

Teacher's Edition



COMMON CORE
myview[®]
L I T E R A C Y

2.1

SAVVAS

Teacher's Edition

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myView
L I T E R A C Y

2.1

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

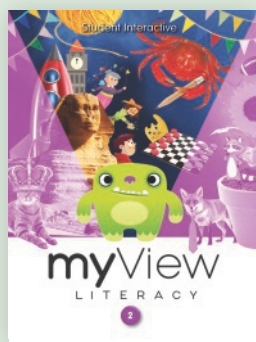


Grade 2 Resources

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

STUDENT RESOURCES

Whole Group



Student Interactive
2 Volumes

Read **ALoud**

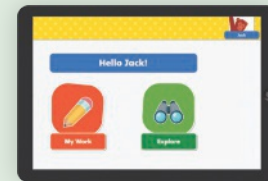
Mentor **STACK**



Trade Book Read Alouds



Genre, Skill, and
Strategy Videos



Savvas Realize™
Primary Student
Interface

Small Group & Independent

BOOK CLUB
with Trade Books



WRITING CLUB

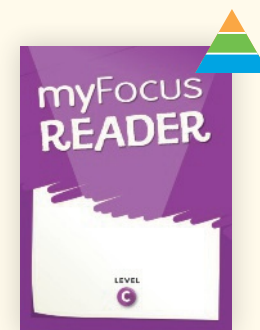


Digital Games



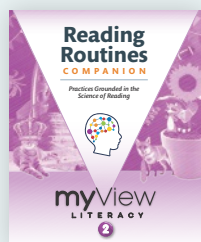
Leveled Content Readers
with Access Videos

SuccessMaker

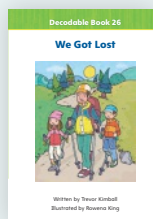


myFocus Reader

Foundational Skills



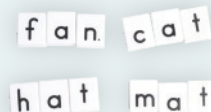
Reading
Routines
Companion



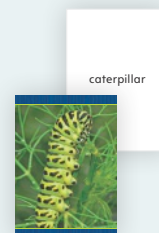
Decodable
Readers



High-Frequency
Word Cards



Letter Tiles



Picture
Word Cards



Alphabet
Cards



Sound
Spelling Cards

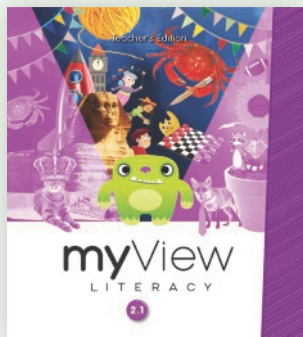


Savvas Realize™

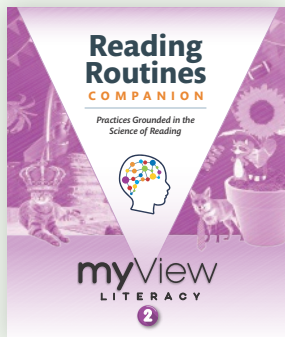
- Seamless Google Integration
- Interactive PDFs
- Distance Learning Teacher's Guide
- Downloadable/Printable Content
- Customizable Playlists
- Upload files and video
- Assign, Submit, and Grade
- Access to Realize Reader™ on and offline

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

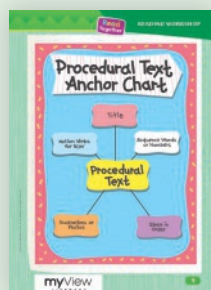
TEACHER RESOURCES



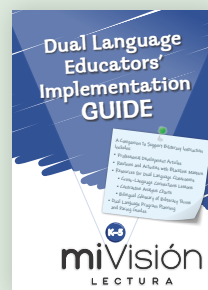
Teacher's Edition
5 Volumes



Reading Routines Companion



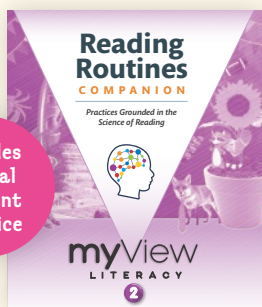
Anchor Charts



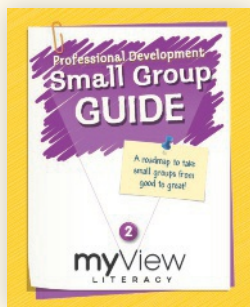
Dual Language Educators' Implementation Guide

Printables Include:

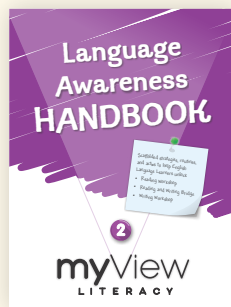
- Handwriting Practice
- Handwriting Models
- Writing Minilessons and Student Practice
- Language & Conventions Resources
- Spelling Resources
- Read Aloud Trade Book Lesson Plans



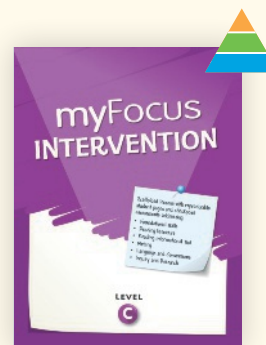
Reading Routines Companion



Small Group Professional Development Guide



Language Awareness Handbook

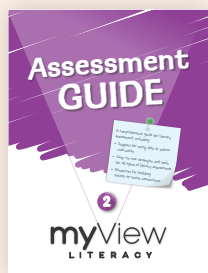


myFocus Intervention Teacher's Guide

Printables Include:

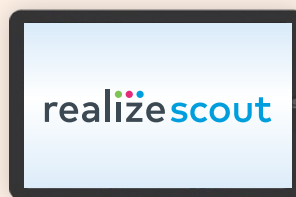
- Extension Activities
- *Quest* and *uEngineer It!* Cross-curricular projects
- Project-Based Inquiry Rubrics & Leveled Research Articles
- Writing Conference Notes & Student Feedback Template
- Leveled Literacy Stations
- Leveled Content Reader Teacher's Guide

Assessment & Reporting



Assessment Guide

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



Realize Scout Observational Tool

SAVVAS literacy Screener & Diagnostic Assessments

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

An Instructional Model for Today's Classroom

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



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



Foster a Love of Reading

Student Interactive

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



Read ALOUD

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



Mentor STACK

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

BOOK CLUB

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

*Titles are subject to change.

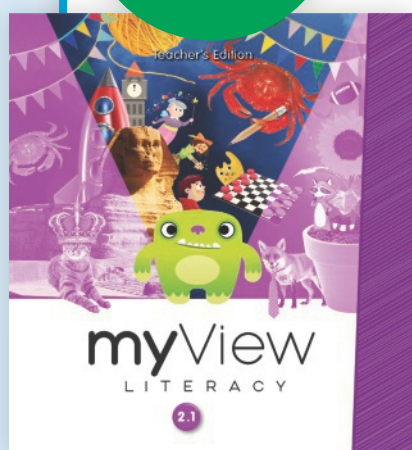
A Continuum of Resources to Meet the Needs of Your Students



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

LEVEL OF SUPPORT

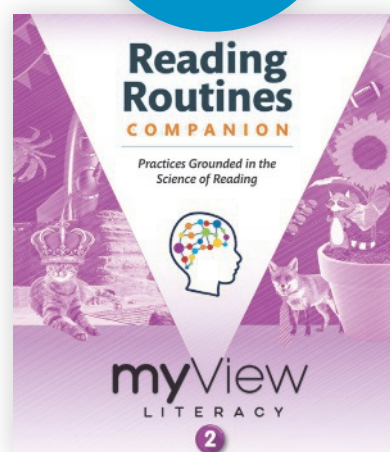
Teacher's Edition



Teacher's Edition (K-5)

Whole group lessons with corresponding small group differentiated instruction.

Reading Routines Companion



Reading Routines Companion (K-5)

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

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





SuccessMaker



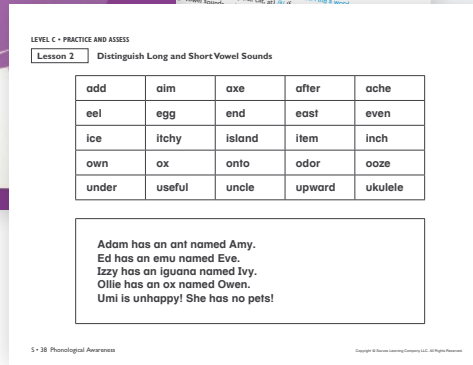
SuccessMaker®

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



myFocus Intervention

myFOCUS INTERVENTION



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

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

myFocus Intervention

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

Lessons follow a routine of:

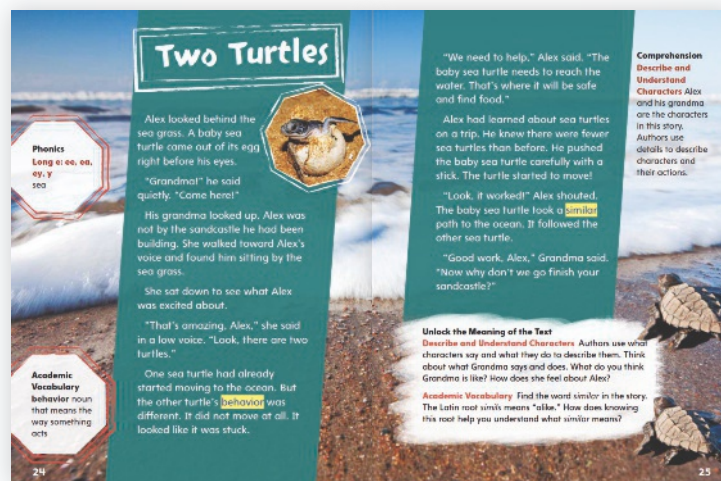
- Model (*I Do!*)
- Teach (*We Do!*)
- Practice (*You Do!*)



myFocus Reader

myFOCUS READER

LEVEL C



myFocus Reader

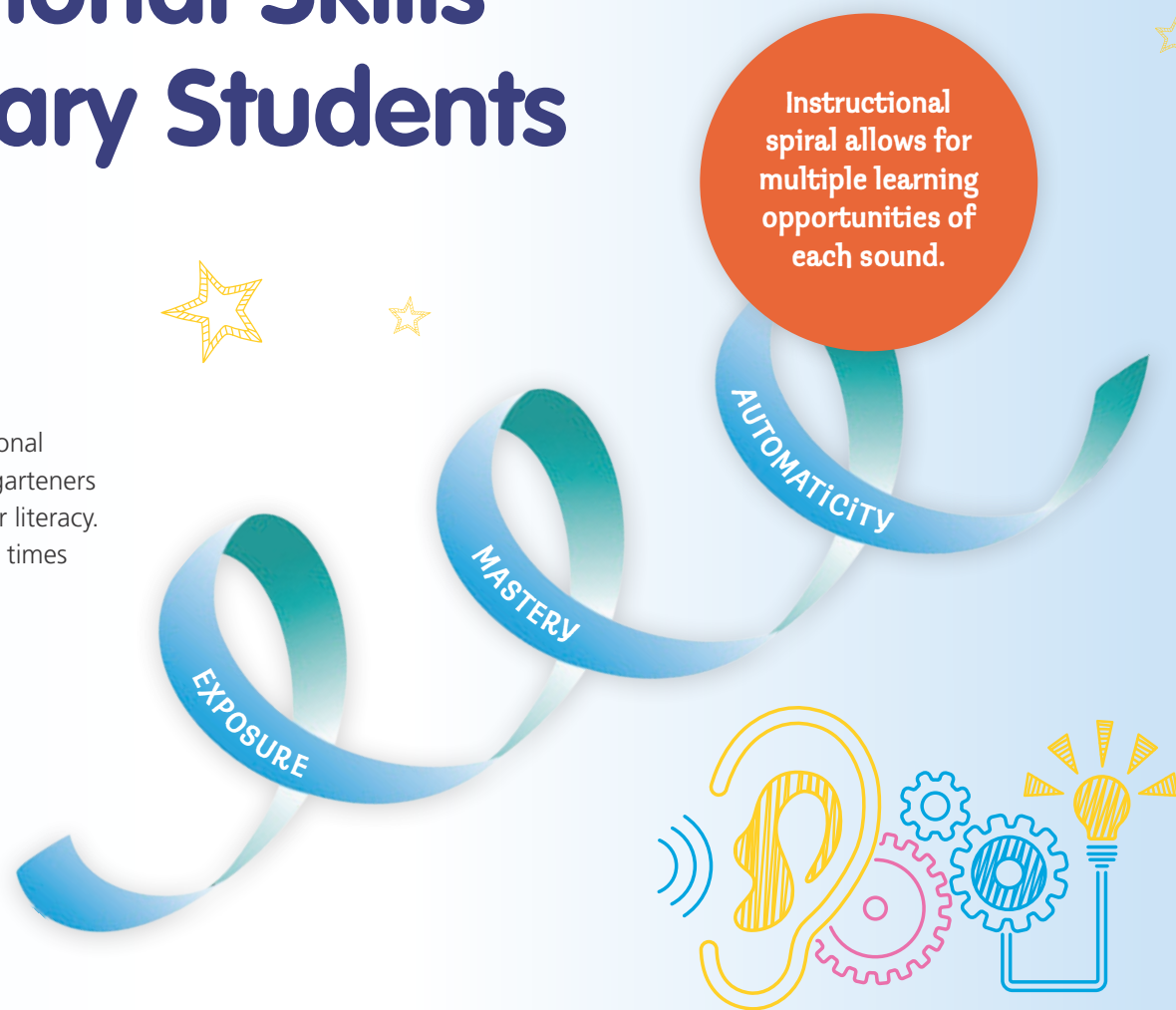
Additional high-interest selections tied to the unit theme provide students with guided and extended practice for:

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

Foundational Skills for Primary Students

Phonological to Phenomenal

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



Sequence of Instruction

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

EARLY

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

BASIC

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

ADVANCED

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

Connected Phonics and Spelling

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

WEEK 1 LESSON 2
READING WORKSHOP FOUNDATIONAL SKILLS

Word Work

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

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


Phonics: Decode and Write Words with Digraphs and Trigraphs

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

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

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

Phonics, p. 137



132 UNIT 2 • WEEK 1

myView Digital

FORMATIVE ASSESSMENT OPTIONS

Apply **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 hatch

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.

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.

Apply What happens next? Finish the story about Chip and Patch.
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 Phil have a ball.
Patch likes to catch the ball when Chip drops it.
He changes it and whisks by Chip.
Chip and Phil will chase Patch to get the ball.

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

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

The Art and

WEEK 1 LESSON 2
READING-WRITING WORKSHOP BRIDGE

Spelling Spell Words with Digraphs and Trigraphs

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

LESSON 2

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

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

APPLY TURN TALK AND SHARE Have students complete p. 49 in the *Student Interactive* independently.

SPELLING WORDS
catch inch
check chest
chip chin
graph while
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
Review and More Practice Spell Words with Digraphs and Trigraphs

LESSON 5
Assess Understanding

Spell Words with Digraphs and Trigraphs
Digraphs are two letters that spell one sound. Trigraphs are three letters that spell one sound. Digraphs and trigraphs are at the beginning or end of a word.

when catch
chest match
Stephan
chin
graph
inch
check
said

Review and More Practice Spell Words with Digraphs and Trigraphs

Spell Words with Long e Spelled at the End

Assess Understanding

Dictation practice is included in the Student Interactive.


A Systematic Reading Progression

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

DECODABLE STORY FOUNDATIONAL SKILLS

On the Run

Highlight the words with the long o sound.



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

AUDIO
AUDIO WITH HIGHLIGHTING
ANNOTATE

23

Decodable Stories (K-1)
Located inside the Student Interactive, these perforated decodable stories provide application of the week's skill.

Decodable Book 5

We Make It



Written by Hugo Delmar
Illustrated by Sandy Brightman

Decodable Readers (K-3)
A library of Decodable Readers allows for even more application of skills!

Decodable Reader

Kate Wins the Game

Written by Moira McGinty

21

Long e: e e
broke game lake
Date Jane Kate
Rames Kate
Consonant Digraph sh
shade smash

High-Frequency Words
is her to the you

Decodable Reader

The Bravest

Written by Ramona Vargas

14

Comparative Endings
braver bravest
taller tallest
smarter smartest

Other Words
know others
live they
move what

105

Decodable Practice Passage

68

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

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

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

69

Purposeful Assessments, Powerful Results

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

Formative Assessments – Daily/Weekly

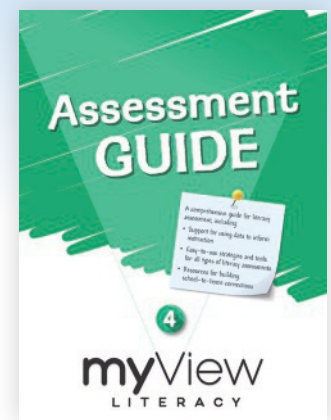
- Quick Checks
- Assess and Differentiate
- Assess Prior Knowledge
- Assess Understanding
- Observational Checklists
- Conferring Checklists
- Reading and Writing Rubrics for Student Self-Assessment
- Weekly Progress Check-Ups
- Weekly Cold Read Assessments for Fluency and Comprehension (Grades 1-5)

Unit Assessments – 5x Year

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

Summative Assessments – 3x Year

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



Data-Driven Assessment Guide

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

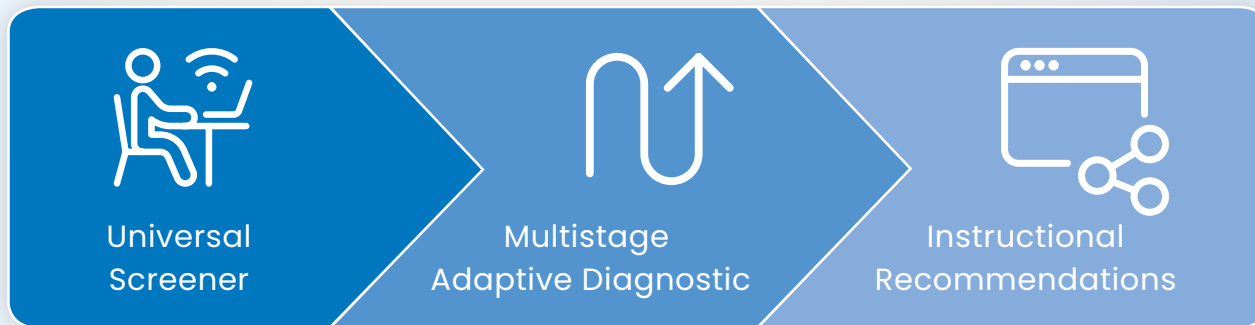
Test Preparation (Grades 2–5)



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

SAVVAS literacy Screener & Diagnostic Assessments

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



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

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

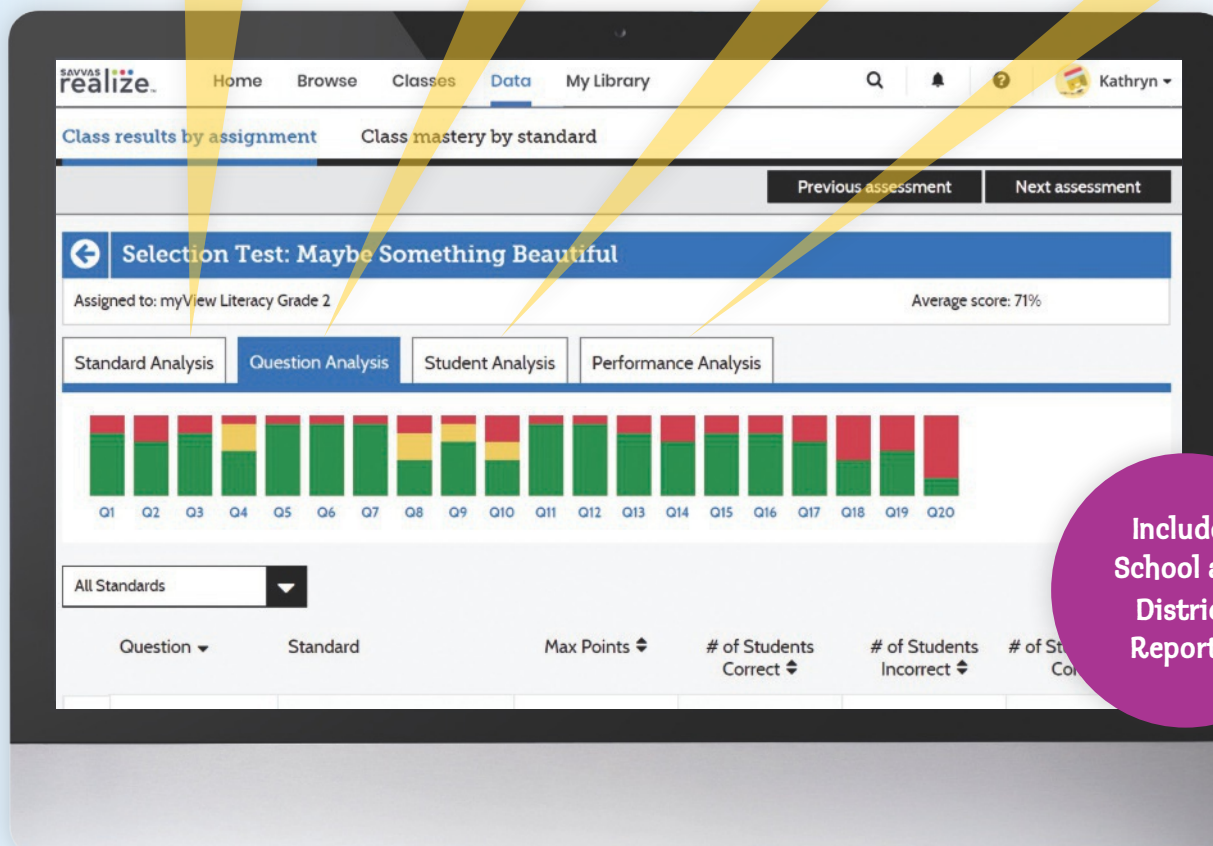
Student data connects skills to instructional supports and resources.

See progress by standard.

Drill into questions to see where students are struggling.

Focus on individual student performance.

Get small group recommendations with suggested next-step activities.



Intuitive Data Reporting

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

Includes School and District Reports.

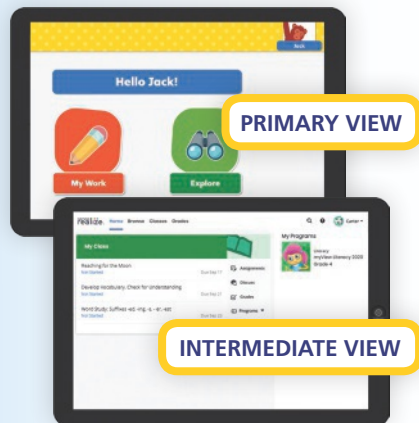
The Digital Difference



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

The Student Experience

High-Interest resources capture attention and increase learning.



Adaptive Dashboard

Adjust student view for ease of use!



Engaging Videos

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

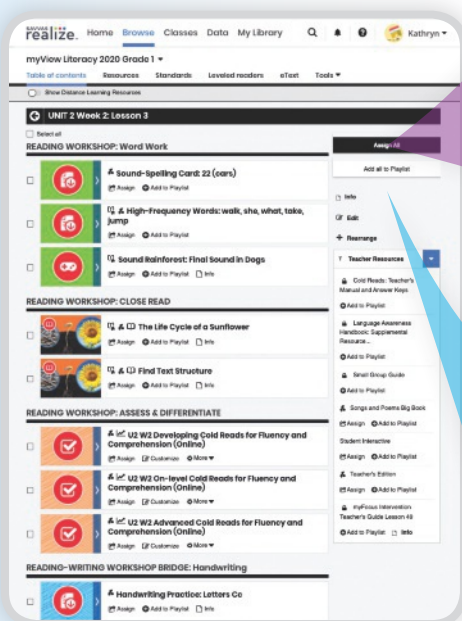


Digital Games

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

The Teacher Experience

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



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

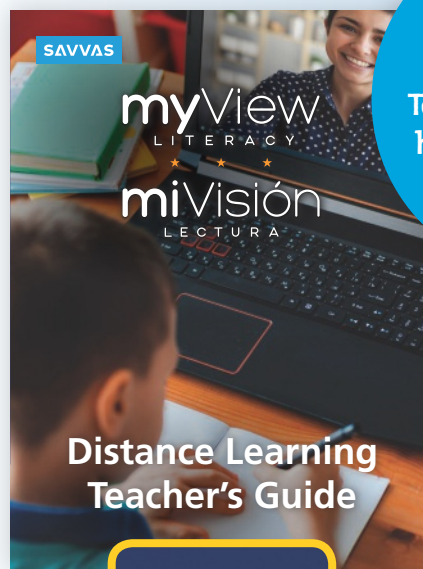
Add content, rearrange lessons, delete what you don't need—**make it your own!**

Create a Playlist

Title: Poetry Study

Description (Options):

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



Distance Learning Teacher's Guide



Engaged, Motivated Classrooms

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



Social-Emotional Learning

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



Inclusive and Equitable Instruction

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

Professional Learning and Program Implementation

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



Program Activation

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

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

Jump-start Your Teaching!

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

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



mySavvasTraining.com

Live Instructional Coaching Chat

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

On-Demand Training Library

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

Teacher Webinars

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

UNIT THEME

You Are Here

Essential Question

How do different places affect us?

SAVVAS
realize™

Go ONLINE for all lessons.

myView
Digital



REALIZE
READER



GAME



AUDIO



DOWNLOAD



ANNOTATE



RESEARCH



VIDEO



ASSESSMENT

Spotlight on Realistic Fiction



WEEK 1



How Many Stars in the Sky? pp. T14–T77

Realistic Fiction

by Lenny Hort

WEEKLY QUESTION What can we understand about a place when we look at it closely?

WEEK 2



Maybe Something Beautiful pp. T78–T141

Realistic Fiction

by F. Isabel Campoy and Theresa Howell

WEEKLY QUESTION How can people improve their neighborhoods?

WEEK 3



from *Places We Go* pp. T142–T205

Informational Text

by Rachelle Kreisman

WEEKLY QUESTION How does living in a community help people?

WEEK 4



Poetry pp. T206–T261

Poetry

by Gwendolyn Brooks

WEEKLY QUESTION How do different places make us feel?

WEEK 5



You Can't Climb a Cactus pp. T262–T323

Realistic Fiction

by Derrick Barnes

WEEKLY QUESTION How can a new place help us change and grow?

WEEKS 1–5

BOOK CLUB Read and discuss a book with others.

SEL SOCIAL-EMOTIONAL LEARNING

WEEK 6

PROJECT-BASED INQUIRY pp. T452–T477

UNIT THEME

You Are Here

Essential Question

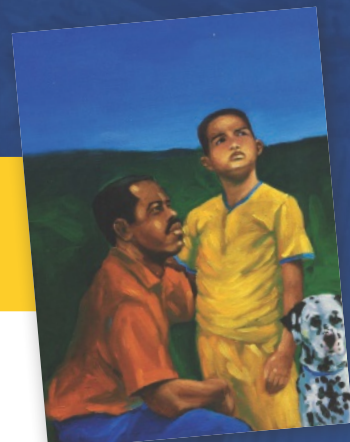
How do different places affect us?

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

WEEK
1

How Many Stars in the Sky?

What can we understand about a place when we look at it closely?



WEEK
2

Maybe Something Beautiful

How can people improve their neighborhoods?



WEEK
3

from **Places We Go**

How does living in a community help people?





WEEK
4

Poetry

How do different places make us feel?



WEEK
5

You Can't Climb a Cactus

How can a new place help us change and grow?



WEEK
6

Project



Project-Based Inquiry

At the end of the unit, students will get the chance to apply what they have learned about how places affect us in the **WEEK 6 PROJECT: The Best Place.**

UNIT THEME

You Are Here

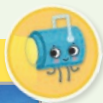
WEEK 1

WEEK 2

WEEK 3

READING WORKSHOP

Realistic Fiction



How Many Stars in the Sky?

Describe setting using text evidence from literary text.

Realistic Fiction



Maybe Something Beautiful

Ask and answer questions about characters in literary text.

Informational Text



from **Places We Go**

Identify main ideas using text evidence from informational text.

FOUNDATIONAL SKILLS

Phonological Awareness, Phonics, High-Frequency Words



READING-WRITING WORKSHOP BRIDGE

Bridge reading and writing through:

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

BOOK CLUB SEL

Friends Around the World by Ana Galan

What can we learn about how places around the world affect us?

WRITING WORKSHOP

Introduce Mentor Stacks and immerse in different types of texts.

Develop elements of writing.

Develop the structure of writing.



READING-WRITING WORKSHOP BRIDGE

Bridge reading and writing through:

- Spelling
- Language & Conventions

UNIT GOALS

SEL SOCIAL-EMOTIONAL LEARNING

UNIT THEME

- Talk with others about how different places affect us.

READING WORKSHOP

- Read realistic fiction and understand its elements.

READING-WRITING WORKSHOP BRIDGE

- Use language to make connections between reading and writing.

WRITING WORKSHOP

- Plan, draft, and publish writing.

WEEK 4

Poetry



Poetry

Monitor comprehension about patterns and structures in poetry.

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 can we learn about how places around the world affect us?

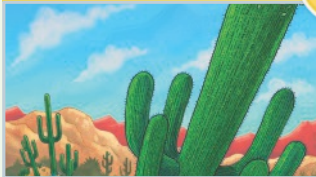
Apply writer's craft and conventions of language to develop and write different types of texts.

Bridge reading and writing through:

- Spelling
- Language & Conventions

WEEK 5

Realistic Fiction



You Can't Climb a Cactus

Make and confirm predictions about plot in realistic fiction.

Publish, celebrate, and assess different types of writing.

