students may need more practice hearing and pronouncing words with *r*-controlled vowels, especially for words when the letter *r* is followed by a final consonant, such as *torn*.

Write the words *born, horn, and sort*. Segment the sounds in each word as you point to the letter or letters that spell the sounds. Say: **These words have the sound /ôr/. What letters spell the sound /ôr/?** Have students point to the letters. **EMERGING/DEVELOPING**

Write the words *storm, porch, and short*. Segment the sounds in each word as you point to the letter or letters that spell the sounds. Ask: **What is the vowel sound in these words? What letters spell the sound /ôr/?** **EXPANDING/BRIDGING**

## HIGH-FREQUENCY WORDS



Write the high-frequency words *so, eat, play, their, some*. Display the words and tell students to practice them.

- Point to each word as you read it.
- Then spell the word and read it again.
- Have students spell and read the words with you.
- Have students write the words in their reading notebooks.

so

eat

play

their


some

STUDENT INTERACTIVE, p. 214

PHONOLOGICAL AWARENESS | PHONICS **Read Together**

### Segment and Blend Sounds

**SEE and SAY** Say each picture name. Then say each sound in the picture name. Blend the sounds to say the picture names again.




Students should say *horse, fork, core*.

### r-Controlled Vowels *or, ore*

When the letter **r** comes after a vowel, the vowel makes a special sound. The letters **or** and **ore** make the vowel sound in **horn** and **store**.

**MY TURN** Read the words.

**f o r**      **m o r e**



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# Spelling: Spell *r*-Controlled *or*, *ore* Words

## OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and *r*-controlled syllables.

Spell high-frequency words.

Alphabetize a series of words to the first or second letter and use a dictionary to find words.

### SPELLING WORDS

or	more
form	storm
torn	score
sore	store

### HIGH-FREQUENCY WORDS

their  
some

### ELL Targeted Support

**Spelling Patterns** Display the words *more* and *store*. Have students say the words aloud as you underline *ore*. Then have students write the words in their notebook. **EMERGING**

Have students look through their book to find examples of words with the sound /ôr/. Ask them to keep a written list in their notebooks. **DEVELOPING**

Ask students to write words with the sound /ôr/. Have students share their words with the class.

**EXPANDING**

## FLEXIBLE OPTION

### LESSON 1

#### Assess Prior Knowledge

Read aloud the words and sentences. Have students write each word.

#### Spelling Sentences

1. I will go to the park **or** to Sam's house.
2. We will **form** a circle.
3. My paper is **torn**.
4. I hit my finger, so it is **sore**.
5. I would like **more** time.
6. The **storm** was scary.
7. I hope we **score** a point.
8. I went to the **store** with Dad.

#### HIGH-FREQUENCY WORDS

9. That is **their** house.
10. Would you like **some** water?

### LESSON 2

#### Teach

**FOCUS** The sound /ôr/ can be spelled *or* or *ore*.

**MODEL AND PRACTICE** Model how to sort the word *sore* in the correct column. Then show students how to find the word in the dictionary. Tell them to follow ABC order.

**APPLY MyTURN** Have students complete the activity on p. 217 in the *Student Interactive*.

Use the leveled support in the side column for additional support for ELLs.



## FLEXIBLE OPTION

## LESSON 3

## Review and More Practice

**FOCUS** Tell students that the sound /ôr/ can be spelled *or* and *ore*.

**MODEL AND PRACTICE** Write or display the following sentences. Have students work in pairs to fill in the blanks.

1. What is the \_\_\_ of the game? (score)
2. We had a terrible \_\_\_. (storm)
3. You can buy it at the \_\_\_. (store)

**APPLY** Have students complete *Spelling* p. 170 from the *Resource Download Center*.

Name \_\_\_\_\_

**Spelling**  
Words with r-Controlled or, ore

Spelling Words				
or	form	torn	sore	some
storm	score	more	store	their

Sort and write the words.

**Rhymes with core**

or \_\_\_\_\_ more \_\_\_\_\_

sore \_\_\_\_\_

**Rhymes with dorn**

form \_\_\_\_\_

score \_\_\_\_\_ storm \_\_\_\_\_

store \_\_\_\_\_

Write a sentence on the back for each word that is left.

Grade 1, Unit 3, Week 6  
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## FLEXIBLE OPTION

## LESSON 4



## Spiral Review

**FOCUS** Have students recall the previous spelling words with the sound of long *i* spelled *i\_e*.

**MODEL AND PRACTICE** Write the following words and have students read them aloud to you: *hide, fine, side, dine, bike, like, ride, hike*.

**APPLY** Have pairs work together to sort the words into three groups. One group should be words ending in *ine*. The second group should be words ending in *ide*. The third group should have words ending in *ike*.

**Project-Based Inquiry** As students proofread their writing, remind them to check their spelling, including the spelling of words with the sound of long *i* spelled *i\_e*.

## LESSON 5

## Assess Understanding

Use the following sentences for a spelling test.

## Spelling Sentences

1. Will you **or** your sister come?
2. **Form** a line at the door.
3. My shirt was **torn** on the nail.
4. My eyes are **sore** from reading in bad light.
5. Would you like **more** fruit?
6. The **storm** passed quickly.
7. I hope to **score** the winning goal.
8. The **store** closes at 5:00.

## HIGH-FREQUENCY WORDS

9. Did they bring **their** dog?
10. You can get **some** paper from the desk.

# Word Work

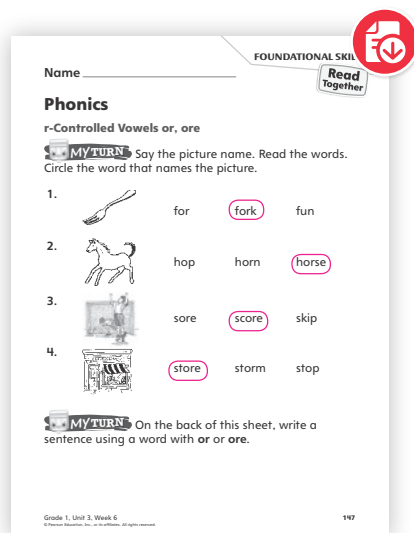
## OBJECTIVES

Decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

Identify and read common high-frequency words.

## ADDITIONAL PRACTICE

For additional student practice with *r*-controlled sound /ôr/ spelled *or* or *ore*, use *Phonics* p. 147 from the *Resource Download Center*.



*Phonics*, p. 147

## Phonics: Decode and Write Words with *r*-Controlled Vowels *or*, *ore*

### Minilesson

**FOCUS TURN, TALK, AND SHARE** Review with students the *r*-controlled sound /ôr/ spelled *or* or *ore*. Then have partners practice blending and reading the words at the top of p. 215 in the *Student Interactive*.

**MODEL AND PRACTICE** To help students practice the sound-spelling correspondence of the sound /ôr/ spelled *or* and *ore*, write the following words on the board, leaving space for *or* or *ore*.

th	_	_	n
c	_	_	n
sn	_	_	_
t	_	_	_
ch	_	_	_

Say *thorn* slowly and have students repeat the word. Then point to the blank lines in *th\_\_n* and ask: **What letters could go in the blank to make a new word that names something you find on a rose bush? (*thorn*)** Write *or* on the lines and say the word slowly. Continue by asking students to fill in the letters on the lines to create new words with the following meanings.

- a yummy yellow vegetable (corn)
- something people might do in their sleep (snore)
- ripped (tore)
- a job like cleaning your room (chore)



## FORMATIVE ASSESSMENT OPTIONS

### Apply

**OPTION 1 MyTURN** Have students complete the rest of p. 215 and p. 216 in the *Student Interactive*.

**OPTION 2 Independent Activity** Have students use Letter Tiles to spell and read words with the sound /ôr/ spelled *or* and *ore*: *horse, fork, core, or, wore, born, sort*. Write the words on the board or on paper strips for each student.

### QUICK CHECK

**Notice and Assess** Are students able to decode and write words with /ôr/ spelled *or* and *ore*?

#### Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T444–T445.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T444–T445.

## HIGH-FREQUENCY WORDS

Review the high-frequency words: *eat, play, so, some, their*. Have students:

- read and spell each word.
- clap when each letter is spoken.

STUDENT INTERACTIVE, p. 215

SPELLING
Read Together
FOUNDATIONAL SKILLS

### r-Controlled Vowels or, ore

**TURN and TALK** Decode these words with a partner.

	or	wore	shore
	tore	snore	chore
	born	corn	thorn
	fort	sort	sport

**MYTURN** Read these sentences. Underline words with **or** or **ore**.

We take a short drive to the shore.

I wore my cap from the store.

We make a sand fort and then swim more!

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STUDENT INTERACTIVE, p. 216

PHONICS
Read Together

### r-Controlled Vowels or, ore

**MYTURN** Add **or** or **ore**. Read each word. Then draw a line from each word to its picture.

c	o	r	n	
h	o	r	n	
s	c	o	r	e
s	t	o	r	e

**MYTURN** Write a sentence about things at a store. Use at least one word with **or** or **ore**.

**Possible response:**

A store has

**corn, forks, and more!**

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Use the  **QUICK CHECK** on p. T443 to determine small group instruction.

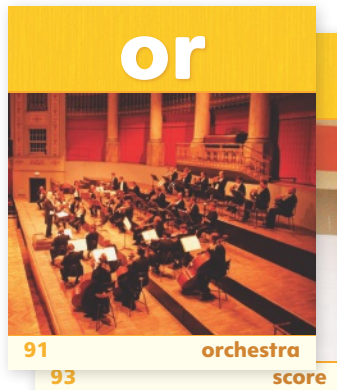
# Teacher-Led Options

## Word Work Strategy Group

### r-CONTROLLED VOWELS *or, ore*

#### Sound-Spelling Cards

Display Sound-Spelling Cards 91 (*orchestra*) and 93 (*score*). Then say: **The letters *or* spell the sound /ôr/ at the beginning of *orchestra*. The letters *ore* spell the sound /ôr/ at the end of *score*. What other words have the sound /ôr/ spelled *or* and *ore*?**



Ask students to form sentences that include words with the sound /ôr/ spelled *or* or *ore*. Prompt students to share their sentences with a partner.


### ELL Targeted Support

Help students learn the relationships between sounds and letters in the English language. Read aloud several words with the sound /ôr/ spelled *or* and *ore*.

Guide students to draw and label pictures of the words. **EMERGING**

Ask students to write the words in their notebooks. **DEVELOPING**

Ask students to write sentences with the words. Have them read their sentences to a partner. **EXPANDING**

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

## Intervention Activity

### SYLLABLE PATTERNS: r-CONTROLLED VOWELS

Use Lesson 25 in the *myFocus Intervention Teacher's Guide* for instruction on reading words with r-controlled vowels.

LEVEL B • PRACTICE AND ASSESS

**Lesson 25** Syllable Patterns: r-Controlled Vowels

**REMINDE STUDENTS THAT...**

- they can recognize that an r-controlled syllable is a vowel plus r (e.g., *fir, stir, first*).
- vowel sounds change when the vowel is followed by *ir*.
- they can use syllabication rules.

**PRACTICE 3: r-Controlled Vowel /ur/ Spelled *er, ir, ur*** Use the word *her* to teach the sound of /ur/.

**Routine**

**1. Model the strategy.** Write the word *butter*. Point to the word and say it slowly, pausing between the syllables. I hear the sound /ur/. I have to figure out if /ur/ is in the first syllable or the second. Say the word again and have students repeat after you. The /ur/ sound is in the second syllable. When I break the syllable, I know to keep the e and r together. Circle *er*. Remind students of the VC/CV pattern, and draw a line between the syllables in *butter*.

**2. Guide practice.** Display the word card for *thirsty* from Student Page S148. Read aloud the word slowly, pausing between syllables, and have students repeat after you. Ask: Where is the /ur/ sound? Is it in the first or second syllable? (first) What letters make the /ur/ sound? (*ir*) Circle *ir*. We know to keep these letters together in the syllable. Then we use what we already know about syllables to break the word apart. Have students draw a line between the syllables in *thirsty*.

thirsty	desert	burning	baker
certain	curly	blurted	dirty

Have students cut apart the word cards, mix them, and sort them into three groups: words spelled *er*, words spelled *ur*, and words spelled *ir*.

**INDEPENDENT PRACTICE** Display the sentences from Student Page S148 and have students identify words with /ur/.

The dancer is turning and twirling.  
She is swirling across the desert!

**IF...** students do not identify *dancer, turning, twirling, swirling, and desert*, **THEN...** provide feedback and review the routine.

T • 148 Phonics, Morphology, and Spelling

## Intervention Activity

### PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 1–13.

## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Place *or* and *ore* Letter Tiles on a flat surface. Have students use other Letter Tiles to form words that include *or* or *ore*.

Students can also play the Letter Tile game in the myView games on SavvasRealize.com.



### Decodable Reader



Have students read and listen to the Decodable Reader *The Ball Game*. The story will help reinforce students' understanding of words with *r*-controlled vowels *or* and *ore* and high-frequency words.

Draw a T-chart on the board. Write the letters *or* at the top of one side and the letters *ore* at the top of the other side. Have students look through *The Ball Game* to find and record in their notebooks *or* /ôr/ and *ore* /ôr/ words. Ask students to read their word lists aloud. Add their words to the T-chart.

### High-Frequency Words

Have students play a game in which everyone in the group receives one index card with a high-frequency word written on it. Students must find the other person in the group with the same high-frequency word. Once students have found their partner, they write their word on the board.

### Centers



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

## Decodable Reader

**The Ball Game** Decodable Reader 35  
Written by Anthony Jackson

r-Controlled Vowels or	r-Controlled Vowels ore
for	chore
short	score
sport	score
	more

**High-Frequency Words**

eat	some
play	their
so	

81

I like to play ball with Jacy.  
We like the sport a lot!

82

We help Max and Fran play.  
It is not a chore.

83

If we make it to home base,  
we score.  
If you hit it short, you could be out.

84

Jacy hit the ball.  
Max drops the ball, so I score.

85

Jacy is at bat one more time.  
Her hit lands in a pile of ants.

86

She scores.  
We play for some time.  
We score more!

87

It is time to eat some snacks.  
Their score is the same as mine!  
We all win!

88

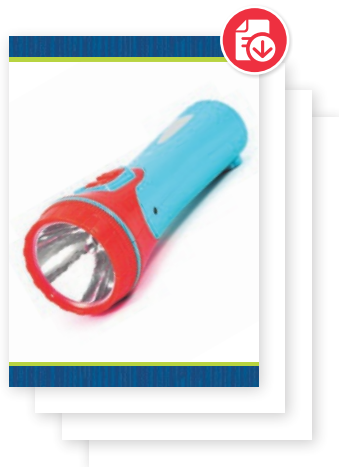
# Word Work

## OBJECTIVES

Blend spoken phonemes to form one-syllable words, including initial and/or final consonant blends.

Know and apply grade-level phonics and word analysis skills in decoding words.

Identify and read common high-frequency words.



Picture Cards



Sound-Spelling Card 108

## Phonological Awareness: Segment and Blend Phonemes

**SEE AND SAY** Point to the picture of the backpack on p. 218 in the *Student Interactive*. Tell students to say the name of the picture, *backpack*. Say the word slowly, emphasizing the two words that make up the compound word: *back pack*. Have them repeat the word and listen for two words: *back pack*. Have students repeat with the picture for *pinecone*.

**PRACTICE** Display the *flashlight* Picture Card. Have students say the word with you. Then have students say the word again slowly and listen for the two words that make up the word *flashlight*: *flash light*. Have students say the two words separately and then blend the words to say the compound word. Repeat with the *ladybug*, *playground*, and *sandcastle* Picture Cards.

## Phonics: Decode Compound Words

### Minilesson

**FOCUS** Use Sound-Spelling Card 108 (*football*) to introduce compound words. Explain that the word *compound* means something is made up of two different parts. A compound word is made up of two smaller base words. Tell students: *When you see a long word, check to see whether there are two smaller words in it. Read each smaller word, and then read the compound word.* The meaning of the compound word can often be determined from the meanings of the base words.

**MODEL AND PRACTICE** Write the word *backbone*. Model how to identify the two base words (*back* and *bone*). Say: *This is a compound word. It is made up of two base words. What does this word mean? Since I know what *back* and *bone* mean, I can figure out that *backbone* means a bone in your back.* Write these words for students to decode: *handmade*, *grapevine*, *lunchtime*.

**APPLY My TURN** Have students practice decoding the word at the bottom of p. 218 in the *Student Interactive*.



# High-Frequency Words

## Minilesson

**FOCUS** Review the high-frequency words for the week: *eat, play, so, some, their*.

**MODEL AND PRACTICE** Write the word *eat*. Say: *This is the word eat. It has three letters: e, a, t.* Have students say and spell the word. Then ask them to use the word in a sentence. Repeat with the remaining high-frequency words.

**APPLY MyTURN** Have students identify, read, and write the high-frequency words on p. 219 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 218

PHONOLOGICAL AWARENESS | PHONICS

Read  
Together

## Segment and Blend Sounds

**SEE and SAY** Say each picture name. Then say the smaller words that make up each word.

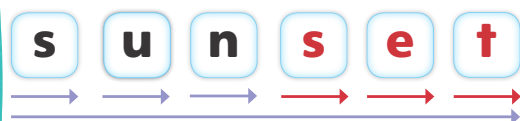


Students should say **backpack** and **pinecone** and then **back, pack, pine, and cone**.

## Compound Words

A **compound word** is made up of two smaller words joined together. When you see a long word, check to see whether there are two smaller words in it: *backpack* = *back* + *pack*. Read each smaller word, and then read the compound word.

**MYTURN** Read this compound word.



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STUDENT INTERACTIVE, p. 219

HIGH-FREQUENCY WORDS

FOUNDATIONAL SKILLS

## My Words to Know

Some words you will see a lot when you read.

**MYTURN** Read these words.

so    eat    play    their    some

**MYTURN** Complete each sentence with a word or words from the box. Read the sentences.

1. Lenore and Sam eat hot dogs.
2. Then they have some popcorn.
3. They see their team play baseball.
4. Cheering at the game is so much fun!

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# Word Work

## OBJECTIVE

Use knowledge of base words to decode common compound words and contractions.

## ADDITIONAL PRACTICE

For additional student practice with compound words, use *Phonics* p. 148 from the *Resource Download Center*.

*Phonics*, p. 148

## Phonics: Decode and Write Compound Words

### Minilesson

**FOCUS** Compound words are words that are made up of two smaller words. The two smaller words are joined together to make a new word. The meanings of the smaller words can help determine the meaning of the compound word.

**MODEL AND PRACTICE** Write the compound words in the box on the board. Model decoding the compound word *sunshine*. Say: *I see two words I know: sun and shine. This compound word is sunshine.*

sunshine	eggshell	hillside	spaceship	drumstick
----------	----------	----------	-----------	-----------

Then have students sort the words into the following columns. Write the column headings on the board. Then have students explain how each compound word is made.

word	+	word	=	compound word
sun		shine		sunshine
egg		shell		eggshell
hill		side		hillside
space		ship		spaceship
drum		stick		drumstick

**TURN, TALK, AND SHARE** Have partners decode the words and name the smaller words in each compound word on the top of p. 220 in the *Student Interactive*.



## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 MyTURN** Have students complete the rest of p. 220 and p. 221 in the *Student Interactive*.

**OPTION 2 Independent Activity** Write the words *sandbox*, *rosebud*, *sunrise*, *lunchtime*, and *handstand* on the board. Have students write the words on paper, using the following format: compound word = word + word. (*sandbox* = *sand* + *box*)

## QUICK CHECK

**Notice and Assess** Are students able to decode and write compound words?

**Decide**

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T452–T453.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T452–T453.

STUDENT INTERACTIVE, p. 220

PHONICS

## Compound Words

**TURN and TALK** Read these words. Name the two smaller words in each compound word.

	<b>bathtub</b>	<b>pancakes</b>
	<b>popcorn</b>	<b>bedtime</b>
	<b>sidewalk</b>	<b>sandbox</b>
	<b>homemade</b>	<b>notepad</b>
	<b>baseball</b>	<b>treetop</b>

**MYTURN** Read the words. Draw a line between the two words that make up each compound word.

weekend      beehive      checkup

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STUDENT INTERACTIVE, p. 221

FOUNDATIONAL SKILLS

## Compound Words

**MYTURN** Draw lines to join words to make three compound words.

back      thing  
some      shine  
sun      bone

Try **back** with **thing**, **shine**, and **bone** to find the compound word.

**MYTURN** Write a sentence with one of the compound words you made.

**Possible response:**  
**We play in the sunshine.**

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221

# Decodable Story

## OBJECTIVES

Know and apply grade-level phonics and word analysis skills in decoding words.

Use knowledge of base words to decode common compound words and contractions.

Identify and read common high-frequency words.

### ELL Access

Have students make a list of the compound words in the decodable story. Tell them to write the words in a notebook and draw a line to show the two words. They can add new compound words to the list.

## Read *What Now?*

**FOCUS** Have students turn to p. 222 in the *Student Interactive*. Say: *We are going to read a story today about a girl named Lenore and a boy named Sam. In this story, we will read words with the sound /ôr/ spelled or and ore, and we will read compound words.* Point to the title. Say: *Today's story is called *What Now?**

**IDENTIFY AND READ HIGH-FREQUENCY WORDS** Before reading, review this week's high-frequency words: *eat, play, so, some, their*. Tell students that they will practice reading these words in the story *What Now?* Display the words. Have students read them with you. Say: *When you see these words in today's story, you will know how to read them.*

**READ** Pair students for reading 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. This time the other student begins.

Have students turn to p. 223. Say: *I see the spelling ore in the name Lenore. What sound can the letter ore spell?* Students should supply the answer /ôr/. Have students read and say the word *Lenore*. Then have them identify words with the sound /ôr/ spelled *ore* and highlight them.

Have students turn to p. 224. Say: *Look at the sentences. Which words are compound words?* Students should supply the words *weekend, sunshine, and hillside*. Have them underline the words.

Have students turn to p. 225. Say: *Which words have the sound /ôr/ spelled or or ore on this page?* Students should supply the words *sports, Lenore, for, and for*. Have them highlight the words.



## STUDENT INTERACTIVE, pp. 222-223



## DECODABLE STORY

## What Now?



AUDIO

Audio with  
Highlighting

ANNOTATE

222

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## FOUNDATIONAL SKILLS

Lenore and Sam can't play more.

It is time to eat.

So they go back to their home.

They do chores before bedtime.



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Read the story. Highlight the four  
words with the **or** sound spelled **ore**.