WEEK 6

Inquiry and Research



The Best Place Research Articles

FOUNDATIONAL SKILLS

Phonics, High-Frequency Words, Spelling

Project-Based Inquiry

- Generate questions for inquiry
- Research different places in the community
- Engage in productive collaboration
- Incorporate media
- Celebrate and reflect

UNIT 1 SKILLS OVERVIEW

UNIT THEME

You Are Here

		WEEK 1		WEEK 2		WEEK 3	
		Realistic Fiction		Realistic Fiction		Informational Text	
		How Many Stars in the Sky?		Maybe Something Beautiful		from Places We Go	
		CCSS		CCSS		CCSS	
READING WORKSHOP	Foundational Skills	Phonological Awareness: Long and Short Vowels		Phonological Awareness: Long and Short Vowels		Phonological Awareness: Rhyming Words	
		Phonics: Long and Short Vowels	RF.2.3.a	Phonics: Long Vowels CVCe	RF.2.3.a	Phonics: Consonant Blends	RF.2.3
		High-Frequency Words: <i>which, each, than</i>	RF.2.3.f	High-Frequency Words: <i>called, long, most</i>	RF.2.3.f	High-Frequency Words: <i>more, things, sound</i>	RF.2.3.f
	Minilessons Bank	Infographic: Seeing Stars	RI.2.7; W.2.8	Infographic: We Make Our Neighborhood Better	RI.2.7	Diagram: Fighting Fires	RI.2.7
		Realistic Fiction: How Many Stars in the Sky?	RL.2.10	Realistic Fiction: Maybe Something Beautiful	RL.2.1	Informational Text: Places We Go	RI.2.2
		Words That Tell About a Place	L.2.4.d	Words That Describe	L.2.5.a; L.2.5.b	Words That Tell About the Community	L.2.4.e
Describe and Understand Setting		RL.2.7	Describe and Understand Characters	RL.2.7	Identify Main Idea	RI.2.2	
Use Text Evidence		RL.2.7	Ask and Answer Questions	RL.2.1	Use Text Evidence	RI.2.6	
Talk About It: Oral Response to Realistic Literature	SL.2.1.a; SL.2.1.b	Write to Sources: Respond to Realistic Literature	W.2.8	Talk About It: Oral Response to Informational Text	SL.2.1.a		
READING-WRITING WORKSHOP BRIDGE	Academic Vocabulary	Related Words	L.2.4.c; L.2.4.e	Synonyms	L.2.5	Context Clues	RF.2.4.c
	Handwriting	Use Proper Sitting Position and Paper Position Use Proper Pencil Grip	L.1.1.a	Write the Letters <i>Ll, li, Tt, Oo, Cc, and Aa</i>	L.1.1.a	Write the Letters <i>Ee, Ff, Dd, Gg, Jj, and Qq</i>	L.1.1.a
	Read Like a Writer/Write for a Reader	Voice	L.2.4.a	Sequence	W.2.3	Relevant Details	RI.2.6
WRITING WORKSHOP	Weekly Focus	Introduce and Immerse		Develop Elements		Develop Structure	
	Minilessons Bank	Meet the Author	SL.2.1	The Writer's Notebook	SL.2.1.b	The Structure of a Fiction Text	RL.2.5
		Meet the Author	SL.2.1.b	The Writer's Notebook	SL.2.1	The Structure of a Fiction Text	RL.2.5
		What Good Writers Do	SL.2.1.c	Tools Authors Use	L.2.2.e; L.2.5.b	The Structure of a Nonfiction Text	W.2.2
		What Good Writers Do	SL.2.6	Tools Authors Use	L.2.2.e; L.2.5.b	The Structure of a Nonfiction Text	W.2.2
		Writing Club	SL.2.1.a	Digital Tools Authors Use	W.2.6	Digital Tools Authors Use	W.2.6
	Spelling	Spell Words with Short Vowels	L.2.2	Spell Words with Long Vowels (CVCe)	L.2.2.d	Spell Words with Consonant Blends	L.2.2.d
Language & Conventions	Simple Sentences	L.2.1.f	Subjects and Predicates	L.2.1	Compound Sentences	L.2.1.f	

Essential Question

How do different places affect us?

WEEK 4

Poetry



Poetry

CCSS

Phonological Awareness:
Rhyming Words

Phonics: Consonant
Digraphs *ch, sh, wh, th, ph*;
Trigraph *tch*

High-Frequency Words:
great, before, means

RF.2.3

RF.2.3.f; L.2.6

Poem: “City Sights”

RF.2.3

Poetry: “Pete at the Zoo,”
“Keziah,” “Rudolph Is Tired
of the City,” “Lyle”

RL.2.4; RL.2.10

Words That Tell About a
Feeling or Action

L.2.5.b

Explain Patterns and
Structures

RL.2.4; W.2.5

Monitor Comprehension

RF.2.4.c;
SL.2.1.c

Write to Sources: Respond
to Poetry

W.2.1

Word Parts

RF.2.3.d

Write the Letters *Uu, Ss, Bb, Pp, Rr, and Nn*

L.1.1.a

Word Choice

L.2.5.a

WEEK 5

Realistic Fiction



You Can't Climb a Cactus

CCSS

Phonological Awareness:
Add and Remove Sounds

Inflected Endings *-s, -es, -ed, -ing*

High-Frequency Words:
follow, form, show

RF.2.3

RF.2.3.f

Infographic: Two Different
Places

RI.2.5

Realistic Fiction: You Can't
Climb a Cactus

RL.2.7

Words That Tell About a
New Place

L.2.4.e

Describe and Understand
Plot Elements

RL.2.7

Make and Confirm
Predictions

RL.2.7

Talk About It: Respond to
Realistic Literature

SL.2.1.a;
SL.2.1.b

Oral Language

L.2.5

Write the Letters *Mm, Hh, Vv, Yy, Ww, and Xx*

L.1.1.a

How Graphic Features
Support Purpose

RI.2.7

Writer's Craft

End Punctuation and
Apostrophes

L.2.2; L.2.2.c

End Punctuation and
Apostrophes

L.2.2; L.2.2.c

Revise Drafts by Adding
Details

L.2.1.e

Revise Drafts by Adding
Details

L.2.6

Revise Drafts by Deleting
Words

W.2.5

Spell Words with *ch, sh, wh, th, ph, tch*

RF.2.3

Sentences and End
Punctuation

L.2.2

Publish, Celebrate, Assess

Peer Edit

W.2.5

Incorporate Peer Feedback

SL.2.1.c

How to Write a Final Draft

W.2.5

Publish and Celebrate

W.2.6

Assessment

W.2.8

Spell Words with *-s, -es, -ed, -ing*

RF.2.3.f

Use Resources to Spell
Words

L.2.2.e

WEEK 6

Inquiry and Research



The Best Place

CCSS

FOUNDATIONAL SKILLS

Phonics: *r*-Controlled
Vowels *ar, or, ore, oar*

RF.2.3.b

High-Frequency Words:
also, large, small

RF.2.3.f

Spelling: *r*-Controlled
Vowels *ar, or, ore, oar*

RF.2.3.b

Compare Across Texts:
“You Are Here”

RI.2.9

Inquire: The Best Place

W.2.1

Leveled Research Articles

RF.2.4.a

Academic Words

L.2.6

Explore and Plan:
Introduce Persuasive
Writing

W.2.1

Conduct Research:
Interview an Expert

W.2.8

Collaborate and Discuss:
Analyze Student Model

W.2.1

Primary and Secondary
Sources

W.2.8

Extend Research: Include
Media

W.2.5

Revise and Edit

W.2.5

Celebrate and Reflect

SL.2.1

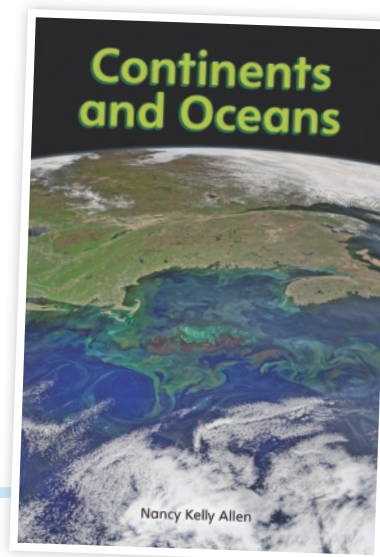
UNIT 1 LEVELED READERS LIBRARY



LEVEL H

Leveled Readers for Unit 1

- Unit 1 guided reading levels range from Level H through Level M.
- Readers align to the unit theme, You Are Here, and to the unit Spotlight Genre, Realistic Fiction.
- See the Matching Texts to Learning pages each week for suggested texts and instruction aligned to the week's instruction and genre.

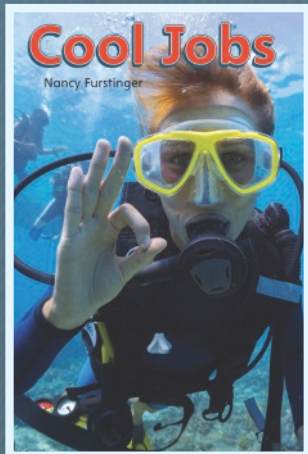


Complete Online Access to the Grade 2 Leveled Library

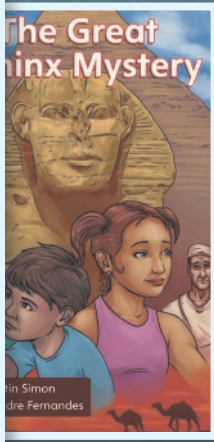


- A range of levels from Level H through Level M
- A rich variety of fiction and nonfiction genres
- Text structures and features aligned to the continuum of text levels
- Readers provide audio and word-by-word highlighting to support students as they read.
- Leveled Reader Search functionality in SavvasRealize.com





Level K



Level K



Level K



Level L



Level L



Level L



Level M



Level M



Level M

LEVEL M

Teaching Support

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

Guided Reading

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

Differentiation

- Support for ELLs
- Language Development suggestions

Guided Writing

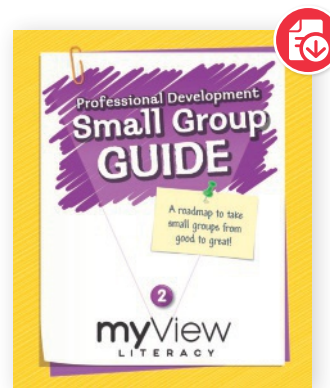
- Prompts for responding to text

LEVELED READER
TEACHER'S GUIDE



See the **Small Group Guide for**

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



SMALL GROUP
GUIDE

You Are Here

OBJECTIVES


Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others.

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

Establish purpose for reading assigned and self-selected texts.

Essential Question

Introduce the Essential Question for Unit 1: *How do different places affect us?* Tell students that they will read many texts to learn about the ways that different places affect us. Explain that reading texts in a variety of genres is important because each author gives a different perspective on the topic.

Watch the Unit Video Tell students that a video is a multimodal text because it features both visuals and sound. Have students pay attention to the different places that they see and hear about as they watch the video. 

TURN, TALK, AND SHARE Have partners discuss what they noticed about the places they saw in the video. Guide discussion with these questions:

- What did you notice about some of the places you saw?
- How might some of the places affect people differently?

STUDENT INTERACTIVE, pp. 8-9

ELL Targeted Support Prior Knowledge Use the following supports to help students tap into their prior experiences to understand the unit video.

Help students relate the video content to their own experiences. Use their responses to ask targeted questions about word meanings in English. **EMERGING/DEVELOPING**

Have students use English words to describe how the video content relates to their own experiences. **EXPANDING/BRIDGING**

Independent Reading

Self-Select Texts Discuss pp. 10–11 in the *Student Interactive*. Tell students that they can select their own texts to read independently. Have students:

- Select texts by favorite authors, about interesting topics, or in a particular genre.
- Establish a purpose for reading self-selected texts.
- Spend increasing periods of time reading independently throughout the unit to build stamina.

STUDENT INTERACTIVE, pp. 10-11

UNIT 1 INDEPENDENT READING

Independent Reading

What can you do to become a good reader? Read, read, and read some more! On the next page, keep track of your independent reading.

Follow these steps to help you select a book you will enjoy reading on your own.

1. Ask: What is my purpose for reading?
 - for fun?
 - to learn something?
 - to read something by my favorite author?
2. Select a book. Open it to any page and read it. Hold up a finger for each word you do not know. Then check this list:
 - 1 Finger: Easy!
 - 2 Fingers: Just right.
 - 3 Fingers: Just right.
 - 4 Fingers: A little too hard for now.
 - 5 Fingers: Save for later.

My Reading Log

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

UNIT 1

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:

- region : *región*
- different : *diferente*

Word Wall

Begin an Academic Vocabulary Word Wall for display. Throughout the unit, add to the Word Wall as you generate new vocabulary related to the theme.

Unit Goals

Read aloud the Unit Goals on p. 12 in the *Student Interactive*.

- **MyTURN** Have students color the “thumbs up” if they feel they have already accomplished the Unit Goals, or the “thumbs down” if they think they have more to learn.

Students will revisit their ratings 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 different places. Read aloud the paragraph on p.13 in the *Student Interactive*. Then use the Expand and Ask questions for each word. Have students respond using the newly acquired academic vocabulary as appropriate.

Expand: The dry weather will **affect** the plants.

Ask: What are some ways that rain will **affect** the flowers?

Expand: When something is **different**, it is not like the others.

Ask: What are some examples of **different** animals?

Expand: We **compare** items to discover what is the same or not the same about them.

Ask: What do you notice when you **compare** winter and summer?

Expand: We need to know the **location** of the birthday party.

Ask: Can you tell me the **location** of our school?

Expand: A **region** is an area where most things are the same.

Ask: What types of animals live in a cold **region**?

TURN, TALK, AND SHARE Have students use the academic vocabulary words as they talk about the pictures with a partner.



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

“Generative vocabulary strategies can help students build their skills with rare vocabulary. Generative refers to the way students can apply knowledge of how words work—morphologically and conceptually—when encountering new words. In *myView*, words are taught as networks of ideas rather than as single, unrelated words. Studying words in conceptual groupings enables students to learn more words while reading.”

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

ELL Targeted Support Use Academic Language Use the oral vocabulary routine to help students build on the concept of how different places affect us and internalize new academic language.

Use the Language Transfer note to help students internalize the meanings of the two academic words. Then use sentence stems to help students say short, meaningful phrases that include one of the academic words. **EMERGING**

Write the “Ask” questions from the oral vocabulary routine on the board. Have student pairs ask and answer three questions with their partner. Have students use and reuse the academic words in their answers. **DEVELOPING**

Have student pairs take turns reading the definition of each academic word. Then have them take turns asking and answering the “Ask” questions from the oral vocabulary routine. Finally, challenge student pairs to write and say a sentence that shows how one of the words could be used in another subject area. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 12-13

UNIT 1

INTRODUCTION

Unit Goals

In this unit, you will

- read realistic fiction
- begin to write in your Writing Club
- learn about different places

MY TURN Color the pictures to answer.

I know about realistic fiction and understand its elements.		
I can use language to make connections between reading and writing.		
I can plan, draft, and publish my writing.		
I can talk with others about how different places affect us.		

Academic Vocabulary

affect different compare location region

In this unit, you will read about **different** places. You will think about how these places **affect** people, or how they make people feel. You will also **compare** one **location** with another in a different **region**.

TURN and TALK Use the Academic Vocabulary words to talk with your partner. Compare the places you see in the pictures. Talk about how each place affects you. How does it make you feel?



UNIT 1 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 realistic fiction and understand setting.
- I can use language to make connections between reading and writing.
- I can plan, draft, and publish my writing.

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.2.7, RI.2.5, RF.2.3.a, RF.2.4.a, SL.2.2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T18–T19
 - » Phonological Awareness: Long and Short Vowels
 - » Phonics: Long and Short Vowels
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T20–T21
- Listening Comprehension: Read Aloud: “The Sandcastle” T22–T23
- Realistic Fiction T24–T25
 - ☑ Quick Check T25

READING BRIDGE

- Academic Vocabulary: Related Words T26–T27
- Handwriting: Proper Sitting Position and Proper Paper Position T26–T27

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

- Independent Reading T31
- Literacy Activities T31

BOOK CLUB T31 **SEL**

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T334–T335
 - » Explore Meeting the Author
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T334–T335
- Conferences T332

WRITING BRIDGE

- Spelling: **FLEXIBLE OPTION** Spell Words with Short Vowels T336
 - ☑ Assess Prior Knowledge T336
- Language and Conventions: **FLEXIBLE OPTION** Spiral Review: Simple Sentences T337

LESSON 2

RL.2.7, RF.2.3.a, RF.2.4.c, SL.2.1, L.2.1.f

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T32–T33
 - » Phonics: Decode Words with Short Vowels
 - » Decode and Write Words with Short Vowels
 - ☑ Quick Check T33
 - » High-Frequency Words

SHARED READ

- Introduce the Text T34–T51
 - » Preview Vocabulary
 - » Read: *How Many Stars in the Sky?*
- Respond and Analyze T52–T53
 - » My View
 - » Develop Vocabulary
 - ☑ Quick Check T53
- Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T54
- Guided Reading/Leveled Readers T57
- Strategy and Intervention Activities T54, T56
- Fluency T54, T56
- ELL Targeted Support T54, T56
- Conferring T57

INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T55
- Independent Reading T57
- Literacy Activities T57

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T338–T339
 - » Apply Meeting the Author
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T338–T339
- Conferences T332

WRITING BRIDGE

- Spelling: Teach Short Vowel Sounds T340
- Language and Conventions: **FLEXIBLE OPTION** Oral Language: Simple Sentences T341

LESSON 3

RL.2.6, RL.2.7, RF.2.3.a,
L.2.1.f, L.2.2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T58–T59
 - » Phonics: Decode Words with Short Vowels
 - » High-Frequency Words

CLOSE READ

- Describe and Understand Setting T60–T61
- Close Read: *How Many Stars in the Sky?*
 - ✔ Quick Check T61

READING BRIDGE

- Read Like a Writer, Write for a Reader: Voice T62–T63
- Handwriting: Proper Pencil Grip T62–T63

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T65
- Strategy and Intervention Activities T64
- Fluency T64
- ELL Targeted Support T64
- Conferring T65

INDEPENDENT/COLLABORATIVE

- Independent Reading T65
- Literacy Activities T65

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T342–T343
 - » Explore What Good Writers Do: Genre Immersion
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T342–T343
- Conferences T332

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Review and More Practice: Short Vowels T344
- Language and Conventions: Teach Simple Sentences T345

LESSON 4

RL.2.7, RF.2.3.a, SL.2.1,
L.2.1.f, L.2.2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T66–T67
 - » Phonics: Review Long and Short Vowels
 - » ELL Targeted Support

CLOSE READ

- Use Text Evidence T68–T69
- Close Read: *How Many Stars in the Sky?*
 - ✔ Quick Check T69

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T71
- Strategy and Intervention Activities T70
- Fluency T70
- ELL Targeted Support T70
- Conferring T71

INDEPENDENT/COLLABORATIVE

- Independent Reading T71
- Literacy Activities T71

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T346–T347
 - » Apply What Good Writers Do
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T346–T347
- Conferences T332

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Spiral Review: Words with the CVC Pattern T348
- Language and Conventions: Practice Simple Sentences T349

LESSON 5

RF.2.3a, RF.2.4.a, SL.2.1.a,
SL.2.1.b, SL.2.1.c

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T72–T73
 - » Phonics: Spiral Review: Short *Uu*
 - » High-Frequency Words

CLOSE READ

- Reflect and Share T74–T75
 - » Talk About It
 - ✔ Quick Check T75
 - » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T77
- Strategy, Intervention, and On-Level/Advanced Activities T76
- ELL Targeted Support T76
- Conferring T77

INDEPENDENT/COLLABORATIVE

- Independent Reading T77
- Literacy Activities T77

BOOK CLUB T77 **SEL**

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T350
 - » Writing Club Overview
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T350–T351 **SEL**
- Conferences T332

WRITING BRIDGE

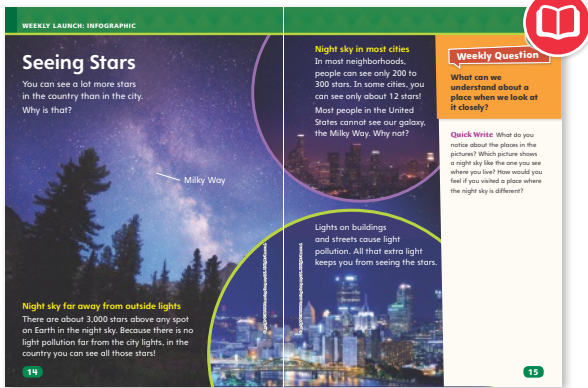
- Spelling: Short Vowels T352

✔ **Assess Understanding** T352

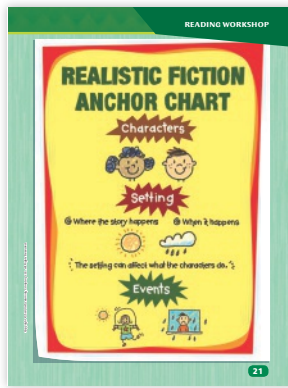
FLEXIBLE OPTION

- Language and Conventions: Standards Practice T353

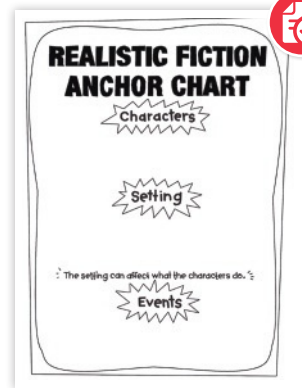
Materials



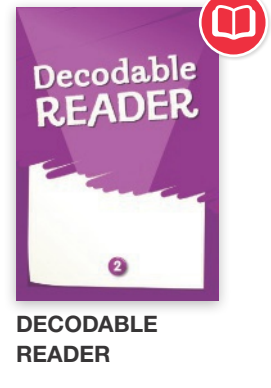
INFOGRAPHIC
"Seeing Stars"



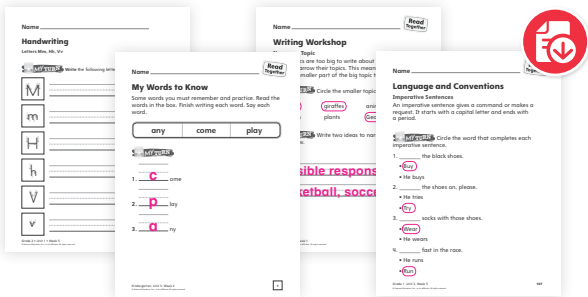
READING ANCHOR CHART
Realistic Fiction



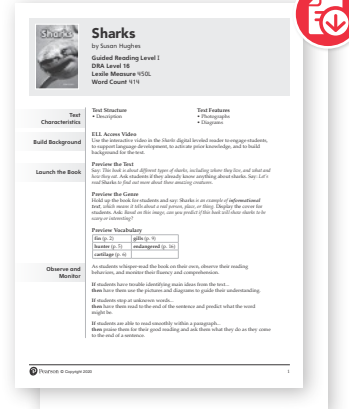
EDITABLE ANCHOR CHART
Realistic Fiction



DECODABLE READER



RESOURCE DOWNLOAD CENTER
Additional Practice



LEVELED READER TEACHER'S GUIDE

Words of the Week

High-Frequency Words

which
each
than

Develop Vocabulary

backyard
treehouse
searchlights
daylight

Spelling Words

six
tag
rib
map
sad
mess
dot
mud
hen
hot

Unit Academic Vocabulary

affect
compare
different
location
region

WEEK 1 LESSON 1 READING WORKSHOP GENRE & THEME

Listening Comprehension

OBJECTIVES
Listen actively, use relevant questions to clarify information, and answer questions using a short-answer response.
Develop and sustain functional language for listening, speaking, making, writing, and drawing, using the target skills, guided by the teacher and comprehension.

ELL Language Transfer
Objective: Print out the Spanish original of "The Sandcastle."
• compare/compare
• describe/describe
• explain/explain

FLUENCY
After completing the Read Aloud Trade Book Library, the students will be able to read a story aloud with accuracy and fluency. Model reading aloud using a variety of strategies, including the "chunking" strategy. The students will learn to read the dialogue, use word recognition strategies, and use context clues to help them understand the meaning of words. After reading, students will be able to retell the story in their own words.

THE SANDCASTLE
Matt's mom had brought him and his friends Emma and Simon to the beach. "This is a great spot for a picnic," Matt told his friends.
"It's also a perfect spot to build a sandcastle," said Emma.
"Go and build your sandcastle," Matt's mom told them. "I'll call you when lunch is ready."
The friends gathered up buckets and shovels and set off.
Emma said, "Here the sand is damp. It won't be so hot here."
The three friends got to work. They scooped up the wet sand and patted it down. Soon a castle began to take shape.

READ ALOUD
"The Sandcastle"



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

WHY
Interactive Read Aloud:
• enables students to learn about their independent reading levels.
• allows students to compare and contrast their reading levels.
• provides an opportunity to build fluency and improve reading skills.
• fosters a love and enjoyment of reading.

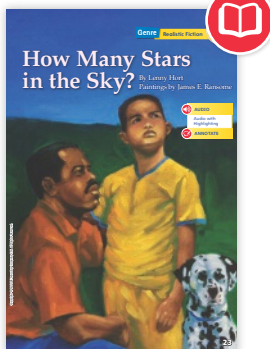
PLANNING
• Select a text from the Read Aloud Trade Book Library or the school or classroom library.
• Read the text aloud to the class.
• Determine the Teaching Point.
• Write open-ended questions and record them on sticky notes and place in the book at the points where you plan to stop to interact with students.

BEFORE READING
• Show the cover of the book to introduce the title, author, illustrator, and genre.
• Ask the class to share their thoughts on the cover.
• 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 just to get the story and enjoy. Think Aloud and open-ended questioning for a deeper dive into the text.
• Read with expression to draw in listeners.
• Ask questions to guide the discussion and draw attention to the teaching point.
• Use Think Aloud to model strategies and draw attention to the teaching point.
• Help students make connections to their own experiences, think they have read or learned in the past, or the world.

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

INTERACTIVE READ ALOUD
LESSON PLAN GUIDE



SHARED READ
How Many Stars in the Sky?

BOOK CLUB

Titles related to
Spotlight Genre and
Theme: T478-T487

Mentor STACK

Writing Workshop T330



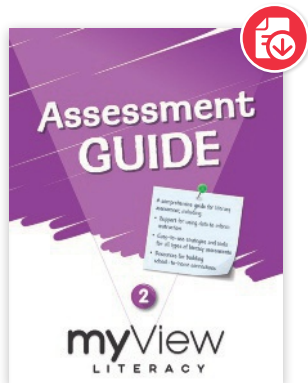
LITERACY STATIONS



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

Distinguish between long and short vowel sounds in one-syllable and multi-syllable words.

Decode words with short, long, or variant vowels.

Identify and read high-frequency words.

FOUNDATIONAL SKILLS EXTENSION

See p. T49 for a long and short vowel extension activity students can use while reading the text in Lessons 2 and 3.

Phonological Awareness: Long and Short Vowels

SEE AND SAY Guide students' attention to the first two pictures on p. 16 in the *Student Interactive*. Say: **Name each picture and listen for the sound in the middle of the word.** Ask students to name which picture word has the short vowel sound and which has the long vowel sound.

PRACTICE Tell students you want them to listen for the vowel sounds as you say two words. Say: *big* and *bite*. Ask students to repeat the words. Say: **I will say the words again. I want you to clap once if you hear the short vowel and clap twice if you hear the long vowel.** Say *big* and *bite* as students listen and clap. Then repeat with the words *lap* and *tape*. Explain that longer words also contain short vowel sounds and long vowel sounds. Say: *gateway* and *picnic*. Have students repeat the words and tell you which one has long vowel sounds and which one has short vowel sounds. Finally, say *pathway* and have students repeat the word part that has a short vowel sound.

TURN, TALK, AND SHARE Have students turn to p. 16 in the *Student Interactive* and work with a partner to underline the pictures with short vowel sounds.

Phonics: Long and Short Vowels

This week students will be identifying long and short vowel sounds and decoding CVC words. Say the word *big*. Ask students to repeat it and tell what vowel sound they hear. Repeat with the word *bike*. Write the words *big* and *cup*. Say: **These words have three letters. There is a vowel between two consonants. These words are called consonant/vowel/consonant words or CVC words. The vowel sound in CVC words is usually a short sound.** Write CVC over the letters in *big* and *cup*. Have students sound out the words with you.

PRACTICE Write and say the word *bike* and have students repeat it. Ask: **When I say *bike*, what vowel do you hear me saying?** Then replace the /i/ in *bike* with /ā/ to form the word *bake*. Circle the vowel and e in *bike* and *bake*. Ask: **When you see that e at the end of the word, what does that tell you?** Students should recognize that it is an indicator that the vowel will be long.



ELL Targeted Support Long and Short Vowels Help students understand the concept of long and short vowel sounds in English.

Draw a cat and a cake. Point to each and say: *Cat has the short middle sound /a/. Cake has the long middle sound /ā/.* Ask students to say both words. Then draw and say other pairs of simple words with short and long vowel sounds. Have students clap once for the short vowel sound and twice for the long vowel sound.

EMERGING/DEVELOPING

Say: *The word cat has the short vowel sound /a/. The word cake has the long vowel sound /ā/.* Then say the following words and ask students to tell you whether the vowel sound is long or short: *bike, fat, big, take, cane, can.* **EXPANDING/BRIDGING**

HIGH-FREQUENCY WORDS



Create a chart on the board with each letter of the high-frequency words inside a box. Then ask students to say each word and repeat after you the letters each word contains.

w	h	i	c	h
	e	a	c	h
	t	h	a	n

which

each

than

STUDENT INTERACTIVE, p. 16

PHONOLOGICAL AWARENESS | PHONICS

Listen for Long and Short Vowels

SEE and SAY Say the name of each picture. Listen to the vowel sound in the middle. Distinguish between the long and short vowel sounds.



Which picture name has a short vowel sound? **bat**

Which picture name has a long vowel sound? **gate**

TURN and TALK Work with a partner. Say the name of each picture. Underline the pictures with short vowel sounds.



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Interact with Sources

OBJECTIVES

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

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

ACADEMIC VOCABULARY

Language of Ideas Using precise language helps students engage in academic discussions. After you discuss the infographic, say: *How does where you are affect how many stars you can see? What location is best for seeing stars? Compare how many stars you can see in the city to how many stars you can see in the country.*

- affect
- location
- different
- region
- compare

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

Explore the Infographic

Remind students of the Essential Question for Unit 1: *How do different places affect us?* Point out the Week 1 question: *What can we understand about a place when we look at it closely?*

Have students follow along in their *Student Interactive*, pp. 14–15 as you read aloud “Seeing Stars.” Then organize students into small groups and have them use the pictures to share information about how different places affect us. During the group discussions, encourage students to underline facts and information that show the difference between seeing the stars in the city and the country.

Use the following questions to guide the group discussions:

- Which facts about looking at stars in the country and the city surprised you?
- Why can you see more stars in the country?
- What other facts do you know about the night sky?
- What do these facts suggest about the differences between places?

WEEKLY QUESTION Read the Week 1 Question: *What can we understand about a place when we look at it closely?* Tell students they just learned a few ways places can be different. Explain that they will learn more ways this week.

QUICK WRITE Freewrite Have students freewrite to answer the Quick Write question on p. 15 and then share their responses.

ELL Targeted Support Visual Support Use visual support to enhance and confirm students' understanding of spoken language. Tell students to listen closely as you read about stars in the night sky appearing in different places. Then read the infographic aloud.

Preview the visuals. Have students point to the pictures that show the key vocabulary. Have students repeat after you as they point: *stars, country, city, night, buildings*. Then ask follow-up questions such as: **Which place is the best for seeing the stars?** **EMERGING**

Preview the visuals and have partners use key vocabulary to name what they see in them: *lights, country, outside, city, and stars*. Then ask questions about cause and effect, such as: **What is the reason we see more stars in the country?** or **What is the reason we cannot see as many stars in the city?** **DEVELOPING**

Preview the visuals and have students use them to define key vocabulary: *country, light pollution, neighborhoods, Milky Way*. Then ask: **What causes light pollution?** **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 14-15

WEEKLY LAUNCH: INFOGRAPHIC

WEEK 1

Seeing Stars

You can see a lot more stars in the country than in the city. Why is that?

Milky Way

Night sky far away from outside lights

There are about 3,000 stars above any spot on Earth in the night sky. Because there is no light pollution far from the city lights, in the country you can see all those stars!

14

Night sky in most cities

In most neighborhoods, people can see only 200 to 300 stars. In some cities, you can see only about 12 stars! Most people in the United States cannot see our galaxy, the Milky Way. Why not?

Lights on buildings and streets cause light pollution. All that extra light keeps you from seeing the stars.

Weekly Question

What can we understand about a place when we look at it closely?

Quick Write What do you notice about the places in the pictures? Which picture shows a night sky like the one you see where you live? How would you feel if you visited a place where the night sky is different?

15

Listening Comprehension

OBJECTIVES

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

Develop and sustain foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension.


ELL Language Transfer

Cognates Point out the Spanish cognates in “The Sandcastle.”

- complete : *completo*
- decorate : *decorar*
- exclaim : *exclamar*

FLUENCY

After completing the Read-Aloud Routine, display “The Sandcastle.” Model reading aloud a short section, asking students to pay attention to how you read with expression, especially the dialogue. Tell students that when you read the dialogue, you want it to sound like real people talking. Explain that fluency is about reading for meaning, not speed. Have students practice reading different characters’ speech with different intonation.

 **THINK ALOUD** Analyze **Realistic Fiction** I see this story is about some friends going to the beach. This is something that real people can do. The characters seem like real people too. I know the story is made-up, but it is like real life. I think this must be realistic fiction. As I read more of the story, I will look for other clues that help me know that this story could really happen. I will also look for more details about the setting of the story.

Realistic Fiction

Tell students you are going to read a realistic fiction story aloud. Have students listen as you read “The Sandcastle.” Explain that students should listen actively, paying careful attention to the setting of the story as you read. Prompt them to ask questions to clarify information and to follow agreed-upon discussion rules.

START-UP

READ-ALoud ROUTINE

Purpose Have students listen closely to identify elements of realistic fiction.

READ the whole passage aloud without stopping.

REREAD the text aloud a second time. This time stop and model Think Aloud strategies related to the genre and the characters in the story.

The Sandcastle

Matt’s mom had brought him and his friends Emma and Simon to the beach. “This is a great spot for a picnic,” Matt told his friends.

“It’s also a perfect spot to build a sandcastle,” said Emma.

“Go and build your sandcastle,” Matt’s mom told them. “I’ll call you when lunch is ready.”

The friends gathered up buckets and shovels and set off.

Emma said, “Here the sand is damp. It won’t be so hot here.”

The three friends got to work. They scooped up the wet sand and patted it down. Soon a castle began to take shape.



“The Sandcastle” continued

“Good teamwork!” exclaimed Emma.

“Mom’s calling us for lunch,” said Matt.

“Great! I’m starved after all that building we just did,” said Simon.

The three friends ran to the blanket where Matt’s mom had laid out fruit, sandwiches, and drinks. For the next ten minutes, Matt, Emma, and Simon ate lunch.

“OK,” said Matt, “time to get back to our castle.”

“But where is it?” asked Emma.

They looked down where their sandcastle should have been. There was no castle.

“Someone took our castle!” exclaimed Simon.

Matt’s mom laughed. “*Someone* didn’t take your castle, a big wave did. The tide has come back in.”

The three friends laughed.

“Let’s build another one,” said Matt, “this time a little farther away from the waves.”



THINK ALOUD

Analyze Realistic Fiction I know that stories have settings and characters. I can tell that the setting of this story is the beach. There are sentences that tell me about the setting, like the hot sand, the damp sand, building sandcastles, and the waves.

ELL Access

To help prepare students for the oral reading of “The Sandcastle,” read aloud this short summary:

Matt and his friends go to the beach with his mom. They build a sandcastle in the sand near the water. Then they go and eat lunch. After lunch, they go back to their sandcastle, but it has disappeared.

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

REALISTIC FICTION

Setting

Details

Use a T-chart to help students name the setting and add details from the story that describe it.



SPOTLIGHT ON GENRE

Realistic Fiction

LEARNING GOAL

I can read realistic fiction and understand setting.

OBJECTIVE

Describe the importance of the setting.

LANGUAGE OF THE GENRE

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

- characters
- setting
- events
- theme

FLEXIBLE OPTION ANCHOR CHARTS

- Display a blank poster-sized anchor chart in the classroom.
- Review the genre throughout the week by having students work with you to add to the class anchor chart.
- Have students suggest headings and graphics.
- Have students add specific text as they read new texts.

ELL Language Transfer

Cognates Point out the Spanish cognates related to realistic fiction:

- realistic : *realista*
- real : *real*
- events : *eventos*

Minilesson

FOCUS ON STRATEGIES Tell students that realistic fiction is a type of story that is made up but has characters and settings that are like people and places in real life. Explain that the events in a realistic fiction story could really happen. Tell students they can ask themselves the following questions about a story to tell if it is realistic or not.

- Do the characters act, talk, and look like people in real life?
- Think about the problem the characters are facing. Could the problem happen in real life? How would you feel or react in the same situation?
- Is the setting a real place and time? Why is it important to the story?

Explain that the setting of a story is when and where the story takes place. In realistic fiction, the setting has to be a realistic time and place.

MODEL AND PRACTICE Model using the questions to determine whether "The Sandcastle" is a realistic fiction story. *I ask myself if the characters in the story "The Sandcastle" are like real people. Yes, they are. I ask whether they do things together that real friends would do. Yes, they do. The waves washed away their castle. This story problem could really happen. I ask myself if the setting is realistic. Yes, it is. A beach is a real place, and the things that Matt and his friends did at the beach are things real people might do. I believe "The Sandcastle" is an example of realistic fiction.*

ELL Targeted Support Describe Help students understand the concept of setting.

Refer to the story "The Sandcastle." Ask: *Where are the children? Yes, they are at the beach. The setting is the beach.* Prompt students to tell what the setting is in other books they are reading. Use this sentence frame: *The setting is _____.* **EMERGING/DEVELOPING**

Tell students that the setting is where and when a story happens. Describe setting details from a text students are reading this week. Ask students to guess the setting. Then have volunteers describe details about time and place from a book they are reading for independent reading. After each description, have other students guess the setting. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify realistic fiction.

OPTION 1 TURN, TALK, AND SHARE Have students work with a partner to complete the Turn and Talk activity on p. 20 of the *Student Interactive*. Provide support as needed.

OPTION 2 Use Independent Text Have students use sticky notes to mark places in the text where they notice a realistic setting and realistic events. Direct them to write on the sticky note why each setting or event is realistic.

QUICK CHECK

Notice and Assess Can students identify realistic fiction?

Decide

- **If students struggle**, revisit instruction about realistic fiction in Small Group on pp. T30–T31.
- **If students show understanding**, have them continue practicing the strategies for reading realistic fiction using the Independent Reading and Literacy Activities in Small Group on pp. T30–T31.

STUDENT INTERACTIVE, pp. 20–21

GENRE: REALISTIC FICTION

READING WORKSHOP

My Learning Goal
I can read realistic fiction and understand setting.

Spotlight on Genre

Realistic Fiction

Realistic fiction tells a made-up story that could be real. It has characters, events that seem real, and a setting. The **setting** of a story tells when and where the story happens. Text and illustrations can help you understand the setting. The setting is important. It can affect how characters act. In this story, the setting is a cottage by the sea. The character, Anna, is happy because this morning she will walk to the beach.

where Anna and her sister were staying **in a seaside cottage** with Grandma for the whole **summer**.


when **This morning**, the three of them were walking to **the beach** to find shells for Anna's collection. Anna couldn't wait to get started.

TURN and TALK Talk about a story you have read. What was the setting of the story? Describe the importance of the setting.

20


REALISTIC FICTION ANCHOR CHART

Characters




Setting

☉ Where the story happens ☉ When it happens



☺ The setting can affect what the characters do. ☺

Events



21

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Academic Vocabulary

LEARNING GOAL

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

OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

ELL Access

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

Related Words

Minilesson

FOCUS ON STRATEGIES Related words share roots or word parts. Their meanings are related, but may differ based on their parts of speech or how they are used. Knowing related words can help readers understand the meaning of words such as academic vocabulary.

- To understand the meaning of a word, notice its word parts.
- Think about the meaning of the word parts and whether you have seen them in other words.
- Ask yourself if the word part gives you clues to the meaning of the word.
- Use a dictionary to check the meaning of the word and related words.

MODEL AND PRACTICE Model this strategy using the Academic Vocabulary in the first sentence on p. 45 in the *Student Interactive*: *If I saw the word **difference** in a text, I would realize that I already know the word **different**. I can use this information to figure out that **difference** is related to **different** and means “the way something is not the same.” I can use a dictionary to check the meaning of these related words.*

Have students apply this strategy to another word from page 45.

Handwriting

OBJECTIVE

The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

Proper Sitting Position and Proper Paper Position

FOCUS Sit upright with both feet on the floor, paper placed at an angle.

MODEL Model sitting upright in a chair with both feet flat on the floor. Tell students to think of the uppercase letter *L*—their back is the upright position of the *L* and the tops of their legs are the bottom part of the letter. Tell students how to place their paper at a 45° angle toward the writing-arm side of the body, with the non-writing hand on the top corner of the paper to hold it in place.



ASSESS UNDERSTANDING

Apply

My TURN Have students complete the activity on p. 45 in the *Student Interactive*.

WEEKLY STANDARDS
PRACTICE 

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

STUDENT INTERACTIVE, p. 45

VOCABULARY
READING-WRITING BRIDGE

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

My Learning Goal

Academic Vocabulary

Related words are words that share word parts. Related words have related meanings.

MY TURN Use a dictionary to find the meanings of each pair of related words. Then choose which word should complete the sentence.

Related Words: different/difference

There is a big difference between an apple and an orange.

Related Words: locate/location

A good location for a library is near a school.

Related Words: compare/comparison

My parents compare prices when they shop.

45

PRACTICE Have students use *Handwriting* p. 13 in the *Resource Download Center* to practice sitting in a proper position with their paper placed at an angle on their desk.

Name _____

Handwriting

Proper Sitting and Paper Position
Follow these steps to sit properly:

1. Sit straight in your chair.
2. Lean your shoulders forward slightly.
3. Sit with your feet flat on the floor.

Follow these steps to position your paper:

<p>Right-Handed Writers</p> <ol style="list-style-type: none"> 1. The top left corner of the paper should be slanted to the left. 2. The top right corner of the paper should be aligned with the center of your body. 3. The paper should be away from the edge of the desk. 	<p>Left-Handed Writers</p> <ol style="list-style-type: none"> 1. The top right corner of the paper should be slanted to the right. 2. The top left corner of the paper should be aligned with the center of your body. 3. The paper should be away from the edge of the desk.
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Left Handed

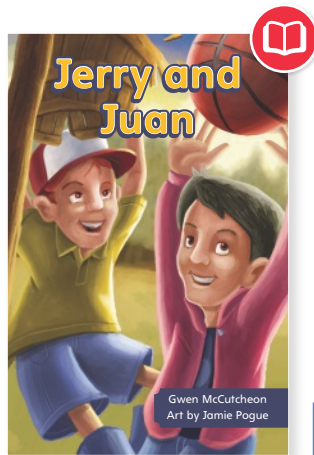
Right Handed

Grade 2 • Unit 1 • Week 1
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Handwriting p. 13

Matching Texts to Learning

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



LEVEL I

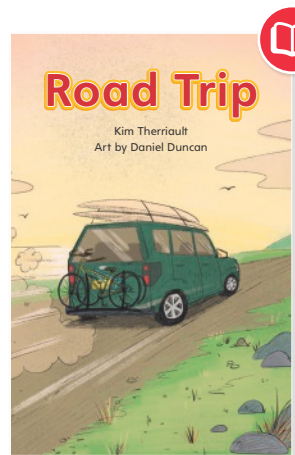
Genre Realistic Fiction

Text Elements

- Mix of new and familiar content
- Sentences carry over two lines

Text Structure

- Chronological



LEVEL J


Genre Realistic Fiction

Text Elements

- Settings that are unfamiliar to some children
- Many lines of print per page

Text Structure

- Chronological



LEVEL L

Genre Realistic Fiction

Text Elements

- New vocabulary
- Plot outside of some readers' typical experience

Text Structure

- Chronological

Guided Reading Instruction Prompts

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

Identify Realistic Fiction

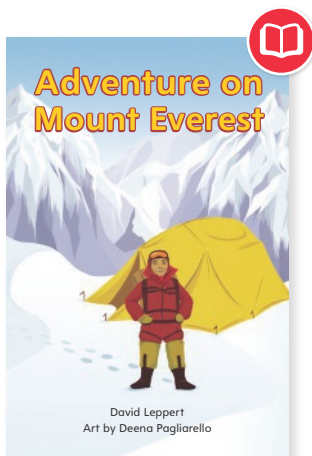
- In what ways do the characters look, speak, and act like real people? What other parts of the story could happen in real life?
- In what ways are the story events like real life events?

Develop Vocabulary

- Are there any illustrations that help you understand what a word means?
- What does the word _____ tell us about the setting of the story?
- Why would an author need to use this particular word?

Describe and Understand Setting

- What settings are mentioned in the story?
- What details can you give about each setting?
- How is each setting important to the story?



LEVEL L

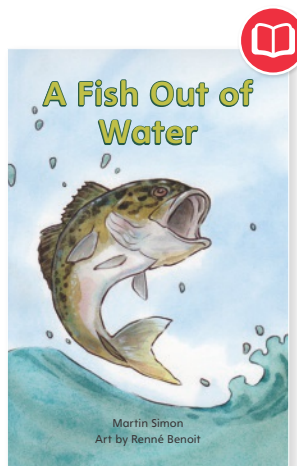
Genre Realistic Fiction

Text Elements

- New vocabulary
- Plot and setting outside of typical experience

Text Structure

- Chronological



LEVEL M

Genre Realistic Fiction

Text Elements

- Meaning conveyed through text rather than images
- Multiple points of view shown through characters' behaviors

Text Structure

- Chronological



LEVEL M

Genre Realistic Fiction

Text Elements

- Meaning carried by print
- Multisyllabic words that are challenging to decode

Text Structure

- Chronological

Use Text Evidence

- What details from the text tell about the setting?
- What details from the text show why the setting is important?

Compare Texts

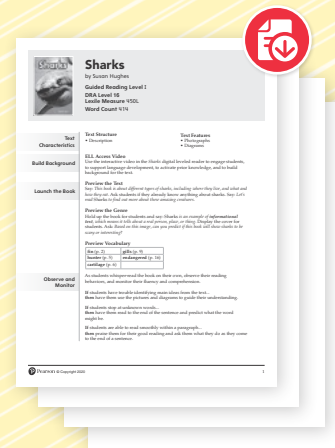
- What connections can you make to other books you have read?
- How was the setting of this book similar to real life?

Word Work

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

**Leveled Reader
Teacher's Guide**

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



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

Teacher-Led Options

Strategy Group



IDENTIFY REALISTIC FICTION

Teaching Point Today I want to teach you about realistic fiction. This type of fiction has characters, settings, and events that could exist in real life. To figure out if a story is realistic, look at the characters, setting, and events. Ask yourself, “Do I know real people like the ones in the story? Could the events happen in real life? Has the story problem ever happened to me, or could it happen? Would I react the way the characters did?” Look for believable problems, setting, and characters. Look back at “The Sandcastle” with students and discuss why it is realistic fiction.

ELL Targeted Support

Ask students yes/no questions about the main events in “The Sandcastle.” **Could you go to the beach?** (yes) **Could you build a sandcastle?** (yes) **Could you eat lunch at the beach?** (yes) **Could a wave wash the sand away?** (yes) **Could this story really happen?** (yes) **EMERGING**

Ask students to describe the characters, setting, and story problem in “The Sandcastle.” Work with small groups to explain why these things are like real life. **DEVELOPING**

Have student pairs use a T-chart to list examples of events from stories they have read that are realistic and not realistic.

EXPANDING/BRIDGING



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

Intervention Activity



IDENTIFY REALISTIC FICTION

Use Lesson 28, pages T163–T168, in the *myFocus Intervention Teacher’s Guide* for instruction on the realistic fiction genre.

LEVEL C • READ

Lesson 28 Genre: Fiction and Narrative Nonfiction

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

Lots of Choices

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

Reading Literature T • 163

On-Level and Advanced



INQUIRY

Question and Investigate Have students use the infographic on *Student Interactive* pp. 14–15 to generate questions about the night sky and then choose one to investigate. Throughout the week, have them conduct research about the question. See *Extension Activities* pp. 56–60 in the *Resource Download Center*.

Conferring

3 students/3-4 minutes
per conference

IDENTIFY REALISTIC FICTION

Talk About Independent Reading Ask students to explain why the book they are reading is realistic fiction.

Possible Conference Prompts

- Which events in the story could happen in real life?
- What is the character's problem, and is it a believable problem?
- How did you use what you know about realistic fiction to understand the story?

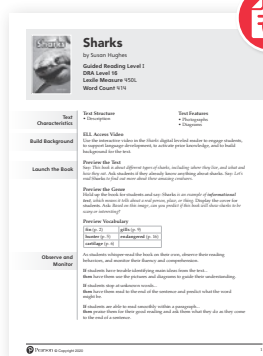
Possible Teaching Point Readers can identify realistic fiction by deciding whether the characters and setting are like real people and places. They can decide whether the story's problem and solution are believable.

Leveled Readers



IDENTIFY REALISTIC FICTION

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



Whole Group

Share Bring the class back together in whole group. Invite one or two students to share characteristics of realistic fiction using examples from real texts. Reinforce with students how to identify a text as realistic fiction.

Independent/Collaborative

Independent Reading



Students can

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

Centers



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

Literacy Activities



Students can

- write about their reading in a reading notebook.
- play the *myView* games.
- refer to the anchor chart on *SI* p. 21 and tell a partner the title and realistic details of the realistic fiction book they are reading.

BOOK CLUB



See Book Club pp. T482–T487 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 *Friends Around the World*.

Word Work

OBJECTIVES

Distinguish between long and short vowel sounds in one-syllable and multi-syllable words.

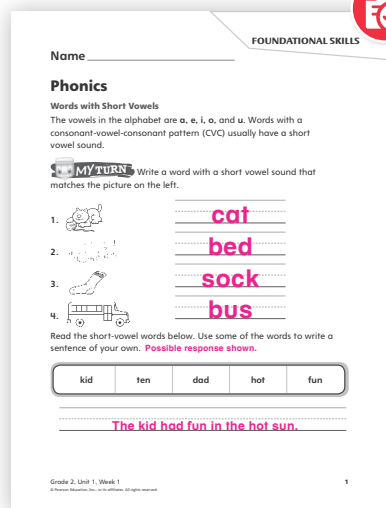
Decode words with short, long, or variant vowels.

Identify and read high-frequency words.

ADDITIONAL PRACTICE



For additional student practice with short vowels, use *Phonics* p. 1 from the *Resource Download Center*.



Phonics p. 1

Phonics: Decode Words with Short Vowels

Minilesson

FOCUS Remind students that vowels can have long and short sounds. Explain that they are going to decode words with short vowel sounds.

MODEL AND PRACTICE Write *cut*. Say: I know this is a CVC word because there is a vowel between two consonants. I know that in a CVC word, the vowel sound is usually short. Knowing this helps me sound out this word: /k/ /u/ /t/ *cut*. Write: *mat, pet, did, box, and cup*. Point to the vowel in each word. Have students name the vowel, tell whether it is long or short, and then decode the word with you.

APPLY My TURN Have students apply phonetic knowledge by decoding the words in the chart on *Student Interactive* p. 17. Remind them that CVC words such as these have short vowel sounds.

TURN, TALK, AND SHARE Direct students to the chart at the bottom of *SI* p. 17. Ask them to read the words with a partner and then use the words in oral sentences.

Phonics: Decode and Write Words with Short Vowels

Minilesson

FOCUS Explain to students that they can spell CVC words. They know that a CVC word has a short vowel sound in the middle. They need to listen to the sounds and write the letters that stand for the sounds.

MODEL AND PRACTICE Point to the first picture on p. 18. Say: This is a bat. I will write the word *bat*. Listen to the sounds /b/ /a/ /t/. I know the letter *b* spells the sound /b/ so I write *b*. The letter *a* spells the sound /a/ so I write *a*. I hear /t/ at the end of *bat* so I write the letter *t*. Ask students to trace the letter *a* to spell the word *bat* on p.18. Then have them listen to the sounds in *pig* and write the word.



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use these strategies for decoding words with short vowels.

OPTION 1 MyTURN Have students complete p. 18 in the *Student Interactive*.

OPTION 2 Independent Activity Have pairs use letter cards to spell the three words for each short vowel in the chart. After spelling the words, ask them to decode the words.

QUICK CHECK

Notice and Assess Are students able to decode words with short vowel sounds?

Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T54–T55.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T54–T55.

HIGH-FREQUENCY WORDS




Write *which*, *each*, and *than*. Read each word with students. Point to each letter as you spell the word *which*. Ask students to read and spell the word with you. Repeat with the other high-frequency words.

STUDENT INTERACTIVE, p. 17

FOUNDATIONAL SKILLS

Words with Short Vowels

When you see a word with a consonant-vowel-consonant pattern (CVC), the vowel usually has a short sound.



cap

MYTURN Read, or decode, the words below. Listen for the short vowel sounds.

Short a	Short e	Short i	Short o	Short u
cat	hen	zip	job	cub
bag	bed	win	top	run
man	leg	sit	dot	hum

TURN and TALK Read the words with a partner. Use them in sentences. Can you use all the words in one sentence?

hat
red
did
not
bug

17

STUDENT INTERACTIVE, p. 18

PHONICS | HIGH-FREQUENCY WORDS

Words with Short Vowels

MYTURN Look at each picture. Use short vowels to write the words for the picture names. Then read, or decode, each word.



bat



pig



rug



fox



pan



ten



nut



rip



cot

18

Introduce the Text



OBJECTIVES

Establish purpose for reading assigned and self-selected texts.

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

Shared Read Plan

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

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

Preview Vocabulary

- Introduce the vocabulary words on p. 22 in the *Student Interactive* and define them as needed.

backyard: a yard in the back of a house

treehouse: a little house in a tree

searchlights: lights used to search for things

daylight: light in the day

- These words will help you understand the setting in *How Many Stars in the Sky?* As you read, highlight the words when you see them in the text. Ask yourself what they convey about where and when the story takes place.

Read

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

FIRST READ STRATEGIES

LOOK Direct students' attention to the illustrations to help them understand what the text is about.

ASK Help students generate questions about parts in the story that are unclear to them.

READ Help students connect the story to their own lives and experiences to help them better understand the text.

TALK Encourage students to talk about the text with a partner.

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



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

“There is a virtuous cycle for reading and building knowledge –knowledge begets comprehension; comprehension begets learning; learning begets knowledge. In the cycle, we use what we know to understand what we read. When we read text, we have the capacity to learn new things, and when we learn new things, we gain new knowledge structures. It increases our capacity to understand even more texts –the virtuous cycle.”

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



ELL Targeted Support Preteach Vocabulary Tell students that learning key vocabulary before reading can help them understand the story.

Point out and read aloud each vocabulary word with students. Use sketches and pictures where possible to help students understand the meanings of the words. **EMERGING**

Read aloud the words with students. Define the words for them. Assign one word to each set of partners without revealing the assignment to other pairs. Ask partners to draw a picture that illustrates the meaning of their word. Ask other partners to guess what the word is. **DEVELOPING**

Read aloud the words with students and discuss the definitions. Then ask partners to choose a word and write a cloze sentence that uses the word, substituting a blank for the word. Ask partners to exchange sentences and fill in the missing vocabulary word. **EXPANDING/BRIDGING**

ELL Access

Support Vocabulary

Help students read aloud longer words. Point out that each vocabulary word is made from two smaller words. Write *backyard* and circle *back* and *yard*. Explain how the smaller words can help them understand the longer word: *Backyard* means a yard at the back of a house. Repeat with the other words.

STUDENT INTERACTIVE, pp. 22-23



How Many Stars in the Sky?

Preview Vocabulary

Look for these words as you read *How Many Stars in the Sky?*

backyard treehouse searchlights daylight

First Read

Look at the pictures.

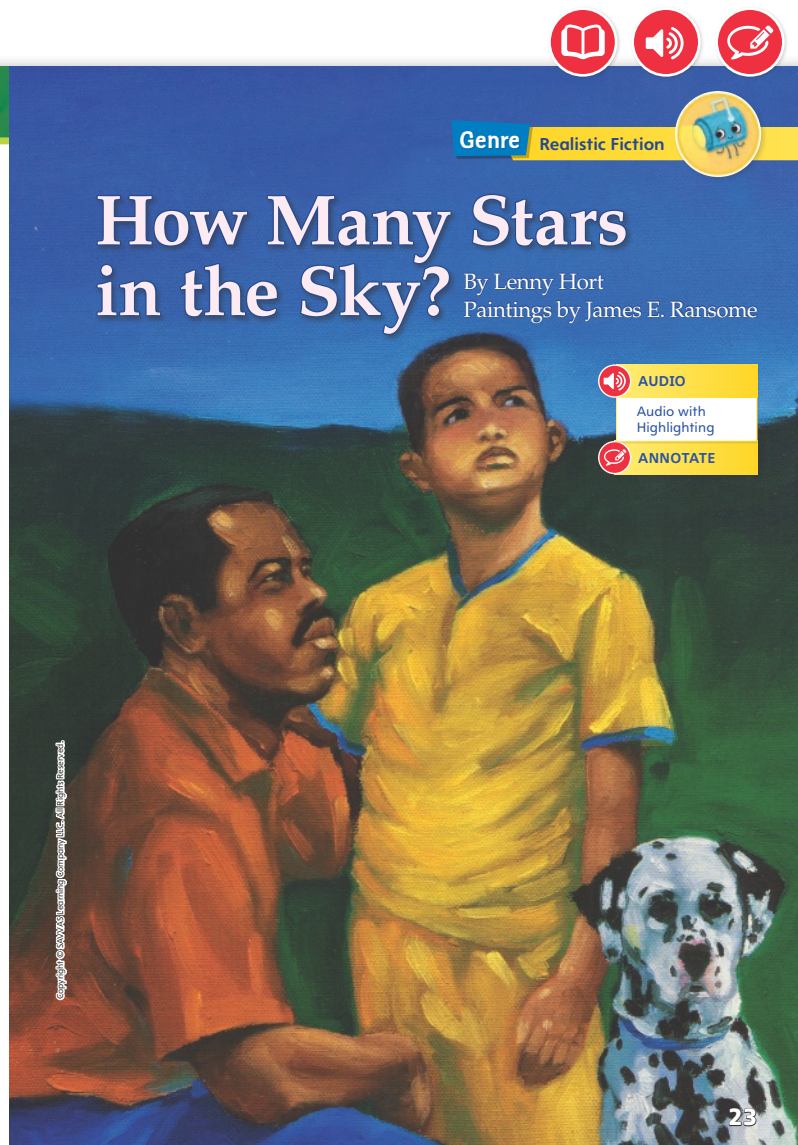
Ask yourself questions about the story.

Read to understand the story.

Talk about the story with a partner.

Meet **the** illustrator

James E. Ransome is an artist who has won many awards for his drawings and books. As a child, he loved to draw cartoons! He also drew pictures of cars and many other things.



Genre Realistic Fiction

How Many Stars in the Sky?

By Lenny Hort
Paintings by James E. Ransome


AUDIO

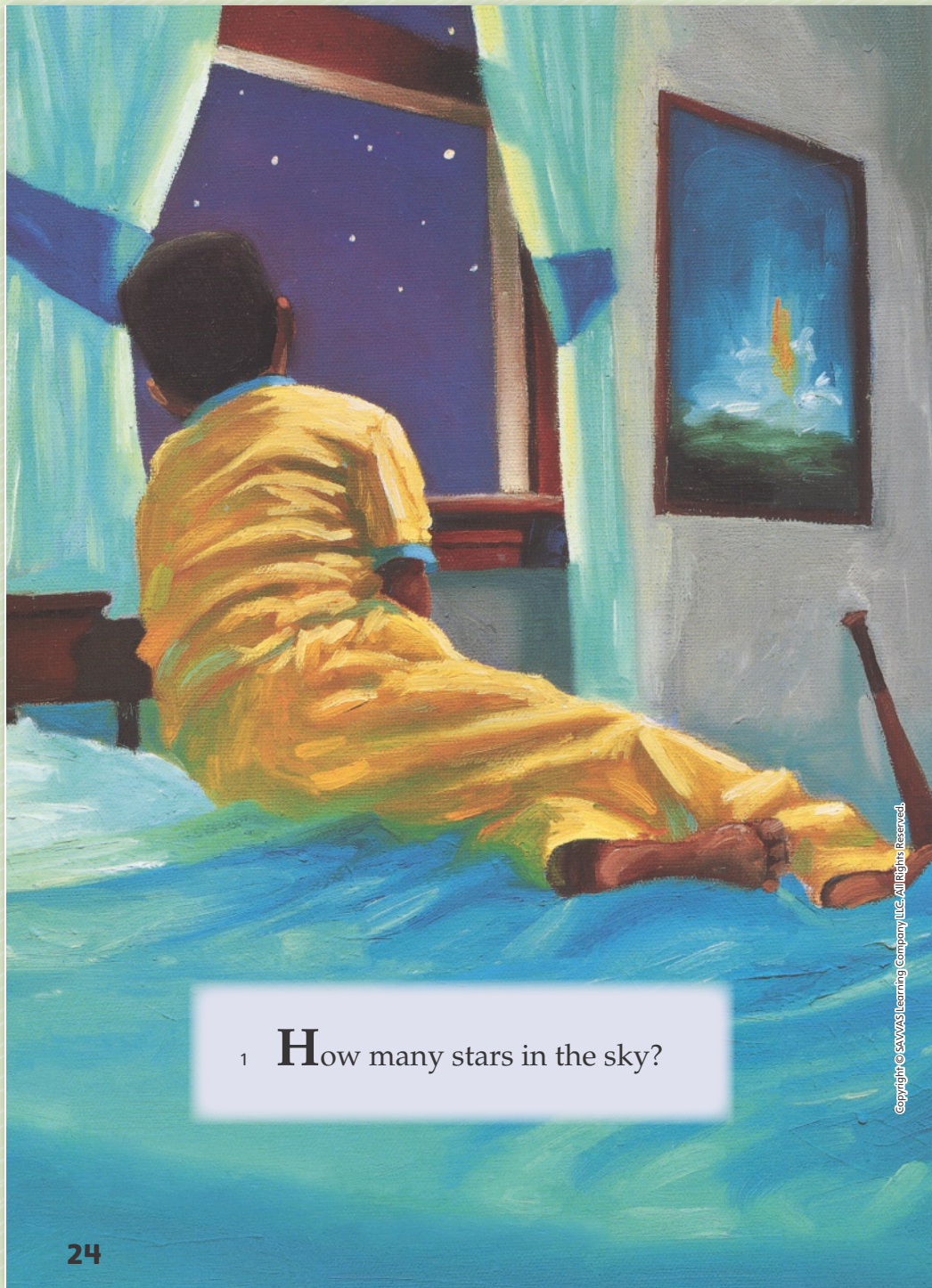
Audio with
Highlighting

ANNOTATE

First Read

Read

 **THINK ALOUD** At the beginning of the story, I learn that a young boy is awake and wondering about how many stars are in the sky. I want to keep reading about why he is awake and why he is interested in the stars in the sky.