223

## STUDENT INTERACTIVE, pp. 224-225



## DECODABLE STORY

What can Lenore do this  
weekend?She goes to play in the  
sunshine.

No one is there by the hillside.



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Underline the three **compound words**.

224

## FOUNDATIONAL SKILLS

Sam can't play sports now.

So Lenore looks for her  
backpack.She gets some pens and a  
notepad.

She draws for fun!



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Highlight the four words with  
the **or** sound.

225



Use the  **QUICK CHECK** on p. T449 to determine small group instruction.

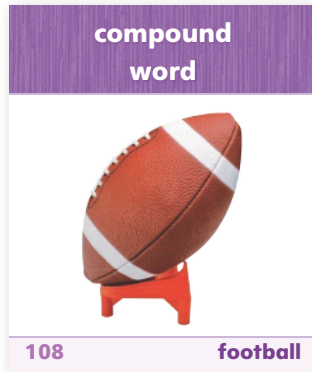
# Teacher-Led Options

## Word Work Strategy Group

### COMPOUND WORDS

#### Sound-Spelling Cards

Display Sound-Spelling Card 108 (*football*). Say: *The word football is a compound word. Football is made up of the words foot and ball joined together.*



Draw three circles on the board. Insert a plus sign (+) between the left and center circles, and an equals sign (=) between the center and right circles. Add the words *bath*, *back*, *pop*, and *sun* in the left circle. Write the words *tub*, *pack*, *corn*, and *set* in the center circle. Ask students to combine the words from the left circle with the words from the center circle to create compound words. Write the compound words (*bathtub*, *backpack*, *popcorn*, *sunset*) in the right circle.

### ELL Targeted Support

Model reading the compound words *bathtub*, *backpack*, *popcorn*, and *sunset* slowly while pointing to each word on the board. Prompt students to echo your example. **EMERGING/DEVELOPING**

Have students work with a partner to write sentences that include the compound words *bathtub*, *backpack*, *popcorn*, and *sunset*.

### EXPANDING/BRIDGING



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

## Intervention Activity

### COMPOUND WORDS AND CONTRACTIONS

Use Lesson 28 in the *myFocus Teacher's Guide* for instruction on reading and writing compound words.

LEVEL B • PRACTICE AND ASSESS

**Lesson 28** Compound Words and Contractions

**REMINDE STUDENTS THAT...**

- a compound word is made of two small words.
- they can break a compound word into the two smaller words, to help them read and write it.
- a contraction is formed from two words.
- they can find the first word in a contraction and then figure out the second, shortened word because they know the apostrophe represents missing letters.

**PRACTICE 3: More Compound Words and Contractions** Review compound words and contractions using *cannot* and *can't*. Write *cannot* on the board. *This is a compound word. What is the first word in it? (can) Write can below the compound. What is the second word? (not) Write not beside can. See how the two words are put together to make cannot? Now I want to make a contraction out of cannot. I could use the shortened form of not, using an apostrophe in place of the o. Write can't and have students read the contraction as you run your hand beneath the word. Ask them what other letter is left out in this case. (n) Explain that this is an exception, pointing out that it's because there is no need to have double ns. Also point out that cannot begins as one word—a compound word—and contractions are usually formed from two words.*

Display Student Page S162. Read the passage aloud as students follow along. Tell them to listen and look for the compound words and contractions.

**Fun Sports**

Do you like football or softball more? That's a hard one! I'll have to think about it.

It's no fun to play those sports in the rain. A raincoat gets in the way.

But basketball doesn't need sunshine. You can play it inside! So I like basketball best.

Reread the first paragraph. I see two compound words. What are they? What smaller word do they both have? (*ball*) What two contractions do you see? (*That's, I'll*) What is the shortened word in *that's*? (*s*) What is the shortened word in *I'll*? (*will*)

**INDEPENDENT PRACTICE** Have students focus on paragraphs 2 and 3 in "Fun Sports" on Student Page S162. Ask them to underline the compound words and circle the contractions.

**IF...** students have difficulty identifying a compound word or contraction, **THEN...** identify the word, reading it and having students repeat it after you. Then help them to see the two words in the compound or to identify the words the contraction is formed from.

T • 162 Phonics, Morphology, and Spelling

## Intervention Activity

### PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 1–13.



## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles to students and have them make the following words: *time, box, pad*. Prompt students to turn each word into a compound word.

Students can also play the Letter Tile game in the myView games on [SavvasRealize.com](http://SavvasRealize.com).



### Decodable Reader



Prompt students to read the Decodable Reader *Firefly and Ladybug*. The story will help reinforce students' understanding of compound words and high-frequency words.

Review the high-frequency words students will encounter in the Decodable Reader. Have students practice identifying and reading the words before reading the Decodable Reader.

Pair students for reading and listen carefully as they use letter-sound relationships to decode. Provide feedback as necessary. One student begins. Students read the entire story, switching readers after each page. Partners reread the story. This time the other student begins.

### Centers



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

## Decodable Reader

**Firefly and Ladybug**  
Written by Elias Lascar

Decodable Reader  
36

r-Controlled Vowels or\_ore  
core fort or store  
for more snore

Compound Words  
firefly ladybug outside popcorn sunset

High-Frequency Words  
around some  
eat their  
play they  
so together

89

Fred is a firefly.  
Lin is a ladybug.

90

They like to play outside together or go for snacks.

91

They fly around their homes as fast as they can.

92

They go to the bug store for some drinks and snacks.

93

They stop to eat popcorn by the core.  
They can't eat or drink more.

94

It is sunset, so it is time to go home. The firefly and the ladybug had so much fun!

95

Fred the firefly naps by his fort. He could not snore more!

96

# Word Work

## OBJECTIVES

Recognize the change in spoken word when a specified phoneme is added, changed, or removed.

Demonstrate and apply phonetic knowledge.

Decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

Identify and read common high-frequency words.

## ADDITIONAL PRACTICE

For additional student practice with high-frequency words, use *My Words to Know* p. 154 from the *Resource Download Center*.

*My Words to Know*, p. 154

## Phonological Awareness: Add Phonemes

**MODEL** Model adding a phoneme to a word to make a new word. Say the words *core* and *corn*. Say: Listen to the sounds in *core*: /k/ /ôr/. Now listen to the sounds in *corn*: /k/ /ôr/ /n/. What sound did I add to *core* to make the word *corn*? Yes, the sound /n/. Repeat with the words *or* and *sore*.

**PRACTICE** Have students recognize the sound that is added to the first word in each pair to make the second word: *or/more*, *store/storm*, *core/score*, *wore/worn*, *port/sport*, *or/chore*, *tore/store*.

## Phonics: Spiral Review Consonant Patterns *ng*, *nk*; Syllable Pattern CV

### Minilesson

**FOCUS** Review words with the consonant patterns *ng* and *nk*, such as *ring*, *king*, *bank*, and *honk*. Then review words with the syllable pattern CV, such as *robot*, *reset*, and *banjo*. Have students identify the consonant and syllable patterns as you point to them.

**MODEL AND PRACTICE** Write each of the words listed below. Point to a word in the first row and have students read it. Have students point out the consonant pattern *ng* or *nk*. Repeat with the remaining words in the first row. Then point to a word in the second row and have students read it. Then have students divide the word into syllables. Repeat with the remaining words in the second row.

bank	ring	king	drink
lilac	tiny	pilot	hello

**APPLY** Have pairs say or write other words with the consonant patterns *ng* or *nk*. Ask volunteers to share their words with the class. Record the words in a T-chart with the left column for *ng* words and the right column for *nk* words. Then write the word *rethink* on the board. Have students read the word and divide it into syllables.



**ELL Targeted Support High-Frequency Words** Tell students that high-frequency words are words they see, hear, or say most often. Write this week's high-frequency words on the board. Read aloud the words. Use them in sentences.

Choose another high-frequency word students learned earlier and write it on the board. Say each letter separately as you spell the word, for example, *s-a-i-d*. Have students repeat after you. Then read the whole word and have students listen and repeat. Practice with three other words. **EMERGING**

Write another high-frequency word on the board. Ask volunteers to name the letters to spell the word. Ask: **What is this word? Let's say a sentence that uses this word.** Continue with other high-frequency words to develop understanding of these words that are used most often in classroom materials. **DEVELOPING**

Provide a list of high-frequency words from a decodable reader to student pairs. Have students take turns reading the pages of the book to find the words. As they find each word, have them check it off their list. **EXPANDING**

Provide a list of high-frequency words to students. Have them find the words in written classroom materials. As they find each word, have them read it and then check it off their list. **BRIDGING**

## HIGH-FREQUENCY WORDS



Tell students that high-frequency words are words they will hear and see over and over in texts. Write each high-frequency word on the board: *eat, play, so, some, their*. Have students read and spell each word as you point to it.

Then direct students to write the words in their notebooks and write sentences using these words. Have student partners switch notebooks and read each other's sentences.

# Inquire

## OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

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

Folktales	290L, 350L, 440L
Dance On!	290L, 380L, 410L
Use Your Imagination	280L, 350L, 400L

See the *Small Group Guide* for additional information on how to distribute the articles.

## ELL Language Transfer

**Subjects** In Spanish, verb endings allow subjects to follow verbs or to be understood. Remind students that a complete sentence includes a subject. Point out examples as you read the article with students.

## Introduce the Project

Tell students that they will work in pairs this week to research folktales. They will write an opinion text about why we should read folktales and draw a picture. Read aloud the prompt on p. 226 in the *Student Interactive*. Help students activate their background knowledge and set a purpose for the project. Refer to the rubric on p. T435 to evaluate students' completed projects.

### CRITICAL LITERACY

### Build Background

**Read-Pause-Make Connections** Distribute copies of “Folktales.” Use the informational article to help students build background knowledge about folktales. Have pairs take turns orally reading a paragraph or two. Before the next student reads, have pairs share connections to the article. Help students discuss connections using the following sentence starters.

- I remember a folktale about . . .
- One thing I learned is . . .
- This looks/sounds like . . .

**COLLABORATE** Invite pairs to brainstorm questions about folktales. Have them work collaboratively by following rules of discussion, such as speaking when recognized, listening to others, and making appropriate contributions. To assist students in generating questions for inquiry, ask questions, such as *How do folktales make you feel?* or *What can folktales teach us?*

## Use Academic Words

**COLLABORATE** Have students use newly acquired academic vocabulary words from this unit to talk about the image on pp. 226–227. Remind students that they will use these words in their opinion texts.



### EXPERT'S VIEW Alfred Tatum, University of Illinois at Chicago

“Before putting a text in front of children, it is important to understand why we want children to read that text at this time. We also need to think about how children will be able to access this text through their different identities—cultural, gender, developmental, personal, and community.”

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

## DIFFERENTIATED SUPPORT

**OPTION 1 Intervention** Ask students to list the folktales they know as you write the titles on the board. Have students briefly summarize each folktale. Ask students to give their opinion of the folktale. Guide students to generate questions based on their answers.

**OPTION 2 Extend** Have pairs write or draw a list of all the folktales they know. Have them discuss what they liked or did not like about each folktale.

**ELL Targeted Support**

Review Academic Vocabulary for this unit with students. Encourage students to draw definitions for the vocabulary words and share their drawings in small groups. Have students use their drawings as they discuss the picture on pp. 226–227 in the *Student Interactive*.

**NEXT STEPS** Tell students that they will develop and follow a research plan in order to complete the project in one week. Explain that a research plan tells the steps they will follow to complete their research project. Read aloud and discuss the Folktale Research Plan on p. 227 in the *Student Interactive*. Remind students that they will need to generate questions before they can begin researching.

STUDENT INTERACTIVE, pp. 226–227

**INQUIRE**

## More than a Tale

**Activity**

Write an opinion text about why we should read folktales. Use examples to support your ideas. Include a picture.

**RESEARCH**

**Let's Read!**

This week you will read three articles that will help you write an opinion text.

- 1 Folktales
- 2 Dance On!
- 3 Use Your Imagination

**COLLABORATE** With a partner, generate two questions for your research about folktales.

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**Read Together** **PROJECT-BASED INQUIRY**

### Use Academic Words

**COLLABORATE** You learned many new academic words in this unit. With your partner, talk about the picture. Remember to use these words in your opinion text.

#### Folktale Research Plan

- Day 1 Generate questions for research.
- Day 2 Conduct research.
- Day 3 Write an opinion text.
- Day 4 Revise and edit your text.
- Day 5 Present your text to the class.

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# Explore and Plan

## OBJECTIVE

Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.

### RESEARCH ARTICLES



Folktales	290L, 350L, 440L
<b>Dance On!</b>	<b>290L, 380L, 410L</b>
Use Your Imagination	280L, 350L, 400L

See the *Small Group Guide* for additional information on how to distribute the articles.

## CUSTOMIZE IT!

Tell students that a writer often writes with a specific audience in mind. Ask students who they think would be most interested in folktales, such as a family member, librarian, another teacher, or friend. Have students think about what this audience would want to know about folktales and how they might be able to persuade the audience to agree with their opinion. Have project partners discuss who they want to persuade.

## Explore Persuasive Writing

Remind students that some authors try to persuade readers to think or do something. Have students read the persuasive article “Dance On!” Use the article to help students recognize characteristics of persuasive texts.

### CRITICAL LITERACY

### Challenge the Text



Distribute copies of “Dance On!” Help students recognize the characteristics of persuasive texts by having them read critically. Explain that critical reading involves questioning the author and trying to understand why the author wrote the text. Invite students to use sticky notes to mark information from the article. Write the following tasks on the board.

Write or draw

- who you think this article is written for,
- words the author uses to persuade you, and
- what the author thinks about the topic.

Invite students to share their responses. Record their ideas. Then tell students that before they write their own persuasive texts, they should have a firm opinion and look for information that supports their opinion.

### COLLABORATE

After reading and discussing “Dance On!”, have pairs work together to complete the chart on p. 228 in the *Student Interactive*. Have students state what the author is trying to persuade the reader to think or do. Encourage students to think about persuasive words they want to use in their own writing.

### Write for a Reader

**Audience** Remind students to consider their audience as they plan and write their opinion texts. Ask students who they will be trying to convince through their writing. Guide students to think about their audience by asking questions, such as *What might your audience already know about folktales?* and *What do you think your audience likes or does not like about folktales?*



**ELL Targeted Support Summarize** Have small groups read aloud the research article together. After reading, have them summarize the article by retelling the author’s opinion, reasons, and other key ideas.

Have students read and complete the sentence frame: *The author thinks that dance is \_\_\_\_\_ because \_\_\_\_\_.* **EMERGING**

Have students take turns retelling the article they read. Then have them read aloud the sentences in the article that tell the author’s opinion or reasons. Ask students to briefly tell whether they agree or disagree with the author. **DEVELOPING**

Invite students to summarize the article they read by filling out a web. Have them write or draw the author’s opinion in the center of the web. Then have them write or draw the author’s reasons in the surrounding circles. Have students highlight the author’s strongest reason and discuss whether the author successfully persuaded them. **EXPANDING**

As students summarize, invite them to make connections to the article they read by telling about related experiences or relevant information. Have students discuss additional information that could have made the author’s opinion stronger. **BRIDGING**

**NEXT STEPS** Tell students that they will begin to conduct research on folktales. Have partners share their opinion on folktales and the questions they want to research. Explain that they should keep their opinion and inquiry questions in mind to guide their research.

STUDENT INTERACTIVE, p. 228

EXPLORE AND PLAN
Read Together

### Why Should I Think That?

Sometimes authors try to persuade you to think or do something. Think about the reasons authors use.

COLLABORATE

With a partner, read “Dance On!” Then fill in the chart about the article.

What does the author want you to think?	<b>You should dance.</b>
What reasons does the author use?	<b>Possible response: Dancing helps you learn and show how you feel.</b>
What persuasive words does the author use?	<b>must</b>

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# Conduct Research

## OBJECTIVES

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

Recognize characteristics of multimedia and digital texts.

Identify and gather relevant sources and information to answer the questions with adult assistance.

## CUSTOMIZE IT!

Select folktales from a particular culture or geographical region. For example, focus on Mexico with folktales such as *Juan Verdades*, *Half-Chicken*, and *The Lizard and the Sun*. Collect books, videos, and audio recordings of the folktales and display them in your classroom. Introduce the collection of folktales by giving students background information about the culture or region you have chosen. Briefly read the titles and summarize the folktales. Then allow students to select a folktale and take notes on the folktale they chose.

## Use Audio and Video Sources

**TEACHING POINT** Support students' research with audio and video recordings of various folktales from the library or online. Use the Model and Practice to help students identify and gather relevant information about folktales.

**MODEL AND PRACTICE** Model watching or listening to a recording of a folktale and taking notes on important ideas from the folktale. Include instruction on how to play audio or video recordings on a computer, tablet, or other device available in your classroom.

### Audio Recording

Say: Here is a sound recording of a folktale that looks interesting. Read the title of the folktale aloud. Then model playing the recording. I will press this button to play the recording. I will be very quiet and focus all my attention on listening to the folktale. Play part of the recording and then pause it to model taking notes. I heard something interesting that I want to remember. I pressed this button to pause the recording so that I can take notes.

### Video Recording

Say: Now I will play a video recording of another folktale. I will watch and listen closely to gather information about this folktale. Model finding a video and playing the recording. Then pause the recording to model taking notes. I paused the recording so that I can write a note. I noticed that Cinderella works hard for her family even though they are mean to her. I will write in my notes Cinderella is kind and works hard. This is an important idea from the folktale.

**COLLABORATE** Have pairs decide on a folktale to watch or listen to together. Remind them to take notes as they watch or listen to the recording. Students should write at least two important ideas from the recording.



### EXPERT'S VIEW Julie Coiro, University of Rhode Island

“It can be hard to decide at what point we need to teach kids about the more challenging parts of how to use the Internet, but it is important to start right away. We should start at the beginning, modeling and talking through the websites that come up in a search. Of course, we need to protect children, but we also need to introduce them to the real processes involved in online reading.”

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

## DIFFERENTIATED SUPPORT

**OPTION 1 Intervention** Have students use a sequence chart to organize information. Play the beginning of a recording. Then pause the recording. Ask: **What have you learned about the folktale?** Prompt students to identify main characters and key events. Have them write or draw the first event in the first box of the sequence chart. Continue with the rest of the recording.

**OPTION 2 Extend** Encourage students to talk with a partner about the folktale they watched or listened to. Have them identify main characters, setting, and key events. Ask students to think about what lesson the folktale might be teaching.


## ELL Targeted Support

Have students watch or listen to a recording one time. Tell them to focus on understanding the recording. Then explain that taking notes means writing or drawing important information from a source. Have students watch or listen to the same recording again. This time, encourage them to pause the recording to write or draw notes.

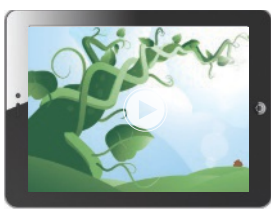
**NEXT STEPS** Remind students that they will be writing an opinion text about why people should read folktales. Explain that students will begin drafting their opinion texts. They will tell their opinion and use persuasive words to get readers to think or do something. Tell students that they will also continue refining their research on folktales so that they will be able to provide good reasons and facts to make their opinion stronger.

STUDENT INTERACTIVE, p. 229

CONDUCT RESEARCH **Read Together** PROJECT-BASED INQUIRY

**Look and Listen** 

Video and sound recordings can help you hear and see folktales. Watch or listen closely. Take notes to gather information.



**COLLABORATE** Write the name of a folktale you will watch or listen to with a partner.

**Possible response:** \_\_\_\_\_

**Jack and the Beanstalk** \_\_\_\_\_

Write two ideas from the recording.

**Possible responses:** \_\_\_\_\_

- Jack climbs the beanstalk.** \_\_\_\_\_
- Jack takes the golden goose.** \_\_\_\_\_

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# Collaborate and Discuss

## OBJECTIVES

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

Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.

Identify and gather relevant sources and information to answer the questions with adult assistance.

Demonstrate understanding of information gathered with adult assistance.

Write opinion pieces that introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide closure.

## RESEARCH ARTICLES



Folktales	290L, 350L, 440L
Dance On!	290L, 380L, 410L
<b>Use Your Imagination</b>	<b>280L, 350L, 400L</b>

See the *Small Group Guide* for additional information on how to distribute the articles.

## Analyze Student Model

**TEACHING POINT** Read aloud the student model on p. 230 in the *Student Interactive*, and guide students to understand characteristics of an opinion text. Remind students that the purpose of an opinion text is to get readers to think or do something.

**MODEL AND PRACTICE** Use the student model on p. 230 as an example of an opinion text. Say: **The first sentence tells the author’s opinion clearly. What does the author think about folktales?** Students should identify that the author thinks everyone should read folktales to learn lessons. Then ask: **What persuasive word does the author use to tell his or her opinion?** Invite students to come up with additional persuasive words that the author could have used in the persuasive text, such as *must, need, believe, best, and important*. Record students’ ideas on the board.

## CRITICAL LITERACY

### Compare Viewpoints

Distribute copies of “Use Your Imagination.” Use the research article to help students compare viewpoints on imagination. Have pairs read aloud the article. Have them pause after each paragraph to ask each other what the author says about how people can use their imaginations.

Write the following questions on the board. Have students answer the questions as they discuss what they learned from the article.

1. How do you use your imagination?
2. How do scientists use their imagination?
3. What is something new you learned from this article?

## Determine Central Message

**COLLABORATE** Before students start writing their opinion texts, model how to determine the central message, or lesson, of a folktale. Explain to students that folktales typically have lessons to teach readers. Model recalling key ideas from a folktale, such as “Jack and the Beanstalk.” Write these ideas on the board. Have students demonstrate their understanding of the information they gathered by writing details about their folktale on p. 231 in the *Student Interactive*. Then have students reread the details they wrote and circle the detail that they connect with personally. Encourage pairs to talk about the central message, or lesson, of the folktale.

**ELL Targeted Support Write an Opinion Text** Support students as they express and write their opinions about folktales.

Offer students sentence starters to help them express opinions, such as *I think everyone should read folktales because \_\_\_\_\_*. Have students express their opinions to a partner.

**EMERGING**

Have project partners follow the student model as they write their opinion texts. Tell them to begin with their opinion, using the sentence starter above. Then have them write a reason for their opinion. Encourage students to read their opinion and reason aloud. **DEVELOPING**

Have partners brainstorm a list of persuasive words aloud. Encourage them to use these words to express their opinions and reasons. **EXPANDING**

Have project partners discuss their opinion and reasons. Make sure they are using persuasive words and adding facts from research. **BRIDGING**

**NEXT STEPS** Confer with student pairs as they write their opinion texts. Remind students to state their opinion clearly and follow it with facts and reasons. Assist struggling writers by having them use the student model as a guide. Encourage writers to use persuasive words in their texts.