1 **H**ow many stars in the sky?

24

CROSS-CURRICULAR PERSPECTIVES

Social Studies



There are three main types of communities: urban, suburban, and rural. In an urban area, or city, there is not much open or natural space, and many people live close together in apartments. Suburban areas are close to, but not in, cities. There are many natural areas and many people live in houses with yards or live in small apartment buildings. Fewer people live in rural, or country, areas. There is lots of open space with buildings spread out over large distances. Have students connect this information to the infographic on pp. 14–15 of the *Student Interactive*.



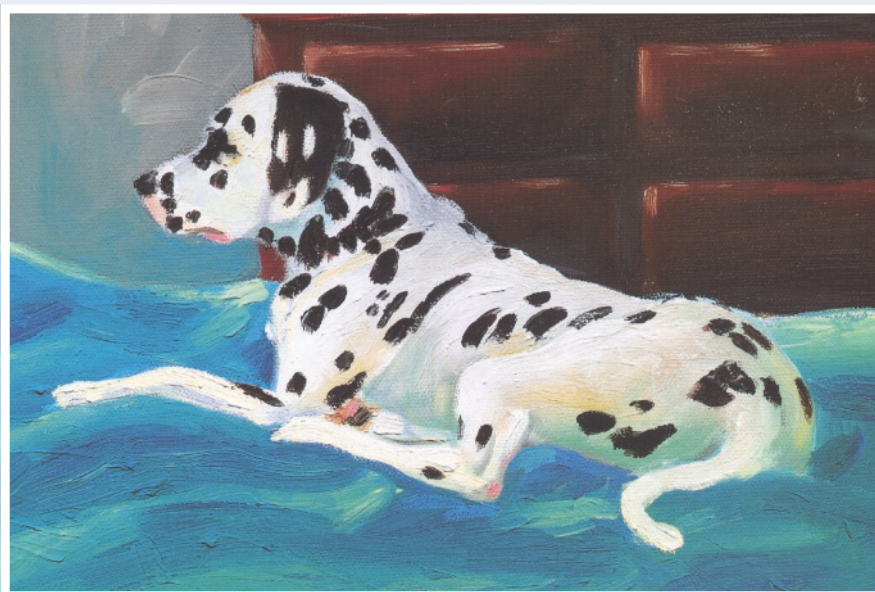
CLOSE READ

Describe and Understand Setting

Underline the words that tell where the boy is.

backyard a yard behind a house

- 2 Mama was away that night and I couldn't sleep. Mama knows all about the sun and stars. But she was away and I didn't want to wake Daddy. So I stared out the window asking myself: How many stars in the sky?
- 3 I could count so many just from my room. I leaned out the window and I could count even more. That was just gazing over the backyard. How many stars in the sky?



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First Read**Look**

THINK ALOUD I notice that the boy's dog is with him on his bed. This tells me that the boy is in a bedroom. He is trying not to wake his father and the dog sits quietly with him.

Close Read**Describe and Understand Setting**

Explain that when they begin to read a text, readers should look for information about where and when the story takes place. This is called the *setting*. Ask: **Look at the illustrations. Where is the boy?** Then direct students to underline words in **paragraph 3** that describe where the boy is. **See student page for possible response.**

What is the time of day? How do you know?
Possible Responses: The words "couldn't sleep" and "stars in the sky" tell me that it is night. The words "my room," "my window," and "backyard" tell me that the boy is in his room looking through a window that faces the backyard.

DOK 2

OBJECTIVES

Use text evidence to support an appropriate response.

Describe the importance of the setting.

Possible Teaching Point**Academic Vocabulary | Related Words**

Use the Academic Vocabulary lesson on pp. T26–T27 in the Reading-Writing Workshop Bridge to underscore how related words have related meanings. Direct students to reread paragraph 3 and help them identify related words for the verbs *count*, *gazing*, and *leaned*.

First Read

Ask

THINK ALOUD As I read about the boy's actions, I think of questions I have about the stars. The boy goes outside to try to count the stars. I want to know more about how to count the stars. Where is the best place to go? I highlight information in paragraph 5 that tells me the boy's backyard is not the best place to count stars. I'll keep reading to see if I can answer my question.

Close Read

Use Text Evidence

Explain that readers should look for answers to their questions as they read. Sometimes, this means looking for details that give more information about people, places, and things. Looking for details about setting can help readers understand the ideas in a text.

Have students read **paragraph 5** to find and highlight details about where the boy is and why he can't count all the stars. **See student page for possible responses.**

Ask students to consider what the reader can tell about the setting based on these details. Have students support their responses with text evidence from p. 26.

Possible Response: From the details "there were lots of stars hidden behind the trees," and "house blocked out even more," we can tell that objects get in the way of the boy's view of the sky.

DOK 2

OBJECTIVE

Use text evidence to support an appropriate response.

CLOSE READ



Use Text Evidence

Highlight words in the text that answer the question, "Why can't the boy count all the stars?"

4 I went outside with a pad and pencil. I started to count. I filled up one whole page of the pad.

5 But there were lots of stars hidden behind the trees. The house blocked out even more. The streetlamp was so bright I couldn't see stars anywhere near it. How many stars in the sky?



26

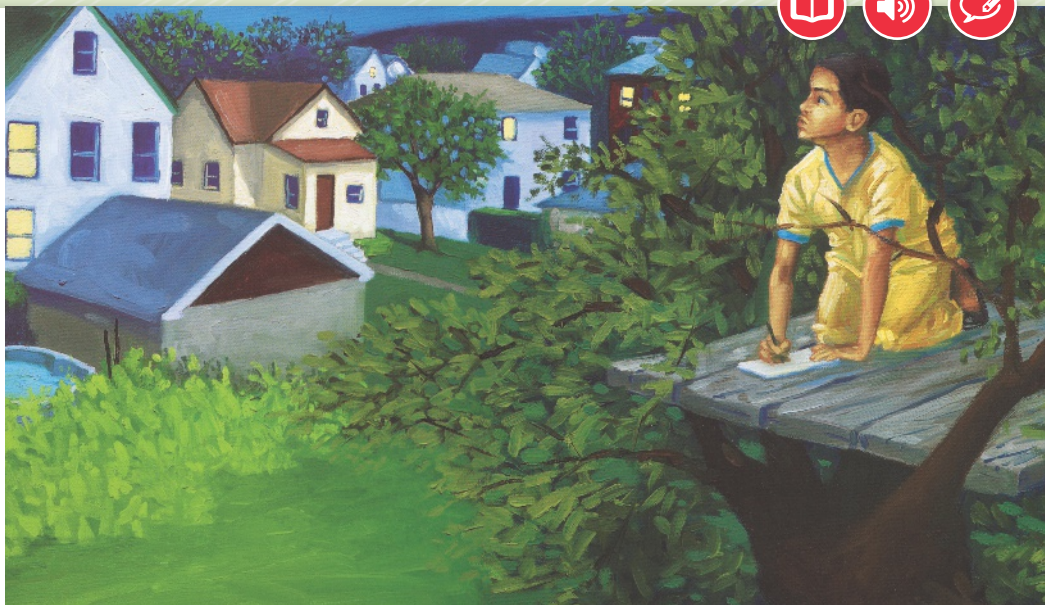
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Possible Teaching Point



Read Like a Writer | Author's Craft

Repetition Authors repeat words or sentences to emphasize the setting, point out a detail, or relay a feeling. The author wants the reader to remember the sentence or word that is repeated. Notice that the sentence "How many stars in the sky?" is first written on p. 24 and repeated on p. 26 and p. 27. For more instruction on Author's Craft, see pp. T62–T63.



First Read

Talk

THINK ALOUD The boy seems very interested in the stars and very determined to count them. I read that he “filled up page after page” counting stars. He had “been out so long that the stars had moved.” I can imagine the boy is so interested in what he’s doing that he doesn’t even notice what happens around him. I feel that way sometimes when I’m working on a project. I talked with a partner to find out if other people have these same kind of feelings.

- 6 I climbed high up into my treehouse. I started at the Big Dipper and counted in a great circle all around the sky. I filled up page after page of the pad.
- 7 But when I got back to the Dipper it wasn’t where I remembered it. I must have been out so long that the stars had moved. Old ones had set. New ones had risen. How many stars in the sky?

CLOSE READ



treehouse a small space built in the branches of a tree for children to play in or on

Possible Teaching Point



Academic Vocabulary | Related Words

Use the Academic Vocabulary lesson on pp. T26–T27 in the Reading-Writing Workshop Bridge to underscore how related words usually have related meanings. Direct students to reread paragraph 6 and call their attention to the words *climbed*, *started*, *counted*, and *filled*. Help students first determine the base words of each of these words, and then help students find related words for each.

First Read

Ask

THINK ALOUD I can look at what characters say to help me learn more about them. Sometimes, what characters say to each other tells me about another person in the story. We haven't met the boy's mom in the story, so we learn about her through the boy and his father. I think of questions I have about the boy's mom as I read. Why does she know about the stars? Do the boy and his mom often try to count the stars together? As I read, I'll look for hints and clues that might help me answer these questions.



- 8 I climbed down from the treehouse and there was Daddy. "I couldn't sleep," I said.
- 9 "I can't sleep either," he said. "Your mama won't be back till tomorrow."
- 10 I told him how I wanted to count all the stars in the sky.
- 11 "If your mama was here," Daddy said, "I bet she'd know. Maybe you and I can find someplace where it'll be easier to count them."

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Possible Teaching Point



Read Like a Writer | Author's Craft

Foreshadowing To help readers build anticipation, or eagerly await what will happen next, authors use foreshadowing. This is a way to give hints about what will happen next in the story. The example of this is in paragraph 11: "Maybe you and I can find someplace where it'll be easier to count them."

Discuss the meaning of foreshadowing, correcting any misconceptions that students may have. Ask why the author might have chosen to use foreshadowing at this point in the story. For more instruction on Author's Craft, see pp. T62–T63.



CLOSE READ

Describe and Understand Setting

Underline the sentence that describes what the town is like. Tell how the picture supports this description.

12 My dog hopped in the truck with us and we drove into town. The streets were quiet, but lots of streetlights were burning. We could see the bright city skyline in the distance.



29

First Read**Read**

THINK ALOUD I read that the boy and his father are going into town. The boy's father said on p. 28 that they could "find someplace where it'll be easier to count" the stars. The text tells me that the city is "bright" with "lots of streetlights." I wonder if they will be able to see the stars with all the light in the town.

Close Read**Describe and Understand Setting**

Remind students that setting is when and where a story takes place. Have students scan **paragraph 12** to underline a sentence that describes the setting. **See student page for possible response.**

Explain that students can use both the illustration and the words on the page to describe the town. Say: *The text tells us that there are "lots of streetlights" in town. How does the writer describe the streetlights? (They are "burning.") Ask: What does the city skyline look like? (It is "bright.")* Help students connect these ideas to the text on p. 26 ("the streetlight was so bright I could not see any stars near it."). Ask: *Do you think they will see the stars while they are in the town? Why or why not?*

Possible response: They will not see the stars because it is too bright.

DOK 2

OBJECTIVES

Use text evidence to support an appropriate response.

Describe the importance of the setting.

CROSS-CURRICULAR PERSPECTIVES**Social Studies**

Explain that in a city, a lot of bright light is created by so many people living and working so close together. There are lights in tall buildings, headlights on cars, and streetlights. All of these lights make it difficult to see the sky. By contrast, in a rural area, people live farther apart. There are fewer cars and fewer buildings with bright lights, which makes it easier to see the sky.

First Read

Read

THINK ALOUD I read that the boy and his father counted “twenty-five or twenty-six stars.” I think that sounds like a lot of stars. But the boy says that “this isn’t a good place to see stars.” I think back to what I read earlier in the story. In his backyard, the boy “filled up page after page” in his notebook counting stars. That sounds like more than twenty-five or twenty-six. So the boy knows they should keep traveling to find a better place to see the stars.

Close Read

Use Text Evidence

Explain that students should look for clues in the text about how characters think and feel. Ask: *How does the boy feel about looking at the stars in town? What do you read that tells you how he feels? Does his father feel the same way?* Have students read **paragraphs 13 and 14** to tell how the boy and his father feel about looking at stars in the town. Have students use their answers to highlight words that indicate why the boy wants to go somewhere else to see the stars.

See student page for possible response.

DOK 2

OBJECTIVE

Use text evidence to support an appropriate response.

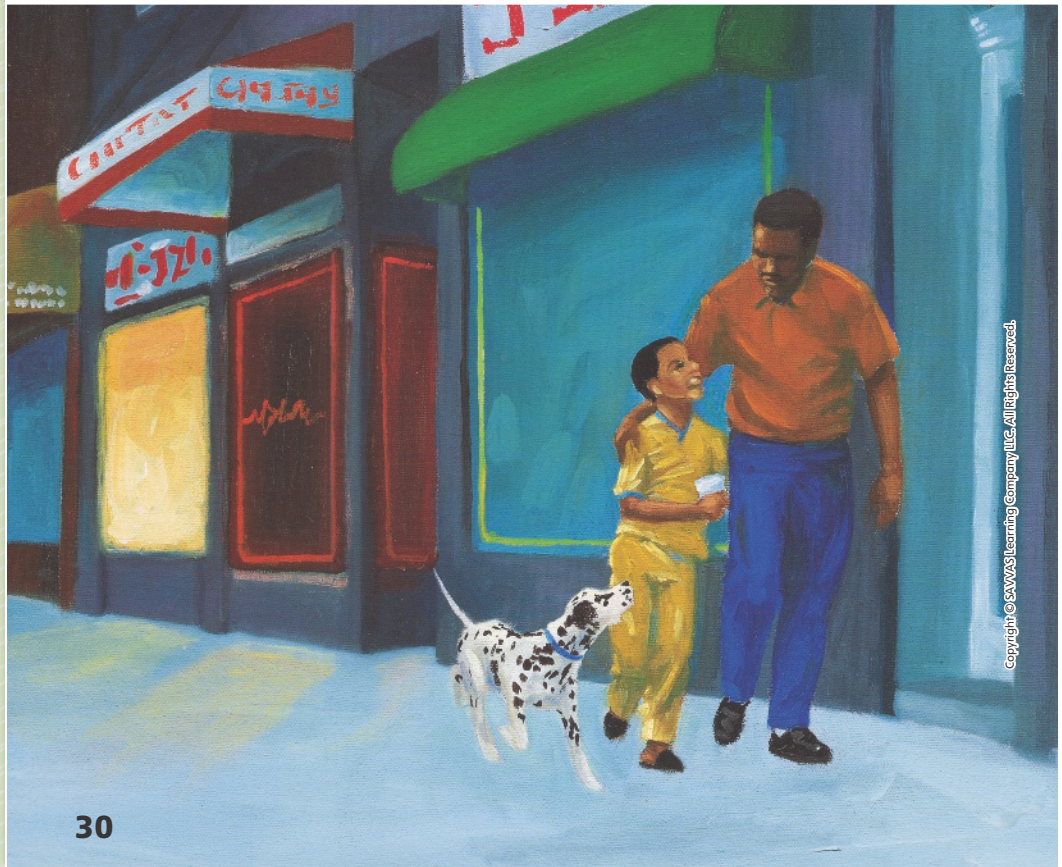
CLOSE READ



Use Text Evidence

Highlight the words that tell why the boy wants to go to a different place to see stars.

- 13 Daddy and I counted twenty-five or twenty-six stars. He said he thought one of them was the planet Jupiter. “This isn’t a good place to see stars,” I said.
- 14 “It’s not a bad place to count them, though,” he said. “But it’s still too hard. Let’s go where it’ll be really easy.”



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Possible Teaching Point



Read Like a Writer | Author's Craft

Author's Purpose Authors use dialogue for several purposes: to develop relationships between characters, to show a character's feelings and thoughts, and to develop the plot of a story. Direct students to the dialogue on p. 30 between the boy and his father. Point out how the dialogue gives more information about each character's thoughts and feelings. Restate that the author uses dialogue for a purpose. For more instruction on Author's Craft, see pp. T62–T63.




15 We drove into the city. The big clock by the tunnel said 2:45, but neither one of us felt like sleeping.

31

First Read

Talk

 **THINK ALOUD** The clock says 2:45, and the illustration shows that it is the middle of the night. It's late, but neither the boy nor his father feels like sleeping. This reminds me of how I feel when I am very excited about something. Have students talk briefly with a partner about how the boy and his father must feel right now.

Possible Teaching Point



Academic Vocabulary | Related Words

Use the Related Words lesson on pp. T26–T27 in the Reading-Writing Workshop Bridge to teach students how they can figure out the meaning of new words by thinking of related words they already know. Point out the words *drove* and *sleeping* on p. 31 and help students think of related words.

First Read

Read

THINK ALOUD As I read the words on the page, I try to picture what the writer describes. When I read the words *neon*, *headlights*, and *flashed*, I imagine bright lights all around. I think it would be difficult to see the stars when the lights are so bright.

Close Read

Vocabulary in Context

Explain that you can use context clues to help determine the meaning of a word. Point out that **paragraph 17** includes a description of the city. Therefore, the words work together to paint a picture of the city. Have students underline words that help them to determine the meaning of the word *dazzling*. **See student page for possible responses.**

DOK 2

OBJECTIVE

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

CLOSE READ

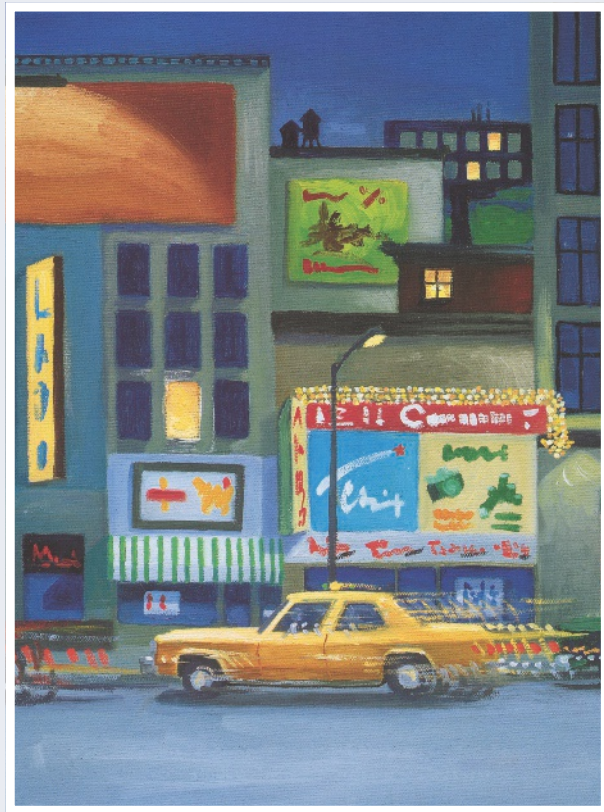


Vocabulary in Context

You can understand the meaning of a word you don't know from words in the same sentence or in sentences near it. Underline words that help you understand the meaning of **dazzling**.

searchlights
powerful lights that can shine in any direction

- 16 We parked by Mama's office. There was a department store with brightly lit displays in every window. There were streetlamps on every corner.
- 17 There were dazzling neon signs. Headlights flashed from a steady stream of cars. Powerful searchlights beamed from the roofs of the skyscrapers.



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Possible Teaching Point



Academic Vocabulary | Related Words

Use the Related Words lesson on p. T26 in the Reading-Writing Workshop Bridge to teach students how they can use their knowledge of related words to determine the meaning of unfamiliar words. Have them list related words for *beamed* and *flashed*.



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18 And I couldn't see any stars at all.

"I count exactly one," said Daddy. "No, wait," he said, "it's an airplane."

19 "Maybe the stars just don't want to be counted," I said.

33

First Read

Look

THINK ALOUD The illustration on p. 33 shows the city buildings with their lights. I can understand how the boy and his father do not see any stars in the sky. There are so many bright lights from the city. There are also tall buildings in the illustrations. The buildings are probably getting in the way of the boy's view of the sky. This reminds me of how the boy's house blocked his view of the sky when he was in his backyard.

ELL Targeted Support Contractions Help students understand and pronounce contractions in the text, such as the words *couldn't*, *it's*, and *don't* on p. 33.

Write *couldn't*, *it's*, and *don't*. Read each aloud. Help students break each contraction apart and write the separate whole words *could not*, *it is*, *do not*. Erase the vowels omitted in the contractions, and explain where the apostrophe should be in each contraction. **EMERGING/DEVELOPING**

First Read

Read

THINK ALOUD The boy is tired now, and he thinks he is going home. I notice that this is a change from how the boy felt before, when he and his father did not feel like sleeping even though it was late. I wonder why the boy's feelings have changed. I think he might want to give up, or he might be feeling frustrated that they have not been able to see and count the stars.



20 We drove back through the tunnel.
I was tired, and I thought we were going
home. But instead, Daddy drove us
deep into the country.

34

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Possible Teaching Point



Read Like a Writer | Author's Craft

First-Person Point of View Authors choose how they will tell a story by deciding on a point of view. *How Many Stars in the Sky?* is told in a first-person point of view. The main character, the boy, tells the story and uses pronouns such as *I*, *me*, and *mine*. Since the boy is the main character, we find out how he feels and what he thinks throughout the story. For more instruction on Author's Craft, see pp. T62–T63.



CLOSE READ



21 There weren't any cars. There weren't any streetlights. There weren't any houses. Even the moon had set. And I knew we could never count all the stars.

Describe and Understand Setting

Underline the sentences that tell what the country is like.



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First Read

Look

Have students compare the illustrations on p. 33 and p. 35. Ask: *How are the two illustrations different from each other? What do the illustrations show about the different settings?*

Possible Responses: Students should point out the bright lights and buildings in the illustration on p. 33 and the field and the clear sky with stars on p. 35. Students should point out that without cars, streetlights, and buildings, it is easier to see the sky in the country.

Close Read

Describe and Understand Setting

Have students underline the sentences that describe the country. **See student page for possible responses.**

Ask: *How does the country differ from the city? Which setting lets the boy and his father see more stars, and why?*

Possible Response: There weren't any cars in the country. In the country, there weren't any lights from cars and buildings lighting up the sky and making it hard to see the stars. They could see more stars in the country because there was nothing blocking their view.

DOK 2

OBJECTIVES

Use text evidence to support an appropriate response.

Describe the importance of the setting.

CROSS-CURRICULAR PERSPECTIVES

Social Studies



Explain that living in a certain type of community, such as an urban, suburban, or rural community, can influence the way a person experiences the world. Point out that rural communities may not have busy streets or neon signs, but they often have farms and natural areas that cities, or urban areas, do not have. Review the illustrations in *How Many Stars in the Sky?* with students to contrast an urban and a rural community.

First Read

Read

THINK ALOUD As the boy and his father arrive at each new place, I look for clues in the text to tell me whether they can see the stars. Here, out in the country, the boy says that new stars “appeared every time I blinked my eyes.” This tells me they must be in a place where they can see lots of stars.

Close Read

Use Text Evidence

Have students highlight the words in **paragraph 22** that provide evidence that the boy is able to see more stars in the sky. **See student page for possible responses.** Ask for an example of words the author chose to describe lots of stars.

Possible Response: An example is “stars were so thick I couldn’t tell one from another.” The author used the word *thick* to tell us that there were many stars close together in the sky.

DOK 1

OBJECTIVE

Use text evidence to support an appropriate response.



CLOSE READ



Use Text Evidence

Highlight the words that show the boy sees lots of stars.

22 No matter where I looked, new ones appeared every time I blinked my eyes. Daddy pointed up above and showed me the Milky Way. The stars were so thick I couldn’t tell one from another.

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Possible Teaching Point



Read Like a Writer | Author’s Craft

Figurative Language Display the follow example from paragraph 22: “The stars were so thick I couldn’t tell one from another.” Point out that the author might mean each individual star is thick, or that the stars together are so close that they make up a thick layer of light. Explain that figurative language lets readers use their own minds to make pictures of what they read. For more instruction on Author’s Craft, see pp. T62–T63.



- 23 We were much too tired to drive anymore, so we slept underneath the stars that night.



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First Read

Look

THINK ALOUD I can use the illustrations to help me figure out the characters' feelings and how they relate to the setting. The text tells me that the boy and his father were "much too tired to drive," so they sleep in the truck under the stars. Looking at the picture, I think it must be peaceful to sleep under the stars, without the bright lights and loud noises of the city.

Foundational Skills Extension

Long and Short Vowels

Read aloud paragraph 23, and then have students echo-read the paragraph with you. Ask students to identify the words with long vowel sounds (*we*, *tired*, *drive*, *so*, *underneath*, *night*, *anymore*) and the words with short vowel sounds (*much*, *slept*, *underneath*, *that*) in the paragraph.

First Read

Read

THINK ALOUD A lot of time has passed since the boy and his father left their house. I notice that the boy can't see the stars anymore, even though they are out in the country. They are still in the right place to see the stars, but it is no longer night. The boy explains that the stars are always there, but he can only see them when he is in the right place at the right time of day.

Close Read

Describe and Understand Setting

Remind students that setting includes where and when events in a story take place. Have students read **paragraph 24** and underline words that describe when the boy and his father wake up. **See student page for possible responses.**

Point out that the setting has changed throughout the story. Say: **Name the different places you've seen in the story. Where are the boy and his father now? What time of day is it? How do you know?** Have students consider how the story would be different if the characters had stayed in one place.

DOK 2

OBJECTIVES

Use text evidence to support an appropriate response.

Describe the importance of the setting.

CLOSE READ

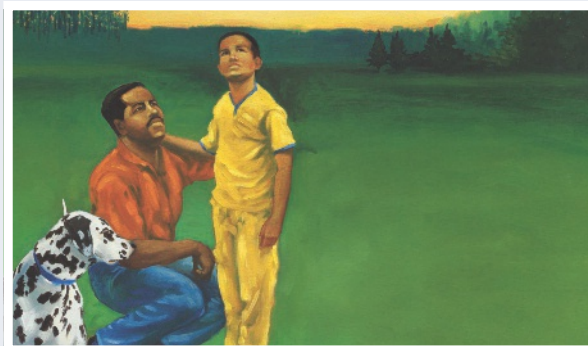


Describe and Understand Setting

Underline the words that tell you when the boy and his father wake up. Examine the picture to see how it supports this description.

daylight the natural light of day

- 24 It was daylight when we woke. "Daddy," I said, "all those stars are always out there even when we can't see them, right?"
- 25 "Of course they are," he said.
- 26 "Can we try to count them again some time?" I asked.
- 27 "Any night you feel like it," he said, "you and me and Mama can all go out together."
- 28 I could hardly wait to see Mama and tell her about it. In a little while we'd all be back home. But now I was glad just to be standing there with Daddy, basking in the warmth of the one star we could see—



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Possible Teaching Point

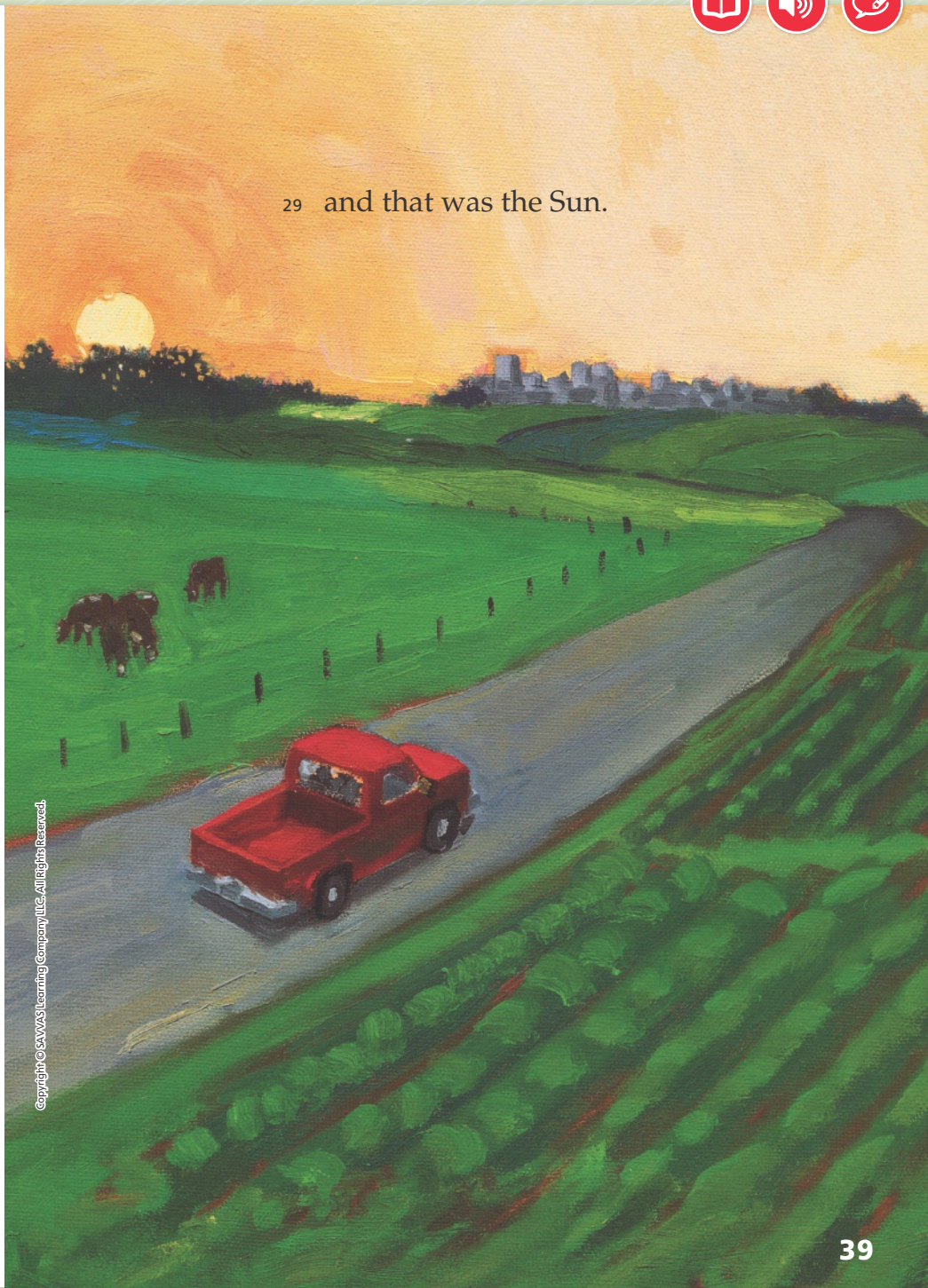


Read Like a Writer | Author's Craft

Sensory Details Explain that writers use words that appeal to a reader's senses of sight, touch, sound, taste, and smell. Tell students that these words help readers experience and understand what is happening in the story. Point out the phrase "basking in the warmth of the one star we could see." Identify for students the types of sensory detail used (touch, sight). For more instruction on Author's Craft, see pp. T62–T63.