STUDENT INTERACTIVE, pp. 230-231

**COLLABORATE AND DISCUSS** Read Together

**Persuasive Text**

A good writer gives a strong opinion and uses persuasive words to get the reader to think or feel the same way.

Persuasive word

Everyone should read folktales because they teach lessons. One lesson in “Jack and the Beanstalk” is do not take things that are not yours. Everyone can follow that lesson in their own life.

Opinion

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**REFINE RESEARCH** Read Together **PROJECT-BASED INQUIRY**

**What’s the Lesson?** RESEARCH

**COLLABORATE** A folktale often has a moral, or lesson. Readers can make a personal connection to the moral. Write details about the folktale you listened to or watched.

**Possible response:**

1. **Jack does not listen to his mom.**
2. **Jack takes something that is not his.**
3. **Jack acts brave.**

**COLLABORATE** Look at your notes. Circle the details you connect with the most. Talk about the lesson of the folktale with a partner. Do you agree with your partner about the lesson of the folktale? Why or why not?

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# Extend Research

## OBJECTIVES

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

Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

Identify and gather relevant sources and information to answer the questions with adult assistance.

Demonstrate understanding of information gathered with adult assistance.

## CUSTOMIZE IT!

Allow students to create a diorama of their favorite part of their folktale. Provide craft supplies as well as new or recycled materials, such as newspapers, foil, shoe boxes, craft sticks, yarn, or cotton balls. Set aside class time for students to work on their dioramas. Encourage students to use their imaginations as they work to recreate a scene from their folktale.

**Primary Source** SOCIAL STUDIES



Go to [SavvasRealize.com](https://www.savvasrealize.com) for primary sources that will help students with their research.

## Incorporate Media

**COLLABORATE** Before students finish proofreading their texts, ask: **What is your favorite part of your folktale?** Have them draw a picture and write a sentence about their favorite part of the folktale they are writing about. Ask: **What details will you need to include in your picture?** Explain that students will present their picture with their opinion text. Have students look at the example on p. 232 in the *Student Interactive*. Then have them talk with a partner about their sentence. Guide students to identify and gather information from their folktale to add detail to their picture. Have partners work together to create a drawing showing their favorite part of their folktale that will demonstrate their understanding of the information they gathered about their folktale.

## Revise

**COLLABORATE** Have students read their opinion texts aloud to a partner. Have students use the checklist on p. 233 in the *Student Interactive* to evaluate their opinion texts and provide constructive feedback. Ask them to circle “yes” or “no” in response to each item. Check that students gave reasons and used persuasive words to convince their readers.

## Edit

**COLLABORATE** Tell students that they will edit their texts by checking sentences for subject-verb agreement and proper use of singular and plural nouns and common and proper nouns. Write sentences from the student model on the board. Make mistakes in subject-verb agreement, singular and plural nouns, and common and proper nouns. Model editing for mistakes and explain how you correct each one. Then have student pairs edit their opinion texts.

## Write for a Reader

**Audience** Remind students that their purpose for writing is to persuade their audience. Have them consider whether their reasons will convince readers to agree with their opinion.

## DIFFERENTIATED SUPPORT

**OPTION 1 Intervention** Students may struggle to edit for subject-verb agreement, singular and plural nouns, and common and proper nouns. Collaborate with student pairs by reading their text aloud and having them listen for subject-verb agreement. Then have them circle all the nouns in their writing and identify the type of noun it is and determine whether it is used correctly.

**OPTION 2 Extend** Invite students to add reasons and persuasive words to their texts. Have pairs evaluate whether their text will be convincing to their audience.

## ELL Targeted Support

Support students as they edit their texts. Offer several examples of complete sentences with subject-verb agreement, singular and plural nouns, and common and proper nouns. Then have students work in small groups to edit their texts.

**NEXT STEPS** Remind students that they will present their texts to the class the next day. Make sure students finish writing their opinion texts. Have students think about how they will present their texts and pictures.


### STUDENT INTERACTIVE, pp. 232-233

EXTEND RESEARCH

Read Together

**Show It!**

You can add a picture to help readers better understand the folktale you are writing about.



**COLLABORATE** Write a sentence telling your favorite part of the folktale.

My favorite part is \_\_\_\_\_

Possible response:  
**when Jack races down the beanstalk.**

\_\_\_\_\_

\_\_\_\_\_

**COLLABORATE** With a partner, make a drawing to show your favorite part.

COLLABORATE AND DISCUSS


PROJECT-BASED INQUIRY

**Revise**

**COLLABORATE** Read your opinion text to a partner.

Did you check your opinion?	yes	no
reasons?	yes	no
persuasive words?	yes	no

Did you give reasons that will persuade readers?



**Edit**

**COLLABORATE** Read your opinion text again.

**Check for**

- subject-verb agreement
- singular and plural nouns
- common and proper nouns

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# Celebrate and Reflect

## OBJECTIVES

Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

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

Synthesize information to create new understanding with adult assistance.

Publish and share writing.

Use an appropriate mode of delivery, whether written, oral, or multimedia, to present results.

---

## CUSTOMIZE IT!

Organize a class folktale fair. Arrange desks around the perimeter of the room, and have partners display their dioramas. Invite other teachers and students to view students' projects and have students present to the visitors.

## ELL Language Transfer

Encourage students to expand and internalize vocabulary by having them retell their folktales in small groups. Have students use their drawings for support.

## Share

**COLLABORATE** Read aloud the bullet points on p. 234 in the *Student Interactive*. Explain that students may choose their mode of delivery: reading their text aloud, displaying their writing and drawing, or showing a video of a folktale along with their writing.

Explain that when students work in small groups and when they present to the class, they should share ideas and information using the conventions of language. Say: **When you share, make sure you use complete sentences and proper grammar so that other students can understand you.** Allow time for pairs to discuss how they will present their opinion text. Tell them to use the conventions of language.

Divide the class into small groups. Tell groups that they will now present their texts and drawings. Students may add additional visuals to help clarify feelings and opinions. Remind students to be attentive as partners present their opinion texts.

## Reflect

**MyTURN** Guide students to complete the sentences at the bottom of p. 234 in the *Student Interactive*. Model answering the questions: **One thing I like about my drawing is how small Jack looks next to the giant. One thing I learned about folktales is that they are fun to listen to!** Allow time for students to reflect before writing their responses.

Ask students to think through their plan for research. Encourage them to reflect on their favorite part of the process. Use prompts, such as the ones below, to encourage reflection.

- Help students share their research. Ask them to tell which folktale they chose, how they gathered information, and how they determined the message of the folktale.
- Have students recall how they put together their presentation. Ask questions, such as *How did you present your text? What did you add to or change in your text? Why did you decide to present in this way?*



# Reflect on the Unit

**Reflect on Your Goals** Guide students to review the Unit Goals page at the beginning of the unit. Have students reflect on their reading and writing skills. Briefly discuss the Essential Question: *How can we use our imaginations?* Then have them assess their progress on the Unit Goals.

**MyTURN Reflect on Your Reading** Have students turn to the Compare Across Texts section to reflect on the unit’s reading. Ask volunteers to tell their opinion on texts from the unit, such as *I liked the characters in this text* or *I wish this text had more pictures*. Then have volunteers tell which text from the unit they would read again.

**Reflect on Your Writing** Remind students of the poetry they wrote this unit. Help students recall their writing using prompts, such as *What did you write about? What imagery did you use?* and *What is something you liked about writing poetry?*

## Reading and Writing Strategy Assessment Checklists



The Reading and Writing Strategy Assessment Checklists will help you monitor student progress.



STUDENT INTERACTIVE, pp. 234–235

**CELEBRATE AND REFLECT**

**Read Together**

**Share**

**COLLABORATE** There are many ways to present, or share, results. Make sure you use a way that is appropriate. Now choose a way to present your text and drawing.

- Read your text aloud.
- Display your work for others to read.
- Show a video of a folktale with your writing.

**Reflect**

**MYTURN** Complete the sentences.

One thing I like about my drawing is

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

One thing I learned about folktales is

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**REFLECT ON THE UNIT**

**Read Together**

**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**

The text from this unit that I would read again is

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Reflect on Writing**

One thing I like about writing poetry is

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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# BOOK CLUB

## OBJECTIVES

Self-select text and interact independently with text for increasing periods of time.

Establish purpose for reading assigned and self-selected texts with adult assistance.

## FLEXIBLE OPTION TRADE BOOK LESSON PLAN

To teach this unit's trade book during Small Group or Whole Group, see the lesson plan for *Imagination at Work*, 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 you can choose one for them from the list on p. T469.
  - 2 KNOW THE BOOK** Have a clear idea of what happens in the book, so that you can helpfully participate in groups' conversations if necessary.
  - 3 PREVIEW THE BOOK** Present your chosen book to the assembled groups. Give a brief preview of the book's setting or tone and what the book is about. Be sure not to give too much away. Then allow students the chance to discover the book on their own.
  - 4 ENJOY THE BOOK** Remember that Book Club is a time for students to discover the enjoyment of reading. 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 interactions with the book 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 theme, *Imagine That*, or the Essential Question for the unit: *How can we use our imaginations?* As a class, discuss how the book relates to both.
- ★ **CONNECT TO THE SPOTLIGHT GENRE** To help students further practice their reading strategies for traditional stories and to focus on character and plot, consider helping them choose a book in that genre.



## Each Day

**DISCUSSION CHART** Display a sample of the 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 get their own enjoyment out of reading, the teacher's role should be as an observer and occasional facilitator, helping to start stalled conversations or direct groups to specific understandings.

**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**

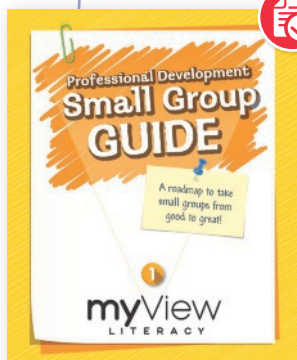
- I notice \_\_\_\_\_.
- I don't agree with \_\_\_\_\_ because \_\_\_\_\_.
- Why do you say that?
- What can we agree on?



### 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.



## READING WORKSHOP

### SMALL GROUP



### CHOOSE YOUR

## BOOK

*Imagination at Work* by Jennifer Torres

*Goldilocks and the Three Bears* by Gennady Spirin

*Chicken Little* by Rebecca Emberley and Ed Emberley

*Jabuti* by Gerald McDermott

*The True Story of the Three Little Pigs* by Jon Scieszka

*Maria Had a Little Llama* by Angela Dominguez

Preview these selections for appropriateness for your students and for title availability.

# BOOK CLUB

## OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

Describe personal connections to a variety of sources.

## Book Club Routine

**READ ALOUD** At each Book Club session, students will listen to you read aloud from your chosen book, and then they will meet with their Book Club group to explore more deeply what was 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 multiple times, focusing on a different aspect of the book each time.

**Text** Students discuss the text of the book. What understandings do they come to from the words on the page?

**Images** Students study the book's photographs or 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 in their conversations, try these talking points to guide conversation along one of the weekly focuses.

- What words let you know what the book is about?
- How are the photographs alike? How are they different?
- How did the designer use bright colors?

# Book Support

After the individual groups have their discussions, bring them back together as a class to talk about what was said in each group. 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, images, and design. They might develop questions that they can work to answer as a group.

**Connections** Encourage students to make connections between the text, illustrations, and design, and their experiences.

**Wonderings** What questions are brought up by the text, images, and design? Create another Discussion Chart to record students' connections and wonderings. Share the ideas with the whole class.

Talk about each Book Club's ideas when the whole class comes together.

## READING WORKSHOP

### SMALL GROUP



### CHOOSE YOUR

## BOOK

- Imagination at Work* by Jennifer Torres
- Goldilocks and the Three Bears* by Gennady Spirin 
- Chicken Little* by Rebecca Emberley and Ed Emberley 
- Jabuti* by Gerald McDermott 
- The True Story of the Three Little Pigs* by Jon Scieszka 
- Maria Had a Little Llama* by Angela Dominguez 

# BOOK CLUB

## OBJECTIVES

Self-select text and interact independently with text for increasing periods of time.

Establish purpose for reading assigned and self-selected texts with adult assistance.

## MODEL LESSON PLAN

For Weeks 1–3, Book Club offers instruction specific to this unit’s book, *Imagination at Work*. For Weeks 4–5, you can use a book from the list provided or a book of your own choosing. On pp. T468–T469, you will find a full description of the elements of Book Club with instruction that can be adapted to the book of your choice.

## *Imagination at Work*

**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** How do the images contribute to the book’s theme and the author’s purpose?

**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 get their own enjoyment out of reading, the teacher’s role should be as an observer and occasional facilitator, helping to start stalled conversations or direct groups to specific understandings.



### **EXPERT’S VIEW** Frank Serafini, Arizona State University

“The role of the teacher in a Book Club is first to be a listener and second to be a facilitator. We need to pay close attention to what children are talking about and learn how to “up the ante” on the discussion. Most importantly, our role is to call attention to elements in the text that children won’t notice on their own. Think of yourself as a literary docent—pointing out the wonders of each new book.”

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




## READING WORKSHOP

## SMALL GROUP



## CHOOSE YOUR

## BOOK

 *Imagination at Work* by Jennifer Torres *Goldilocks and the Three Bears* by Gennady Spirin  *Chicken Little* by Rebecca Emberley and Ed Emberley  *Jabuti* by Gerald McDermott  *The True Story of the Three Little Pigs* by Jon Scieszka  *Maria Had a Little Llama* by Angela Dominguez 

# 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** lets students note what catches their attention in the book.
- **Connections** encourages students to read the book through the lens of their own lives.
- **Wonderings** allows students to share any questions that remain after reading the text.

Noticings	Connections	Wonderings

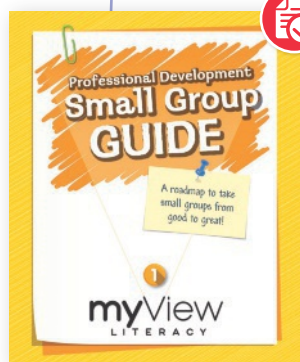
**COLLABORATION** Each session of Book Club features reminders and sentence starters to give students opportunities to practice their collaborative conversation skills. **SEL**



## Book Club Options

See the *Small Group Guide* for help with

- choosing a different book for your class to read.
- conducting Book Club with a book of your or your students' choosing.
- 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 by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

Self-select text and interact independently with text for increasing periods of time.

Establish purpose for reading assigned and self-selected texts with adult assistance.

## Week 1

### Launch *Imagination at Work*

**INTRODUCE** Tell students that Book Club is a time to enjoy books. They will listen to *Imagination at Work* as it is read aloud.

**READ ALOUD** Tell students to listen closely as you read aloud from *Imagination at Work*. Then they will meet with their Book Club group to explore more deeply what was read. Today they will focus on understanding what the text says, or what it is about.

**CONNECT TO THE THEME** Tell students that *Imagination at Work* connects both to the unit theme, *Imagine That*, and to the Essential Question for the unit: *How can we use our imaginations?* As a class, discuss how the book relates to both.

**COMPARE TO THE SPOTLIGHT GENRE** Remind students that the genre for this unit is traditional tales, stories that are made up and feature characters and plots. In contrast, informational text such as *Imagination at Work* gives facts about a topic. This book gives information about the ways in which people use their imaginations to create art, including art that tells stories.

- This book's purpose is to give information about different types of art.
- *Imagination at Work* tells about real people, places, and things.

**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

 *Imagination at Work* by Jennifer Torres

 *Goldilocks and the Three Bears* by Gennady Spirin

 *Chicken Little* by Rebecca Emberley and Ed Emberley

 *Jabuti* by Gerald McDermott

 *The True Story of the Three Little Pigs* by Jon Scieszka

 *Maria Had a Little Llama* by Angela Dominguez

## Focus on Text: Noticings

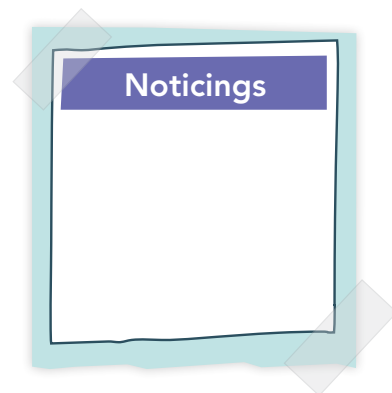
## Session 1

## GUIDE BOOK CLUB

Allow students time to discuss the book in their groups. If necessary, introduce the following points to get groups talking about their noticings based on the text:

- Are there any words you do not understand?
- What tool do all artists use?
- What do street musicians do?

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?



**COLLABORATION** Remind students that there is a purpose for talking about texts. Students should listen carefully and build on the ideas of others. Offer sentence stems such as these as examples of how students should phrase their ideas productively and respectfully. **SEL**

- My favorite idea so far was \_\_\_\_\_ because \_\_\_\_\_.
- I don't agree with \_\_\_\_\_ because \_\_\_\_\_.



# BOOK CLUB

## OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

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 *Imagination at Work* says, or what the story is about. They will listen closely during Read Aloud time. They will look at the pictures and explore the text further in their Book Clubs, using the Discussion Chart to focus today on their connections and wonderings.

**RETELL** Review the reading and discussion from Session 1 by having students take turns retelling information about the different places in *Imagination at Work* and discussing the noticings that they 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

- choosing a different book for your class to read.
- conducting Book Club with a book of your or your students' choosing.
- 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.

- Which types of art could you find in your house or neighborhood?
- I wonder whether wood carving is dangerous.

Bring the class back together. Display the Discussion Chart and tell students that today they will add to 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 of the importance of taking turns when having a group discussion and of allowing others to speak without interruption. **SEL**

As students share their connections and wonderings, ask them to keep these points in mind:

- Is it my turn to speak?
- Am I making my point clearly?
- Can I add something to what my classmate said?

## READING WORKSHOP

### SMALL GROUP



### CHOOSE YOUR

## BOOK

*Imagination at Work* by Jennifer Torres

*Goldilocks and the Three Bears* by Gennady Spirin

*Chicken Little* by Rebecca Emberley and Ed Emberley

*Jabuti* by Gerald McDermott

*The True Story of the Three Little Pigs* by Jon Scieszka

*Maria Had a Little Llama* by Angela Dominguez

# BOOK CLUB

## OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

Describe personal connections to a variety of sources.

## Week 2

### Focus on Pictures

Today students will focus on understanding how the photographs in *Imagination at Work* add information to the text. Students will pay close attention to the photographs during Read Aloud time. They will explore the photographs further in their Book Clubs, using the Discussion Chart to focus today on their noticings.

**RETELL** Review the reading and discussion from Session 2 by having students take turns recalling the connections and wonderings they shared about *Imagination at Work*. Display the Connections and Wonderings chart from Session 2 as you enter into the day's discussion.



### Book Club Options

See the *Small Group Guide* for help with

- choosing a different book for your class to read.
- conducting Book Club with a book of your or your students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



# Noticings

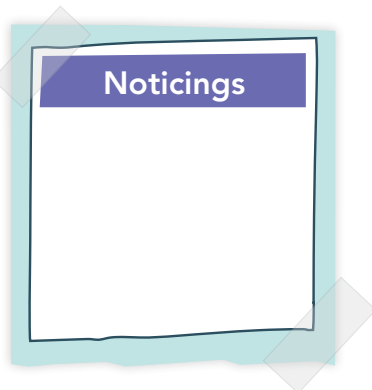
## Session 3

### 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 noticings about the photographs.

- I notice that the photograph on page 6 shows the tools that are talked about in the text.
- What do you notice about the photographs on page 11? How do they connect to the words on that page?

Bring the class back together. Display the Discussion Chart and tell students that today they will add to the Noticings column. Allow each Book Club to share something they noticed about the photographs.



**COLLABORATION** Remind students to listen quietly as others are speaking. **SEL**

As students share their noticings, ask them to keep these points in mind.

- Is it my turn, or should someone else speak now?
- Do I have something important to share?
- Am I staying on track and talking about what I noticed in the photographs?

## READING WORKSHOP

### SMALL GROUP



### CHOOSE YOUR

## BOOK



*Imagination at Work* by Jennifer Torres



*Goldilocks and the Three Bears* by Gennady Spirin



*Chicken Little* by Rebecca Emberley and Ed Emberley



*Jabuti* by Gerald McDermott



*The True Story of the Three Little Pigs* by Jon Scieszka



*Maria Had a Little Llama* by Angela Dominguez

# BOOK CLUB

## OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

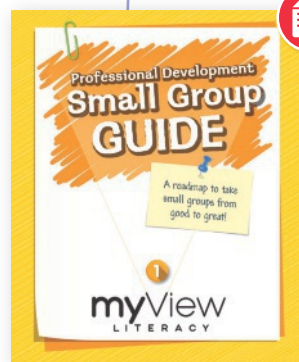
Describe personal connections to a variety of sources.

## Week 2

### Focus on Pictures

Today students will focus on understanding how the photographs in *Imagination at Work* add important information to the book. Students will observe the photographs closely during Read Aloud time. They will explore the photographs further in their Book Clubs, using the Discussion Chart to focus today on their connections and wonderings.

**RETELL** Review the reading and discussion from Session 3 by having students take turns retelling what they saw in the photographs in *Imagination at Work* and discussing the noticings that students shared. Display the Noticings chart from Session 3 as you enter into the day's discussion.



### Book Club Options

See the *Small Group Guide* for help with

- choosing a different book for your class to read.
- conducting Book Club with a book of your or your students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



# Connections & Wonderings

## Session 4

### 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 photographs.

- Which of the photographs shows a way that you have used your own imagination?
- I wonder what story the dancers are telling in the photo on page 13.

Bring the class back together. Display the Discussion Chart and tell students that today they will add to the Connections and Wonderings columns. Allow each Book Club to share something they connected to and something they wondered about from the photographs.

Connections	Wonderings

**COLLABORATION** Remind students of the rules for good listeners and point out that speaking clearly will help the group understand. **SEL**

As students share their connections and wonderings, ask them to keep these points in mind:

- Do I need to slow down my speech?
- Have I thought about what I want to say?
- Can my classmates understand me?

## READING WORKSHOP

### SMALL GROUP



### CHOOSE YOUR

## BOOK

*Imagination at Work* by Jennifer Torres

*Goldilocks and the Three Bears* by Gennady Spirin

*Chicken Little* by Rebecca Emberley and Ed Emberley

*Jabuti* by Gerald McDermott

*The True Story of the Three Little Pigs* by Jon Scieszka

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# BOOK CLUB

## OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

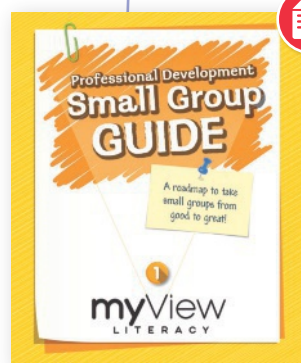
Describe personal connections to a variety of sources.

## Week 3

### Focus on Design

Today students will focus on understanding how their enjoyment of *Imagination at Work* is aided by the book's design. When talking about a book's design, groups can discuss how the photographs go with the text and why the person who designed the book might have used the colors and other design features, such as heading styles, that they did. They will pay close attention to the design during Read Aloud time. They will explore the design further in their Book Clubs, using the Discussion Chart to focus today on their noticings.

**RETELL** Review the reading and discussion from Session 4 by having students recall their favorite photographs in *Imagination at Work* and discussing the connections and wonderings that students shared. Display the Connections and Wonderings chart from Session 4 as you enter into the day's discussion.



### Book Club Options

See the *Small Group Guide* for help with

- choosing a different book for your class to read.
- conducting Book Club with a book of your or your students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



# Noticings

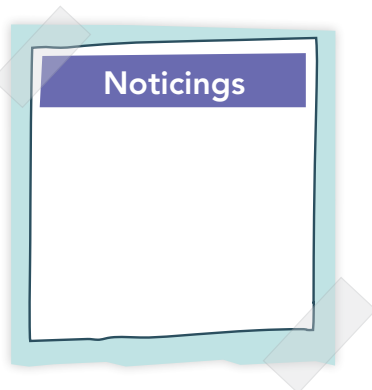
## Session 5

### GUIDE BOOK CLUB

Allow students time to discuss the book in their groups. If groups have difficulty knowing what to talk about, introduce a question or observation to get them talking about their noticings about the design of the book.

- I notice that the title of each two-page section is over on the left.
- What colors does the designer use behind each set of words?

Bring the class back together. Display the Discussion Chart and tell students that today they will add to the Noticings column. Allow each Book Club to share something they noticed about the design.



**COLLABORATION** Remind students that they may respond to something another group member says. **SEL**

As students share their noticings, ask them to keep these points in mind:

- Does my idea add to my classmate's idea?
- Do I agree or disagree with my classmates?
- What should I do if I don't understand something?

## READING WORKSHOP


### SMALL GROUP



### CHOOSE YOUR


## BOOK

*Imagination at Work* by Jennifer Torres

*Goldilocks and the Three Bears* by Gennady Spirin 

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# BOOK CLUB

## OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

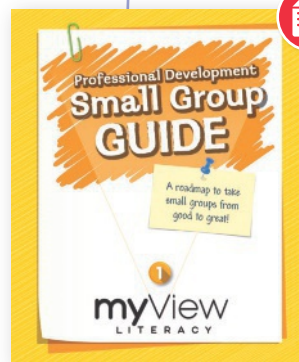
Describe personal connections to a variety of sources.

## Week 3

### Focus on Design

Today students will continue to focus on understanding how the design of *Imagination at Work* contributes to the experience of reading the book. They will observe the design closely during Read Aloud time. They will explore the design further in their Book Clubs, using the Discussion Chart to focus today on their connections and wonderings.

**RETELL** Review the reading and discussion from Session 5 by having students take turns mentioning things that they noticed in the design of *Imagination at Work*. 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

- choosing a different book for your class to read.
- conducting Book Club with a book of your or your students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



# Connections & Wonderings

## Session 6

### 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 design.

- How does your eye move over the page when the words appear in different places?
- I wonder how the designer chose the different colors for the page titles.

Bring the class back together. Display the Discussion Chart and tell students that today they will add to the Connections and Wonderings columns. Allow each Book Club to share something they connected to and something they wondered about from the design.

Connections	Wonderings

**COLLABORATION** Encourage participation by reminding students that everyone has something to offer. **SEL**

As students share their connections and wonderings, ask them to keep these points in mind:

- Have I already shared, or is it my turn to talk?
- How can I invite one of my classmates to speak?
- Do my ideas add something useful to our discussion?

## READING WORKSHOP


### SMALL GROUP



### CHOOSE YOUR

## BOOK

*Imagination at Work* by Jennifer Torres

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# Picture Dictionary

## OBJECTIVES

Use a resource such as a picture dictionary or digital resource to find words.

Identify, sort, and use words that name actions and categories.

---

## How to Use a Picture Dictionary

### Minilesson

**FOCUS ON STRATEGIES** A picture dictionary is a resource readers can use to find words. It has illustrations or pictures to show what words mean. Each picture has a label that names what the picture shows. Picture dictionaries can have words that belong in the same group, or category.

- Find the word in the picture dictionary.
- Look at the picture. What does the picture show? How does the picture help you figure out what the word means?
- Look at the name for the group of words and pictures. How does the word fit into that group? How do all the words fit into the group?

**MODEL AND PRACTICE** Have students turn to pp. 236–237 in the *Student Interactive*. Say: **This is a picture dictionary. We can find words and what they mean in a picture dictionary. This picture dictionary has illustrations to help us learn the meanings of words that name actions.** Ask students to point to the word *run*. Say: **The word *run* names an action. We can use the illustration to help us figure out what *run* means. What is the gingerbread man doing? What other words name actions? Let's find words that name actions in this picture dictionary!**

Have partners identify and use the words that name actions on p. 237 in the *Student Interactive*. Students can pantomime the actions to show their understanding of the meanings.

Have students sort additional words into the category of Actions. Name several words that are either actions or non-actions: *jump, run, doll, swim, book, dog*. When you name a word that belongs in the Actions category, have students jump up to signal the word can be sorted into that group, or category.

## ASSESS UNDERSTANDING

### Apply

**TURN, TALK, AND SHARE** Have students identify and use the word *pull* to complete the activity on p. 236 in the *Student Interactive*.

STUDENT INTERACTIVE, pp. 236–237

#### PICTURE DICTIONARY INSTRUCTION

Read Together

### How to Use a Picture Dictionary

You can use a picture dictionary to find words. The words are grouped into topics. The topic of this picture dictionary is **actions**. Look at the pictures, and try to read the words. The pictures will help you understand the meanings of the words.

This is a picture of the word.



run

This is the word you are learning.

**TURN and TALK** Find the word *pull* in the picture dictionary. Use the picture to tell what the word means.

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#### PICTURE DICTIONARY

##### Actions



hide



carry



pull



bake



climb



sing



eat

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# Glossary

## OBJECTIVE

Use a resource such as a picture dictionary or digital resource to find words.

## How to Use a Glossary

### Minilesson

**FOCUS ON STRATEGIES** A glossary is a dictionary at the back of a book. It tells the definition, or meaning, of important words that are used in the book. Sometimes there is a picture to help you understand the definition. The words in a glossary are listed in alphabetical, or ABC, order.

- Look at the first letter of the word you want to find in the glossary.
- Use the guide words in the glossary to help you find the right page. Guide words are at the top of each page. They name the first and last word on the page. Ask yourself, *Does my word come before or after these guide words? Does my word come in between these guide words?*
- Use the second letter in your word to help you find the word on the page.
- Read the sentence to help you understand the definition.

**MODEL AND PRACTICE** Have students turn to p. 238 in the *Student Interactive*. Read aloud the introduction. Then discuss the model. Say: **The green letters *Dd* tell us that all words that begin with *d* come after *Dd*. The blue word is the word we are looking for. That word is used in a sentence to help us understand the definition, or meaning. What word is in blue? What is the definition of *draw*? Using the alphabet and the guide words, let's find the word *draw* in the glossary.** Guide students to understand how to use the alphabet and guide words to determine that *draw* is on p. 240. Read aloud the sentence. Ask: **What does *draw* mean? How do the guide words *decorate* and *fairly* help you know that this is the page with the word *draw*?**


Write these words on the board for partners to find in the glossary: *carefully*, *happy*, *scribble*, *think*. Ask them to find each word and read the sentence. Then ask partners to use each word in their own sentence.

## ASSESS UNDERSTANDING

### Apply

**MyTURN** Have students complete p. 238 in the *Student Interactive*. Remind them to use the alphabet and guide words to find the word.

STUDENT INTERACTIVE, p. 238

**GLOSSARY INSTRUCTION** 

### How to Use a Glossary


A glossary can help you find the meanings of words you do not know. The words in a glossary are in alphabetical, or ABC, order. Guide words at the top of the pages can help you find words. They are the first and last words on the page.

**Dd** **draw** When you **draw**, you make a picture with a writing tool.

**The word is in dark type.**

**All words that begin with the letter D will be after Dd.**

**This sentence will help you understand what the word means.**

 **MYTURN** Find the word **surprised** in the glossary. Draw a picture to help you understand what the word means.

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# UNIT 3 GLOSSARY

STUDENT INTERACTIVE, p. 239

## GLOSSARY

Read Together

angry • create

### Aa

**angry** When someone is **angry**, he or she is upset.

### Bb

**begged** If you **begged**, you asked for something you needed or wanted in an emotional way.

### Cc

**carefully** Carefully means in a careful way.

**concentrate** When you **concentrate** on something, you are paying close attention to it.



**create** When you **create** something, you make it.

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STUDENT INTERACTIVE, p. 240

## GLOSSARY

Read Together

decorate • fairly

### Dd

**decorate** When you **decorate** something, you add things to it to make it beautiful.



**doodle** When you **doodle**, you draw or make marks in a random way.

**draw** When you **draw**, you make a picture with a writing tool.

### Ee

**exactly** Exactly means in an exact, or accurate, way.

### Ff

**fairly** Fairly means in a fair, or equal, way.

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STUDENT INTERACTIVE, p. 241

## GLOSSARY

Read Together

gathered • learn

### Gg

**gathered** If you **gathered** things, you chose and collected them.

### Hh

**happy** If someone is **happy**, he or she is pleased or glad.



### Ii

**imagine** When you **imagine**, you make a picture or idea in your mind.

### Ll

**learn** When you **learn**, you gain knowledge.

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STUDENT INTERACTIVE, p. 242

## GLOSSARY

Read Together

possible • sad

### Pp

**possible** If something is **possible**, it is able to be done.

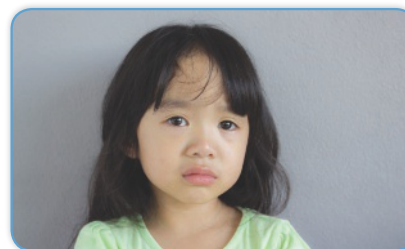
**prepared** If you **prepared** for something, you got ready for it.

### Rr

**remember** If you **remember** something, you think of it again.

### Ss

**sad** A **sad** person is not happy.



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sadly • think

**sadly** Sadly means in a sad way.

**scribble** If you **scribble**, you quickly make lines and shapes in no particular way.

**stored** If someone **stored** something, he or she put it away for later use.

**suppose** When you **suppose**, you think or believe something to be true or possible.

**surprised** When you are **surprised**, you are having the feeling that people get when something unexpected happens.

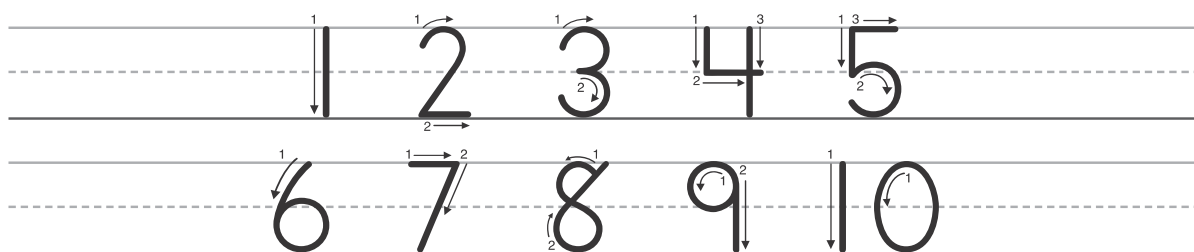
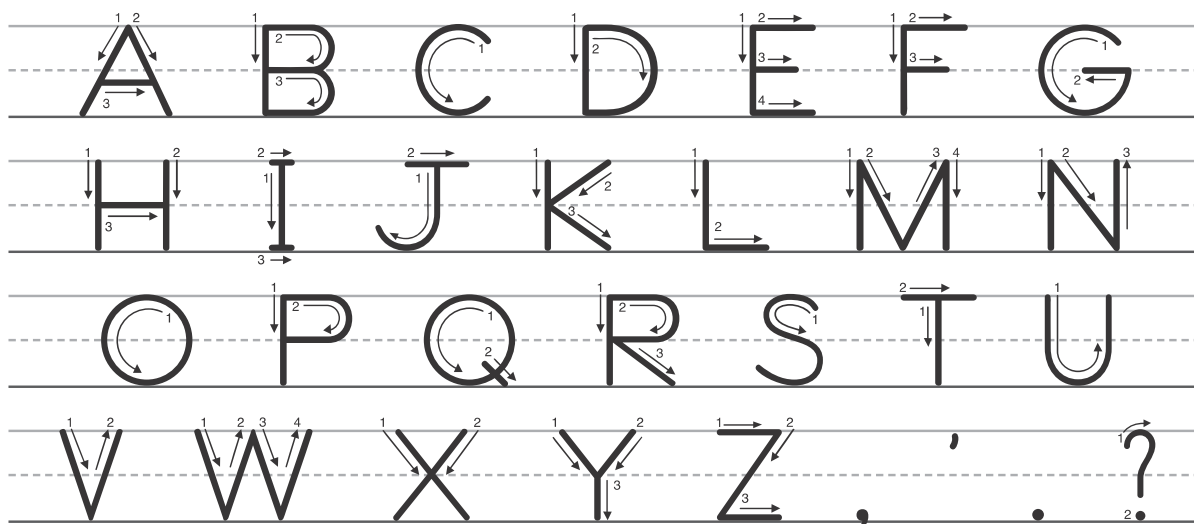
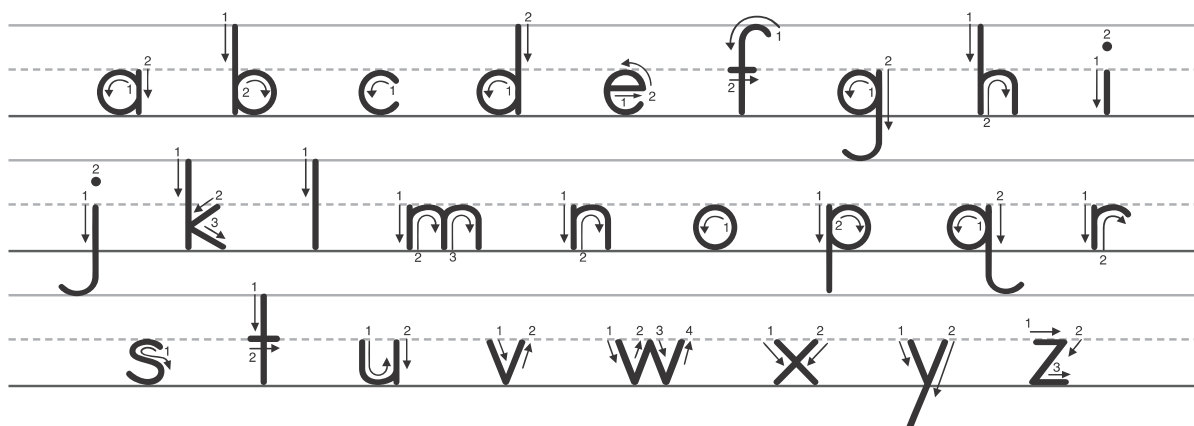
## Tt

**think** When you **think**, you use your mind to form ideas.



# 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

## CREDITS

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# TEXT COMPLEXITY CHARTS

**The Ant and the Grasshopper**

By Mark White  
Genre: Fable

**Recommended Placement**

The **Quantitative Measures** place this text in the Grade 1 complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Meaning: Moral/lesson of a fable
- Language: Longer, more complex sentences

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

**Quantitative Measures**

LEXILE: **440L**      Average Sentence Length: **7.133**      Word Frequency: **3.741**      Word Count: **214**

**Complexity Level**

**Qualitative Measures**

**Levels of Meaning**



Simple      Very Complex

Students may be unfamiliar with **fables**, in which morals are **implicitly stated** at the end. As a result, students may not recognize the ending of the story when it occurs: *“There’s a time for play and a time for work,” the ant said.*

**Text Structure**



Simple      Very Complex

The fable follows **multiple storylines**. While the illustrations **directly support** the text, students must follow what the ant does and what the grasshopper does before winter, and what that means for each character.

**Language Conventinality and Clarity**



Simple      Very Complex

The language is **clear** and **easy to understand**, but the longer, more complex sentences make text **challenging**: *“Come sing with me,” the grasshopper said whenever he saw the ant; On rainy days, the grasshopper sat around at home.* Continuous dialogue is more challenging, as are introductory phrases.

**Knowledge Demands**



Simple      Very Complex

**Background knowledge** of fables may be helpful for students to recognize that the story will teach a lesson by the end. Some students may enjoy the character of the grasshopper and not recognize the grasshopper’s behavior as reckless or irresponsible.

**Reader and Task Considerations**

**English Language Learners**

**Intervention**

**On Level/Advanced**

**Language** Explain that introductory phrases can tell when something happens. Preview these sentences from the story: *On rainy days, the grasshopper sat around at home and All day long, he sang and danced.* Help students identify that *On rainy days* and *All day long* tell when grasshopper did these actions.

**Meaning Say:** *In a fable, characters may make mistakes, but they learn something new at the end of the story.* **Ask:**

- What is a mistake you have made?
- How did you realize you made a mistake?
- What lesson did you learn?

**Structure Say:** *A fable is a story that teaches the reader a lesson, which is called a moral.*

- Discuss familiar fables and lessons, such as “The Tortoise and the Hare,” in which the lesson is that slow and steady wins the race.
- Have students share a lesson they would include in a fable. Have them explain why the lesson is important.

**The Clever Monkey**  
By Rob Cleveland  
Genre: Folktale

Recommended Placement

The **Quantitative Measures** place this text in the Grade 1 complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Meaning: Trickster characters in folktales
- Language: Longer, more complex sentences

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: 440L      Average Sentence Length: 8.5      Word Frequency: 3.774      Word Count: 476

Complexity Level	Qualitative Measures
<p><b>Levels of Meaning</b></p> <p>Simple      Very Complex</p>	<p>The story has <b>multiple levels of meaning</b>. First, the two cats do not trust each other to divide the cheese into equal amounts. Second, the clever monkey pretends to help the cats but is really tricking them so he gets the most cheese. The theme is <b>implicit</b> at the end—the cats' mistrust leads them to be tricked.</p>
<p><b>Text Structure</b></p> <p>Simple      Very Complex</p>	<p>The story is told <b>chronologically</b>, and the action focuses mainly on one plot point of dividing the cheese. The illustrations <b>directly support</b> the text and can be used to understand the action. Students may need help following how the amounts of cheese change throughout the story.</p>
<p><b>Language Conventinality and Clarity</b></p> <p>Simple      Very Complex</p>	<p>The language is mostly <b>familiar and conversational</b>, although there are some longer <b>compound sentences</b>: <i>The cats agreed, and after much thought, the monkey divided the cheese into two parts.</i></p>
<p><b>Knowledge Demands</b></p> <p>Simple      Very Complex</p>	<p>Students may be <b>unfamiliar</b> with folktales and trickster characters. <b>Background knowledge</b> of folktales and how characters are tricked might be necessary. For example, in this story, the cats' lack of trust makes it easy for the monkey to trick them.</p>

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
<p><b>Language Preteach</b> the words <i>divide</i>, <i>equal</i>, <i>parts</i>, and <i>pieces</i> to help students understand the main plot of the story. Use something that is whole and easy to divide into parts, such as bread or a block of clay. Use the words as you separate the object into even parts. Have students repeat after you, using <b>sentence frames</b> to guide them.</p> <ul style="list-style-type: none"> <li>• I ____ it into two ____.</li> <li>• Each of the ____ is the same size. They are ____.</li> </ul>	<p><b>Structure Say:</b> Readers can use illustrations to help them understand what is happening in the story.</p> <ul style="list-style-type: none"> <li>• Select pages from the story and display them so students can view the illustrations.</li> <li>• Read aloud the text on the page. Then, ask students to explain how the illustration can help readers understand the text.</li> </ul>	<p><b>Meaning Say:</b> A folktale is a story that was told long ago. In this folktale, the characters are animals that would be found in African jungles, and the tale gives the characters traits such as cleverness.</p> <p>Have partners use an online source to research a few common traits of folktales. Ask them to record their findings in a <b>web graphic organizer</b> and share it with the group.</p>

# TEXT COMPLEXITY CHARTS

**Poetry Collection**

By Jean Hansen-Novak,  
Sharon Wooding, and  
Carol A. Grund  
Genre: Poetry

**Recommended Placement**

The **Quantitative Measures** are not generated for poetry and drama. See the **Qualitative** analysis for support.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Figurative language
- Knowledge Demands: Background knowledge of foxes, dragons, and castles

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

**Complexity Level**

**Levels of Meaning**



**Text Structure**



**Language Conventinality and Clarity**



**Knowledge Demands**



**Qualitative Measures**

The poems share a **common theme** of using ordinary materials to create art. The titles and first stanzas of the poems make the theme clear early in the text. The poems have **one level of meaning** that is simple and literal.

Each poem is organized in a **clear, chronological** way. Signal words such as *then, later, now, and soon* help clarify the sequence. **Illustrations** support selected parts of the text. The first two poems consist of two to three stanzas that show different stages in making something. The final poem consists of one long stanza. All three poems include a regular pattern of rhyming lines.

The poems **vary in complexity**, line lengths, and difficulty of language. “Sandcastle” has the most complex vocabulary: *Now a moat surrounds it all... Shells and stones to decorate*. Some students may need help understanding or visualizing **figurative language**: *Waves reach up and lick the shore*.

The themes of play and imagination should be **relatable** to students, and the poems refer mostly to **familiar** experiences such as drawing and playing on the beach. Some **background knowledge** about dragons, foxes, and the parts of a castle can enhance understanding of “The Box” and “Sandcastle.”