29 and that was the Sun.



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First Read

Ask

THINK ALOUD After I read the last page, I think about questions I still have. I might read parts of the story again to help answer my questions. For example, is the boy happy at the end of the story even though he wasn't able to count all the stars? Why is the boy so interested in counting the stars? Do the stars remind him of someone?

ELL Targeted Support Retelling Explain to students that retelling a story can help them better understand and remember it. Display a three-column chart with the column headings *Beginning*, *Middle*, and *End*. Work with students to complete the organizer based on details from the story.

Have students use the organizer to retell the story. Provide sentence frames for students: *The boy asks _____ . He goes outside to count _____ .*

EMERGING/DEVELOPING

Have students take turns retelling the story to a partner. Then have students discuss the question, *How does the father-son adventure relate to the mother being away?* **EXPANDING/BRIDGING**

Respond and Analyze



How Many Stars in the Sky?

OBJECTIVES

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

Respond using newly acquired vocabulary as appropriate.

Describe the importance of the setting.

My View

Use these suggestions to prompt students' initial responses to reading *How Many Stars in the Sky?*

- **Brainstorm** What else could the boy have done to see stars?
- **Discuss** The boy tries to see stars in his backyard, then goes up into his treehouse to see stars. What things have you done to help you solve a problem?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES The vocabulary words *backyard*, *treehouse*, *searchlights*, and *daylight* tell us about the settings in *How Many Stars in the Sky?*

- Remind yourself of the word's meaning based on the two shorter words of each compound word.
- Ask yourself what the author is trying to convey about the setting.

MODEL AND PRACTICE Model filling out the chart on p. 40 using the word *backyard*.

- In the story, the boy goes outside, in back of his house. Our first word begins with the shorter word *back*.

ELL Targeted Support Vocabulary Display the words: *backyard*, *treehouse*, *searchlights*, and *daylight*. Explain that people use these words to describe different settings.

Ask students to say the words. Then write them and have students say each one and use words, gestures, or sketches to tell what it means. **EMERGING**

Ask students to write words that they use to describe settings. Have students write each word in a sentence and share with the class.

DEVELOPING

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 My TURN Have students complete p. 40 of the *Student Interactive* and respond using newly acquired vocabulary. They should use the meanings of the two shorter words of each compound word in their answers.

OPTION 2 TURN, TALK, AND SHARE Use Independent Text Have students find and list unfamiliar words that tell about a setting from their independent-reading texts. Then, have them look for and decode compound words to determine the meaning of each word.

QUICK CHECK

Read and Ask Can students identify how vocabulary words give clues to the setting in *How Many Stars in the Sky*?

Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T56–T57.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on pp. T56–T57.

Check for Understanding My TURN Have students complete p. 41 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 40–41

VOCABULARY	COMPREHENSION	READING WORKSHOP										
<p>Develop Vocabulary</p> <p>A compound word is made up of two shorter words. Use the meanings of the shorter words to predict the meaning of the compound word.</p> <p>MY TURN Use the shorter words to define each compound word. Write your definition. Then find each word in the story. Read the definition. Is your definition correct? Change it if you need to. Possible responses shown.</p> <table border="1"> <thead> <tr> <th>Compound Word</th> <th>My Definition</th> </tr> </thead> <tbody> <tr> <td>backyard</td> <td>a yard in the back of a house</td> </tr> <tr> <td>treehouse</td> <td>a little house up in a tree</td> </tr> <tr> <td>searchlights</td> <td>lights used to search for things</td> </tr> <tr> <td>daylight</td> <td>light in the day</td> </tr> </tbody> </table> <p>TURN and TALK Use the shorter words to predict the meanings of these compound words: birdhouse, lighthouse, housefly. Check the meanings in a dictionary.</p> <p>40</p>	Compound Word	My Definition	backyard	a yard in the back of a house	treehouse	a little house up in a tree	searchlights	lights used to search for things	daylight	light in the day	<p>Check for Understanding</p> <p>MY TURN Look back at the text to answer the questions. Write the answers.</p> <p>DOK 2 1. What makes this text realistic fiction? <u>It's a made-up story that could happen in real life.</u></p> <p>2. Why do you think the author has the boy and his dad try to look at the stars from different places? DOK 2 Possible response: <u>to show that the amount of light in a place affects how many stars you can see</u></p> <p>DOK 2 3. Why can they see so many more stars in the country? <u>There are no lights in the country. The only light comes from the stars.</u></p> <p>41</p>	
Compound Word	My Definition											
backyard	a yard in the back of a house											
treehouse	a little house up in a tree											
searchlights	lights used to search for things											
daylight	light in the day											

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

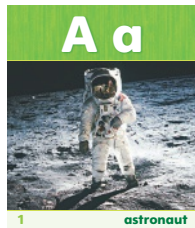
Teacher-Led Options

Word Work Strategy Group



DECODE WORDS WITH SHORT VOWELS

Sound-Spelling Cards Display Sound-Spelling Card 1. Point to the picture and say *astronaut* aloud, stressing the initial short /a/ sound. Say: *The word astronaut starts with a short /a/ sound. What other words start with a short /a/ sound? What words have a short /a/ in the middle?*



Refer students to pp. 16 and 17 of the *Student Interactive*. Read the pages together to find more words with the short /a/ sound. Then, introduce the other vowels and talk about their short sounds.

ELL Targeted Support

Talk to students about how to shape their mouths to produce the short vowel sounds. Say the words listed below slowly and with emphasis as you allow students to watch and mirror how you form the sounds with your mouth.

Engage in some minimal pairs drills with students to allow them practice in hearing and saying the different sounds each vowel makes (*bat, bait; mat, mate; bit, bite; kit, kite; bed, bead; leg, league; got, goat; cot, coat; cub, cube; glum, glue*). **EMERGING/DEVELOPING**

Challenge students to look through a glossary or dictionary to find other words with short vowel sounds and create their own minimal pairs exercises. **EXPANDING/BRIDGING**



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

Intervention Activity



DECODE WORDS WITH SHORT VOWELS

Use Lesson 4, pages T47–T50, in the *myFocus Intervention Teacher's Guide* for instruction on reading words with the short /a/ sound.

LEVEL C • MODEL AND TEACH

Lesson 4 Short and Long Vowels


INTRODUCE Remind students that words are made up of consonants and vowels. We blend consonants and vowels to read words. The vowels a, e, i, o, and u can have different sounds. Today we will learn how to read words with short vowel sounds such as /ă/ in *tap* and long vowel sounds such as /ā/ in *tape*.

MODEL Display or share copies of "Meet Mr. Gray" from Student Page T47, and then read it aloud.

Meet Mr. Gray

Beth got on her bike. She rode fast to Tomas's house. She wanted to see his new cat.

Its name was Mr. Gray. It was soft and cute. When Beth gave the cat a hug, it purred.



TEACH Point to and say each circled word. The vowel e in *Beth* makes the /ĕ/ sound. *Beth* has a short e sound, /ĕ/. Have students say the short e sound. Then repeat the word as students say it with you. Next, point to the word *see*. Now we will read a word with a long e sound. The word *see* has two e's. The letters ee make the long e sound, /ē/. Have students say /ē/. Then repeat the word as students say it with you.

Repeat this process with other short and long vowel word pairs such as *cat* and *gray*, *its* and *bike*, *got* and *rode*, and *hug* and *cute*. Guide students to identify other words in the passage with the short e sound (*When*), short i sound (*it*), long a sound (*name, gave*), and long e sound (*She*).

Phonics, Morphology, and Spelling T • 47

Fluency

Assess 2–4 students



PROSODY

Have student pairs practice reading a short passage smoothly.

ORAL READING RATE AND ACCURACY

Use pp. 1–6 in Unit 1, Week 1 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Independent/Collaborative

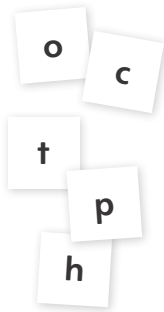
Word Work Activity



BUILD WORDS WITH LETTER TILES

Have groups use letter tiles to practice making words with short vowel sounds. List the words they create.

Students can also play the letter tile game in the *myView* games at SavvasRealize.com.



Decodable Reader



Students can read the decodable reader, *A Hot Job*, to practice reading words with short vowel sounds and high-frequency words.

Before reading, display this week's high-frequency words: *which*, *than*, *each*. Say: *When you see these words in a story, you will know how to read them.*

Pair students for reading. Have them take turns reading the pages once, then switch pages and reread. As they read, listen carefully as they use letter-sound relationships to decode.

High-Frequency Words

Direct students to notice how frequently they see, hear, and say this week's high-frequency words: *which*, *than*, *each*. Ask them to record as many instances as they can in one day in their notebooks and share this information with the class.

Centers



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

Decodable Reader

A Hot Job
Written by Louis Ali

Decodable Reader
1

VC Syllable Pattern

at	bags	big	box	can	fun	get
hot	it	jet	job	less	man	men
net	nuts	rim	sell	top	up	van

High-Frequency Words

away	each	goes	looks	put
than	they	which	with	

1

The men go up for the nuts at the top.

2

It is less fun than it looks. It is a hot job.

3

They put the nuts in net bags. They each put the bags in a big box.

4

Which man can get the box? The box is up to the rim with bags.

5

Each big box goes in a van.

6

The van goes to the jet.

7

The jet takes the nuts away to sell.

8

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

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point To figure out the meaning of the compound word *streetlight*, I break it into shorter words: *street* and *light*. I ask myself how the two meanings can be combined to form a single meaning. I decide that a streetlight is a light that shines on a street. Have students find another compound word in the story, such as *skyline*, and discuss what it might mean.

ELL Targeted Support

Tell students that drawing pictures can help them learn key words. Write: *backyard*, *treehouse*, *searchlights*, *streetlamp*, and *daylight*.

Have students look at the two short words in each compound word and draw and label a picture of the compound word based on the meanings of the shorter words. Check students' drawings. **EMERGING**

Pass out dictionaries and instruct students to look up the definitions of the words. Students should draw and label a picture, then write the definition next to the label. **DEVELOPING**

Have students draw and label a picture of a *treehouse*. Have them write a sentence under their picture using the word in context.

EXPANDING

Have students create a list of other compound words that they know. Have them draw pictures for better understanding. **BRIDGING**



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

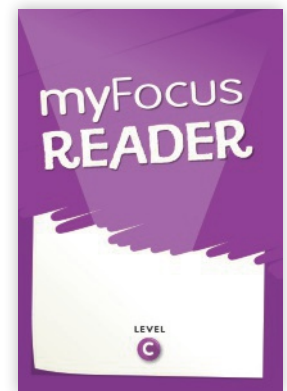
Intervention Activity



DEVELOP VOCABULARY

Read pp. 6–7 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students.

Provide instructional support for decoding, comprehension, word study, and Academic Vocabulary.



Fluency

Assess 2–4 students



PROSODY

Help students choose a short passage in an appropriate leveled reader. Ask pairs to take turns practicing reading their passage smoothly until it sounds like normal conversation. If needed, model how to read with expression.

ORAL READING RATE AND ACCURACY

Use pp. 1–6 in Unit 1, Week 1 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3-4 minutes
per conference

DEVELOP VOCABULARY

Talk About Independent Reading Ask students to share their list of words and to tell what they learned about the setting from those words. Ask them to share the strategies they used to determine the meanings of one or two of the words.

Possible Conference Prompts

- What words did the author use to tell us about the setting?
- Why do you think the author chose those words?
- What helped you understand the words?

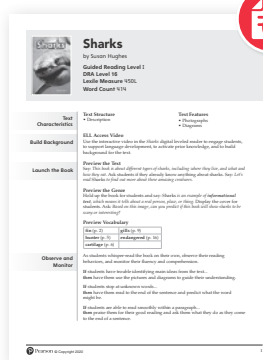
Possible Teaching Point Readers look for words that describe the setting of the story they are reading. Learning these words helps make us better readers of realistic fiction.

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see *Matching Texts to Learning*, pp. T28–T29.
- For instructional support on using pictures and context clues to determine the meaning of unknown words, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share the descriptions of settings they found in their realistic fiction texts, and celebrate what they learned.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *How Many Stars in the Sky?* or the *myFocus Reader* text.
- begin reading a self-selected trade book or their Book Club text.
- partner-read a text, coaching each other as they read.

Centers



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

Literacy Activities



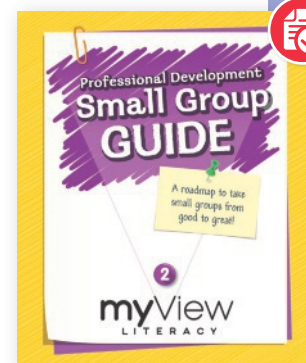
Students can

- work with a partner to discuss and answer the questions on *Student Interactive* p. 41.
- choose a passage from the story and take turns reading it with a partner, making sure to use appropriate expression.
- play the *myView* games.

SUPPORT COLLABORATION

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

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



Word Work

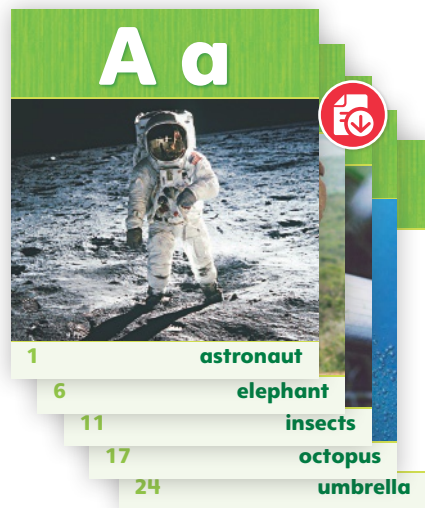
OBJECTIVES

Distinguish between long and short vowel sounds in one-syllable and multi-syllable words.

Decode words with short, long, or variant vowels.

Identify and read high-frequency words.

Demonstrate legible printing skills.



Sound-Spelling Cards 1, 6,
11, 17, 24

Phonics: Decode Words with Short Vowels

Minilesson

FOCUS Show students the Sound-Spelling Cards for the short vowels. Hold up each card and ask students to say the short vowel sound of the letter.

MODEL AND PRACTICE Tell students they are going to write words with short vowel sounds. As you model, write each letter on the board. *I want to spell the word **mat**. I listen to the first sound: /m/. I know the letter **m** stands for the /m/ sound, so I write **m**. I hear /a/ in the middle of **mat**. I know the letter **a** stands for the /a/ sound. I write the letter **a**. I hear /t/ at the end of **mat**. I know the letter **t** stands for the /t/ sound so I write **t**. Now I sound out the word to make sure I have the correct letters: /m/ /a/ /t/. Say additional words for students. For each word, help them name the sound for each letter as they write the word. Then write the word and ask students to check their spelling. Some words to use are: *sun, tap, men, hop, and fit*.*

APPLY My TURN Give pairs of students vowel letter cards and have them take turns saying a word with a short vowel sound while their partner holds up the letter card with the vowel that stands for the sound in the word.



High-Frequency Words

Minilesson

FOCUS ON STRATEGIES Explain that some words appear frequently in texts. Learning how to read these words will help students read more fluently.

MODEL AND PRACTICE Display and read the high-frequency words *which*, *each*, and *than*. Ask students to read the words in the box on SI p. 19. Then read the first sentence and ask students to choose the word that completes the sentence. Have them write the word.

APPLY My TURN Ask students to complete the sentences with a partner. Remind them to print each word legibly.

TURN, TALK, AND SHARE Ask partners to take turns naming one of the words while the other says a sentence using that word.


STUDENT INTERACTIVE, p. 19

HIGH-FREQUENCY WORDS

Remind students that high-frequency words are words that they will hear or use more often than other words. Write *which*, *each*, and *than*. Call on different students to take turns being the teacher. Ask the student to point to one of the words while the other students read it. Then have the student point to another student and ask him or her to say a sentence that uses the word.


FOUNDATIONAL SKILLS

My Words to Know

 **MY TURN** Some words you will see a lot when you read. These words are called high-frequency words. Read the high-frequency words in the box. Complete the sentences with the words.

which each than

1. Which dog is your favorite?
2. I think that each dog is cute.
3. Do you know which one is older?
4. The tan one is older than the black one.

 **TURN and TALK** Write the words on cards. Practice reading them with a partner.

Describe and Understand Setting



How Many Stars in the Sky?

OBJECTIVES

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

Describe the importance of the setting.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit academic words to talk about setting. Give students sentence starters, such as:

- The boy's location at the beginning of the story is _____.
- When we compare the town setting to the country, the boy can _____.

ELL Access

Discuss with students the importance of being able to describe and understand a story's setting. Students may benefit from examining a story's illustrations and using this examination to generate words to describe the setting.

Minilesson

FOCUS ON STRATEGIES Readers learn about setting by noticing where and when a story happens and why those details are important. Say: **Think** about the details in the text that describe the setting. Pay attention to details in the pictures. Ask yourself why the settings are important to the story.

MODEL AND PRACTICE Model locating details about the setting.

- Which details give descriptions of the setting? In paragraph three, the boy is thinking, "I could count so many just from my room." I am going to underline *my room* and write "It's night; the room has a bed and a window." This shows where and when the story began. It shows that it's night, so the boy can see the stars.
- Have pairs of students choose another paragraph and underline details about the setting. Then have them write why that setting is important to the story. Ask pairs to share their answers with the class.

ELL Targeted Support Environmental Print To help students derive meaning from environmental print, distribute advertising pages with words and pictures. Point to the sketches of storefronts on S/ p. 30. Explain that stores often have words on their doors and windows to tell what is inside. Words such as these are called environmental print. Deriving their meaning gives us useful information.

Have students focus on one ad. Ask: **What words do you see? How does the picture help you understand the words?** **EMERGING**

Have pairs choose an ad to interpret. Ask them to list familiar words from the ad, and have them discuss what the words mean. **DEVELOPING**

Ask students to choose their favorite ad. Have them list familiar words from the ad, write the meanings, and then explain the meaning of the ad to you. **EXPANDING**

Tell students to study one of the ads and then use words from it to answer these questions: *What kind of store is this? What is the store selling in this advertisement? Which words have meanings that can make a person want to buy what the store is selling?* **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for describing and understanding setting.

OPTION 1 My TURN Have students annotate the text using the other Close Read notes for Describe and Understand Setting and then use the text evidence from their annotations to complete the chart on p. 42.

OPTION 2 Use Independent Text Have students use sticky notes to mark places in the text where they notice details about the setting. Direct them to write on the sticky note what the setting is and why it is important.

QUICK CHECK

Notice and Assess Can students describe and understand setting?

Decide


- **If students struggle**, revisit instruction about describing and understanding setting in Small Group on pp. T64–T65.
- **If students show understanding**, extend instruction about describing and understanding setting in Small Group on pp. T64–T65.

STUDENT INTERACTIVE, p. 42

CLOSE READ

Describe and Understand Setting

The **setting** is where and when a story happens.

 **MY TURN** Go to the Close Read notes in the text. Underline details about the settings. Use details you underlined to describe the importance of each setting.

Possible responses shown.

Setting	Description of Setting	Why This Setting Is Important
the boy's room	It's night; the room has a bed and a window.	It shows where and when the story begins. It shows that it's night, so the boy can see the stars.
the town	Town is quiet and lit by streetlights.	It shows where the characters go first to see more stars.
the country at night	It's dark; there are many stars.	It shows where the characters can finally see many stars.
the country in daylight	The sky is yellow to show it's daytime.	It shows where and when the story ends.

Read Like a Writer, Write for a Reader

OBJECTIVE

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

ELL Access

Voice

Tell students that words a character says shows how that character sounds and what kind of person that character is. Explain how an author gives a narrator or character a voice in a story. Read aloud the selected text. Have students use single words and short phrases to express one thing they noticed about the character.

Voice

Minilesson

FOCUS ON STRATEGIES Authors bring characters to life through the words the characters use. This is called voice. Voice is also the characteristic speech and thought patterns of the narrator in a work of fiction.

- Authors choose words carefully to portray a character.
- Readers understand characters through the words they use and how they speak.

MODEL AND PRACTICE Model to show students how the writer's word choice reveals who the character is, using the example on p. 46 in the *Student Interactive*. In the sentence, "Mama was away that night and I couldn't sleep," the author uses the words *Mama*, *away*, and *couldn't sleep* to help us understand that the character is a child who is upset because his mother is not home.

Handwriting

OBJECTIVE

The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

Proper Pencil Grip

FOCUS Grasp a pencil using the thumb, index finger, and middle finger.

MODEL Model placing a pencil between the thumb and index finger. Then add the middle finger to the underside of the pencil. Have students hold their pencil using the thumb, index, and middle finger and tell them to hold it firmly enough to keep the pencil upright without holding it too tight.



ASSESS UNDERSTANDING

Apply

My TURN Have students complete the activity on p. 46 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 46

AUTHOR'S CRAFT

Read Like a Writer, Write for a Reader

Authors create a voice when they write. The words a character says show how the character sounds and what kind of person the character is.

Boy's Words from Story	Without the Boy's Voice
"Mama was away that night and I couldn't sleep."	My mother was not at home, and I was not able to sleep.

MY TURN Rewrite this sentence so that it sounds like a young character.

I am sure my mother will be waiting for us to arrive at our house.

Possible response:

I'm sure Mom will be waiting for us to get home.

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Writing Workshop

Have students choose precise words to develop a character's voice in their Writing Workshop texts. During conferences, support students' writing by helping them find opportunities to develop a character's voice through word choice.

PRACTICE Have students use *Handwriting* p. 14 in the *Resource Download Center* to practice using proper pencil grip.

Name _____

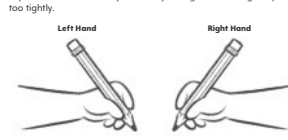
Handwriting

Proper Pencil Grip

Follow these steps to hold your pencil correctly:

1. Put your thumb on the side of the pencil that is closest to your body.
2. Put your pointing finger lightly on the top of the pencil.
3. Rest the pencil against your tall finger (approximately even with the first joint).
4. Bend all fingers a little bit, but do not make a fist.
5. If your hand hurts when you write, you might be holding the pencil too tightly.

Left Hand Right Hand



Grade 2 • Unit 1 • Week 1
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Handwriting p. 14

Use the  **QUICK CHECK** on p. T61 to determine small group instruction.

Teacher-Led Options

Strategy Group

DESCRIBE AND UNDERSTAND SETTING

Teaching Point Setting is where and when a story happens. You should look for details about setting when you read, then use those details to determine why the setting is important. Look back at *How Many Stars in the Sky?* with students and discuss the settings.

ELL Targeted Support

Tell students that giving information about the setting of a text is a good way to check that they understand this story element.

Ask students to describe a setting from the text using one or two key words. **EMERGING**

Have students use some high-frequency words and concrete vocabulary terms to describe a setting from the text. **DEVELOPING**

Have students use some abstract vocabulary words to describe a setting from the text. **EXPANDING**

Have students use some abstract vocabulary words to describe and compare two settings from the text. **BRIDGING**



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

Intervention Activity

DESCRIBE AND UNDERSTAND SETTING

Use Lesson 33, pages T197–T202, in the *myFocus Intervention Teacher's Guide* for instruction on setting.

LEVEL C • READ

Lesson 33 Describe Characters and Setting

DIRECTIONS Read the story "A Change of Beat for Ana." Pay attention to the setting and to how people change in the story.

A Change of Beat for Ana

- 1 The big room was full of dancers. They all looked happy to Ana. Some were talking and laughing, and some were doing leaps and turns.
- 2 Was Ana the only one who was afraid? Her hands were cold. Her mouth was dry. By the time she heard the music that came before her dance, her heart was pounding.
- 3 "Ana," asked her friend Bella as they lined up to go on stage, "what's the matter?"
- 4 "I'm okay," Ana replied. She couldn't tell Bella how scared she was. But Bella knew. She could see Ana's knees shaking.
- 5 "It's your first time on stage, Ana," Bella said. "So it's normal to be scared. I was a total mess last time, but now I'm fine. Remember what our teacher told us. When you walk on stage, don't look at the people in the seats. Smile and look above their heads. Just feel the music and let your feet go."

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Fluency

Assess 2-4 students

PROSODY

Have student pairs practice reading a short passage with appropriate phrasing.

ORAL READING RATE AND ACCURACY

Use pp. 1–6 in Unit 1, Week 1 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3-4 minutes per conference

DESCRIBE AND UNDERSTAND SETTING

Talk About Independent Reading Ask students to describe settings from their independent reading. Have them share strategies they used to determine why the setting was important.

Possible Conference Prompts

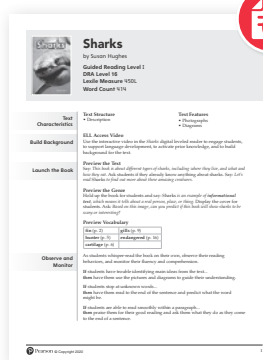
- What details tell us about the setting?
- Why do you think the author chose those words to describe the setting?
- What helped you understand the importance of the setting?

Possible Teaching Point Readers look for details that give a description of the setting. Identifying the details helps us understand the importance of the setting.

Leveled Readers

DESCRIBE AND UNDERSTAND SETTING

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



Whole Group

Share Bring the class back together as a whole group. Invite students to share some settings from their texts. Reinforce the reading strategies students used.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *How Many Stars in the Sky?* or another text they have previously read.
- read a self-selected trade book or their Book Club text.
- partner-read a text, coaching each other about the setting details as they read the book.

Centers



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

Literacy Activities



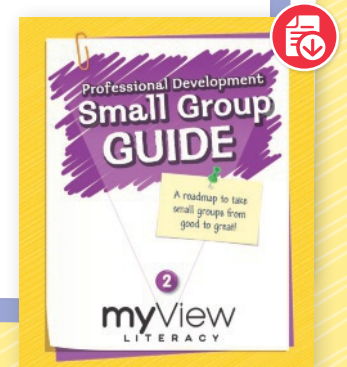
Students can

- work with a partner to discuss and fill in the graphic organizer on p. 42 of the *Student Interactive*.
- choose a passage from the story and take turns reading it with a partner, making sure to use appropriate expression.
- play the *myView* games.

SUPPORT INDEPENDENT READING

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

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



Word Work

OBJECTIVES

Distinguish between long and short vowel sounds in one syllable and multi-syllable words.

Decode words with short, long, or variant vowels.

Phonics: Review Long and Short Vowels

Minilesson

FOCUS Review the CVC vowel pattern and short vowels with students.

PRACTICE Write the following words for students to sound out and read:

van

ten

grin

job

mud

Say: These words have a consonant-vowel-consonant pattern or CVC pattern. The vowels in CVC words are usually short. Use what you know about letters and sounds to sound out these words. Point to each letter in each word and ask students to sound out the words. Remind them that the blend at the beginning of *grin* stands for two consonant sounds blended together. Provide support as needed.

ELL Targeted Support Short Vowels Provide practice in hearing short vowel sounds and reading words with short vowels. The sounds may be different from the sounds in students' native languages.

Write: *cat, pen, fit, top, and nut*. Point to each word and sound it out, for example, /k/ /a/ /t/ *cat*. Point to the vowel in each word and have students say the sound. Then point to the letters in each word and have students sound out the word with you. **EMERGING/DEVELOPING**

Give partners the following letter cards: *l, e, t, n, o, m, a, f, i, s, u*. Say the word *let* and have students repeat it. Ask what vowel sound they hear in the middle of the word. Write *let*. Ask partners to use the letter cards to spell *let* and then read it. Repeat with the words: *not, mat, fit, and sun*. **EXPANDING**

Write: *a, e, i, o, u*. Ask partners to choose a vowel and write a word that has that short vowel sound. Ask partners to say their word. Write each word, and then ask students to sound out the words with you.

BRIDGING



Use Text Evidence



How Many Stars in the Sky?

OBJECTIVES

Use text evidence to support an appropriate response.

Describe the importance of the setting.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the vocabulary words to convey text evidence.

Ask:

- How do the trees affect the boy's view of the stars?
- Which location provided the boy with the best view of stars?

Minilesson

FOCUS ON STRATEGIES Active readers use text evidence to help them understand the importance of the settings in the stories they read.

- Identify the details the author uses to describe the settings.
- Think about why the author chose to use these details instead of others.
- Ask yourself how the story would change if the story took place in a different time or a different location.
- Use the text evidence you gathered to support an appropriate response about the text.

MODEL AND PRACTICE Use the Close Read note on p. 30 of the *Student Interactive* to model how to annotate the text to locate evidence and use it to support a response about the importance of the setting.

What words does the author use? In paragraph 5, the text says “there were lots of stars hidden behind the trees.” I know that the boy was looking for stars and the trees were blocking his view. I can use this text evidence to support the idea that the boy's backyard was not a good place to see stars.

ELL Targeted Support Prior Experience Tell students that good readers use their prior experiences to help them understand the meanings of words. Help students use their personal experiences to understand the meaning of setting. Read aloud paragraph 5 from *How Many Stars in the Sky?*

After reading, have students answer leading questions to draw out their prior experiences about a setting. Ask questions such as: **Have you ever _____? When? What did you learn? How have your experiences helped you understand the meaning of the word *setting*?** **EMERGING**

After reading, have students work in pairs to share their prior experiences about a setting. Then have them use evidence from their connections to describe the importance of the setting. **DEVELOPING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for using text evidence about the setting.

OPTION 1 My TURN Have students annotate the text in response to the Close Read notes for using text evidence, and then use their annotations to complete the graphic organizer on p. 43.

OPTION 2 Use Independent Text Have students identify places in their independent reading where they notice text evidence about the setting.

QUICK CHECK

Notice and Assess Can students identify text evidence about the setting?

Decide


- **If students struggle**, review instruction for using text evidence in Small Group on pp. T70–T71.
- **If students show understanding**, extend instruction for using text evidence in Small Group on pp. T70–T71.

STUDENT INTERACTIVE, p. 43

READING WORKSHOP

Use Text Evidence

Using **text evidence** can help you describe the importance of the settings in a story.