**Reader and Task Considerations**

**English Language Learners**

**Meaning** Show students the illustrations accompanying each poem. Point out what the characters are doing in each illustration: drawing, making, building. Ask what the illustrations have in common. Then, ask students what they like to draw or build. Provide **sentence frames**:

- The illustrations all show \_\_\_\_.
- I like to draw \_\_\_\_\_. I like to make \_\_\_\_\_. I like to build \_\_\_\_\_.

**Intervention**

**Knowledge Demands** Display an illustration of a castle and point out the following parts: tower, wall, moat. Then **ask**:

- **What is a sandcastle?**
- **How do you add a moat to a sandcastle? How do you add a wall?**

**On Level/Advanced**

**Language** Preview these lines from “Sandcastle”: *Waves reach up and lick the shore / Knocking at our castle door*. **Ask**: *Are the waves really licking or knocking? Why does the author describe them in this way?*

- Have students talk with partners about what they think the lines mean.
- Ask partners to write their own sentence describing ocean waves.
- Invite pairs to share their responses with the class.

**The Cow and the Tiger**  
By Sudha Ramaswami  
Genre: Fable

Recommended Placement

The **Quantitative Measures** place this text in the Grade 1 complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Meaning: Fables
- Language: Descriptive words

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **410L**      Average Sentence Length: **6.222**      Word Frequency: **3.491**      Word Count: **168**

Complexity Level

Qualitative Measures

Levels of Meaning



The moral of the story is **easy to understand** and is **explicitly stated** at the end of the text: *Always keep your promises. Always tell the truth.* Students may need some assistance relating events in the text to the moral.

Text Structure



Illustrations **directly support** and assist in interpreting the text. The story has a **clear** beginning, middle, and end. Students may need assistance recalling or understanding the characteristics of a fable.

Language Conventinality and Clarity



The sentence structure and dialogue are mainly **simple**, and **repetitive language** creates a pattern: *"I promise, I promise ..."* *"You promised, you promised ..."* Descriptions of the setting include simple, **easy-to-understand** adjectives: *grassy, shadowy*. Emotion-themed vocabulary should be **familiar** to students: *sad, angry, happy, surprised*.

Knowledge Demands



The fable's moral explores a **single theme**. There are no references to other texts, but students may benefit from a discussion about the **common traits of fables** and the importance of their morals.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

**Language** Use the Vocabulary Preview page to discuss different emotions with students. Use **sentence frames** to encourage them to describe when they feel different emotions:

- I feel sad when \_\_\_\_.
- I feel angry when \_\_\_\_.
- I feel happy when \_\_\_\_.
- I feel surprised when \_\_\_\_.

**Meaning Say:** *A fable is a story that teaches a lesson, or moral. This fable teaches a lesson about promises.*

- Ask students to describe a promise they made to another person.
- Discuss why they think keeping promises is important.

**Knowledge Demands** Discuss the characteristics of fables with students. Remind them of a fable they know, such as "The Tortoise and the Hare" or "The Town Mouse and the Country Mouse." **Ask:**

- *What is the lesson of the story?*
- *How do the characters learn the lesson?*



# TEXT COMPLEXITY CHARTS

**Thumbs Up for Art and Music!**

By Greg Leitch Smith  
Genre: Persuasive Text

**Recommended Placement**

The **Quantitative Measures** place this text in the Grade 1 complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Author's Purpose: Identifying persuasive texts
- Text Structure: First- and second-person narration

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

**Quantitative Measures**

LEXILE: 480L      Average Sentence Length: 7.588      Word Frequency: 3.807      Word Count: 129

**Complexity Level**

**Qualitative Measures**

**Author's Purpose**



The author's message is **clear** and **explicit**, but is stated in two parts on different pages of the text: *Some people don't think art in school is important, but I do!...Some people don't think music in school is important, but I do!* Students may need assistance recognizing that the text is meant to **persuade** readers that both art and music are important.

**Text Structure**



The author's argument about art and music is organized in a **clear, easy-to-understand** way. Although the text has a **first-person narrator**, it also includes many statements in the second person: *In school you learn to read and write. You learn to do math problems.* Some students may need support with the *you* and *I* sentences in the text.

**Language Conventinality and Clarity**



Although the text includes **compound sentences**, the tone is conversational and **easy to understand**. Sentences follow a predictable pattern: *Art is important because.... Music is important because...*

**Knowledge Demands**



The subject matter of making art and music should be **familiar** to most students. The text **does not include any specific cultural references or allusions** to other texts.

**Reader and Task Considerations**

**English Language Learners**

**Intervention**

**On Level/Advanced**

**Knowledge Demands** Talk with students about their favorite things about art and music. Have them use the **sentence frames**:

- My favorite thing about art is \_\_\_\_\_.
- I like music because \_\_\_\_\_.

**Structure** Preview the first two paragraphs of the text. Point out that the word *I* refers to the author, and the word *you* refers to the reader.

**Ask:**

- What does the author think about art?
- Do you agree with the author? Why or why not?

**Purpose Say:** This is a persuasive text. The author is telling readers what he believes and giving reasons for those beliefs. He wants readers to agree. Preview pages 196 and 197 with students. **Ask:**

- Which words show how the author feels about music?
- Which words give a reason for his opinion?



SCOPE AND SEQUENCE	K	1	2	3	4	5
<b>FOUNDATIONAL SKILLS</b>						
<b>Print Concepts</b>						
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		•	•			
<b>Phonological Awareness</b>						
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	•	•				
<b>Phonics</b>						
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)	•	•	•	•	•	•
<b>High-Frequency Words</b>						
Read common high-frequency words (sight words)	•	•	•	•	•	•
Read irregularly spelled words	•	•	•	•	•	•

SCOPE AND SEQUENCE	K	1	2	3	4	5
<b>Word Structure and Knowledge</b>						
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	•	•	•	•		
<b>Fluency</b>						
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		•	•	•	•	•
<b>READING COMPREHENSION</b>						
<b>Genre Characteristics</b>						
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					•	•
<b>Key Ideas and Details</b>						
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	<b>Analysis</b>						
	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)	•	•	•	•	•	•
<b>Response to Sources</b>							
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	•	•	•	•	•	•	
<b>Comparison Across Texts</b>							
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	<b>Independent and Self-Selected Reading</b>						
	Read independently for an extended period of time	•	•	•	•	•	•
	Self-select texts for independent reading	•	•	•	•	•	•
	<b>Oral Language</b>						
	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	<b>VOCABULARY ACQUISITION</b>						
	<b>High-Frequency Words</b>						
	Identify and read high-frequency (sight) words	•	•	•	•	•	•
	<b>Word Study</b>						
	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
<b>Word Learning Strategies</b>						
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				•	•	•
<b>Academic Language</b>						
Learn the language of ideas used in academic discourse				•	•	•
Understand the difference between informal spoken language and the conventions of formal written language			•	•	•	•
<b>ANALYZE AUTHOR'S CRAFT</b>						
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	•	•	•	•	•	•
<b>DEVELOP WRITER'S CRAFT</b>						
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			•	•	•	•
<b>CONVENTIONS OF LANGUAGE</b>						
<b>Spelling</b>						
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
<b>Spelling (cont.)</b>						
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	•	•	•	•	•	•
<b>Grammar and Usage</b>						
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)					•	•
<b>Capitalization and Punctuation</b>						
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	<b>Capitalization and Punctuation (cont.)</b>						
	Learn how and when to use quotation marks with dialogue				•	•	•
	<b>FOUNDATIONAL SKILLS FOR WRITING</b>						
	<b>Letter Formation, Handwriting, Cursive</b>						
	Develop handwriting by printing words legibly	•	•	•			
	Write legibly by leaving appropriate spaces between words		•	•	•		
	Write cursive letters legibly			•	•	•	•
	<b>Ways of Writing</b>						
	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	•	•	•	•	•	•
	<b>Speaking and Listening</b>						
	Participate in discussions with partners and groups about writing	•	•	•	•	•	•
	Work with a peer or group to revise and edit writing	•	•	•	•	•	•
	<b>COMPOSITION</b>						
	<b>The Writing Process: Plan, Draft, Revise, Edit, Publish</b>						
	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	•	•	•	•	•	•
	<b>Genre Immersion: Modes and Products</b>						
	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	<b>SPEAKING</b>						
	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	<b>LISTENING</b>						
	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	<b>COLLABORATION</b>						
	Engage in discussions (e.g., one-on-one, in groups, teacher-led) on collaborative projects	•	•	•	•	•	•
	Work in pairs or with partners for inquiry projects		•	•	•	•	•
	<b>RESEARCH SKILLS AND PROCESS</b>						
	<b>Conduct Short Research Projects</b>						
	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		•	•	•	•	•	
<b>Identify and Gather Information</b>							
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
	<b>Identify and Gather Information (cont.)</b>						
	Demonstrate understanding of information gathered	•	•	•	•	•	•
	Make appropriate use of media and technology	•	•	•	•	•	•
	Interact with sources in meaningful ways	•	•	•	•	•	•
ASSESSMENT	<b>TEST PREPARATION</b>						
	<b>Editing</b>						
	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		•	•	•	•	•
	<b>Extended Writing Prompts</b>						
	Develop a personal narrative		•	•	•	•	•
	Develop an informational or explanatory paragraph or essay		•	•	•	•	•
	Develop poetry or fiction		•	•	•	•	•
	Develop a persuasive paragraph or essay				•	•	•
	Develop correspondence		•	•	•	•	•
	<b>Author's Craft and Structure</b>						
	Identify the author's purpose and craft	•	•	•	•	•	•



## A

### Academic vocabulary

integrate/integration, **U1**:T50, T60, T68, T112, T122, T130, T168, T178, T186, T230, T240, T248, T286, T296, T304; **U2**:T50, T60, T68, T108, T118, T126, T164, T174, T182, T220, T230, T238, T276, T286, T294; T52, T62, T70, T116, T126, T134, T172, T182, T190, T228, T238, T246, T284, T294, T302; **U4**:T56, T66, T74, T118, T128, T136, T174, T184, T192, T234, T244, T252, T292, T302, T310; **U5**:T52, T62, T70, T110, T120, T128, T166, T176, T184, T224, T244, T284, T294, T302

language of ideas, **U1**:T20, T140, T196, T258; **U2**:T20, T78, T136, T192, T248; **U3**:T20, T80, T144, T200, T256; **U4**:T20, T84, T146, T202, T262; **U5**:T20, T80, T138, T194, T254

use/using academic vocabulary, **U1**:T458; **U2**:T448; **U3**:T456; **U4**:T464; **U5**:T456

Word Wall, **U1**:T12; **U2**:T12; **U3**:T12; **U4**:T12; **U5**:T12

See also Vocabulary skills/strategies, academic vocabulary strategies

**Accuracy.** See Fluency, reading

**Achieving English proficiency.** See ELL (English Language Learners)

**Adjectives, U1**:T276, T417, T421, T425, T429, T433; **U2**:T311

articles, **U1**:T397, T401, T405, T409, T417; **U4**:T424–T425

**Advanced-high learners.** See ELL (English Language Learners)

**Advanced learners.** See ELL (English Language Learners)

**Adverbs, U3**:T400–T401, T404; **U5**:T37, T343, T392–T393, T396–T397

**Affixes.** See Phonics/decoding, suffixes; Word Work, suffixes

**Agreement, subject-verb, U2**:T392–T393, T396; **U3**:T416–T417

**Anchor chart, U1**:T24, T82, T144, T200, T262; **U2**:T24, T82, T140, T196, T252; **U3**:T24, T84, T148, T204, T260; **U4**:T24, T88, T150, T206, T266; **U5**:T24, T84, T142, T198, T258

**Articles.** See Adjectives, articles

### Assess and Differentiate

Quick Check, **U1**:T25, T33, T43, T51, T57, T61, T69, T83, T91, T105, T113, T119, T123, T131, T145, T153, T161, T167, T169, T179, T187, T201, T209, T223, T231, T237, T241, T249, T263, T271, T279, T287, T293, T297, T305, T445, T451; **U2**:T25, T33, T43, T51, T57, T61, T69, T91, T101, T109, T115, T119, T127, T141, T149, T157, T165, T171, T175, T183, T197, T205, T213, T221, T227, T231, T239,

T253, T261, T269, T277, T283, T287, T295, T435, T441; **U3**:T25, T32, T45, T53, T59, T63, T71, T85, T93, T109, T117, T123, T127, T135, T149, T157, T165, T173, T179, T183, T191, T205, T213, T221, T229, T235, T239, T247, T261, T269, T277, T285, T291, T295, T303, T443, T449; **U4**:T25, T33, T49, T57, T63, T67, T75, T89, T97, T111, T119, T125, T129, T137, T151, T159, T167, T175, T181, T185, T193, T207, T227, T235, T241, T245, T249, T253, T267, T275, T285, T293, T299, T303, T311, T451, T457; **U5**:T25, T33, T45, T53, T59, T63, T71, T85, T93, T103, T111, T117, T121, T129, T143, T151, T159, T167, T173, T177, T185, T199, T207, T219, T225, T233, T237, T245, T259, T267, T277, T285, T295, T303, T443, T449

Small Group, **U1**:T28–T29, T44–T47, T54–T55, T62–T65, T70–T71, T86–T89, T106–T109, T116–T117, T124–T127, T132–T133, T148–T151, T162–T165, T172–T173, T180–T183, T188–T189, T204–T207, T224–T227, T234–T235, T242–T245, T250–T251, T266–T269, T280–T283, T290–T291, T298–T301, T306–T307, T446–T447, T454–T455; **U2**:T28–T31, T44–T47, T54–T55, T62–T65, T70–T71, T86–T89, T102–T105, T112–T113, T120–T123, T128–T129, T144–T147, T158–T161, T168–T169, T176–T179, T184–T185, T200–T203, T214–T217, T224–T225, T232–T235, T240–T241, T256–T258, T270–T273, T280–T281, T288–T291, T296–T297, T436–T437, T444–T445; **U3**:T28–T31, T46–T49, T56–T57, T64–T67, T72–T73, T88–T91, T110–T113, T120–T121, T128–T131, T136–T137, T152–T155, T166–T169, T176–T177, T184–T187, T192–T193, T208–T211, T222–T225, T232–T233, T240–T243, T248–T249, T264–T267, T278–T281, T288–T289, T296–T299, T304–T305, T444–T445, T452–T453; **U4**:T28–T31, T50–T53, T60–T61, T68–T71, T76–T77, T92–T95, T112–T115, T122–T123, T130–T133, T138–T139, T154–T157, T168–T171, T178–T179, T186–T189, T194–T195, T210–T213, T228–T231, T238–T239, T246–T249, T254–T255, T270–T273, T286–T289, T296–T297, T304–T307, T312–T313, T452–T453, T460–T461; **U5**:T28–T31, T46–T49, T56–T57, T64–T67, T72–T73, T88–T91, T104–T107, T114–T115, T122–T125, T130–T131, T146–T149, T160–T163, T170–T171, T178–T181, T186–T187, T202–T205, T220–T223, T230–T231, T238–T241, T246–T247, T262–T265, T278–T281, T288–T289, T296–T299, T304–T305, T444–T445, T452–T453

Independent/Collaborative, **U1**:T31, T45, T47, T55, T63, T65, T71, T89, T107, T109, T117, T125, T127, T133, T151, T163, T165, T173, T181, T183, T189, T207, T225, T227, T235, T243, T245, T251, T269, T281, T283, T291, T299, T301, T307, T447, T455; **U2**:T31, T45, T47, T55, T63, T65, T71, T89, T103, T105, T113, T121, T123, T129, T147, T159, T161, T169, T177, T179, T185, T203, T215, T217, T225, T233, T235, T241, T258, T271, T273, T281, T289, T291, T297, T437, T445; **U3**:T31, T47, T49, T57, T65, T67, T73, T91, T111, T113, T121, T129, T131, T137,

T155, T167, T169, T177, T185, T187, T193, T210–T211, T223, T225, T233, T241, T243, T249, T267, T279, T281, T289, T297, T299, T305, T445, T453; **U4:**T31, T51, T53, T61, T69, T71, T77, T95, T113, T115, T123, T131, T133, T139, T157, T169, T171, T179, T187, T189, T195, T213, T229, T231, T239, T247, T249, T255, T273, T287, T289, T297, T305, T307, T313, T453, T461; **U5:**T31, T47, T49, T57, T65, T67, T73, T91, T105, T107, T115, T123, T125, T131, T149, T161, T163, T171, T179, T181, T187, T204–T205, T221, T223, T231, T239, T241, T247, T265, T279, T281, T289, T297, T299, T305, T445, T453

Book Club, **U1:**T31, T71, T89, T133, T151, T189, T207, T251, T269, T307; **U2:**T31, T71, T89, T129, T147, T185, T203, T241, T258, T297; **U3:**T31, T73, T91, T137, T155, T193, T211, T249, T267, T305; **U4:**T31, T77, T95, T139, T157, T195, T213, T255, T273, T313; **U5:**T31, T73, T91, T131, T149, T187, T205, T247, T265, T305

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**Composition.** See Writing forms/products; Writing mode; Writing traits

**Compound words.** See Word Work, words, compound

**Comprehension strategies/skills.** See Strategies/skills

**Computers, using.** See Technology

**Concepts of print.** See Print awareness

**Conclusions, draw.** See Listening, listening comprehension

**Conferring.** See Assess and Differentiate, Small Group, Independent/Collaborative, Conferring

**Conjunctions, U5:**T100, T347, T351, T355, T359, T367.  
See also Language and conventions

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See also Compare texts; Cross-Curricular Perspectives; ELL (English Language Learners)

**Consonants.** See Phonics/decoding, consonants

**Context clues.** See Vocabulary skills/strategies, academic vocabulary strategies, context clues

**Contrasting.** See Compare and contrast

**Conventions of standard English.** See Language and conventions

**Covers, front and back.** See Parts of a book

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**Cross-text evaluation.** See Compare texts

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**Decodable Readers.** See Assess and Differentiate, Small Group, Independent/Collaborative, Decodable Reader

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trigraphs. See Phonics/decoding, consonant trigraphs  
words in context. See Phonics/decoding  
words in isolation. See Phonics/decoding  
words with final consonant blends. See Phonics/decoding, consonant blends, final  
words with initial consonant blends. See Phonics/decoding, consonant blends, initial

**Demonstratives.** See Adjectives; Language and Conventions

**Details, identify.** See Main idea, and details

**Differentiated instruction.** See Assess and Differentiate

**Discussion.** See Listening

**Drama.** See Genres, drama/play



**Electronic information.** See Technology

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**U2:**T34, T58, T92, T116, T149, T172, T206, T228, T284, T458;

**U3:**T26, T34, T60, T86, T94, T124, T150, T158, T180, T206, T214, T236, T262, T292; **U4:**T34, T64, T90, T98, T126, T152,

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**Emerging reading.** See Print awareness

**Endings, Word Work, endings**

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**Evaluation.** See Assessment

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**Expression/intonation.** See Fluency, reading

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**Fact and opinion.** See Listening, listening comprehension

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**Fiction.** See Genres, fiction

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## First-read strategies

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rate, **U2**:T112; **U3**:T232, T242; **U4**:T52; **U5**:T48

See *also* Oral reading ability

**Folk tale.** See Genres, folk tale

**Format (of text).** See Text structure

**Formative assessment.** See Assessment

**Foundational skills.** See Fluency, reading; Phonics/decoding; Phonological Awareness

## G

### Genres

biography, **U4**:T24–T25, T88–T89, T266–T267  
 drama/play, **U2**:T252–T253, T256, T265, T267, T276–T277  
 fable, **U3**:T24–T25, T204–T205  
 fiction, **U5**:T198–T199  
 folk tale, **U3**:T84–T85  
 historical fiction, **U4**:T150–T151  
 how-to book, **U5**:T316–T317, T320–T321, T324–T325  
 informational text, **U1**:T144–T145, T460–T461; **U2**:T24–T25, T82–T83, T140–T141, T308–T309; **U4**:T206–T207, T466–T467; **U5**:T24–T25, T84–T85, T258–T259

personal narrative, **U4**:T324–T325, T328–T329, T332–T333  
persuasive text, **U2**:T450–T451; **U3**:T260–T261, T264, T273,  
T275, T284–T285, T458–T459; **U5**:T142–T143, T146, T155,  
T157, T166–T167, T458–T459  
poetry, **U2**:T196–T197, T200, T209, T211, T220–T221,  
T248–T249; **U3**:T148–T149, T152, T174–T175, T200–T201;  
T316–T317, T320–T321, T324–T325, **U4**:T202–T203;  
**U5**:T194–T195  
procedural text, **U1**:T262–T263  
realistic fiction, **U1**:T24–T25, T82–T83, T200–T201  
traditional tale. See Genres, fable; Genres, folk tale  
web site, **U4**:T84–T85; **U5**:T80–T81

**Gifted students.** See Assess and Differentiate

### Goals

learning, **U1**:T14, T24, T26, T74, T84, T82, T136, T144,  
T146, T192, T200, T202, T254, T262, T264; **U2**:T14,  
T24, T26, T74, T84, T132, T140, T142, T188, T196, T198,  
T244, T252, T254; **U3**:T14, T24, T26, T76, T84, T86,  
T140, T148, T150, T196, T204, T206, T252, T260, T262;  
**U4**:T14, T24, T26, T80, T88, T90, T142, T150, T152, T198,  
T206, T208, T258, T266, T268; **U5**:T14, T24, T26, T76, T84,  
T86, T134, T142, T144, T190, T198, T200, T250, T258,  
T260  
unit, **U1**:T5, T12; **U2**:T5, T12; **U3**:T5, T12; **U4**:T5, T12; **U5**:T5,  
T12  
weekly, **U1**:T14, T74, T136, T192, T254; **U2**:T14, T74, T132,  
T188, T244; **U3**:T14, T76, T140, T196, T252; **U4**:T14, T80,  
T142, T198, T258; **U5**:T14, T76, T134, T190, T250

**Grammar and usage.** See Adjectives; Adverbs; Agreement,  
subject-verb; Conjunctions; Nouns; Prepositions;  
Pronouns; Sentences; Verbs

**Graph.** See Graphic sources

### Graphic organizers

column chart, **U3**:T23  
sequence chart, **U1**:T261; **U4**:T23  
T-Chart, **U1**:T23; **U2**:T23, T195, T251; **U3**:T259; **U4**:T265  
Venn diagram, **U4**:T205

**Graphics, simple, U2**:T316–T317, T344–T345, T348,  
T360–T361, T364–T365

### Graphic sources

chart/table, **U1**:T199, T317; **U2**:T81, T139; **U3**:T83, T203;  
**U4**:T87, T149; **U5**:T23, T141, T257  
list, **U5**:T83  
time line, **U2**:T192–T193; **U4**:T20–T21