 **MY TURN** Go back to the Close Read notes on text evidence. Follow the directions to highlight the text. Use the text evidence you highlight to support your responses in the chart below. **Possible responses shown.**

Setting	Is this a good place to see stars?	Why?
outside the boy's house	It's OK but not good enough.	Stars are hidden behind trees and the house, and there is too much light.
the town	It's not a good place to see stars.	There is too much light.
the country	It's a great place to see stars.	The stars are the only light.

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Use the  **QUICK CHECK** on p. T69 to determine small group instruction.

Teacher-Led Options

Strategy Group



USE TEXT EVIDENCE

Teaching Point You can look at the words that describe where and when a story takes place to identify the setting. These words are also text evidence you can use as a reader. Look back at *How Many Stars in the Sky?* with students and discuss text evidence about the setting.

ELL Targeted Support

Model how to find and use text evidence in *How Many Stars in the Sky?* Monitor students' understanding of spoken language during instruction and as they interact with peers.

Read aloud a short passage from the text. Pause at the end of each sentence. Ask student pairs to tell each other words they heard and understood that describe the setting. **EMERGING**

Read aloud a short passage from the text. Have students gesture to indicate they hear something they do not understand. Then have student pairs write words they heard that describe setting. **DEVELOPING**

Have students work with a partner to describe the setting. Have partners gesture or raise their hands if they hear something they do not understand. **EXPANDING**

Have a volunteer choose a passage from the text and read it aloud to the group. Have partners participate in a Think-Pair-Share activity to discuss the setting. Have students use cues such as "Will you repeat that?" when understanding breaks down. **BRIDGING**



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

Intervention Activity



USE TEXT EVIDENCE

Use Lesson 33, pages T197–T202, in the *myFocus Intervention Teacher's Guide* for instruction on using text evidence to describe the importance of setting.

LEVEL C • READ

Lesson 33 Describe Characters and Setting

DIRECTIONS Read the story "A Change of Beat for Ana." Pay attention to the setting and to how people change in the story.

A Change of Beat for Ana

1 The big room was full of dancers. They all looked happy to Ana. Some were talking and laughing, and some were doing leaps and turns.

2 Was Ana the only one who was afraid? Her hands were cold. Her mouth was dry. By the time she heard the music that came before her dance, her heart was pounding.

3 "Ana," asked her friend Bella as they lined up to go on stage, "what's the matter?"

4 "I'm okay," Ana replied. She couldn't tell Bella how scared she was. But Bella knew. She could see Ana's knees shaking.

5 "It's your first time on stage, Ana," Bella said. "So it's normal to be scared. I was a total mess last time, but now I'm fine. Remember what our teacher told us. When you walk on stage, don't look at the people in the seats. Smile and look above their heads. Just feel the music and let your feet go."

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Fluency

Assess 2-4 students



PROSODY

Have student pairs practice reading a short passage with appropriate intonation.

ORAL READING RATE AND ACCURACY

Use pp. 1–6 in Unit 1, Week 1 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes
per conference

USE TEXT EVIDENCE

Talk About Independent Reading Have students share the details about setting they identified in their reading. Ask them to explain how these details helped them understand the importance of the setting to the story.

Possible Conference Prompts

- What are the settings in the story?
- What words does the author use to describe the settings?
- How did you use the descriptions of the setting to determine its importance?

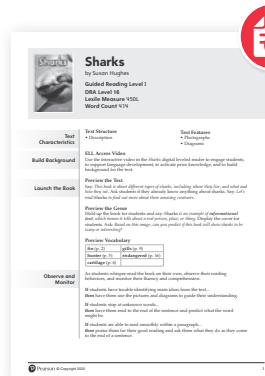
Possible Teaching Point You can get an idea about the importance of setting in a story by noticing the adjectives, or describing words, the author uses. These words provide details or evidence about the setting.

Leveled Readers



USE TEXT EVIDENCE

- For suggested titles, see *Matching Texts to Learning*, pp. T28–T29.
- For instructional support on using text evidence to identify setting, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share some observations about finding text evidence in what they have read so far. Reinforce the reading strategies the students used.

Independent/Collaborative

Independent Reading



Students can

- read a trade book or their Book Club text.
- read or listen to a previously read text.

Centers



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

Literacy Activities



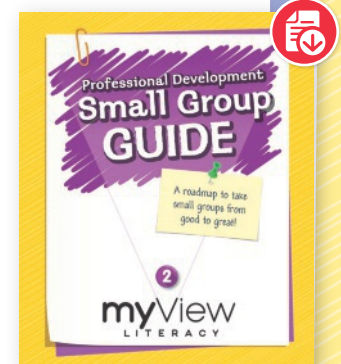
Students can

- complete the graphic organizer on *Student Interactive* p. 43.
- write about their book in their notebook.
- play the *myView* games.
- with a partner, take turns reading a text with appropriate expression.

SUPPORT INDEPENDENT READING

Remember to tell students what they are doing right as readers. As you listen to readers, look for opportunities to tell them that they are doing well.

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



Word Work

OBJECTIVES

Distinguish between long and short vowel sounds in one-syllable and multi-syllable words.

Decode words with short, long, or variant vowels.

Identify and read high-frequency words.

WEEKLY STANDARDS PRACTICE

To assess student progress on phonics, use the Weekly Standards Practice on SavvasRealize.com.

Phonics: Spiral Review: Short Uu

Minilesson

MODEL Write the letter *Uu*. Ask students what letter it is and what sound it stands for in CVC words. Say: *The letter **u** stands for the short sound /u/ when it is between two consonants.*

PRACTICE Write:

bus

scrub

jump

slug

fun

Call on different students to circle the vowel in each word. Ask students to sound out and read the words with you. If necessary, provide support in decoding the blends in *scrub*, *jump*, and *slug*.



High-Frequency Words

REVIEW Remind students that high-frequency words are words that they will hear, see, and use more often than other words. Point out that knowing many high-frequency words will help them focus on the meaning of texts they read.

PRACTICE Ask students to review the chart. Have them say each word and repeat after you the letters each word contains. Students can then take turns being the teacher and calling on others to say a designated word and use it in a sentence.

w	h	i	c	h
	e	a	c	h
	t	h	a	n


which

each

than

ADDITIONAL PRACTICE

For additional student practice with high-frequency words, use *My Words to Know* p. 7 from the *Resource Download Center*.

FOUNDATIONAL SKILL 

Name _____

My Words to Know
Read the words in the box below. Find the word that completes each sentence, and fill in the blank. Read each sentence.

each which than

MY TURN

1. **Which** _____ star in the sky is the brightest?

2. This star looks bigger **than** _____ that star.

3. I would like to see **each** _____ star in the night sky.

Find the word from the box that rhymes with the words below. Write the word on the line.

1. teach **each** _____

2. switch **which** _____

3. fan **than** _____

Grade 2, Unit 1, Week 1
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My Words to Know p. 7

Reflect and Share



How Many Stars in the Sky?

OBJECTIVES

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

Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others.

ACADEMIC VOCABULARY

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

- What is one way that lights **affect** how many stars we can see?
- How is our view of stars **different** if we are in the country at a farm?

Talk About It

Minilesson

FOCUS ON STRATEGIES Explain to students that when they participate in discussions with other readers, they should make pertinent comments, or remarks, that build on what others say. This will allow the group to have meaningful conversations about the texts.

- Before making a comment, ask yourself whether it is on-topic and related to the discussion.
- Build on the comments that other people make to stay on topic and deepen the conversation. Use language such as, “I’m glad you said that because” or “I agree, and I also think” to help connect ideas.
- Listen closely to others’ comments and take turns making comments, ensuring that everyone has a chance to join the discussion.

MODEL AND PRACTICE Model making pertinent comments using the Talk About It prompt on p. 44 in the *Student Interactive*.

I listen to my discussion partner's ideas and decide whether I agree or disagree. Then I share my thoughts. If my partner wanted to look at stars on the beach, for example, I would say, "I agree, because the beach is away from city lights, so we would see lots of stars there." Ask students what they would say if a partner wanted to look at stars from a tall city building. Help students phrase their comments respectfully and clearly.

ELL Targeted Support Express Ideas Read this idea from the Infographic on pp. 14–15: *There is light pollution in cities from lights on buildings and streets.* Then ask students to follow along as you read aloud other information from the infographic.

After you read, have students complete this sentence frame: *Light pollution affects people by _____.* **EMERGING/DEVELOPING**

Tell students to write down important words as they listen. Then have students share their words in small groups and discuss which ones convey the most important ideas from the infographic. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for making connections between texts.

OPTION 1 Use the Shared Read Have students use evidence from this week's texts to discuss other places where stars are visible in the night sky. If desired, distribute *Collaborative Conversations* tips from the *Resource Download Center* to help guide discussions.

OPTION 2 Use Independent Text Students should use their self-selected texts to discuss other places they read about where many stars are visible in the night sky.

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. T76–T77.
- **If students show understanding**, extend instruction for making text comparisons in Small Group on pp. T76–T77.


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

STUDENT INTERACTIVE, p. 44

RESPOND TO TEXT

Reflect and Share

Talk About It
You read about places a boy and his father went to look at stars. Where would you like to go to see stars? Why? Use examples from the texts to support your response.



Make Comments and Build on Ideas
When having a discussion, it is important to share your ideas and listen to the ideas of others.

- Take turns talking.
- Build on the ideas of others.

Use these sentence starters to help you build on the ideas of others.

I'm glad you said that because . . .
I agree with you, and I also think . . .

Weekly Question
What can we understand about a place when we look at it closely?

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Use the  **QUICK CHECK** on p. T75 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point Experienced readers think about the different ways authors present similar ideas. By doing this, readers can form big ideas about topics such as how places affect us.

Create a Venn diagram with students to show how ideas about location in the infographic and in *How Many Stars in the Sky?* can help them identify the similarities and differences in the texts.

ELL Targeted Support

Tell students that listening to discussions about the texts they read can help them answer questions about ways the texts are similar and different. Choose two texts that students read this week. In small groups, have students discuss the text settings while listening carefully to each other's responses.

Ask: **How are the settings different?** **EMERGING**

Ask: **How are the settings in these stories the same? How are the settings different?** Have students respond orally. **DEVELOPING**

Ask: **What do your partners think about how the settings are the same and different?** **EXPANDING**

Ask students to answer these questions as a pair: **What is the most important setting in each text? How are the settings alike and different?**

Have students share their responses with another pair. **BRIDGING**



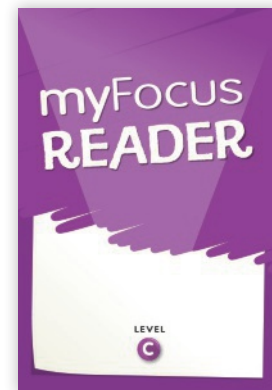
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



COMPARE TEXTS

Reread pp. 6–7 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to engage students in a conversation that demonstrates how the texts they have read this week support their understanding of how different places affect us, and encourage them to use the Academic Vocabulary words.



On-Level and Advanced



INQUIRY

Organize Information and Communicate Help students organize their ideas about how different places affect us 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. 56–60 in the *Resource Download Center*.



Conferring

3 students/3–4 minutes
per conference

COMPARE TEXTS

Talk About Independent Reading Have students share what they learned about making connections and comparing texts.

Possible Conference Prompts

- What settings in the texts are similar?
- What settings in the texts are different?
- How did you use what you know about settings to compare the texts?

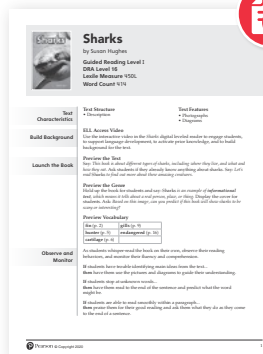
Possible Teaching Point Readers think about other texts they have read to make connections between settings, characters, ideas, or events.

Leveled Readers



COMPARE TEXTS

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



Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share some connections they made to settings in the texts or to places in their own lives. Encourage students to describe how the settings are similar.

Independent/Collaborative

Independent Reading



Students can

- read the infographic “Seeing Stars” 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 about the comparisons they make between texts in a reading notebook.
- retell other places to observe stars based on the infographic.
- play the *myView* games.

BOOK CLUB



See Book Club, pp. T484–T487, for

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

UNIT 1 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 realistic fiction and understand its characters.
- I can use language to make connections between reading and writing.
- I can plan, draft, and publish my writing.

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

RF.2.3.a, RF.2.4, SL.2.1, SL.2.1.b, L.2.1, L.2.1.f

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T82–T83
 - » Phonological Awareness: Listen for Long and Short Vowels
 - » Phonics: Decode Words with Long Vowels
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T84–T85
- Listening Comprehension: Read Aloud: “Troy’s Project” T86–T87
- Realistic Fiction T88–T89
 - ✔ Quick Check T89

READING BRIDGE

- Academic Vocabulary: Synonyms T90–T91
- Handwriting: Letters *li*, *li*, and *Tt* T90–T91

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T95
- Strategy, Intervention, and On-Level/Advanced Activities T94
- ELL Targeted Support T94
- Conferring T95

INDEPENDENT/COLLABORATIVE

- Independent Reading T95
- Literacy Activities T95

BOOK CLUB T95 **SEL**

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T358–T359
 - » Explore the Writer’s Notebook
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T358–T359
- Conferences T356

WRITING BRIDGE

- FLEXIBLE OPTION**
 - Spelling: CVCe Words T360
 - ✔ Assess Prior Knowledge T360
 - FLEXIBLE OPTION**
 - Language and Conventions: Spiral Review: Simple Sentences T361

LESSON 2

RL.2.1, RF.2.3.a, RF.2.3.c, L.2.1, L.2.1.f

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T96–T97
 - » Phonics: Decode and Write Words with Long Vowels: CVCe
 - ✔ Quick Check T97
 - » High-Frequency Words

SHARED READ

- Introduce the Text T98–T115
 - » Preview Vocabulary
 - » Read: *Maybe Something Beautiful*
- Respond and Analyze T116–T117
 - » My View
 - » Develop Vocabulary
 - ✔ Quick Check T117
- Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T118
- Guided Reading/Leveled Readers T121
- Strategy and Intervention Activities T118, T120
- Fluency T118, T120
- ELL Targeted Support T118, T120
- Conferring T121

INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T119
- Independent Reading T121
- Literacy Activities T121

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T362–T363
 - » Apply the Writer’s Notebook
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T362–T363
- Conferences T356

WRITING BRIDGE

- Spelling: Teach CVCe Words T364
 - FLEXIBLE OPTION**
 - Language and Conventions: Oral Language: Subjects and Predicates T365

LESSON 3

RL.2.3.a, RF.2.3, L.2.1,
L.2.1.f, L.2.2.e

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T122–T123
 - » Phonics: Decode Words with Long Vowels: CVCe
 - » High-Frequency Words

CLOSE READ

- Describe and Understand Characters T124–T125
- Close Read: *Maybe Something Beautiful*
 - ✔ Quick Check T125

READING BRIDGE

- Read Like a Writer, Write for a Reader: Sequence T126–T127
- Handwriting: Letters Oo, Cc, and Aa T126–T127

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T129
- Strategy and Intervention Activities T128
- Fluency T128
- ELL Targeted Support T128
- Conferring T129

INDEPENDENT/COLLABORATIVE

- Independent Reading T129
- Literacy Activities T129

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T366–T367
 - » Explore Tools Authors Use
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T366–T367
- Conferences T356

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Review and More Practice: CVCe Words T368
- Language and Conventions: Teach Subjects and Predicates T369

LESSON 4

RL.2.1, RF.2.4, L.2.1,
L.2.1.f, L.2.2.e

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T130–T131
 - » Phonics: Review Long Vowels: CVCe
 - » ELL Targeted Support

CLOSE READ

- Ask and Answer Questions T132–T133
- Close Read: *Maybe Something Beautiful*
 - ✔ Quick Check T133

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T130
- Strategy and Intervention Activities T134
- Fluency T129
- ELL Targeted Support T129
- Conferring T130

INDEPENDENT/COLLABORATIVE

- Independent Reading T130
- Literacy Activities T130

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T370–T371
 - » Apply Tools Authors Use
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T370–T371
- Conferences T356

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Spiral Review: Short Vowel Sounds T372
- Language and Conventions: Practice Subjects and Predicates T373

LESSON 5

RF.2.3.a, W.2.6, W.2.8,
SL.2.1.b, L.2.2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T136–T137
 - » Phonics: Spiral Review: Short Vowels
 - » High-Frequency Words

CLOSE READ

- Reflect and Share T138–T139
 - » Write to Sources
 - ✔ Quick Check T139
 - » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T141
- Strategy, Intervention, and On-Level/Advanced Activities T140
- ELL Targeted Support T140
- Conferring T141

INDEPENDENT/COLLABORATIVE

- Independent Reading T141
- Literacy Activities T141

BOOK CLUB T141 **SEL**

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T374
 - » Digital Tools Authors Use
 - » Share Back

INDEPENDENT WRITING

WRITING CLUB T374–T375 **SEL**

- Conferences T356

WRITING BRIDGE

- Spelling: CVCe Words T376

✔ **Assess Understanding**

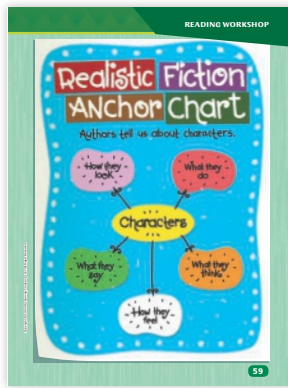
FLEXIBLE OPTION

- Language and Conventions: Standards Practice T377

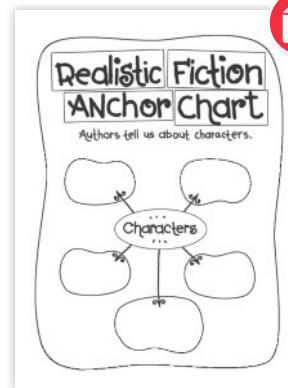
Materials



INFOGRAPHIC
“We Make Our Neighborhood Better”



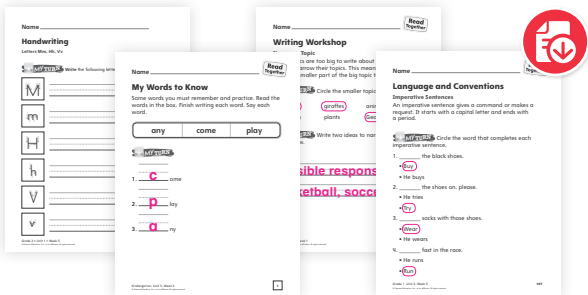
READING ANCHOR CHART
Realistic Fiction



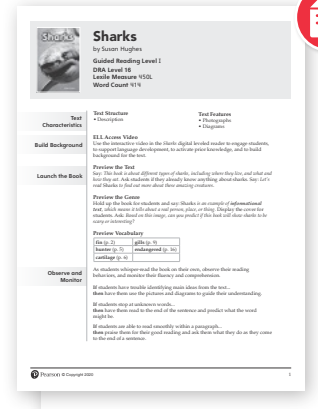
EDITABLE ANCHOR CHART
Realistic Fiction



DECODABLE READER



RESOURCE DOWNLOAD CENTER
Additional Practice



LEVELED READER TEACHER'S GUIDE

Words of the Week

High-Frequency Words

called
long
most

Develop Vocabulary

joy
rhythm
scurried
shadows
splattered

Spelling Words

time
lake
home
game
nose
rake
made
erase
hose
became

Unit Academic Vocabulary

affect
compare
different
location
region

Word Work

OBJECTIVES

Distinguish between long and short vowel sounds in one-syllable and multi-syllable words.

Decode words with short, long, or variant vowels.

Decode multisyllabic words with closed syllables, open syllables, VCe syllables, and vowel teams.

FOUNDATIONAL SKILLS EXTENSION

See p. T113 for CVCe extension activities that can be used as the text is read in Lessons 2 and 3.

Phonological Awareness: Listen for Long and Short Vowels

SEE AND SAY Point to the picture of the dime on *SI* p. 54. Tell students to listen to the vowel sound in the one-syllable word *dime*. Discuss that the vowel sound in *dime* is known as long because the vowel "says its name." Repeat the long *i* sound and remind students it is a long vowel sound. Distinguish this long *i* sound from the short *i* sound in the word *dim*. Conduct a similar process for the picture and word *sun* and the short *u* sound. Use the word pairs *cape, cap*; *Pete, pet*; and *hope, hop* to provide more instruction on distinguishing between long and short vowel sounds in one-syllable words.

Remind students that longer words also have long and short vowel sounds. Say *handshake*. Explain that *hand* has a short vowel sound and *shake* has a long vowel sound.

PRACTICE Tell students you are going to say some one-syllable words. You want them to listen to the words and tell whether the vowel sounds in the words are long or short. If the vowel sound is short, students should clap. If the vowel sound is long, students should open up their arms and hands. Say the following words and have students distinguish between the long and short vowel sounds: *home, top, such, best, place, bike, trip, mule, each*.

Tell students to listen as you say longer words and clap when they hear short vowel sounds. If they hear a long vowel sound, they should keep their hands on their desks. Say these words slowly, one at a time, so students can distinguish between sounds in the syllables: *lightbulb, flashlight, nightlight, flashbulb*.

Phonics: Decode Words with Long Vowels

This week students will be decoding words with the long vowel pattern CVCe. To introduce the vowel pattern, write *mat, make*. The word *mat* has a consonant-vowel-consonant pattern. The vowel sound in this pattern is usually short. Write CVC over the letters in *mat*. The word *make* has the long vowel sound /ā/. The letter *e* at the end of *make* doesn't have a sound. We only hear the /ā/ sound. This pattern is called consonant-vowel-consonant-silent e. In this vowel pattern, the first vowel is usually long. Write CVCe over the letters in *make*.

TURN, TALK, AND SHARE Have partners decode and underline the pictures with long vowel sounds on p. 54 in the *Student Interactive*.



ELL Targeted Support Long Vowels Provide practice with recognizing long vowel sounds and decoding words with long vowels.

Draw a sketch of a plane and a hat. Write *plane* and *hat* under the sketches. Point to the words and read them with students. Say: *Hat has a short vowel sound: /ă/. Plane has a long vowel sound: /ā/.* Point to the vowels and ask students to repeat the sounds. Then run your finger under the letters as you have students sound out the words with you. **EMERGING**

Write: *bake, dime, mop, hope, and cube.* Run your finger under each word as you sound it out with students. Circle the first vowel in each word. Ask students to say each vowel sound. **DEVELOPING/EXPANDING**

Display the words: *bake, duck, him, dime, mop, hope, and cube.* Ask partners to sound out and read the words together. Then have them sort the words into short and long vowels. **BRIDGING**

HIGH-FREQUENCY WORDS



Write the words *called, long,* and *most.* Read aloud each word and have students repeat it with you. Use each word in an oral sentence: *I called my friend on her cell phone. The movie was long. Most students like games.*

STUDENT INTERACTIVE, p. 54

PHONOLOGICAL AWARENESS | PHONICS

Listen for Long and Short Vowels

SEE and SAY Say the name of each picture. Listen to the vowel sound in the middle. Distinguish between the long and short vowel sounds.



What is the vowel sound in the first picture? /i/
Is it short or long? **long**

What is the vowel sound in the second picture? /u/
Is it short or long? **short**

TURN and TALK Work with a partner. Say the name of each picture. Underline the pictures with long vowel sounds.



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Interact with Sources

OBJECTIVES

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

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

Identify ways to actively practice good citizenship, including involvement in community service.

ACADEMIC VOCABULARY

Language of Ideas Academic language helps students access ideas. After you discuss the infographic, ask: [What are different ways people make their neighborhoods better? How did these changes affect the people in the neighborhood? How can you compare your neighborhood to the one in the infographic?](#)

- affect
- location
- different
- region
- compare

Explore the Infographic

Remind students of the Essential Question for Unit 1: *How do different places affect us?* Point out the Week 2 Question: *How can people improve their neighborhoods?*

Direct students' attention to the infographic on pp. 52–53 in the *Student Interactive*. Explain that an infographic is a multimedia text that combines words and pictures to provide information. Have students read the infographic and discuss ways people improve their neighborhoods.

Use the following questions to guide discussion:

- Which activities are things anyone can do?
- How do these activities improve the neighborhood?
- Why is it important to know our neighbors' names and phone numbers?
- Which activities look like the most fun?

WEEKLY QUESTION Read the weekly question: *How can people improve their neighborhoods?* Tell students they just learned about different ways to improve a neighborhood and that they will learn about more ways this week.

TURN, TALK, AND SHARE Have students discuss their answers to the Turn and Talk questions on p. 53 with a partner. Invite them to draw a picture to illustrate ideas they could try out in their neighborhood.

EXPERT'S VIEW Ernest Morrell, University of Notre Dame



“Engagement is not about having fun things for kids to do. It's about finding a space inside of kids that really connects them with learning. It is all about belonging. Students are engaged when they feel that they are part of a community and when they see that their interests and opinions are valued. When students understand that their views or their perspectives are valued, it increases their confidence for learning and increases their engagement.”

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

ELL Targeted Support Visual Support Preview the visuals and discuss how they connect to the topic. Ask students to use previously learned language to describe the locations in the neighborhood. Then point to the activities people are doing in the playground. Have students discuss how the locations and activities help define a neighborhood. **EMERGING**

Preview the visuals and have students find the words: *community garden, the food we grow, porch lights, and sun goes down*. Help students define these terms using the pictures. **DEVELOPING**

Preview the visuals and discuss how they connect to the topic. Have students describe the images in detail. They could describe the location of each neighborhood: a city and a town or the country. Ask students to explain how the pictured activities make each neighborhood better. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 52-53

WEEKLY LAUNCH: INFOGRAPHIC

We Make Our Neighborhood Better

WEEK 2

Weekly Question

How can people improve their neighborhoods?

TURN and TALK

How are these people making their neighborhood a better place? What ideas could you try in your own neighborhood?

We know our neighbors' names and phone numbers.

We started a community garden. We all work in it and share the food we grow!

We are all working together to design a new playground! It's going to be great!

We turn on our porch lights when the sun goes down.

52

53

Listening Comprehension

OBJECTIVES

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

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Develop and sustain foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension.


ELL Language Transfer

Cognates Point out the Spanish cognates in “Troy’s Project”:

- collect : *colectar*
- celebrate : *celebrar*
- finish : *finalizar*
- plate : *plato*
- vacant : *vacante*
- music : *música*

FLUENCY

After completing the Read Aloud Routine, display “Troy’s Project.” Model reading aloud a short section of the story, asking students to pay attention to your rate. Explain that the rate of reading should not be too fast nor slow. Good readers remember to pause at commas and stop at periods before continuing to read.

 **THINK ALOUD** Analyze **Realistic Fiction** I notice that Troy comes up with the idea about cleaning up the neighborhood. I think he must be an important character in the story because the story is about that idea. Troy and his friends seem like real people, and what they do is something that could happen in real life. This must be realistic fiction.

Realistic Fiction

Tell students you are going to read a realistic fiction story aloud. Have students listen as you read “Troy’s Project.” Explain that students should listen actively, paying careful attention to the characters in the story as you read. Have students describe key ideas from the read aloud. Prompt them to ask questions to clarify information and follow agreed-upon discussion rules.

START-UP

READ-ALOUD ROUTINE

Purpose Have students actively listen for elements of realistic fiction.

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

REREAD the text aloud, pausing to model Think Aloud strategies related to the genre and the characters in the story.

Troy’s Project

“Watch out!” Damien shouted. Troy took a step back. He had almost tripped over an empty can among the weeds.

Troy looked around his block and noticed how tall the weeds had gotten. “Hey! I got an idea!” he smiled.

The next Saturday, Troy, Damien, and their friends got to work pulling weeds and filling six bags with trash they picked up. At the end of the day, they looked at the results of their hard work.

“Looks good,” said Troy, “but kind of bare.”

“It needs some flowers,” said Sophie.



“Troy’s Project,” continued

“We could ask people in the neighborhood if they want to donate to buy some,” said Troy.

By the next Saturday, the team had collected enough money to buy flowers and begin planting.

Damien sighed, “This is going to take forever!”

“Look!” exclaimed Troy.

Several neighbors carrying spades and wearing garden gloves were coming up the street.

“We’re here to pitch in,” grinned Troy’s mom.

Everyone got to work. By late afternoon, the neighborhood looked colorful and welcoming.

“We need to celebrate our wonderful neighborhood,” said Troy’s mom. “It’s been a long time since we’ve had a block party.”

That evening, people spilled out of their houses into the street, carrying plates of food and jugs of lemonade. Some people played kickball, while others danced to music. Elderly residents sat in their chairs, nodding to the music and chatting to friends.

Troy looked at his neighbors with pride. “This is a beautiful neighborhood,” he thought.



THINK ALOUD Analyze Realistic Fiction This is definitely realistic fiction. The characters are like real kids and cleaning up the neighborhood is something real kids could do. I can tell that Troy and his friends really care about their community and are willing to work hard to make it better.

ELL Access

To help prepare students for the oral reading of “Troy’s Project,” read aloud this short summary:

Troy wants to clean up his neighborhood. His friends help him. Then they decide to plant some flowers. The children and several adults plant flowers. Then they celebrate by having a party on their street.

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

Troy’s Project

Characters	What they are like

Ask students: *Who are the main characters in this story? What are they like?* List student responses.



SPOTLIGHT ON GENRE

Realistic Fiction

LEARNING GOAL

I can read realistic fiction and understand its characters.

OBJECTIVES

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

Describe the main character's internal and external traits.

LANGUAGE OF THE GENRE

Discuss the genre and anchor chart. Remind students to use words related to realistic fiction in their discussions.

- character
- setting
- plot
- theme

FLEXIBLE OPTION ANCHOR CHARTS

- Display a blank poster-sized anchor chart in the classroom.
- During the week, help students add features of realistic fiction to the classroom chart.
- Review the genre during the week and have students add to the chart.

ELL Language Transfer

Cognates Point out the Spanish cognates related to realistic fiction.

- realistic : *realista*
- fiction : *ficción*

Minilesson

FOCUS ON STRATEGIES Remind students that characters are the people in a story. Explain that in realistic fiction, characters think and act like real people. Tell students they can determine if characters are realistic by asking themselves these questions:

- Do the characters seem real? Are they like people I know?
- Do the characters talk and act like real people?
- Do the characters have realistic problems to resolve? Have I ever had a similar problem?
- Could I do the same things the characters in the story do?

MODEL AND PRACTICE Model how to determine if a text is realistic fiction. *I know that realistic fiction stories need to have characters like real people. As I think about the story “Troy’s Project,” I think about whether Troy and the other characters are like real people. The answer is yes, they are like real people. I could meet people like this, and Troy’s mom reminds me a bit of my mom. What the characters say and do is real too. I know that people often work together to clean up a neighborhood, park, or school. This is something that I have done. So, I know that this is realistic fiction with realistic characters.* Talk about other examples of characters in stories, movies, or television shows students know. Ask if they seem realistic or not. Encourage students to explain their answers.

FLUENCY

When you read realistic fiction aloud, it is important to make sure you understand what the characters are doing in the story. Tell students to use appropriate fluency when reading grade-level text, concentrating on rate, accuracy, and prosody. Remind students that improving their rate will help them better understand what is happening to the characters in the story. Tell students to use commas, periods, and other punctuation in the text to determine an appropriate rate. Practice reading parts of a text repeatedly. If students struggle to find an appropriate rate, practice choral-reading the selection with them. Concentrate on reading difficult words.

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify realistic fiction.

OPTION 1 TURN, TALK, AND SHARE Have pairs complete the Turn and Talk activity on p. 58. Observe students as they discuss characters to assess how well they understand characters and whether they are realistic or not.

OPTION 2 Use Independent Text Have students mark places in the text where characters act and talk like real people. Tell them to be able to explain why they think the character is like a real person.

QUICK CHECK

Notice and Assess Can students identify realistic fiction?

Decide

- **If students struggle**, review the instruction about realistic fiction in Small Group on pp. T94–T95.
- **If students show understanding**, have students continue the strategies for reading realistic fiction using the Independent Reading and Literacy activities in Small Group on pp. T94–T95.

Be a Fluent Reader Have pairs complete the fluency activity on p. 58 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 58–59

GENRE: REALISTIC FICTION

READING WORKSHOP

My Learning Goal
I can read realistic fiction and understand its characters.

Spotlight on Genre

Realistic Fiction

Realistic fiction has **characters** who look and act like real people. Both the text and illustrations can help you understand the characters.

TURN and TALK Tell a partner about a realistic fiction story you have read. Who are the characters? In what ways do they act like real people?

Be a Fluent Reader Fluent readers read at a good rate. Practice reading aloud.

Here are some tips for fluent reading:

- Don't read too slowly.
- Don't read too quickly either. Read as if you are speaking.
- Use commas and periods to help you read. Pause at commas. Stop at periods.

58

Realistic Fiction Anchor Chart

Authors tell us about characters.

How they look

What they do

Characters

What they say

What they think

How they feel

59

Academic Vocabulary

LEARNING GOAL

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

OBJECTIVE

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

ELL Access

To achieve mastery of academic language, students need opportunities to practice using new words when they speak. Encourage students to think of and use synonyms for the Academic Vocabulary words during classroom discussions.

Synonyms

Minilesson

FOCUS ON STRATEGIES Explain to students that synonyms are words that have the same or almost the same meaning. Synonyms can help readers remember the meaning of new vocabulary.

- Use context clues to come up with a synonym of a new word.
- Pair a familiar synonym with a new vocabulary word to help you remember the new word's meaning.

MODEL AND PRACTICE Model this strategy by using the Academic Vocabulary in the chart on p. 83 of the *Student Interactive*. First, use the word in a sentence. For example: *My friend's kind words affected me. I felt better.* Then say: *Let's think about the word affect and how we can explain what it means. To affect is to make someone or something change, so we can say that a synonym of affect is change.* Use the same strategies with the class for the other Academic Vocabulary words in the chart.

Handwriting

OBJECTIVE

The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

Letters Ll, li, and Tt

FOCUS Display uppercase and lowercase letters *Ll*, *li*, and *Tt*.

MODEL Model writing uppercase and lowercase letters *Ll*, *li*, and *Tt*. Then write the words *look*, *I*, *top*, and *lit*, showing proper letter formation and correct letter size.



ASSESS UNDERSTANDING

Apply

My TURN Have students complete the activity on p. 83 in the *Student Interactive*.

WEEKLY STANDARDS PRACTICE

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

STUDENT INTERACTIVE, p. 83

VOCABULARY **READING-WRITING BRIDGE**

I can use language to make connections between reading and writing. **My Learning Goal**

Academic Vocabulary

Synonyms are words that have the same or almost the same meaning.

MY TURN Write a word that is a synonym for each word.

Word	Synonym
affect	change
different	Possible response: new, unusual
location	Possible response: place

MY TURN Use a word and one of its synonyms in a new sentence. Then explain the meaning of the two words you used.

Possible response:

Does a change in the weather affect you?

83

PRACTICE Have students use *Handwriting* p. 15 in the *Resource Download Center* to practice writing letters *Ll*, *li*, and *Tt*.

Name _____

Handwriting
Letters Ll, li, Tt

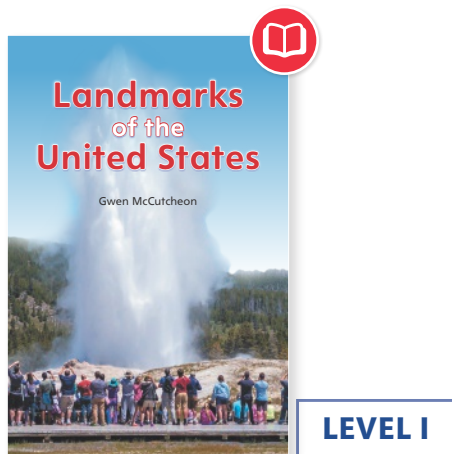
MY TURN Write the following letters.

Grade 2 • Unit 1 • Week 2
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Handwriting p. 15

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 Informational Text

Text Elements

- Table of Contents
- Mix of familiar and new content

Text Structure

- Description



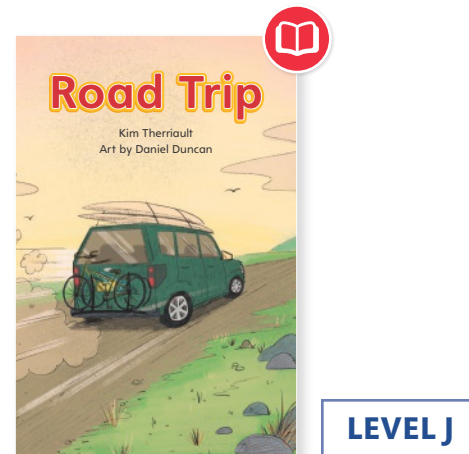
Genre Realistic Fiction

Text Elements

- Mix of new and familiar content
- Sentences carry over two lines

Text Structure

- Chronological



Genre Realistic Fiction

Text Elements

- Settings that are unfamiliar to some children
- Many lines of print per page

Text Structure

- Chronological

Guided Reading Instruction Prompts

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

Identify Realistic Fiction

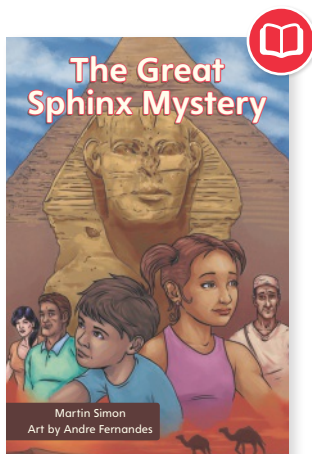
- Are the characters like people in real life?
- What details make the setting seem real?
- How do the characters act like real people?

Develop Vocabulary

- What does ____ tell us about the character?
- What does the word ____ tell us about the story?
- What words does the author use to help us understand the characters?

Describe and Understand Characters

- How does the character feel? How can you tell?
- What do you learn from the way the character looks and acts?
- What do you learn about the character from what he or she says?



LEVEL K

Genre Mystery

Text Elements

- Varied words to assign dialogue
- Words that are challenging to decode

Text Structure

- Chronological



LEVEL L

Genre Realistic Fiction

Text Elements

- New vocabulary
- Plot and setting outside of typical experience

Text Structure

- Chronological



LEVEL M

Genre Realistic Fiction

Text Elements

- Meaning carried by print
- Multisyllable words that are challenging to decode

Text Structure

- Chronological

Ask and Answer Questions

- What questions did you have as you read this text?
- How did the text help you answer your questions?
- How does asking questions as you read help you understand the text?

Compare Texts

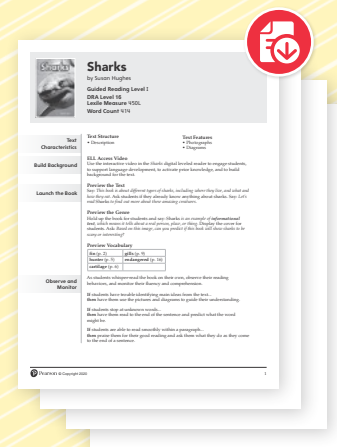
In what ways do these texts seem realistic?
In what ways do the characters seem like real people?

Word Study

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

Leveled Reader Teacher's Guide

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



Use the  **QUICK CHECK** on p. T89 to determine small group instruction.

Teacher-Led Options

Strategy Group

IDENTIFY REALISTIC FICTION

Teaching Point A story that is realistic is a story that could happen in real life. In realistic fiction, the characters look, act, speak, think, and feel like real people or animals. Have students look back at *How Many Stars in the Sky?* from Week 1. Have students identify how the characters look and act like real people.

ELL Targeted Support

Provide cognates to help Spanish-speaking students talk about realistic characters: real : *real*; fiction : *ficción*.

Show students pictures of animals from fairy tales, such as the three bears in *Goldilocks* and a character in *How Many Stars in the Sky?* Say: **This character is not real. This character is real.** Repeat with several pictures. **EMERGING**

Show students a fairy tale and tell them the story is not real because it could not really happen. Refer to *How Many Stars in the Sky?* and tell students the story is realistic fiction because it could happen. Ask partners to discuss reasons the story is realistic. **DEVELOPING**

Ask partners to take turns giving each other examples of events in *How Many Stars in the Sky?* that could happen in real life. **EXPANDING**

Lead a discussion about what makes a story realistic. Record students' ideas. Then ask students to tell a partner about a realistic story they have read and what makes it realistic.

BRIDGING



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

Intervention Activity

IDENTIFY REALISTIC FICTION

Use Lesson 28, pp. T163–T168, in the *myFocus Intervention Teacher's Guide* for instruction on the realistic fiction genre.

LEVEL C • READ

Lesson 28 Genre: Fiction and Narrative Nonfiction

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

Lots of Choices

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

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On-Level and Advanced

QUESTION AND INVESTIGATE

Have students use the infographic on *Student Interactive* pp. 52–53 to generate ideas and questions about their neighborhoods and how they could make them better. Have them choose an idea to investigate. Throughout the week, have them conduct research about the topic. See *Extension Activities* p. 56–60 in the *Resource Download Center*.



Conferring

3 students / 3–4 minutes
per conference

IDENTIFY REALISTIC FICTION

Talk About Independent Reading Have students explain why their book is realistic fiction.

Possible Conference Points

- How do the characters act like real people?
- How does the setting make the characters seem realistic?
- Which characters make you think of someone you know?

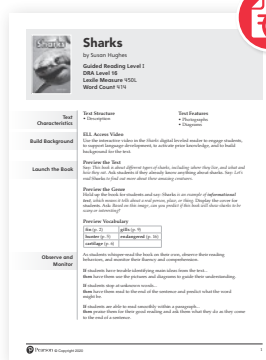
Possible Teaching Point Readers can ask themselves questions as they read to decide if the characters are or are not realistic. What would I do or think if I were that character? Could I meet someone like these characters?

Leveled Readers



IDENTIFY REALISTIC FICTION

- For suggested titles, see Matching Texts to Learning, pp. T92–T93.
- For instructional support on recognizing the characteristics of realistic fiction, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together and invite one or two students to share descriptions of characters in the realistic fiction books they are reading. Have students explain how these are realistic characters.

Independent/Collaborative

Independent Reading



Students can

- read a self-selected trade book.
- read or listen to a previously read leveled reader or selection.
- 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.
- Tell a partner about a book they are reading and why the book is realistic fiction.
- play the *myView* games.
- practice reading fluently with a partner.

BOOK CLUB



See Book Club, pp. T488–T491, for

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

Word Work

OBJECTIVES

Decode regularly spelled one- and two-syllable words with long vowels.

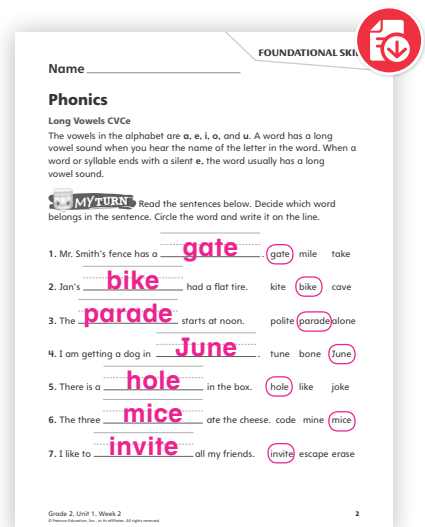
Decode multisyllabic words with closed syllables, open syllables, VCe syllables, and vowel teams.



Sound-Spelling Cards 74, 76, 80, 84, 85

ADDITIONAL PRACTICE

For additional phonics practice, use *Phonics* p. 2 in the *Resource Download Center*.



Phonics p. 2

Phonics: Decode Words with Long Vowels

Minilesson

FOCUS Remind students that vowels can have long and short sounds.

MODEL AND PRACTICE Display Sound-Spelling Cards 84 (*rope*) and 85 (*mule*). Have students say the words, emphasizing the long vowel sounds. Point out that the words follow the CVCe pattern and the e is silent. Display Sound-Spelling Card 76. Have students decode *concrete*, and point out the VCe pattern in its second syllable. Ask students to point to the picture on *SI* p. 55. Ask them to say *game* and tell what vowel sound they hear. Point to the word *bake* in the first row of the chart. Ask students what sound they think the letter *a* has. Then decode the word with them. Repeat with the remaining words in the row. Ask partners to read the rest of the words in the chart.

TURN, TALK, AND SHARE

Have pairs complete the activity.

Phonics: Write Words with Long Vowels

Minilesson

FOCUS In words with the CVCe pattern, the vowel usually has a long sound, and the e is silent. When you spell CVCe words, listen to the sounds and think about the pattern.

MODEL AND PRACTICE Say: I will write the word *like*. I hear three sounds, /l/ /ī/ /k/. I know that *like* starts with the letter *l*. I hear a long vowel sound /ī/ in the middle. I hear /k/ at the end. The letter *k* spells the sound /k/. Remember, CVCe words end with a silent e. Write the word *like* saying each letter as you write it.

Read aloud the boxed words on *SI* p. 56 and model filling in the first blank. I will read the sentence and decide which word answers the clue. *It is on your face*. The answer to this clue is *nose*. Have students write *nose*.

My TURN

Have partners complete the rest of the sentences on *SI* p. 56.



FORMATIVE ASSESSMENT OPTIONS

Have students use these strategies for decoding one-syllable and multisyllabic words with the long vowel CVCe pattern.

Apply

OPTION 1 MyTURN Have students write a sentence using two of the words from the top of p. 56 in the *Student Interactive*.

OPTION 2 Independent Activity Have students use letter tiles to create and read words with the CVCe pattern. Then have them write the words.

QUICK CHECK

Notice and Assess Are students able to decode and write CVCe words?

Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T118–T119.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T118–T119.

HIGH-FREQUENCY WORDS

Write the words *called*, *long*, and *most*. Have students

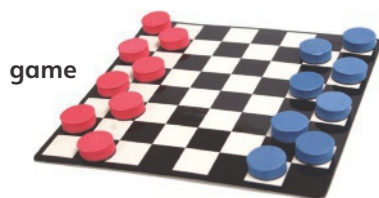
- spell each word.
- use each word in a sentence.

STUDENT INTERACTIVE, p. 55

FOUNDATIONAL SKILLS

Long Vowels: CVCe

When you see a consonant-vowel-consonant-e pattern (CVCe), the vowel usually has a long sound, and the e is silent. Read, or decode, these words aloud.



Long a	Long e	Long i	Long o	Long u
bake	Pete	pipe	rode	cute
tape	these	wide	hose	mule
awake	delete	arise	alone	amuse

TURN and TALK Read these sentences with a partner. Find the CVCe words with long vowels.

I like a safe place to ride my bike.

I awoke and ate a huge pile of pancakes in my robe.

55

STUDENT INTERACTIVE, p. 56

PHONICS | HIGH-FREQUENCY WORDS

Long Vowels: CVCe

MYTURN Read, or decode, the words in the box. Then use one of the words to answer each clue.

nine joke nose cube escape

1. It is on your face. nose

2. It comes before ten. nine

3. It has six sides. cube

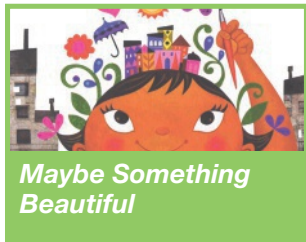
4. It makes you laugh. joke

5. It is a way out. escape

MYTURN On a sheet of paper, write a sentence that contains two of the words from the box. Give it to a partner to read.

56

Introduce the Text



OBJECTIVES

Establish purpose for reading assigned and self-selected texts.

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

Shared Read Plan

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

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

Preview Vocabulary

- Introduce the vocabulary words on page 60 in the *Student Interactive*. Elicit definitions from students but provide definitions if students are experiencing difficulties defining the words.

joy: a feeling of great happiness

shadows: shaded places away from light

scurried: moved quickly

rhythm: a musical pattern

splattered: splashed dots of something

- These words will help you understand the characters in *Maybe Something Beautiful*. Highlight the words as you see them in the text. How do they relate to the characters in the story?

Read

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

FIRST READ STRATEGIES

READ Remind students to read for meaning so they understand what the text is about.

LOOK Remind students that illustrations can be helpful in understanding a story. Tell them to look at the illustrations before reading the text on each page.

ASK Tell students to ask themselves questions about the text as they read. They can check their understanding and also write questions about the parts of the text they don't understand.

TALK Have students discuss the text with a partner. Encourage students to share the questions they had while reading and to help each other answer them.

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



ELL Targeted Support Vocabulary Tell students that learning key vocabulary before reading will help them read and understand the story.

Have students point to each vocabulary word on *SI* p. 60 and read the words with you. Use facial expressions and mime to help students understand the meaning of the words. Then ask volunteers to act out a word and have other students guess the word. **EMERGING**

Read aloud the vocabulary words on *SI* p. 60 with students. Discuss the meanings. Then ask partners to make up oral sentences using the words. **DEVELOPING**

Discuss the meanings of the vocabulary words with students. Then ask questions about the words to reinforce their meanings: *What makes you feel joy? What makes a shadow? When have you ever scurried to get somewhere? How would you tap a rhythm? Can paint splatter?* **EXPANDING/BRIDGING**

ELL Access

Background Knowledge

Students make meaning not only from the words they learn but also from their prior knowledge. Make sure students know what a mural is. Ask them to share personal knowledge of art and how it can make a place better.

STUDENT INTERACTIVE, pp. 60–61

Maybe Something Beautiful

Preview Vocabulary

Look for these words as you read *Maybe Something Beautiful*.

joy shadows scurried rhythm splattered

First Read

Read to understand the text.

Look at illustrations to help you understand what you read.

Ask what this text is about.

Talk about the text with a partner.

Meet the Author



F. Isabel Campoy writes poetry, stories, plays, and biographies. She writes in both English and Spanish, and many of her books are about Hispanic culture. She has coauthored many award-winning books, including *Yes! We Are Latinos* and *¡Pío Peep!*

60



Genre Realistic Fiction



Maybe Something BEAUTIFUL

HOW ART TRANSFORMED A NEIGHBORHOOD

BY **F. Isabel Campoy**
AND **Theresa Howell**

ILLUSTRATED BY
Rafael López

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AUDIO

Audio with
Highlighting



ANNOTATE

61

First Read

Look

THINK ALOUD I look at the picture to find out information about the setting, or where the story takes place. There are tall buildings beside Mira's building. Birds are flying by her window. This tells me that Mira lives in an apartment building high above the ground. I notice that the colors are different inside and outside. Inside Mira's room, the colors are bright and warm. Outside, the colors look cold and gray.



CLOSE READ



- 1 In the heart of a gray city, there lived a girl who loved to doodle, draw, color, and paint.
- 2 Every time she saw a blank piece of paper, Mira thought to herself, *Hmm, maybe . . .*
- 3 And because of this, her room was filled with color and her heart was filled with joy.

joy a feeling of great happiness

62

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Possible Teaching Point



Academic Vocabulary | Synonyms

Use the Academic Vocabulary lesson on pp. T90–T91 in the Reading-Writing Workshop Bridge to explain that synonyms have similar meanings. Then have students read the definition of *joy* on p. 62. Help students determine synonyms for *joy* to deepen their understanding of the text.



- 4 On her way to school one day, Mira gave a round apple to Mr. Henry, the owner of the shop down the street.
- 5 She gave a flower to Ms. López, the lady with the sparkling eyes.



CLOSE READ

Ask and
Answer
Questions

Highlight any text details about Mira that you have questions about.

First Read

Ask

THINK ALOUD I read that Mira gives a “round apple” to a shop owner and a flower to a woman with “sparkling eyes.” Is Mira giving a real apple and a real flower to these people? Why? I look at the illustration to help answer my questions. When I look at the illustration, I see that Mira is actually giving a painting to the woman. I think Mira painted an apple and a flower at home and gave drawings to people on her way to school.

Close Read

Ask and Answer
Questions

Explain that students can use illustrations to help answer questions they have while reading the text. Ask: *What questions do you have about the apple and the flower mentioned in the text? How can you answer these questions? What other questions do you have about Mira?* Have students highlight any text details they have questions about. **See student page for possible response.**

DOK 3

OBJECTIVE

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

Possible Teaching Point



Language & Conventions | Subjects and Predicates

Use the Language & Conventions lesson on p. T369 in the Reading-Writing Workshop Bridge to remind students that a complete sentence has a subject and predicate. Read the sentence in paragraph 5 and point out that *she* is the subject, or who the sentence is about. Explain that the predicate tells what the subject does and then identify the predicate in the sentence.

First Read

Look

THINK ALOUD Mira gives colorful artwork to the people she sees as she walks to school. Mira seems cheerful and kind. She lives in a gray city, but she is trying to brighten it and bring joy to the city and the people in it. I think giving artwork away is how Mira tries to make the people around her happier. Mira will have to make a lot of colorful artwork to keep cheering people up.

CLOSE READ



- 6 She gave a songbird to Mr. Sax and a red heart to the policeman who walked up and down the streets.
- 7 On her way home, Mira taped a glowing sun onto the wall hiding in the shadows.
- 8 Her city was less gray—but not much.

shadows shaded places away from light



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ELL Targeted Support Decode Words Read aloud paragraph 6. Then help students decode words with long vowels.

Remind students that long vowels sound like their name, and review the long vowel sounds /ā/, /ē/, /ī/, /ō/, and /ū/. Then point out the words with long vowels and have students decode the words with you. **EMERGING/DEVELOPING**

Tell students to point to and name all the words with the long vowel sound. Decode each word. Words include: *She, gave, streets, way, home, taped, glowing, hiding, gray*. Then, ask them which two words have the silent e (*gave, taped*). **EXPANDING/BRIDGING**



- 9 The next day, Mira saw a man with a pocket full of paintbrushes.
- 10 He gazed at the wall.
- 11 He looked at her sun.
- 12 He held his fingers up in a square and peered through them.
- 13 “Hmm . . .,” he said thoughtfully.
- 14 “What do you see?” Mira asked.
- 15 “Maybe . . . something beautiful,” the man replied.


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CLOSE READ **Vocabulary in Context**

Sometimes authors use synonyms when they write. A synonym is a word that means the same or nearly the same as another word. Underline the word that means nearly the same as **gazed**.

65

First Read**Look**

 **THINK ALOUD** The illustration on this page helps introduce the man with paintbrushes. I can see how Mira and the painter are similar. They both wear bright colors. The illustration also helps me understand what the writer meant by “he held his fingers up in a square and peered through them.”

Close Read**Vocabulary in Context**

Guide students to understand the meaning of the word *gazed* by using context beyond the sentence in **paragraph 10**. Say: **To determine the meaning of an unfamiliar word, look at other sentences nearby.** Point out that the word *gazed* describes the man’s actions. Ask: **What words do you recognize that show what the man is doing?** (*looked, peered*)

Direct students’ attention to **paragraph 11**. Have them underline a synonym for *gazed*. **See student page for possible response.** Then have students identify a synonym for *gazed* in **paragraph 12**. (*looked*) Have students explain what each synonym means in the context of its paragraph. Guide students to understand that *gazed* is also a synonym for *looked* and *peered*. Have students use all three synonyms in separate sentences.

DOK 2

OBJECTIVES

Use context within and beyond a sentence to determine the meaning of unfamiliar words.

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

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

Parallel Structure Guide students to understand the basic use of parallel structure on p. 65. Point out the beginnings of paragraphs 10, 11, and 12 (*he gazed; he looked; he held*). Explain that each sentence is written in the same way, with the word *he* followed directly by an action. The author uses this structure to help readers follow the man’s actions. For more on Author’s Craft, see pp. T126–T127 in the Reading-Writing Workshop Bridge.

First Read

Look

THINK ALOUD I know that every page in a story serves a purpose, even when the page has an illustration and no words. I want to look closely at the illustration to learn more information about the story. Here, I see that the illustrator uses a rainbow of colors to show that the painter is making the city brighter and more colorful. The painter looks cheerful and happy as he paints.



66

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CROSS-CURRICULAR PERSPECTIVES

Social Studies



Connect the text to the infographic “We Make Our Neighborhood Better” on pp. 52–53. Explain that Mira and the man make the neighborhood better by making it more colorful and by spreading joy to the community members. Guide students to consider how their actions can affect their whole community. **What can you do to be a better neighbor? How can you help others in your community?**



- 16 Then, just like that, he dipped a brush in the paint.

BAM! POW!

- 17 The shadows scurried away.
18 Sky blue cut through the gloom.
19 The man's laughter was like a rainbow spreading across the sky.

CLOSE READ

Describe and Understand Characters

Underline the word that shows the man is happy to be painting.

scurried moved quickly

First Read

Read

THINK ALOUD As I read the words on the page, I try to create images in my mind. Writers often try to paint a picture with their words, just like the muralist paints colors through the town. As I read the phrase “shadows scurried away,” I can imagine the paint’s bright colors chasing the dark shadows out of the city.

Close Read

Describe and Understand Characters

Explain that writers often try to show a character’s feelings rather than telling a reader how the character feels. For example, rather than write that a character is sad, the writer might explain that the character is frowning or crying. Have students underline the word in **paragraph 19** that shows the man is happy. **See student page for possible response.** Ask: **What does the man do that shows he is happy?** (He laughs.)

DOK 2

OBJECTIVE

Describe the main character’s internal and external traits.



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Possible Teaching Point



Read Like a Writer | Author’s Craft

Figurative Language Explain: Sometimes writers say one thing is like another thing as a way to describe something. “Run like the wind,” “swim like a fish,” and “pretty as a picture” are examples of these kinds of comparisons or similes. In paragraph 19, the author says the painter’s laughter “was like a rainbow spreading across the sky.” What does this tell readers about the effect of the man’s laughter? It tells them that his laughter spreads over a large area, so it affects a lot of people. For more on Author’s Craft, see pp. T126–T127 in the Reading-Writing Workshop Bridge.

First Read

Ask

THINK ALOUD As I read, I write questions about words and ideas I don't understand. As I read paragraph 21, I ask: *What does the word muralist mean?* I look for clues in the text to help answer my question. In the next line, the artist says, "I paint on walls!" I think a muralist must be a person who paints on walls.

20 "Who are you?" Mira asked.

21 "I'm an artist," he said. "A muralist.

22 I paint on walls!"

23 "I'm an artist too," she told him.

24 He handed Mira a brush.

25 "THEN COME ON!"



CROSS-CURRICULAR PERSPECTIVES

Social Studies



Discuss ways that art can make a neighborhood look better and help neighbors connect with one another. Point out that "public art" includes murals, sculptures, and other works that are available for all people to see. Give examples, if possible, of local neighborhood or civic projects in which residents have participated in painting structures or beautifying public land. Ask: *How did Mira and the muralist make the neighborhood nicer? What art is in your community?*



CLOSE READ



26 Mira dipped it in the loudest color she saw.

27 **YOW-WEE!**

28 The wall lit up like sunshine.

Describe and Understand Characters

Underline the word that helps you know how Mira feels.

First Read

Talk

Direct students to the phrase “loudest color” in **paragraph 26**. Ask: *What does it mean to use a loud color?* Guide students to understand that loud refers to a bright, intense color. In pairs, have students list loud colors and discuss which colors they think would be best for Mira to use. Have students discuss what they would paint if they were in Mira’s situation.

Close Read

Describe and Understand Characters

Direct students to **paragraph 27** and have them underline the word that describes how Mira feels. **See student page for possible response.**

Point out the different text size and use of all capital letters in **paragraph 27**. Ask: *Why do you think “YOW-WEE” is written in all capitals and in big letters? How is Mira feeling as she paints the wall? How do you know?* Guide students to understand the use of capital letters for emphasis and point out words such as *sunshine* and *lit up* that convey positive feelings.

DOK 2

OBJECTIVE

Describe the main character’s internal and external traits.



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ELL Targeted Support Figurative Language Help students understand the use of figurative language, including similes.

Point out the simile “the wall lit up like sunshine” in paragraph 28. Explain that the simile uses the word *like* to compare two unlike things. Guide students to understand the meaning of the simile. **EMERGING/DEVELOPING**

Write the sentence frame: *The wall lit up like _____*. In pairs, have students complete the sentence to create their own similes that fit within the context of the story. Have pairs share their similes with the class.

EXPANDING/BRIDGING

First Read

Read

THINK ALOUD I read the words *salsa*, *merengue*, and *bebop*. I'm not sure what they mean, so I look to words around them to see if I can find clues. In paragraph 32, I see that "everyone painted to the rhythm." The definition on p. 70 tells me that rhythm means "a musical pattern." So, everyone is dancing and painting to a beat. I think that salsa, merengue, and bebop must be types of music.

Close Read

Vocabulary in Context

Explain that students can use the words surrounding an unfamiliar word to help determine its meaning. Direct students to **paragraph 29**. Have students reread the paragraph and then look at the illustration. Ask: *What do you know about what Mira is adding to the pictures?* (She is painting in bright colors; she is coloring in the pictures the man creates.) Explain that the definition of *pizzazz* must fit with what we know about Mira's artwork. Guide students to the specific words *color* and *punch* that also describe Mira's artwork. Then have students underline the word that has a similar meaning to *pizzazz*. **See student page for possible response.**

DOK 1

OBJECTIVES

Use context within and beyond a sentence to determine the meaning of unfamiliar words.

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

CLOSE READ



Vocabulary in Context

Underline the word in the first sentence that has nearly the same meaning as **pizzazz**.

rhythm the strong beat that some music has

- 29 As the man drew pictures on the bricks, Mira added color, punch, and pizzazz!
- 30 Soon Mr. Sax joined in.
- 31 Then came others.
- 32 Everyone painted to the rhythm.
- 33 Salsa, merengue, bebop!