**Grouping students for instruction.** See Assess and  
Differentiate

**Guided reading, U1**:T28–T29, T86–T87, T148–T149,  
T204–T205, T266–T267; **U2**:T28–T29, T86–T87,  
T144–T145, T200–T201, T256–T256; **U3**:T28–T29,

T88–T89, T152–T153, T208–T209, T264–T265;  
**U4**:T28–T29, T92–T93, T154–T155, T210–T211,  
T270–T271; **U5**:T28–T29, T88–T89, T146–T147,  
T202–T203, T262–T263



## Handwriting

answers, **U5**:T200–T201, T228–T229, T260–T261, T286–T287  
circles

backward, **U1**:T170–T171

forward, **U1**:T232–T233

letter formation

*Aa*, **U2**:T166–T167

*Bb*, **U3**:T18–T19

*Cc*, **U2**:T110–T111

*Dd*, **U2**:T198–T199

*Ee*, **U2**:T222–T223

*Ff*, **U2**:T254–T255

*Gg*, **U3**:T26–T27

*Hh*, **U4**:T58–T59

*Ii*, **U1**:T288–T289

*Jj*, **U3**:T54–T55

*Kk*, **U4**:T236–T237

*Ll*, **U1**:T264–T265

*Mm*, **U4**:T26–T27

*Nn*, **U3**:T286–T287

*Oo*, **U2**:T84–T85

*Pp*, **U3**:T230–T231

*Qq*, **U3**:T86–T87

*Rr*, **U3**:T262–T263

*Ss*, **U3**:T150–T151

*Tt*, **U2**:T26–T27

*Uu*, **U3**:T118–T119

*Vv*, **U4**:T120–T121

*Ww*, **U4**:T176–T177

*Xx*, **U4**:T208–T209

*Yy*, **U4**:T152–T153

*Zz*, **U4**:T268–T269

letter slant, consistent, **U2**:T52–T53

letter spacing, **U2**:T142–T143

lines

horizontal, **U1**:T146–T147

slanted, **U1**:T202–T203

vertical, **U1**:T114–T115

number formation

1, 2, **U5**:T26–T27

3, 4, **U5**:T54–T55

5, 6, **U5**:T86–T87

7, 8, **U5**:T112–T113

9, 0, **U5**:T144–T145

position, body/paper/pencil, **U1**:T26, T52, T146

sentences, **U4**:T294–T295; **U5**:T168–T169

words, **U2**:T278–T279; **U3**:T206–T207

word spacing, **U4**:T90–T91

**High-frequency words**, **U1**:T19, T45, T49, T63, T67, T77, T91, T107, T111, T125, T129, T139, T153, T163, T167, T185, T195, T209, T225, T229, T243, T247, T257, T271, T281, T285, T303, T441, T445, T447, T449, T457; **U2**:T19, T33, T45, T49, T67, T77, T91, T103, T107, T125, T135, T149, T159, T163, T181, T191, T205, T215, T219, T237, T247, T261, T271, T275, T293, T431, T435, T437, T439, T447; **U3**:T19, T33, T47, T51, T69, T79, T93, T111, T115, T133, T143, T157, T167, T171, T189, T199, T213, T223, T227, T245, T255, T269, T279, T283, T301, T439, T443, T445, T447, T455; **U4**:T19, T33, T51, T55, T69, T73, T83, T97, T113, T117, T135, T145, T159, T169, T173, T191, T201, T229, T233, T249, T251, T261, T275, T287, T291, T309, T447, T451, T453, T455, T463; **U5**:T19, T33, T47, T51, T69, T79, T93, T105, T109, T123, T127, T137, T151, T161, T165, T183, T193, T207, T225, T243, T221, T253, T267, T279, T283, T301, T439, T443, T445, T447, T455

**Historical fiction.** See Genres, historical fiction

**Homonyms.** See Vocabulary skills/strategies, academic vocabulary strategies, context clues

**Homophones.** See Vocabulary skills/strategies, academic vocabulary strategies, context clues



**Implied message.** See Literary devices/terms, theme; Main idea, and details

**Independent Reading.** See Self-selected text

**Inferring.** See Make Inferences

**Inflected endings.** See Word Work, endings, inflected

**Infographic**, **U1**:T20–T21, T78–T79, T196–T197, T258–T259; **U2**:T20–T21, T136–T137; **U3**:T20–T21, T80–T81, T144–T145, T256–T257; **U4**:T146–T147, T262–T263; **U5**:T20–T21, T138–T139, T254–T255

**Informational text**

“Animal Babies Change,” **U2**:T138–T139

“Big Feast,” **U4**:T205

*Disaster Alert!*, **U4**:T492

*Eleanor Roosevelt*, **U4**:T276–T285

*Every Season*, **U5**:T34–T45

“Fall Is the Best Season,” **U5**:T140–T141

*First American Flag*, **U4**:T222–T225

“First Thanksgiving,” **U4**:T204

“Giving Away a Fortune,” **U4**:T264–T265

“Growing Food for the Table,” **U2**:T80–T81

*How Do Baby Animals Grow?*, **U2**:T149–T157

“How to Describe Your Neighborhood,” **U1**:T260–T261

*Imagination at Work*, **U3**:T472

*In Spring*, **U5**:T152–T159

*Jackie Robinson*, **U4**:T98–T111

“Kit Grows Up,” **U2**:T22–T23

*Life Cycle of a Sunflower*, **U2**:T92–T101

*Life of a Frog*, **U2**:T34–T43

*Look Both Ways!*, **U1**:T154–T161

*Making a Map*, **U1**:T272–T279

*Moving with the Seasons*, **U5**:T472

*Neighborhoods Around the World*, **U1**:T474

“Pablo Picasso,” **U4**:T22–T23

*Red-Tailed Hawks at Big Bend*, **U2**:T464

“Sandra Day O’Connor,” **U4**:T86–T87

*Seasons Around the World*, **U5**:T94–T103

“Signs in Your Neighborhood,” **U1**:T142–T143

*Signs of Winter*, **U5**:T268–T277

“Sunlight and Seasons,” **U5**:T22–T23

*Through Georgia’s Eyes*, **U4**:T34–T49

*Thumbs Up for Art and Music!*, **U3**:T270–T277

Weather Balloons,” **U5**:T82–T83

“What Animals Do in the Winter,” **U5**:T256–T257

*What Is the Story of Our Flag?*, **U4**:T216–T220

“Why Kids Need Chores,” **U3**:T258–T259

See also Genres, informational text

**Instructions.** See Genres, procedural text

**Integrated curriculum.** See Cross-Curricular Perspectives

**Interact with Sources**

explore diagrams, **U1**:T140–T141; **U2**:T78–T79

explore infographics, **U1**:T20–T21, T78–T79, T196–T197, T258–T259; **U2**:T20–T21, T136–T137; **U3**:T20–T21, T80–T81, T144–T145, T256–T257; **U4**:T146–T147, T262–T263; **U5**:T20–T21, T138–T139, T254–T255

explore poetry, **U2**:T248–T249; **U3**:T200–T201; **U4**:T202–T203; **U5**:T194–T195

explore time lines, **U2**:T192–T193; **U4**:T20–T21

explore web sites, **U4**:T84–T85; **U5**:T80–T81

**Internet.** See Technology

**Intervention.** See Assess and Differentiate

**Interview.** See Listening; Reference sources, interview; Research/study skills, interview

# J

**Judgments, making.** See Author's purpose; Predict

# L

**Language, oral.** See Fluency, reading; Listening; Oral reading ability

## Language and conventions

action words, **U4**:T39, T331, T335, T339, T343  
adjectives and articles, **U1**:T213, T220, T397, T401, T405, T409  
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capitalization, **U3**:T272, T419, T423, T427, T431  
commas in dates and sentences, **U5**:T419, T423, T427, T431  
commas in sentences, **U5**:T271  
common nouns, **U3**:T101, T104, T347, T351, T355, T359  
compound sentences, **U4**:T280, T427, T431, T435, T439  
conjunctions, **U5**:T100  
declarative sentences, **U2**:T94, T339, T343, T347, T351  
exclamatory sentences, **U2**:T387, T391, T395, T399  
imperative sentences, **U2**:T264, T411, T415, T419, T423  
interrogative sentences, **U2**:T152, T363, T367, T371, T375  
nouns, **U1**:T37, T321, T325, T329, T333, T337  
past tense verbs, **U4**:T106  
past verb tense, **U4**:T355, T359, T363, T367  
prepositions and prepositional phrases, **U5**:T157, T213, T371, T375, T379, T383, T391, T395, T399, T403, T407  
present tense verbs, **U1**:T98, T349, T353, T357, T361  
pronouns, **U3**:T162, T217, T371, T375, T379, T383, T391, T395, T399, T403, T407  
proper names, **U3**:T419, T423, T427, T431  
proper nouns, **U3**:T101, T347, T351, T355, T359  
sentences with nouns, verbs, and adjectives, **U1**:T276, T421, T425, T429, T433  
simple sentences, **U1**:T373, T377, T381, T385; **U2**:T41, T315, T319, T323, T327  
singular and plural nouns, **U3**:T42, T323, T327, T331, T335  
transitions and conjunctions, **U5**:T347, T351, T355, T359  
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See also Capitalization; Spelling; Unit Overview; all grammar usage and punctuation entries

**Language Arts.** See Language and conventions

**Learning goal.** See Goals, learning

**Less-able readers.** See Assess and Differentiate  
**Leveled readers, U1**:T8–T9; **U2**:T8–T9; **U3**:T8–T9; **U4**:T8–T9; **U5**:T8–T9

**Library.** See Reference sources

**Life, text's relation to.** See Connections

**Limited-English proficient children.** See ELL (English Language Learners)

**Listening, listening comprehension, U1**:T22–T23, T80–T81, T142–T143, T198–T199, T260–T261; **U2**:T22–T23, T80–T81, T138–T139, T194–T195, T250–T251; **U3**:T22–T23, T82–T83, T146–T147, T202–T203, T258–T259; **U4**:T22–T23, T86–T87, T148–T149, T204–T205, T264–T265; **U5**:T22–T23, T82–T83, T140–T141, T196–T197, T256–T257

**Literacy activities.** See Assess and Differentiate

## Literary devices/terms

audience, **U1**:T460, T466; **U2**:T450, T456; **U3**:T458, T464; **U4**:T466, T472; **U5**:T458, T464  
central message, **U3**:T462  
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sequence (of events), **U4**:T372–T373, T376–T377, T380–T381, T384–T385, T388  
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theme, **U4**:T154, T163, T174–T175; **U5**:T202, T211, T217, T224–T225  
See also Sound devices and poetic elements

**Literary genres.** See Genres

**Literary response, Reflect and Share, U1**:T68–T69, T130–T131, T186–T187, T248–T249, T304–T304; **U2**:T68–T69, T126–T127, T182–T183, T238–T239, T294–T295; **U3**:T70–T71, T134–T135, T190–T191, T246–T247, T302–T303; **U4**:T74–T75, T136–T137, T192–T193, T252–T253, T310–T311; **U5**:T70–T71, T128–T129, T184–T185, T244–T245, T302–T303

## Literature selections

*Ant and the Grasshopper*, **U3**:T34–T45  
*At a Mat*, **U1**:T58–T59  
“Before,” **U3**:T147  
*Before the Railroad Came*, **U4**:T160–T167  
*Best Time of the Year*, **U5**:T174–T175  
*Beth and Nash*, **U2**:T228–T229



*Big Biff*, **U1**:T176–T177  
*Big Fox, Little Fox*, **U2**:T58–T59  
*Bigger Shoes for the Big Race*, **U2**:T262–T269  
*Blackout*, **U1**:T34–T43  
*Box*, **U3**:T162  
*Brave Jane*, **U2**:T284–T285  
*Can Phil Help?*, **U3**:T60–T61  
*Cars by Bob*, **U4**:T182–T183  
*Changes*, **U2**:T210–T211  
 “Changing Animals,” **U2**:T194–T195  
*Clever Monkey*, **U3**:T94–T109  
*Click Clack Click*, **U1**:T216–T221  
*Cow and the Tiger*, **U3**:T214–T221  
*Deep Sleep*, **U3**:T180–T181  
*Fill the Pen*, **U1**:T238–T239  
 “From Horse to Car,” **U4**:T148–T149  
*Garden Party*, **U1**:T210–T215  
 “Goose and the Golden Egg,” **U3**:T202–T203  
*Henry on Wheels*, **U1**:T92–T105  
 “How Antelope Outsmarted Cheetah,” **U3**:T82–T83  
*In Winter*, **U5**:T292–T293  
*Kurt Can Help*, **U4**:T126–T127  
 “Lion and the Mouse,” **U3**:T22–T23  
*Little Ducks*, **U2**:T172–T173  
*Long Sleep, The*, **U2**:T208–T209  
*My Autumn Book*, **U5**:T208–T219  
 “Neighborhood Walk,” **U1**:T80–T81  
*Nurse Joy*, **U4**:T300–T301  
*Picnic*, **U3**:T236–T237  
*Piece of the Past*, **U4**:T458–T459  
*Poodle Doodles*, **U3**:T161  
*Quinn the Vet*, **U1**:T452–T453  
*Race*, **U3**:T124–T125  
*Raise the Flag*, **U4**:T242–T243  
*Sailor*, **U5**:T118–T119  
*Sandcastle*, **U3**:T163  
*Signs of Change*, **U5**:T234–T235  
*Sing!*, **U3**:T292–T293  
*Spring Is Here*, **U5**:T60–T61  
*Spring Rain*, **U5**:T450–T451  
*Star Art*, **U4**:T64–T65  
*Stems, The*, **U2**:T116–T117  
 “Think Big,” **U3**:T146  
*Three Will Run*, **U1**:T294–T295  
*Tip the Cat*, **U1**:T120–T121  
*Too Many Pups!*, **U2**:T442–T443  
 “Trash on the Trail,” **U1**:T22–T23  
 “Visit to the Dentist, A,” **U2**:T250–T251  
 “Welcome to the Neighborhood,” **U1**:T198–T199  
*What Now?*, **U3**:T450–T451  
 “Winter Food,” **U5**:T196–T197  
 See also Genres

## M

**Magazine.** See Reference sources

### Main idea

brainstorm, **U2**:T320–T321  
 and details, **U1**:T205, T240–T241; **U2**:T29, T39, T41, T60–T61, T312–T313; **U3**:T209, T217, T238–T239; **U4**:T211, T220, T225, T244–T245; **U5**:T203, T213, T215, T217, T236  
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 of informational text. See Informational text  
 See also Listening, listening comprehension

**Make connections.** See Compare texts; Connections, make

**Make inferences**, **U2**:T87, T97, T118–T119, T256, T265, T267, T286–T287; **U5**:T263, T275, T294–T295

**Map/globe.** See Graphic sources

**Mechanics.** See Capitalization; Comma

**Media, incorporate**, **U1**:T466–T467; **U2**:T456–T457; **U3**:T464–T465

**Media center/library.** See Reference sources

**Mentor Stacks**, **U1**:T315, T316, T318–T319, T322–T323, T326–T327, T330, T339, T340, T342–T343, T346–T347, T350, T354, T358, T363, T364, T366–T367, T370–T371, T374–T375, T378–T379, T387, T388, T390–T391, T394, T398–T399, T406, T411, T412, T414–T415, T418, T422–T423; **U2**:T305, T306, T308–T309, T312–T313, T316–T317, T320, T324, T329, T330, T332–T333, T336–T337, T340, T344–T345, T348, T353, T354, T356–T357, T360–T361, T364–T365, T368–T369, T377, T378, T380–T381, T384, T392, T396, T401, T402, T404–T405, T408–T409, T412, T416; **U3**:T313, T314, T316–T317, T320–T321, T324–T325, T328, T337, T338, T340, T341, T344–T345, T352–T353, T356, T361, T362, T364–T365, T368–T369, T376–T377, T385, T386, T388–T389, T392–T393, T400–T401, T404, T409, T410, T412–T413, T416, T420–T421, T425, T428; **U4**:T321, T322, T324–T325, T328–T329, T332–T333, T336, T340, T345, T346, T348–T349, T352–T353, T356, T360–T361, T369, T370, T372–T373, T376–T377, T380, T384–T385, T388, T393, T394, T396–T397, T400–T401, T404, T408–T409, T412, T417, T418, T420–T421, T428–T429, T433; **U5**:T313, T314, T316–T317, T320–T321, T324–T325, T328–T329, T332, T337, T338, T340–T341, T344–T345, T348, T352–T353, T356, T361, T362, T364–T365, T368–T369, T372, T376–T377, T380, T385, T386, T388–T389, T392–T393, T396, T400–T401, T404, T409, T410, T412–T413, T416, T420–T421

**Multiple-meaning words.** See Vocabulary skills/strategies, academic vocabulary strategies, context clues

## N

**Narrator.** See Literary devices/terms, narrator

**Nouns, U1:**T276, T325, T329, T333, T337, T345, T421, T425, T429, T433; **U3:**T412–T413

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plural, **U2:**T384–T385, T388–T389; **U3:**T42, T323, T327, T331, T335, T343

possessive, **U2:**T384–T385, T388–T389

proper, **U2:**T384–T385, T388–T389; **U3:**T101, T347, T351, T355, T359, T367

singular, **U2:**T384–T385, T388–T389; **U3:**T42, T323, T327, T331, T335, T343

## O

**On-level learners.** See Assess and Differentiate

**Onomatopoeia.** See Sound devices and poetic elements, onomatopoeia

### Oral reading ability

assessment of, **U1:**T46, T54, T64, T108, T116, T126, T164, T172, T182, T226, T234, T244, T282, T290, T300; **U2:**T46, T54, T64, T104, T112, T122, T160, T168, T178, T216, T224, T234, T272, T280, T290; **U3:**T48, T56, T66, T112, T120, T130, T168, T176, T186, T224, T232, T242, T280, T288, T298; **U4:**T52, T60, T70, T114, T122, T132, T170, T178, T188, T230, T238, T248, T288, T296, T306; **U5:**T48, T56, T66, T106, T114, T124, T162, T170, T180, T222, T230, T240, T280, T288, T298

**Oral vocabulary development.** See Academic vocabulary; Oral Reading Ability

## P

### Parts of a book

title, **U1:**T154; **U2:**T262

title page, **U2:**T262

See also Print awareness; text features

**Parts of speech.** See Adjectives; Adverbs; Conjunctions; Nouns; Prepositions; Pronouns; Verbs

**Penmanship.** See Handwriting

### Phonics/decoding

common syllable patterns

CV, **U3:**T454–T455

CVCe, **U3:**T188–T189

VCCV, **U3:**T226–T227, T234–T235, T300–T301

VCe, **U2:**T260–T261, T434–T435; **U3:**T78–T79, T92–T93, T114–T115, T122–T123

consonant blends, **U5:**T50–T51, T58–T59, T126–T127

final, **U2:**T134–T135, T148–T149, T236–T237

initial, **U2:**T18–T19, T32–T33, T124–T125

consonant digraphs, **U2:**T190–T191, T204–T205, T292–T293; **U3:**T18–T19, T32–T33, T132–T133

consonant patterns, **U3:**T254–T255, T268–T269, T454–T455

consonants, **U1:**T128–T129, T184–T185, T236–T237, T246–T247, T292–T293, T302–T303, T448–T451, T456–T457; **U2:**T66–T67, T180–T181, T438–T441; **U3:**T68–T69

final, **U1:**T48–T49, T56–T57, T66–T67, T110–T111, T118–T119, T166–T167; **U2:**T48–T49, T56–T57

initial, **U1:**T48–T49, T56–T57, T66–T67, T110–T111, T118–T119, T166–T167, T228–T229, T284–T285

consonant trigraphs, **U3:**T18–T19, T32–T33, T132–T133; **U4:**T250–T251; **U5:**T50–T51, T58–T59

contractions, **U3:**T50–T51, T58–T59, T132–T133

decodable story, **U1:**T58–T59, T120–T121, T176–T177, T238–T239, T293–T294, T452–T453; **U2:**T58–T59, T116–T117, T172–T173, T228–T229, T284–T285, T442–T443; **U3:**T60–T61, T124–T125, T180–T181, T236–T237, T292–T293, T450–T451; **U4:**T64–T65, T126–T127, T182–T183, T242–T243, T300–T301, T458–T459; **U5:**T60–T61, T118–T119, T174–T175, T234–T235, T292–T293, T450–T451

endings, **U4:**T446–T447, T450–T451

add, **U5:**T68–T69

comparative, **U4:**T144–T145, T158–T159, T250–T251

-ed, **U4:**T116–T117, T124–T125, T190–T191

inflected

-ed, **U3:**T170–T171, T178–T179

-es, **U4:**T54–T55, T62–T63, T134–T135

-ing, **U2:**T218–T219, T226–T227, T292–T293

-s, **U2:**T162–T163, T170–T171, T236–T237

-ing, **U4:**T116–T117, T124–T125, T190–T191

plural, -es, **U4:**T54–T55, T62–T63, T134–T135

prefixes

re-, un-, **U5:**T164–T165, T242–T243

sounds

sound /k/ spelled ck, **U2:**T76–T77, T90–T91

sound /ó/ spelled a, al, and aw, **U2:**T274–T275, T282–T283

sound /s/ and sound /z/ spelled s, **U2:**T106–T107, T114–T115

## suffixes

- er, -or, **U5**:T108–T109, T116–T117, T182–T183
- ly, -ful, **U5**:T224–T225, T232–T233, T300–T301

## syllables

- final, **U5**:T446–T449
- open, **U3**:T282–T283, T290–T291
- open and closed, **U5**:T252–T253, T266–T267, T454–T455

## trigraphs, **U4**:T172–T173, T180–T181

## vowels, **U1**:T246–T247, T302–T303; **U3**:T198–T199, T212–T213, T300–T301; **U5**:T438–T439, T442–T443

- digraphs, **U4**:T232–T233, T240–T241, T290–T291, T298–T299, T308–T309; **U5**:T68–T69

- diphthongs, **U4**:T200–T201, T214–T215, T260–T261, T274–T275, T308–T309, T462–T463

- long vowels, **U2**:T246–T247, T260–T261, T430–T431, T434–T435, T446–T447; **U3**:T68–T69, T78–T79, T92–T93, T114–T115, T122–T123, T142–T143, T156–T157, T188–T189, T244–T245; **U5**:T18–T19, T78–79, T126–T127, T182–T183, T192–T193, T206–T207, T300–T301

- r-controlled, **U3**:T438–T439, T442–T443; **U4**:T18–T19, T32–T33, T72–T73, T82–T83, T96–T97, T134–T135, T190–T191

- short vowels, **U1**:T18–T19, T32–T33, T56–T57, T66–T67, T76–T77, T90–T91, T138–T139, T152–T153, T194–T195, T208–T209, T256–T257, T270–T271

- vowel teams, **U4**:T454–T457; **U5**:T136–T137, T150–T151, T242–T243, T282–T283, T290–T291, T454–T455

## words

- compound, **U3**:T446–T449; **U4**:T72–T73
- with *Qu*, *qu*, **U1**:T440–T441, T444–T445

## Phonological awareness

### alliteration, **U1**:T48–T49, T110–T111, T166–T167

### consonants, distinguish/discriminate

- final consonant sounds, **U1**:T448–T449
- initial consonant sounds, **U1**:T448–T449

### phonemes

- add, **U1**:T184–T185; **U2**:T106–T107, T162–T163; **U3**:T300–T301, T454–T455
- change, **U1**:T456–T457; **U2**:T66–T67, T246–T247, T430–T431; **U4**:T72–T73, T134–T135, T250–T251
- manipulate, **U2**:T236–T237; **U3**:T68–T69, T244–T245; **U5**:T182–T183, T242–T243
- remove, **U2**:T124–T125, T180–T181; **U3**:T78–T79, T142–T143; **U4**:T190–T191; **U5**:T192–T193
- segment and blend, **U1**:T66–T67, T128–T129, T302–T303, T246–T247; **U2**:T18–T19, T134–T135, T446–T447; **U3**:T18–T19, T50–T51, T170–T171, T226–T227, T438–T439, T446–T447; **U4**:T18–T19, T82–T83, T116–T117, T446–T447; **U5**:T51, T58, T108–T109, T126–T127, T136–T137, T164–T165, T224–T225, T252–T253, T438–T439, T454–T455

## sounds

- final sounds, **U2**:T48–T49; **U3**:T254–T255; **U4**:T54–T55, T144–T145, T172–T173, T200–T201, T260–T261, T290–T291, T454–T455; **U5**:T18–T19

- initial /kw/, **U1**:T440–T441

- initial sounds, **U1**:T228–T229, T284–T285; **U4**:T290–T291

- manipulate, **U5**:T282–T283, T446–T447

- medial sounds, **U2**:T274–T275; **U4**:T200–T201, T454–T455; **U5**:T18–T19

## syllables, **U3**:T282–T283

## vowels, distinguish/discriminate, **U2**:T292–T293, T438–T439;

- U3**:T132–T133, T188–T189; **U4**:T232–T233

- final vowel sounds, **U1**:T448–T449; **U3**:T198–T199

- initial vowel sounds, **U1**:T448–T449

- long vowels and short vowels, **U4**:T308–T309, T462–T463; **U5**:T68–T69, T78–T79

- medial vowel sounds, **U1**:T18–T19, T76–T77, T138–T139, T194–T195, T256–T257; **U3**:T114–T115

## words

- rhyming, **U2**:T190–T191, T218–T219
- identify and produce, **U2**:T76–T77

**Phrasing.** See Fluency, reading

**Play.** See Genres, drama/play

**Plot, U3**:T28, T41, T43, T52–T53; **U4**:T332–T333. See also Listening, listening comprehension

**Plurals.** See Nouns, plural

**Poetic devices.** See Literary devices/terms; Sound devices and poetic elements

**Poetry.** See Genres, poetry

**Possible Teaching Point.** See Teaching strategies, Possible Teaching Point

## Predict

- confirm predictions, **U1**:T267, T275, T296–T297; **U3**:T29, T39, T41, T62–T63; **U5**:T89, T97, T99, T120–T121, T147, T155, T176–T177

## Prefixes

- re-*, *un-*, **U5**:T164–T165, T172–T173

See also Phonics/decoding, prefixes; Word Work, prefixes

**Prepositions and prepositional phrases, U5**:T157, T213, T371, T375, T379, T383, T388–T389, T391, T395, T399, T403, T407, T415, T416–T417

## Print awareness

- author/illustrator/titles, identify, **U2**:T262; **U3**:T214; **U4**:T34
- parts of a book. See Parts of a book

**Prior knowledge.** See Background knowledge; ELL (English Language Learners)

**Procedural text.** See Genres, procedural text

**Project-Based Inquiry, U1:**T437–T469; **U2:**T427–T459;

**U3:**T435–T467; **U4:**T443–T475; **U5:**T435–T467

celebrate and reflect, **U1:**T468–T469; **U2:**T458–T459;

**U3:**T466–T467; **U4:**T474–T475; **U5:**T466–T467

collaborate and discuss, **U1:**T464–T465; **U2:**T454–T455;

**U3:**T462–T463; **U4:**T470–T471; **U5:**T462–T463

compare across texts, **U1:**T438–T439; **U2:**T428–T429;

**U3:**T436–T437; **U4:**T444–T445; **U5:**T436–T437

explore and plan, **U1:**T460–T461; **U2:**T450–T451; **U3:**T458–

T459; **U4:**T466–T467; **U5:**T458–T459

inquire, **U1:**T458–T459; **U2:**T448–T449; **U3:**T456–T457;

**U4:**T464–T465; **U5:**T456–T457

research, **U1:**T462–T463, T466–T467; **U2:**T452–T453, T456–

T457; **U3:**T460–T461, T464–T465; **U4:**T468–T469, T472–

T473; **U5:**T460–T461, T464–T465

**Pronouns, U3:**T162, T217, T371, T375, T379, T383, T388–  
T389, T391, T395, T399, T403, T407; **U4:**T420–T421

**Prosody, U1:**T46, T54, T64, T108, T116, T126, T164, T172,  
T182, T226, T234, T244, T282, T290, T300; **U2:**T46,  
T54, T64, T104, T216, T224, T234, T272, T280, T290;  
**U3:**T48, T56, T66, T112, T120, T130, T168, T176, T186,  
T224, T280, T288, T298; **U4:**T60, T70, T114, T122, T132,  
T170, T178, T188, T230, T238, T248, T288, T296, T306;  
**U5:**T56, T66, T106, T114, T124, T162, T170, T180, T222,  
T230, T240, T280, T288, T298. *See also* Assess and  
Differentiate, Small Group

**Publish, Celebrate, and Assess, U1:**T410–T415, T418–  
T419, T422–T423, T426–T427, T430–T431; **U2:**T400–  
T405, T408–T409, T412–T413, T416,–T417, T420–T421;  
**U3:**T408–T413, T416–T417, T420–T421, T424–T425,  
T428–T429; **U4:**T416–T421, T424–T425, T428–T429,  
T432–T433, T436–T437; **U5:**T408–T413, T417–T418,  
T420–T421, T424–T425, T428–T429

**Punctuation.** *See* Comma

**Purpose and audience.** *See* Author’s purpose



**Quick Check.** *See* Assess and Differentiate, Quick Check



**Rate.** *See* Fluency, reading

**Read aloud.** *See* Reading to students

**Reader response.** *See* Connections

**Reading fluency.** *See* Fluency, reading; Oral reading ability

**Reading rate.** *See* Fluency, reading

**Reading to students, U1:**T22, T142, T198, T260, T316;  
**U2:**T22, T80, T138, T194, T250; **U3:**T22, T82, T146,  
T202, T258; **U4:**T22, T86, T148, T204, T264; **U5:**T22,  
T82, T140, T196, T256

### Reading Workshop

#### Foundational Skills

fluency. *See* Fluency, reading

high-frequency words. *See* Vocabulary development, high-  
frequency words

listening comprehension. *See* Listening, listening  
comprehension

phonics. *See* Phonics/decoding

phonological awareness. *See* Phonological Awareness  
word structure and knowledge. *See* Phonics/decoding;  
Prefixes; Spelling; Suffixes

reading comprehension analysis. *See* Strategies/skills  
compare across texts

compare two or more texts, **U1:**T29, T68–T69, T87,  
T130–T131, T149, T186–T187, T205, T248–T249,  
T267, T304–T305, T438–T439; **U2:**T29, T68–T69, T87,  
T126–T127, T145, T182–T183, T201, T238–T239,  
T256, T294–T295, T428–T429; **U3:**T29, T70–T71,  
T89, T134–T135, T153, T190–T191, T209, T246–T247,  
T265, T302–T303, T436–T437; **U4:**T29, T74–T75, T93,  
T136–T137, T155, T192–T193, T211, T252–T253,  
T310–T311, T444–T445; **U5:**T29, T70–T71, T89,  
T128–T129, T147, T184–T185, T203, T244–T245,  
T263, T302–T303, T436–T437

genre characteristics. *See* Genres

response to sources

interact with sources, **U1:**T20–T21, T140–T141, T178–  
T179, T196–T197, T258–T259; **U2:**T20–T21, T78–T79,  
T136–T137, T192–T193, T248–T249; **U3:**T20–T21,  
T80–T81, T144–T145, T200–T201, T256–T257;  
**U4:**T20–T21, T84–T85, T146–T147, T202–T203, T262–  
T263; **U5:**T20–T21, T80–T81, T138–T139, T194–T195,  
T254–T255

reflect on reading and respond, **U1:**T42–T43, T104–  
T105, T160–T161, T222–T223, T278–T279; **U2:**T42–  
T43, T100, T100–T101, T156–T157, T212–T213,  
T268–T269; **U3:**T44–T45, T108–T109, T164–T165,  
T220–T221, T276–T277; **U4:**T48–T49, T110–T111,  
T166–T167, T226–T227, T284–T285; **U5:**T44–T45,  
T102–T103, T158–T159, T218–T219, T276–T277

### Reading-Writing Workshop Bridge

analyze author’s craft

dialogue, **U3:**T230–T231

elements of poetry, **U3:**T174–T175

first-person text, **U1**:T26–T27, T38; **U4**:T163, T176–T177

persuasive words, **U3**:T275

print and graphic features, **U1**:T159, T170–T171; **U4**:T103, T108, T120–T121, T218, T236–T237; **U5**:T98, T112–T113, T272, T286–T287

text features, **U5**:T97, T101

text structure, **U2**:T37, T166–T167; **U5**:T38, T54–T55

third-person text, **U3**:T39, T54–T55; **U4**:T282, T294–T295

visualize, **U4**:T36

word choice, **U1**:T100, T114–T115, T215, T232–T233, T275, T288–T289; **U2**:T52–T53, T95, T110–T111, T210, T222–T223, T266, T278–T279; **U3**:T99, T105, T118–T119, T286–T287; **U4**:T43, T44, T58–T59; **U5**:T155, T168–T169, T211, T214, T228–T229

conventions of language. See Language and conventions

spelling. See Spelling

vocabulary acquisition

- academic language/vocabulary. See Vocabulary skills/strategies, academic vocabulary
- Word Study. See Word Work

**Read Like a Writer.** See Teaching strategies, Possible Teaching Point

**Realism and fantasy.** See Listening, listening comprehension

**Realistic fiction.** See Genres, realistic fiction

**Reference sources**

- audio sources, **U3**:T460–T461
- digital sources, **U2**:T452–T453
- Internet. See Technology
- interview, **U4**:T468–T469
- print sources, **U1**:T462–T463; **U2**:T452–T453
- relevant sources, **U1**:T464
- technology. See Technology
- video sources, **U3**:T460–T461

**Research/study skills**

- interview, **U4**:T468–T469
- review/revise topic, **U1**:T466; **U2**:T456; **U3**:T464; **U4**:T472; **U5**:T464
- take notes, **U4**:T470
- See also Graphic organizers; Graphic sources; Parts of a book; Reference sources

**Response to literature.** See Connections; Literary response

**Rhyme.** See Sound devices and poetic elements, rhyme

**Routines.** See Teaching strategies, routines

**Rubric.** See Assessment, scoring guide/rubric; Writing rubrics; Writing Workshop

## S

**Science activities.** See Cross-Curricular Perspectives, science

**Science in reading, U2**:T427; **U5**:T435. See also Cross-Curricular Perspectives, science

**Self-selected text, U1**:T11, T31, T47, T55, T65, T71, T89, T109, T117, T127, T133, T151, T165, T173, T183, T189, T207, T227, T235, T245, T251, T269, T283, T291, T301, T307; **U2**:T11, T31, T47, T55, T65, T71, T89, T105, T113, T123, T129, T147, T161, T169, T179, T185, T203, T217, T225, T235, T241, T258, T273, T281, T291, T297; **U3**:T11, T31, T49, T57, T67, T73, T91, T113, T121, T131, T137, T155, T169, T177, T187, T193, T211, T225, T233, T243, T249, T267, T281, T289, T299, T305; **U4**:T11, T31, T53, T61, T71, T77, T95, T115, T123, T133, T139, T157, T171, T179, T189, T195, T213, T231, T239, T249, T255, T273, T289, T297, T307, T313; **U5**:T11, T31, T49, T57, T67, T73, T91, T107, T115, T125, T131, T149, T163, T171, T181, T187, T205, T223, T231, T241, T247, T265, T281, T289, T299, T305

### Sentences

complete, **U2**:T392–T393, T396; **U3**:T416–T417

kinds of

- compound, **U4**:T280, T427, T431, T435, T439; **U5**:T319

- declarative, **U2**:T94, T339, T343, T347, T351, T250

- exclamatory, **U2**:T387, T391, T395, T399, T358

- imperative, **U2**:T264, T411, T415, T419, T423; **U3**:T78

- interrogative, **U2**:T154, T363, T367, T371, T375, T383

- structure, simple, **U1**:T222–T223, T298; **U2**:T41, T315, T319, T323, T327, T335

### Sequence

- sequence of events, **U4**:T372–T373, T376–T377, T380–T381, T384–T385, T388

- steps in a process, **U5**:T368–T369, T372–T373

See also Listening, listening comprehension

**Setting.** See Listening, listening comprehension; Literary devices/terms, setting

**Shared Read, U1**:T34–T43, T92–T105, T154–T161, T210–T223, T272–T279; **U2**:T34–T43, T92–T101, T150–T157, T206–T213, T262–T269; **U3**:T34–T45, T94–T109, T158–T165, T214–T221, T270–T277; **U4**:T34–T49, T98–T111, T160–T167, T216–T227, T276–T285; **U5**:T34–T45, T94–T103, T152–T159, T208–T219, T268–T277

**Small Group.** See Assess and Differentiate, Small Group

**Social studies activities.** See Cross-Curricular Perspectives, social studies

**Social studies in reading, U1:**T437; **U3:**T435; **U4:**T387.  
See *also* Cross-Curricular Perspectives, social studies

**Sound devices and poetic elements**

imagery, **U3:**T344–T345, T348–T349

onomatopoeia, **U3:**T368–T369, T372–T373

rhyme, **U3:**T376–T377, T380

sensory details, **U3:**T340–T341

**Sources.** See Interact with Sources; Reference sources; Technology

**Sources, Interact with.** See Interact with Sources

**Speaking.** See Listening, listening comprehension

**Speaking and listening.** See Listening

**Spelling, U5:**T412–T413

patterns and rules, **U3:**T392–T393, T396–T397

phonics, connection to

consonant blends, final, **U2:**T358, T362, T366, T374

consonant blends, initial, **U2:**T310, T314, T318, T326

consonant digraphs, **U2:**T382, T386, T390, T398; **U3:**T318, T322, T326, T334

consonant patterns, **U2:**T334, T338, T342, T350; **U3:**T414, T418, T422, T430

trigraphs, **U3:**T318, T322, T326, T334

vowel diphthongs, **U4:**T398, T402, T406, T414, T422, T426, T430, T434, T438

vowels, **U3:**T390, T394, T398, T406

vowels, long, **U2:**T406, T410, T414, T422, T432–T433;

**U3:**T342, T346, T350, T358, T366, T370, T374, T378, T382; **U5:**T318, T322, T326, T334, T354, T390, T394, T398, T406

vowels, *r*-controlled, **U3:**T440–T441; **U4:**T326, T330, T334, T342, T350, T354, T358, T366

vowels, short, **U1:**T74–T75, T150–T151, T220–T221, T296–T297, T366–T367

vowel sound in *foot*, **U5:**T440–T441

vowel teams, **U5:**T366, T370, T374, T382

words

with endings, **U4:**T448–T449

with open and closed syllables, **U5:**T414, T418, T422, T430

with *Qu, qu*, **U1:**T442–T443

that compare, **U4:**T374, T378, T382, T390

**Spiral review, U1:**T184, T246, T302, T321, T332, T345, T356, T369, T380, T393, T404, T417, T428, T443, T456; **U2:**T66, T180, T236, T292, T311, T322, T335, T346, T359, T370, T383, T394, T407, T418, T433, T446; **U3:**T68, T132, T300, T319, T330, T343, T354, T367, T378, T391, T402, T415, T426, T441, T454; **U4:**T72,

T134, T308, T327, T338, T351, T362, T375, T386, T399, T410, T423, T434, T449, T462; **U5:**T182, T242, T300, T319, T330, T343, T354, T367, T378, T391, T402, T415, T426, T441, T454

**Story elements.** See Literary devices/terms, characters, events, plot, setting, theme

**Story structure.** See Plot; Text structure

**Strategies/skills**

analyze text features, **U2:**T360–T361, T364–T365

ask and answer questions, **U1:**T87, T99, T101, T122–T123, T406; **U2:**T145, T155, T174–T175; **U4:**T29, T41, T47, T66–T67, T271, T281, T283, T302–T303

assessment, **U1:**T378; **U2:**T420; **U3:**T428; **U4:**T436; **U5:**T376  
author's purpose, **U2:**T144, T164–T165; **U3:**T97, T103, T105, T116–T117

brainstorm topic and main idea, **U2:**T320–T321

compare and contrast texts, **U4:**T210, T219, T225, T234–T235

compose introduction and conclusion, **U2:**T368–T369, T372

correct and confirm predictions, **U1:**T267, T296–T297; **U5:**T89, T97, T99, T120–T121, T147, T155, T176–T177

create new understandings, **U2:**T201, T209, T211, T230–T231; **U4:**T93, T101, T107, T128–T129

describe connections, **U4:**T28, T39, T41, T43, T56–T57

describe/discuss characters, **U1:**T28, T39, T50–T51, T204, T215, T219, T221, T230–T231

describe elements of poetry, **U2:**T200, T209, T211, T220–T221

describe main events, **U3:**T219

describe main events and settings, **U3:**T228–T229

describe plot, **U3:**T28, T41, T43, T52–T53

describe setting, **U1:**T86, T97, T101, T112–T113; **U3:**T217

determine theme, **U4:**T154, T163, T174–T175; **U5:**T211, T217, T224–T225

discuss author's purpose, **U2:**T155; **U3:**T88

elements of drama, **U2:**T256, T265, T267, T276–T277

elements of poetry, **U3:**T152, T161, T163, T172–T173

facts and details, **U2:**T336–T337, T340–T341

find graphics, **U1:**T266, T275, T277, T286–T287

find/identify main idea, **U2:**T28, T37, T50–T51, T332–T333; **U4:**T23, T293, T270, T279, T283

find important details, **U2:**T29, T39, T41, T60–T61; **U4:**T211, T220, T225, T244–T245; **U5:**T203, T213, T215, T217, T236

find text features, **U1:**T148, T157, T159, T168–T169

find text structure, **U2:**T86; **U5:**T37, T39, T41

fluency, **U5:**T275

generate ideas, **U3:**T328–T329

identify events and settings, **U3:**T208

identify persuasive text, **U3:**T264, T273, T275, T284–T285; **U5:**T146, T155, T157, T166–T167

identify theme, **U5:**T202

incorporating peer and teacher suggestions, **U1:**T282

main idea and details, **U2**:T312–T313  
 make and/or confirm predictions, **U1**:T275; **U3**:T29, T39, T41, T62–T63  
 make connections, **U3**:T89, T97, T103, T107, T126–T127, T153, T163, T182–T183, T265, T273, T294–T295; **U4**:T155, T165, T184–T185; **U5**:T29, T37, T41, T62–T63  
 make inferences, **U2**:T87, T97, T118–T119, T256, T265, T267, T286–T287; **U5**:T263, T275, T294–T295  
 organize with structure, **U2**:T356–T357; **U5**:T364–T365  
 text structure, **U2**:T95, T97, T108–T109  
 use graphics, **U5**:T376–T377, T380  
 use pictures and text, **U5**:T262, T271, T273, T284–T285  
 use text evidence, **U1**:T29, T41, T60–T61, T149, T157, T178–T179  
 use text features, **U5**:T88, T99, T101, T110–T111  
 use text structure, **U4**:T92, T103, T105, T107, T109, T118–T119; **U5**:T28, T52–T53  
 visualize details, **U1**:T205, T240–T241; **U3**:T209, T217, T238–T239  
 See also Unit Overview

**Strategy Group.** See Assess and Differentiate, Small Group, Teacher-Led Options

**Structures of informational text.** See Informational text

**Struggling readers.** See Assess and Differentiate

**Study strategies.** See Graphic organizers; Graphic sources; Research/study skills

**Subject-verb agreement.** See Agreement, subject-verb

## Suffixes

-er, -or, **U5**:T108–T109, T116–T117, T182–T183  
 -ly, -ful, **U5**:T224–T225, T232–T233, T300–T301  
 See also Word Work

**Syllables.** See Phonics/decoding; Word Work, common syllable patterns



**Taking notes.** See Research/study skills, take notes

## Teaching strategies

Possible Teaching Point, **U1**:T31, T37, T38, T47, T55, T65, T71, T89, T97, T98, T100, T109, T117, T127, T133, T151, T158, T159, T165, T173, T183, T189, T207, T213, T215, T220, T221, T227, T235, T245, T251, T269, T275, T276, T283, T291, T301, T307, T322, T326, T330, T346, T350, T354, T370, T374, T378, T394, T398, T402, T418, T422, T426; **U2**:T31, T37, T40, T41, T47, T55, T65, T71, T94, T95, T97, T105, T113, T123, T129, T147, T153, T154, T161, T169, T179, T185, T203, T208, T210, T217, T225, T235, T241, T258, T264, T266, T273, T281, T291, T297, T312, T316,

T320, T336, T340, T344, T360, T364, T368, T384, T388, T392, T408, T412, T416; **U3**:T31, T37, T39, T40, T42, T49, T57, T67, T73, T91, T97, T99, T101, T102, T104–T106, T113, T121, T131, T137, T155, T161, T162, T169, T177, T187, T193, T211, T217, T218, T225, T233, T243, T249, T267, T272, T275, T281, T289, T299, T305, T320, T324, T328, T344, T348, T352, T368, T372, T376, T392, T396, T400, T416, T420, T424; **U4**:T31, T36, T39, T41, T43, T44, T53, T61, T71, T77, T95, T101, T103, T106–T108, T115, T123, T133, T139, T157, T163, T165, T171, T179, T189, T195, T213, T218, T219, T220, T231, T239, T249, T255, T273, T280, T282, T289, T297, T307, T313; T328, T332, T336, T352, T356, T360, T376, T380, T384, T400, T404, T408, T424, T428, T432; **U5**:T31, T37, T38, T41, T49, T57, T67, T73, T91, T97, T98, T100, T107, T115, T125, T131, T149, T155, T157, T163, T171, T181, T187, T205, T211, T213, T214, T223, T231, T241, T247, T265, T271, T272, T281, T289, T299, T305, T320, T324, T328, T344, T348, T352, T368, T372, T376, T392, T396, T400, T416, T420, T424

## routines

Book Club. See Book Club

read-aloud, **U1**:T22, T80, T142, T198, T260; **U2**:T22, T80, T138, T194, T250; **U3**:T22, T82, T146, T202, T258; **U4**:T22, T86, T148, T204, T264; **U5**:T22, T82, T140, T196, T256

See also Assessment; Writing Club

## Technology

Internet, **U4**:T84–T85; **U5**:T80–T81, T460, T460–T461

**Testing, formal and informal.** See Assessment

**Text Complexity Charts, U1**:R2–R7; **U2**:R2–R6; **U3**:R2–R6; **U4**:R2–R7; **U5**:R2–R6

**Text elements.** See Text features

**Text evidence, U1**:T29, T41, T60–T61, T149, T193, T178–T179

**Text features, U1**:T148, T157, T159, T168–T169; **U2**:T360–T361, T364–T365; **U5**:T88, T97, T99, T101, T110–T111

**Text structure, U2**:T37, T86, T166–T167, T356–T357; **U4**:T92, T103, T105, T107, T109, T118–T119; **U5**:T28, T37, T38, T39, T41, T52–T53, T54–T55, T364. See also Text features

**Text types.** See Genres

**Theme, of literature.** See Literary devices/terms, theme

**Theme, of unit.** See Unit Overview

**Timeline.** See Graphic sources

**Time sequence.** See Sequence

**Title page.** See Parts of a book, title page

**Types of literature.** See Genres

# U

**Unfamiliar words.** See Vocabulary skills/strategies, academic vocabulary strategies, context clues

**Unit goals.** See Goals, unit

**Unit Overview, U1:T2–T9; U2:T2–T7; U3:T2–T7; U4:T2–T7; U5:T2–T7**

**Usage.** See Adjectives; Adverbs; Agreement; Conjunctions; Nouns; Prepositions; Pronouns; Sentences; Verbs

# V

**Venn diagram.** See Graphic organizer, Venn diagram

**Verbs, U1:T276, T421, T425, T429, T433; U4:T165, T219, T375, T379, T383, T387, T391, T399, T403, T407, T408–T409, T411, T412, T415, T423**

tense

future, **U4:T399**

past, **U4:T106, T355, T359, T363, T367, T375**

present, **U1:T222**

See also Agreement, subject-verb

**Visualize.** See Strategies/skills, visualize

**Vocabulary development, U1:T42–T43, T104–T105, T160–T161, T222–T223, T278–T279; U2:T42–T43, T100–T101, T156–T157, T212–T213, T268–T269; U3:T44–T45, T108–T109, T164–T165, T220–T221, T276–T277; U4:T48–T49, T110–T111, T166–T167, T226–T227, T284–T285; U5:T44–T45, T102–T103, T158–T159, T218–T219, T276–T277**

high-frequency words, **U1:T19, T49, T69, T77, T91, T111, T129, T139, T153, T167, T185, T195, T209, T229, T247, T257, T271, T285, T303, T441, T445, T449, T457; U2:T19, T33, T49, T67, T77, T91, T107, T125, T135, T149, T163, T181, T191, T205, T219, T237, T247, T261, T275, T293, T431, T435, T439, T447; U3:T19, T33, T51, T69, T79, T93, T115, T133, T143, T157, T171, T189, T199, T213, T227, T245, T255, T269, T283, T301, T439, T443, T447, T455; U4:T19, T33, T55, T73, T83, T97, T117, T135, T145, T159, T173, T191, T201, T249, T233, T251, T261, T275, T291, T309, T447, T451, T455, T463; U5:T19, T33, T51, T69, T79, T93, T109, T127, T137, T151, T173, T183, T193, T207, T225, T243, T253, T267, T283, T301, T439, T443, T447, T455**

preteach. See ELL (English Language Learners), vocabulary support

preview, **U1:T34, T92, T154, T210, T216, T272; U2:T34, T92, T149, T206, T262; U3:T34, T94, T158, T214, T270; U4:T34, T98, T160, T216, T222, T276; U5:T34, T94, T152, T208, T268**

selection vocabulary, **U1:T28, T86, T148, T204, T266; U2:T28, T86, T144, T200, T256; U3:T28, T88, T152, T208, T264; U4:T28, T92, T154, T210, T270; U5:T28, T88, T146, T202, T262**

See also Vocabulary skills/strategies

## Vocabulary skills/strategies

academic vocabulary strategies

antonyms, **U1:T97; U3:T86–T87, T102, T106; U4:T90–T91, T101, T107; U5:T86–T87**

context clues, **U1:T146–T147, T194; U2:T142–T143; U3:T150–T151, T161; U4:T152–T153; U5:T144–T145**

oral language, **U1:T12, T264–T265; U2:T12, T254–T255; U3:T12, T262–T263; U4:T12, T268–T269; T12, T260–T261**

related words, **U1:T26–T27; U2:T26–T27, T40; U3:T26–T27, T37, T40; U4:T26–T27, T41; U5:T26–T27, T41**

synonyms, **U1:T84–T85, T119; U2:T97, T84–T85; U3:T86–T87, T97, T102**

word parts, **U1:T202–T203, T221; U2:T208, T198–T199; U3:T206–T207, T218; U4:T208–T209, T220; U5:T200–T201**

vocabulary in context, **U1:T39, T95, T159, T213, T277; U2:T39, T99, T153; U3:T101; U4:T37, T105, T220, T281; U5:T43, T213, T273**

See also Word Work

**Vowels.** See Phonics/decoding, vowels

# W

**Web site.** See Technology, Internet

**Word attack skills.** See Phonics/decoding; Vocabulary skills/strategies, academic vocabulary strategies, context clues; Word Work

**Word identification.** See Vocabulary skills/strategies, academic vocabulary strategies, context clues; Word Work

**Word Wall.** See Academic vocabulary, Word Wall

**Word Work, U1:T29, T87, T149, T205, T267; U2:T29, T87, T145, T201, T256; U3:T29, T89, T153, T209, T265; U4:T29, T93, T155, T211, T271; U5:T29, T89, T147, T203, T263**

alliteration, **U1:T48–T49, T110–T111, T166–T167**



## common syllable patterns

CV, **U3**:T454–T455

CVCe, **U3**:T188–T189

VCCV, **U3**:T226–T227, T234–T235, T300–T301

VCe, **U2**:T260–T261, T434–T435; **U3**:T78–T79, T92–T93, T114–T115, T122–T123

## consonant blends, **U5**:T50–T51, T58–T59, T126–T127

final, **U2**:T134–T135, T148–T149, T236–T237

initial, **U2**:T18–T19, T32–T33, T124–T125

## consonant digraphs, **U2**:T190–T191, T204–T205, T292–T293; **U3**:T18–T19, T32–T33, T132–T133

## consonant patterns, **U3**:T254–T255, T268–T269, T454–T455

consonants, **U1**:T128–T129, T174–T175, T184–T185, T236–T237, T246–T247, T292–T293, T302–T303, T448–T451, T456–T457; **U2**:T66–T67, T180–T181, T438–T441; **U3**:T68–T69

final, **U1**:T48–T49, T56–T57, T66–T67, T110–T111, T118–T119, T166–T167; **U2**:T48–T49, T56–T57

final consonant sounds, **U1**:T448–T449

initial, **U1**:T48–T49, T56–T57, T66–T67, T110–T111, T118–T119, T166–T167, T228–T229, T284–T285

initial consonant sounds, **U1**:T448–T449

## consonant trigraphs, **U3**:T18–T19, T32–T33, T132–T133; **U4**:T250–T251; **U5**:T50–T51, T58–T59

## contractions, **U3**:T50–T51, T58–T59, T132–T133

## endings, **U4**:T446–T447, T450–T451

add, **U5**:T68–T69

comparative, **U4**:T144–T145, T158–T159, T250–T251

-ed, **U4**:T116–T117, T124–T125, T190–T191

## inflected

-ed, **U3**:T170–T171, T178–T179

-es, **U4**:T54–T55, T62–T63, T134–T135

-ing, **U2**:T218–T219, T226–T227, T292–T293

-s, **U2**:T162–T163, T170–T171, T236–T237

-ing, **U4**:T116–T117, T124–T125, T190–T191

plural, -es, **U4**:T54–T55, T62–T63, T134–T135

## phonemes

add, **U1**:T184–T185; **U2**:T106–T107, T162–T163; **U3**:T300–T301, T454–T455

change, **U1**:T456–T457; **U2**:T66–T67, T246–T247, T430–T431; **U4**:T72–T73, T134–T135, T250–T251

manipulate, **U2**:T236–T237; **U3**:T68–T69, T244–T245; **U5**:T182–T183, T242–T243

remove, **U2**:T124–T125, T180–T181; **U3**:T78–T79, T142–T143; **U4**:T190–T191; **U5**:T192–T193

segment and blend, **U1**:T66–T67, T128–T129, T246–T247, T302–T303; **U2**:T18–T19, T134–T135, T446–T447; **U3**:T18–T19, T50–T51, T170–T171, T226–T227, T438–T439, T446–T447; **U4**:T18–T19, T82–T83, T116–T117, T446–T447; **U5**:T50–T51, T108–T109, T126–T127, T136–T137, T164–T165, T224–T225, T252–T253, T438–T439, T454–T455

## prefixes

*re-*, *un-*, **U5**:T164–T165, T172–T173, T242–T243

## sounds

final sounds, **U2**:T48–T49; **U3**:T254–T255; **U4**:T54–T55, T144–T145, T172–T173, T200–T201, T260–T261, T290–T291, T454–T455; **U5**:T18–T19

initial /kw/, **U1**:T440–T441

initial sounds, **U1**:T228–T229, T284–T285; **U4**:T290–T291

manipulate, **U5**:T282–T283, T446–T447

medial sounds, **U2**:T274–T275; **U4**:T200–T201, T454–T455; **U5**:T18–T19

sound /k/ spelled *ck*, **U2**:T76–T77, T90–T91

sound /ó/ spelled *a*, *al*, and *aw*, **U2**:T274–T275, T282–T283

sound /s/ and sound /z/ spelled *s*, **U2**:T106–T107, T114–T115

## suffixes

-er, -or, **U5**:T108–T109, T116–T117, T182–T183

-ly, -ful, **U5**:T224–T225, T232–T233, T300–T301

## syllables

final, **U5**:T446–T449

open, **U3**:T282–T283, T290–T291

open and closed, **U5**:T252–T253, T266–T267, T454–T455

## trigraphs, **U4**:T172–T173, T180–T181

vowels, **U1**:T194–T195, T256–T257; **U3**:T198–T199, T212–T213, T300–T301; **U5**:T438–T439, T442–T443

digraphs, **U4**:T232–T233, T240–T241, T290–T291, T298–T299, T308–T309; **U5**:T68–T69

diphthongs, **U4**:T200–T201, T214–T215, T260–T261, T274–T275, T308–T309, T462–T463

final vowel sounds, **U2**:T260–T261, T270–T271; **U4**:T290

initial vowel sounds, **U4**:T290

long vowels, **U2**:T246–T247, T260–T261, T430–T431, T434–T435, T446–T447; **U3**:T68–T69, T78–T79, T92–T93, T114–T115, T122–T123, T142–T143, T156–T157, T188–T189, T244–T245; **U5**:T18–T19, T32–T33, T78–T79, T92–T93, T126–T127, T182–T183, T192–T193, T206–T207, T300–T301

medial vowel sounds, **U1**:T18–T19, T76–T77, T138–T139, T194–T195, T256–T257; **U3**:T114–T115

*r*-controlled, **U3**:T438–T439, T442–T443; **U4**:T18–T19, T32–T33, T72–T73, T82–T83, T96–T97, T134–T135, T190–T191

short vowels, **U1**:T18–T19, T32–T33, T56–T57, T76–T77, T138–T139, T152–T153, T194–T195, T208–T209, T256–T257, T270–T271

vowel teams, **U4**:T454–T457; **U5**:T136–T137, T150–T151, T242–T243, T282–T283, T290–T291, T454–T455

vowels, distinguish/discriminate, **U2**:T292–T293, T438–T439; **U3**:T132–T133, T188–T189; **U4**:T232–T233

final vowel sounds, **U3**:T198–T199

long vowels and short vowels, **U4**:T308–T309, T462–T463;  
**U5**:T68–T69, T78–T79

medial vowel sounds, **U3**:T114–T115

words

compound, **U3**:T446–T449; **U4**:T72–T73

with *Qu, qu*, **U1**:T440–T441, T444–T445

rhyiming, **U2**:T190–T191, T218–T219

identify and produce, **U2**:T76–T77

See also Vocabulary skills/strategies

**Write for a Reader.** See Teaching strategies, Possible Teaching Point

**Writing, with technology.** See Technology

**Writing assessment.** See Assessment, writing; Writing rubrics

**Writing Club, U1**:T334, T335, T358, T359, T382, T383, T406, T407; **U2**:T324, T325, T348, T349, T372, T373, T396, T397; **U3**:T332, T333, T356, T357, T380, T381, T404, T405; **U4**:T340, T341, T364, T365, T388, T389, T412, T413; **U5**:T332, T333, T356, T357, T381, T404, T405

**Writing forms/products**

how-to book, **U5**:T312–T317, T320–T321, T324–T325, T328–T329, T332–T333, T336–T341, T344–T345, T348–T349, T352–T353, T356–T357, T360–T365, T368–T369, T372–T373, T376–T377, T380–T381, T384–T389, T392–T393, T396–T397, T400–T401, T404–T405, T408–T413, T416–T417, T420–T421, T424–T425, T428–T429

informational book, **U2**:T304–T309, T312–T313, T316–T317, T320–T321, T324–T325, T328–T333, T336–T337, T340–T341, T344–T345, T348–T349, T352–T357, T360–T361, T364–T365, T368–T369, T372–T373, T376–T381, T384–T385, T388–T389, T392–T393, T396–T397, T400–T405, T408–T409, T412–T413, T416–T417, T420–T421

opinion, **U1**:WW1a–WW47; **U2**:WW1a–WW47; **U3**:WW1a–WW47; **U4**:WW1a–WW47; **U5**:WW1a–WW47

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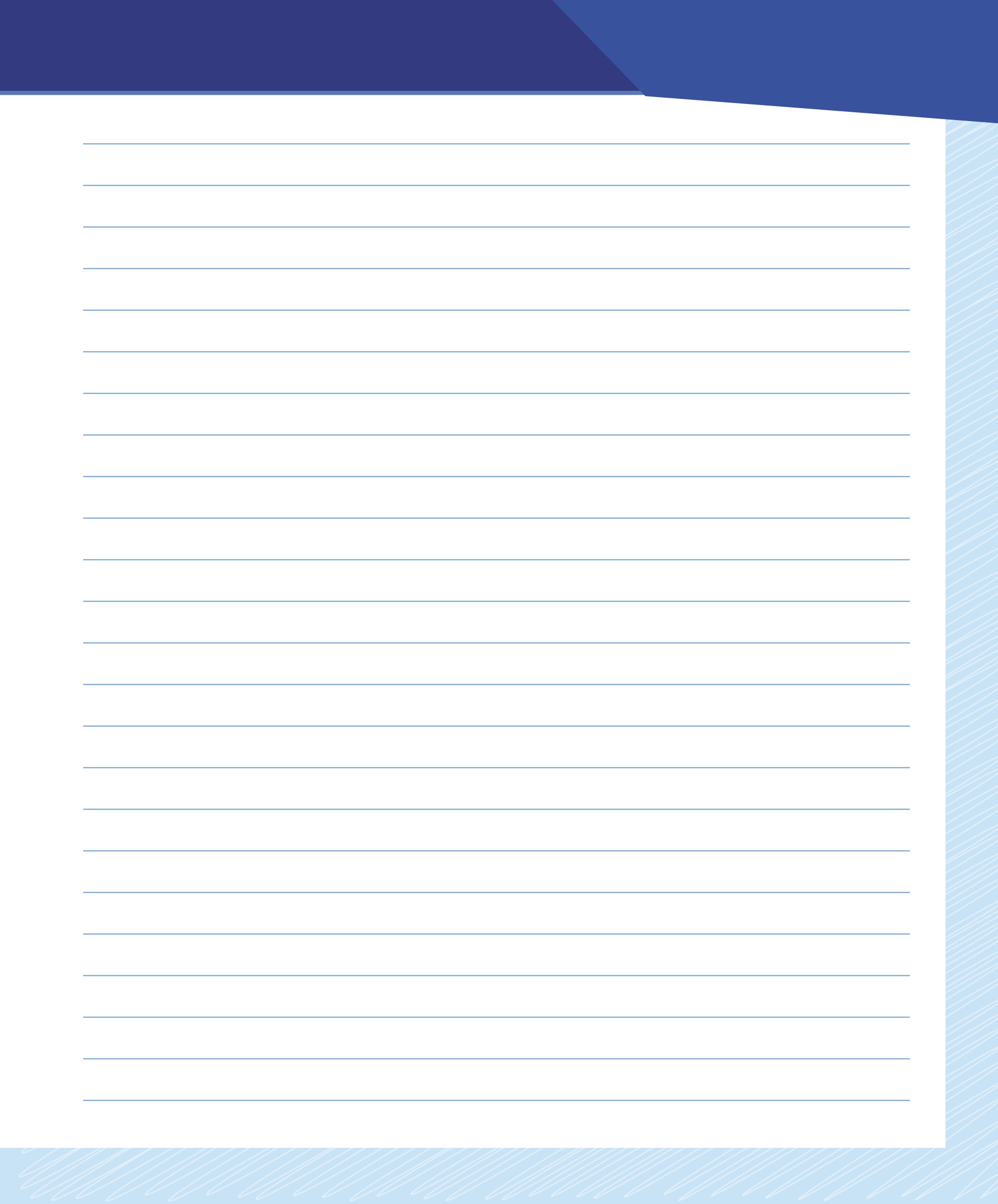
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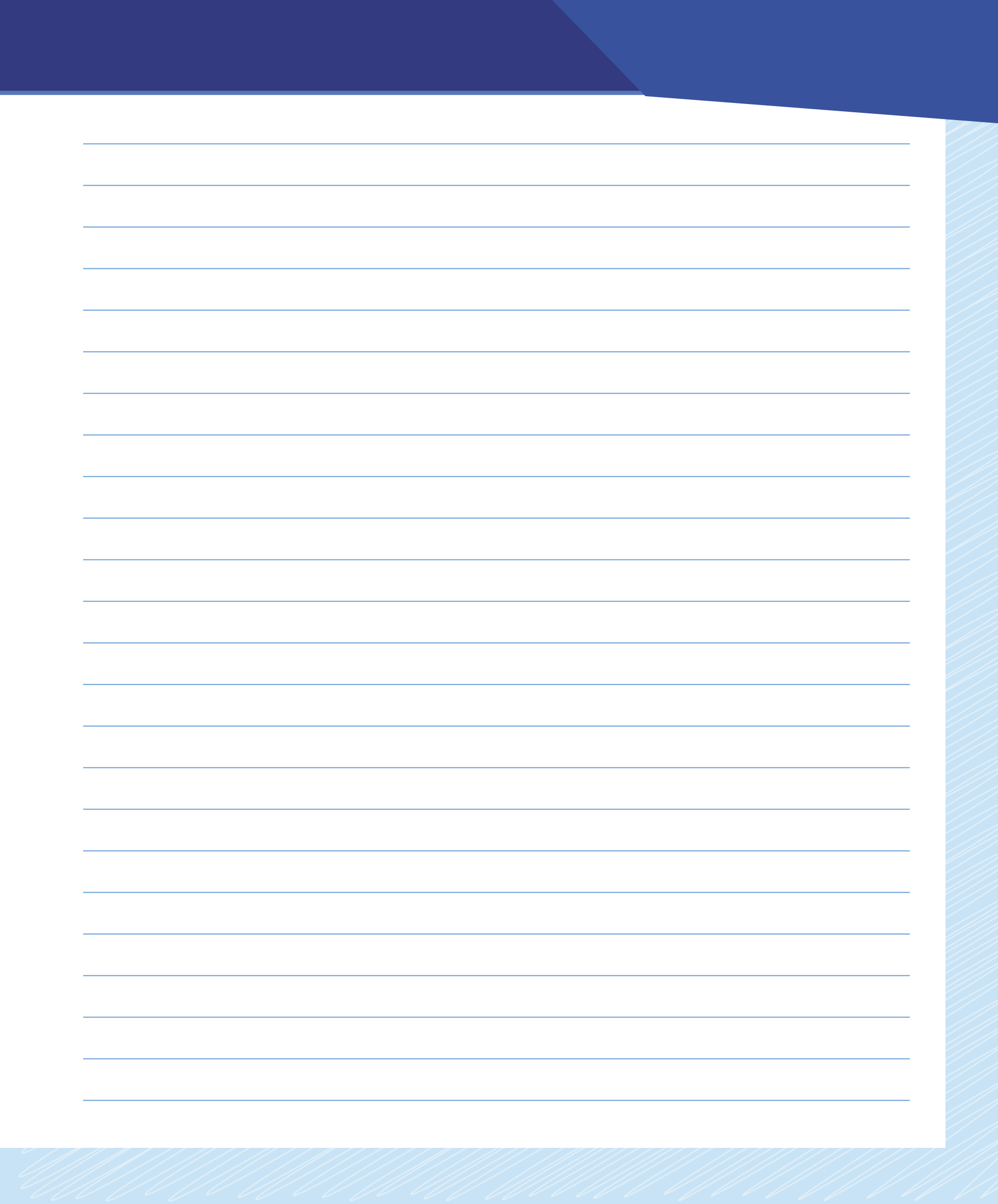


















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