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Possible Teaching Point



Read Like a Writer | Author's Craft

Sentence Structure Point out the use of short sentences on p. 70. Explain that using these short sentences helps create rhythm and shows that the action in the story is moving quickly. Point out that the writer tries to create rhythm with the words in the sentences, just like the music in the story creates its own rhythm. For more on Author's Craft, see pp. T126–T127 in the Reading-Writing Workshop Bridge.



- 34 Even Mira's mama painted
and danced the cha-cha-cha!
- 35 The whole neighborhood
became a giant block party.
- 36 Until . . .



First Read

Talk

Explain that writers can build suspense in a story by pausing before telling what happens. Point to **paragraph 36**. Have students discuss in pairs what they think will happen next and what feeling the last line creates.

CROSS-CURRICULAR PERSPECTIVES

Social Studies



The text says, "The whole neighborhood became a giant block party." A block party is a way for neighbors to get to know each other and strengthen community bonds. A block party is defined as "a party that is held outdoors for all the people who live in a neighborhood." Tell students to think about how participating in an event like this is a way to be active within your community.

First Read

Talk

Point out how the action stops and starts in the passage, noting words like *stopped*, *paused*, and the use of punctuation (“... the policeman walked up.”) In pairs, have students reread p. 72, speaking the dialogue and acting out the characters’ actions. Remind students to show pauses in the action to create suspense. Then have pairs discuss the effect of the pauses in the passage.

Close Read

Describe and Understand Characters

Point out the actions taken by Mira and the other painters in **paragraph 39**. Ask: *Why does the music stop? Why does Mira put her brush down?* (They are afraid of getting in trouble for painting). Guide students to understand that the author describes what Mira and the other community members do so that readers can understand how they feel. Then direct students to **paragraph 40** and have them underline words that tell what Mira thinks and feels when she first sees the policeman. **See student page for possible response.**

DOK 1

OBJECTIVE

Describe the main characters internal and external traits.

CLOSE READ



Describe and Understand Characters

Underline the words that tell what Mira thinks when she first sees the policeman.

- 37 ... the policeman walked up.
 38 “Excuse me,” he said.
 39 The music stopped. Mira put her brush down.
 40 They were surely in trouble.
 41 The officer cleared his throat, then paused.
 42 “May I paint with you?” he asked.
 43 So Mira handed him a paintbrush.
 44 And the music started again.



CROSS-CURRICULAR PERSPECTIVES

Social Studies



Discuss with the class why the police officer might come to the block party and why the music stopped. *What do the people think about the policeman? What does the policeman think about Mira and her neighbors? Why is it important for the neighbors and the policeman to have a good relationship?*

First Read

Look

THINK ALOUD Looking at the illustration on this page, I notice a big change from the illustration on the first page of the story. On the first page, the city looks gray and cold. Now, the colors make the city look warm and happy, and all the characters are smiling and excited.



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CROSS-CURRICULAR PERSPECTIVES

Social Studies



Connect the text to the infographic “We Make Our Neighborhood Better” on pp. 52–53. Guide students to consider how Mira made her neighborhood better. What do Mira’s neighbors do that is like the activities the neighbors do in the infographic?



- 50 Wherever Mira and the man went, art followed like the string of a kite.
- 51 After they colored the walls, they painted utility boxes and benches.
- 52 They decorated sidewalks with poetry and shine.
- 53 And everyone danced.
- 54 Together, they **created something more beautiful than they had ever imagined.**



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CLOSE READ **Ask and Answer Questions**

Highlight a text detail that you can ask a question about.

First Read**Read**

THINK ALOUD When I read that “They decorated sidewalks with poetry and shine,” I have to close my eyes to imagine what that looks like.

Close Read**Ask and Answer Questions**

Explain that sometimes, readers’ questions will be answered in the text, but other times, questions may be left unanswered. Sometimes, texts raise questions that require additional research. Direct students to **paragraph 54** and have them highlight a text detail that they have a question about. **See student page for possible response.**

DOK 3

OBJECTIVE

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

Foundational Skills Extension**CVCe Words**

Draw attention to the words *like* and *kite* in **paragraph 50**. Have students pronounce both words. Then write the words and draw CVCe over the corresponding letters in each word.

Write *sidewalks* (**paragraph 52**) and *shine* (**paragraph 52**). Explain that the syllable *side* follows the CVCe pattern, and that the sound /sh/ at the beginning of *shine* serves as the first consonant in that word’s CVCe pattern.

First Read

Talk

In pairs, have students read p. 76 aloud with each other. Then ask: *What do you think the phrase “the world is your canvas” means? What does the muralist want everyone to do?* Tell partners to describe times they finished artwork that they were proud of. Ask: *What did the artwork mean to you? Where did you display it?*



CLOSE READ



splattered
splashed by dots of something

- 55 When their clothes were splattered with a million colors, everyone sat down to rest—except the muralist.
- 56 His eyes sparkled.
- 57 “You, my friends, are all artists,” he told them.
- 58 “The world is your canvas.”
- 59 He smiled wide, then pulled everything together in big, sweeping motions.
- 60 His paintbrush was like a magic wand.

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Possible Teaching Point



Read Like a Writer | Author's Craft

Figurative Language Point out the metaphor “The world is your canvas” in **paragraph 58** and the simile “His paintbrush was like a magic wand.” Have students consider the meaning of each and discuss how it contributes to the message of the story. Use the examples to explain the difference between metaphors and similes (the use of *like* or *as*). For more on Author's Craft, see pp. T126–T127 in the Reading-Writing Workshop Bridge.



- 61 When he was finished, Mira added one more bird, way up in the sky.
- 62 Maybe, she thought. Just maybe . . .



CLOSE READ

Ask and Answer Questions

What questions do you have about how the story ends?

Highlight a text detail that you can ask a question about.

Fluency

Read aloud paragraphs 1 to 8 of the story several times with a partner. Practice reading at the same rate you talk, not too fast and not too slow.

77

First Read

Read

Read **paragraph 62** aloud. Say: *I remember Mira thought something like this on the first page, when she was looking at a blank piece of paper.* Direct students to reread p. 62, then return to p. 77. Ask: *What is Mira thinking about now?*

Possible response: Mira is wondering what to create next and imagining what her drawing will look like in the space in front of her.

Close Read

Ask and Answer Questions

Model forming a question from the text. Say: *The text tells me “Mira added one more bird, way up in the sky.” In the picture, it looks like she is painting in the sky, not on a building. How was Mira able to paint in the sky?* Direct students to **paragraph 62** and have them highlight a text detail they can ask a question about. **See student page for possible response.**

DOK 3

Fluency

Remind students to use punctuation to help guide their reading. Explain how a comma, period, and dash should affect the rate at which students read. Have students return to the first eight paragraphs of the story and practice reading with a partner. Have them provide feedback to help each other develop the skill of using an appropriate rate.

DOK 1

OBJECTIVE

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

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

ELL Targeted Support Visual and Contextual Support Have students use visuals to demonstrate their understanding of the story.

Tell students to draw a before and after picture of Mira’s neighborhood. Have students explain their images. **EMERGING**

Draw a series of squares on the board and have students decide the order of events in the story. Write their ideas in the squares to show the sequence.

DEVELOPING

Have students retell the story to a partner using only the illustrations as visual cues. **EXPANDING/BRIDGING**

Respond and Analyze



Maybe Something Beautiful

OBJECTIVES

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

Respond using newly acquired vocabulary as appropriate.

Describe the main character's (characters') internal and external traits.

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

My View

Use these suggestions to prompt students' initial responses to reading *Maybe Something Beautiful*.

- **Brainstorm** How did the muralist affect Mira and her neighbors?
- **Discuss** Have students describe their experiences with block parties or other neighborhood activities. Encourage them to talk about any experiences they have had doing activities to improve a neighborhood.

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES In *Maybe Something Beautiful*, the author uses the vocabulary words *joy*, *rhythm*, *scurried*, *shadows*, and *splattered* to help describe the characters' actions and feelings.

- Ask yourself how a word helps you better understand what a character is doing or how he or she is feeling.
- Create word maps to help you use each new vocabulary word in a sentence.

MODEL AND PRACTICE Display the word *joy*. Circle the word and say: *Joy is a feeling of great happiness. I'm going to write the word happiness next to the word joy and draw a line between the two words. Then I'm going to think of things that make people feel this way and write these things in the word map.* Elicit ideas from students, and then write a sentence using the vocabulary word and one of the student-generated ideas, such as *I feel joy when I am at the beach.*

ELL Targeted Support Vocabulary Display the vocabulary words. Explain that the author has used these words to describe the characters.

Ask students to say the words they use to describe the characters. Write the words and have students read them aloud. **EMERGING**

Ask students to write words that describe the characters. Have students write each word in a sentence to share with the class. **DEVELOPING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 MyTURN Have students use newly acquired vocabulary to complete p. 78 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students find and list words that describe internal and external traits about characters in their independent-reading texts.

QUICK CHECK



Notice and Assess Can students identify how vocabulary words describe characters' actions and feelings?

Decide

- **If students struggle**, revisit instruction for Vocabulary in Small Group on pp. T120–T121.
- **If students show understanding**, extend instruction for vocabulary in Small Group on pp. T120–T121.

Check for Understanding MyTURN Have students complete p. 79 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 78–79

VOCABULARY	COMPREHENSION	READING WORKSHOP
<p>Develop Vocabulary</p> <p> MYTURN Complete the sentences below.</p> <p>1. People can see their shadows when <u>the sun</u> <u>is out</u>.</p> <p>2. Music brings me joy.</p> <p>3. The mouse scurried away with tiny bits of food.</p> <p>Use the words splattered and rhythm to describe the man who painted murals. Possible response:</p> <p>The man's pants were splattered with paint.</p> <p>He danced to the rhythm of the music.</p> <p>78</p>	<p>Check for Understanding</p> <p> MYTURN Look back at the text to answer the questions. Write the answers.</p> <p>DOK 2 1. What about this story could happen in real life? Possible response: People could get together to paint a mural.</p> <p>2. How do the illustrations help you understand the story? DOK 2 Possible response: They help me see how bright the paintings are. They show how much the town changes.</p> <p>DOK 2 3. How is the neighborhood different at the end of the story than it was at the beginning? Possible response: In the beginning, the city was gray. At the end, the city was beautiful and everyone was happy.</p> <p>79</p>	

Use the  **QUICK CHECK** on p. T97 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group



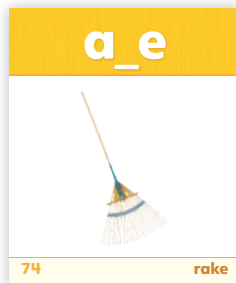
DECODE WORDS WITH LONG VOWELS: CVCe

Sound-Spelling

Cards Display Sound-Spelling Card 74. Say *rake* aloud, stressing the long *a* sound.

Say: *When a word ends with the letter e, the e is silent, but it makes the vowel in the middle of the word have a long sound.*

A long vowel sound means that the letter says its name. Refer students to pp. 55–56 of the *Student Interactive*. Challenge students to locate and read aloud words with long vowel sounds.



ELL Targeted Support

Remind students that each vowel has more than one sound in English.

Demonstrate how you shape your mouth to produce long vowel sounds. Have students watch and mirror how you form the sounds. **EMERGING**

Write the following pairs of words on index cards: *tap, tape; cut, cute; cub, cube; bone, bond; mile, milk*. Say one of the words aloud, and have students shout “long” or “short” to identify the vowel sound. **DEVELOPING**



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

Intervention Activity



DECODE WORDS WITH LONG VOWELS: CVCe

Use Lesson 4, pp. T47–T50 in the *myFocus Intervention Teacher's Guide*, for instruction on reading words with long /a/, /i/, and /o/ sounds.

LEVEL C • MODEL AND TEACH

Lesson 4 Short and Long Vowels


INTRODUCE Remind students that words are made up of consonants and vowels. We blend consonants and vowels to read words. The vowels a, e, i, o, and u can have different sounds. Today we will learn how to read words with short vowel sounds such as /ă/ in *tap* and long vowel sounds such as /ā/ in *tape*.

MODEL Display or share copies of “Meet Mr. Gray” from Student Page T47, and then read it aloud.

Meet Mr. Gray

Beth got on her bike. She rode fast to Tomas's house. She wanted to see his new cat.

Its name was Mr. Gray. It was soft and cute. When Beth gave the cat a hug, it purred.



TEACH Point to and say each circled word. The vowel e in *Beth* makes the /ĕ/ sound. *Beth* has a short e sound, /ĕ/. Have students say the short e sound. Then repeat the word as students say it with you. Next, point to the word *see*. Now we will read a word with a long e sound. The word *see* has two e's. The letters ee make the long e sound, /ē/. Have students say /ē/. Then repeat the word as students say it with you.

Repeat this process with other short and long vowel word pairs such as *cat* and *gray*, *its* and *bike*, *got* and *rode*, and *hug* and *cute*. Guide students to identify other words in the passage with the short e sound (*When*), short i sound (*it*), long a sound (*name*, *gave*), and long e sound (*She*).

Phonics, Morphology, and Spelling T • 47

Fluency

Assess 2–4 students



PROSODY

Have pairs practice reading aloud to each other.

ORAL READING RATE AND ACCURACY

Use pp. 7–12 in Unit 1, Week 2 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

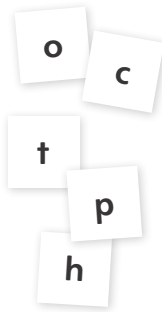
Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Have a group of students work together with letter tiles to practice making words with long vowel sounds. Write a list of the words they create. If time allows, you may challenge them to change their words with long vowel sounds to words with short vowel sounds.



Students can also play the letter tile game in the myView games on SavvasRealize.com.

Decodable Readers



Students can read the decodable reader, *Homes*, to practice reading CVCe words and high-frequency words. Have students partner-read the pages once. Then have partners identify and copy all of the CVCe words on pp. 10–16 of the text. Finally, tell them to check their lists against the list on p. 9 of the *Student Interactive*.

High-Frequency Words

Challenge students to pay attention to how frequently they see, hear, and say this week's high-frequency words: *called*, *long*, *most*. Have them write the three words in their notebooks, and show them how to keep tally of occurrences to report to the class the next day.

Centers



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

Decodable Reader

Homes
Written by Michael Kwok

Decodable Reader
2

Long Vowels CVCe
bike came cave cute Eve fine hike
hole home homes Mike mile mine name
quite ride rule some tide time wide

High-Frequency Words
be called here long
most one there

9

Homes are not all the same.
There is no rule.
A home can be quite big and wide.

10

This cute home can sit on a bike.

11

You can see for a mile in this home!
It is a long hike up.

12

Most homes do not ride on the tide.
This one can.

13

My name is Eve.
This home is mine.
I have called it home for a long time.

14

My name is Mike.
This home is mine.
We just came here.
It will be a fine home for us.

15

A home can be called a hut, a cave,
or a hole.
It can be a home if you are at
home there.

16

Use the  **QUICK CHECK** on p. T117 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Using a new vocabulary word in a sentence is a good strategy for remembering its meaning. We can put clues to remember the meaning in the sentence. For example: The fans were filled with joy when the team won the game. Have students think of some clue words to help them remember the meanings of the new vocabulary words.

ELL Targeted Support

Tell students that drawing pictures can help them learn key words.

Write: *joy, rhythm, scurried, shadows, and splattered*. Have students draw and label a picture for each word based on its meaning. **EMERGING**

Pass out dictionaries and instruct students to look up the words. Students should draw and label a picture for each word, then write the definition next to the label. **DEVELOPING**

Have students draw and label pictures for the words. Have them write a sentence under each picture using the word in context.

EXPANDING/BRIDGING



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

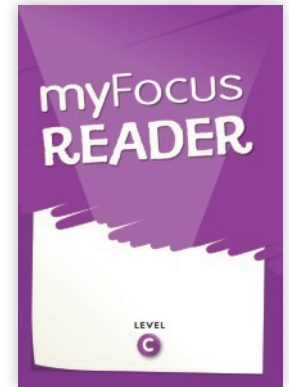
Intervention Activity



DEVELOP VOCABULARY

Read pp. 8–9, in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional instruction.

Provide instructional support for decoding, comprehension, word study, and Academic Vocabulary.



Fluency

Assess 2-4 students



RATE

Help students choose a short passage in an appropriate leveled reader. Ask pairs to take turns reading the passage at an appropriate rate, neither too fast nor too slow, pausing at commas and stopping at periods.

ORAL READING RATE AND ACCURACY

Use pp. 7–12 in Unit 1, 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 lists of words and explain how these words helped them understand the characters in the story. Ask them to identify the strategies they used to understand the words.

Possible Conference Prompts

- What were some words the author used to describe the characters?
- How did these words help you understand the characters?
- What helped you understand the words?

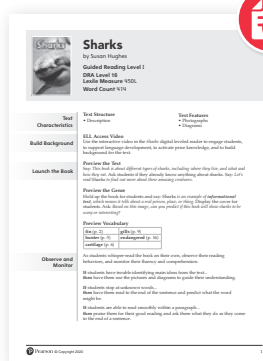
Possible Teaching Point Readers look for words that help them understand what the characters in realistic fiction are doing and thinking.

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see Matching Texts to Learning, pp. T92–T93.
- For instructional support on using illustrations and context clues to determine the meaning of unfamiliar words, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together in whole group. Invite students to share the new words they found in the realistic fiction texts, and celebrate what they learned.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Maybe Something Beautiful*.
- read a self-selected trade book or their Book Club text.
- partner-read a text, coaching each other as they read.

Centers



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

Literacy Activities



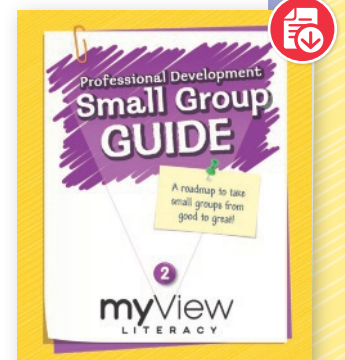
Students can

- work with a partner to discuss and answer the questions on *SI* p. 79.
- play the *myView* games.
- choose a section of the story and with a partner take turns reading the passage at an appropriate rate.

SUPPORT PARTNER READING

Partner reading is a good time for students to tackle unfamiliar books so that they can help each other with difficult parts.

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



Word Work

OBJECTIVES

Decode regularly spelled one- and two-syllable words with long vowels.

Decode multisyllabic words with closed syllables, open syllables, VCe syllables, and vowel teams.

Identify and read high-frequency words.



Sound-Spelling Cards 74, 76, 80, 84, 85

Phonics: Decode Words with Long Vowels: CVCe

Minilesson

FOCUS Display Sound-Spelling Cards 74, 76, 80, 84, and 85. Remind students that words with a consonant-vowel-consonant-e or CVCe pattern usually have a long vowel sound and a silent e. Ask students to identify the vowel sounds in the words on the cards. Then ask them to read aloud the words on the cards.

MODEL AND PRACTICE Write the following phonograms: *-ake, -ine, -oke*. Say: *I can make new words by adding consonants to the beginning of these letters. If I add the letters s, t, and r to oke, I can make the word stroke.* Have students work in twos or threes to write lists of CVCe words they can make using the phonograms. Tell students the words must be real words. Set a time limit, such as five minutes. Ask students to share the words they made. Write the words under the appropriate phonogram. After all students have shared their words, have them read words on the list as you point to the words.

APPLY My TURN Ask students to choose two words from the phonogram lists and write sentences using the words.



High-Frequency Words

Minilesson

FOCUS ON STRATEGIES Remind students of the high-frequency words for the week: *called*, *long*, and *most*.

MODEL AND PRACTICE Help pairs of students create a note card for each word. Have one partner hold up each card while the other partner reads the word. After both students have had a turn, have them repeat the activity, this time using each word in an oral sentence.

APPLY My TURN Have students write their own sentences.

TURN, TALK, AND SHARE Have partners review and correct the sentences they wrote for the previous activity.


HIGH-FREQUENCY WORDS

Write: *called*, *long*, and *most*.
Read the words with students.
Ask partners to write a sentence for each word, leaving a blank in place of the word. Have partners read aloud their sentences and choose the word that completes each sentence.

STUDENT INTERACTIVE, p. 57

FOUNDATIONAL SKILLS

My Words to Know

 **MY TURN** Read the words in the box. Then write a sentence using each word. One is done for you.


called

long

most

Possible responses are given.

1. Pencils are long and thin.
2. Most trees have leaves.
3. Mom called, "Time for dinner!"
4. We played outside for a long time.

 **TURN and TALK** Read your sentences aloud to a partner. Find the new word in each sentence. Help each other correct any mistakes.

Describe and Understand Characters



Maybe Something Beautiful

OBJECTIVE

Describe the main character's (characters') internal and external traits.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit academic vocabulary words to talk about the characters. Give students sentence starters, such as:

- The painter affects the people of the town by _____.
- Mira is different from the other townspeople because she _____.

ELL Access

Use a character web to help students show what they know about a main character. Prompt students with questions, such as *What does Mira enjoy doing?* *What is unique about Mira?* and *What makes Mira happy?* Fill in the web based on students' oral responses.

Minilesson

FOCUS ON STRATEGIES Readers pay attention to both the external (outer) and internal (inner) traits of characters as they read a story. All of the traits together make the characters seem well-rounded and real. To describe characters' internal and external traits:

- Notice what the characters look like and what they say and do.
- Notice what the characters think and feel.
- Ask yourself how the characters' thoughts and feelings affect their words and actions.

MODEL AND PRACTICE Have students look at p. 62 of the *Student Interactive* as you model how to find details about internal and external character traits. Ask: *How does the main character, Mira, feel about making art? What details in the text give us this information? The text says she loved to doodle, draw, color, and paint. Her room was filled with color and her heart was filled with joy. These details tell me that Mira feels happy when she does artwork. This is an internal trait. We can also use the illustration to describe some of Mira's external traits, which include what she looks like. From the illustration, I can describe her as having short, dark hair and big, dark eyes.*

Have students use relevant text details from another page of the story to describe other internal and external traits of the main character.

ELL Targeted Support Visual and Contextual Support Have students review the Close Read note on *SI* p. 72 and think about what it tells them about the story's characters.

Have students complete the following sentence frames: *When Mira sees the policeman, she thinks _____.* *Mira's facial expression in the illustration shows me that Mira feels _____.* **EMERGING/DEVELOPING**

Have students write what Mira thinks when she sees the policeman. Then have them look at the illustration and write how Mira looks when she sees the policeman. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for describing and understanding characters.

OPTION 1 MyTURN Have students use the Close Read notes on pp. 67, 69, and 72 to underline information and then complete the chart on p. 80 in the *Student Interactive*. Make sure students identify both internal and external traits and can identify the difference.

OPTION 2 Use Independent Text Have students create a chart showing characters and their internal and external traits from their independent-reading texts. Remind students to include details from the text in their charts. They may use the chart on p. 80 in the *Student Interactive* as a model.

QUICK CHECK

Notice and Assess Can students describe a character's internal and external traits?

Decide

- **If students struggle**, revisit instruction for describing and understanding characters in Small Group on pp. T128–T129.
- **If students show understanding**, extend instruction for describing and understanding characters in Small Group on pp. T128–T129.

STUDENT INTERACTIVE, p. 80


CLOSE READ

Describe and Understand Characters

Characters are the people or animals in stories.

Traits are features of characters.

- External traits are what characters look like, how they act, and what they say.
- Internal traits are what characters think and feel.

 **MYTURN** Go to the Close Read notes about characters. Follow the directions to underline the text. Use what you underlined to complete the chart. Then describe the characters' internal and external traits.

Details I Underlined	Character	Trait It Shows
laughter	the man	He laughs loudly. He is happy to be painting.
YOW-WEE!	Mira	She is excited. She loves the way the wall looks.
They were surely in trouble.	Mira	She is worried.

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Read Like a Writer, Write for a Reader

OBJECTIVE

Develop drafts into a focused piece of writing by organizing with structure.

ELL Access

Sequence

Discuss with students the importance of sequence words to help readers understand a text. Display a series of sequence words. Say them and have students repeat them. Then scramble the words and have students write them in a logical order.

Sequence

Minilesson

FOCUS ON STRATEGIES Authors use certain words to show the order of events in a text. The order of events is called sequence. The words that tell the order of the events are called sequence words. These are words like *first*, *next*, *then*, *last*, and *finally* and phrases such as *after school* or *later that day*.

- Look for sequence words to know the order of events in a story.
- Use sequence words in your writing to tell when and in what order events happened.

MODEL AND PRACTICE Use the reading selection and have the class retell the story with you. *Think about the story [Maybe Something Beautiful](#). We are going to retell and pay attention to the sequence words. First, Mira put a drawing of a sun on the wall. What happened next?* Invite volunteers to continue the story using sequence words to signal the order of events. Continue until the story is complete.

Handwriting

OBJECTIVE

The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

Letters Oo, Cc, and Aa

FOCUS Display uppercase and lowercase letters Oo, Cc, and Aa.

MODEL Model writing uppercase and lowercase letters Oo, Cc, and Aa. Then write the words *Otto*, *onto*, *Cam*, *cut*, *Anna*, and *ant*, showing proper letter formation and correct letter size.



ASSESS UNDERSTANDING

My TURN Have students complete the activity on p. 84 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 84

AUTHOR'S CRAFT

Read Like a Writer, Write for a Reader

Authors usually tell stories in the order in which events happen. They use words and phrases that show time order. Authors use words such as **first**, **next**, and **last**. They also use words like **in the morning** or **after dinner** to help readers know when events happened. Here is an example from the text.

“When he was finished, Mira added one more bird, way up in the sky.”

MY TURN Tell what happened when you arrived at school this morning. Use words that show the order of events.

Possible response:

First the bus came to the stop. After I got off, I saw my friend Lamar. When the bell rang, we lined up to go inside.

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84

Writing Workshop

Have students choose a variety of sequence words and phrases to help readers understand the order of events in their Writing Workshop texts. During conferences, support students' writing by helping them find and use appropriate sequence words and phrases.

PRACTICE Have students use *Handwriting* p. 16 in the *Resource Download Center* to practice writing the letters Oo, Cc, and Aa.

Name _____

Handwriting
Letters Oo, Cc, Aa

MY TURN Write the following letters.

O _____

o _____

C _____

c _____

A _____

a _____

Grade 2 • Unit 1 • Week 2
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Handwriting p. 16

Use the  **QUICK CHECK** on p. T125 to determine small group instruction.

Teacher-Led Options

Strategy Group



DESCRIBE AND UNDERSTAND CHARACTERS

Teaching Point Remember to think about characters' external and internal traits. Have students look through the text and find an external and an internal trait for Mira. Encourage students to explain their thinking.

ELL Targeted Support

Choose a page from the story and have students chorally read it with you. Ask students to think about the character traits described in the reading.

Have students complete these sentence starters:
*One internal character trait is _____. One external character trait is _____. **EMERGING***

Have students work in pairs to fill in a two-column chart with internal and external character traits from the reading. **DEVELOPING**

Have students work in pairs to fill in a two-column chart with internal and external character traits from the reading. Then have them discuss how words and actions reflect internal traits. **EXPANDING/BRIDGING**



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

Intervention Activity



DESCRIBE AND UNDERSTAND CHARACTERS

Use Lesson 33, pp. T197–T201, in the *myFocus Intervention Teacher's Guide* for instruction on character traits.

LEVEL C • READ

Lesson 33 Describe Characters and Setting

DIRECTIONS Read the story "A Change of Beat for Ana." Pay attention to the setting and to how people change in the story.

A Change of Beat for Ana

- 1 The big room was full of dancers. They all looked happy to Ana. Some were talking and laughing, and some were doing leaps and turns.
- 2 Was Ana the only one who was afraid? Her hands were cold. Her mouth was dry. By the time she heard the music that came before her dance, her heart was pounding.
- 3 "Ana," asked her friend Bella as they lined up to go on stage, "what's the matter?"
- 4 "I'm okay," Ana replied. She couldn't tell Bella how scared she was. But Bella knew. She could see Ana's knees shaking.
- 5 "It's your first time on stage, Ana," Bella said. "So it's normal to be scared. I was a total mess last time, but now I'm fine. Remember what our teacher told us. When you walk on stage, don't look at the people in the seats. Smile and look above their heads. Just feel the music and let your feet go."

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Fluency

Assess 2-4 students



RATE

Help pairs take turns reading a passage.

ORAL READING RATE AND ACCURACY

Use pp. 7–12 in Unit 1, 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

DESCRIBE AND UNDERSTAND CHARACTERS

Talk About Independent Reading Ask students about characters in their books. Have them describe the characters' traits and how they identify them.

Possible Conference Prompts

- What are some of the character's internal traits?
- How do you know these are the character's internal traits?
- How did these internal traits affect the story?

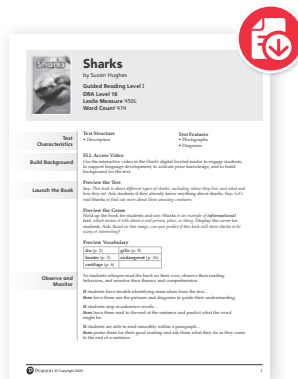
Possible Teaching Point An active reader looks for internal character traits to understand a character's actions and interactions with others. These traits can affect what happens in the story.

Leveled Readers



UNDERSTAND CHARACTERS

- For suggested titles, see Matching Texts to Learning, pp. T92–T93.
- For instructional support on identifying characters' internal and external traits, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together as a whole group. Invite students to describe the characters in their reading and identify the evidence that helped them understand the characters' traits.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Maybe Something Beautiful*.
- read a self-selected trade book or their Book Club text.
- read a text with a partner, coaching each other as they read.

Centers



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

Literacy Activities



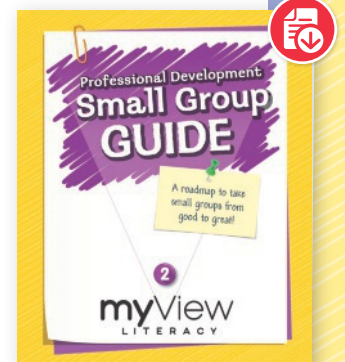
Students can

- work with a partner to discuss and complete the chart on *Student Interactive* p. 80.
- play the myView games.
- use a reading notebook to record character traits from a realistic fiction text they have previously read.

SUPPORT INDEPENDENT READING

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

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



Word Work

OBJECTIVES

Distinguish between long and short vowel sounds in one-syllable and multiple-syllable words.

Decode words with short, long, or variant vowels, trigraphs, and blends.

Decode multisyllabic words with closed syllables, open syllables, VCe syllables, and vowel teams.



Sound-Spelling Cards 74, 76, 80, 84, 85

Phonics: Review Long Vowels

Minilesson

FOCUS Display Sound-Spelling Cards 74, 76, 80, 84, and 85. Ask students what vowel pattern the words have. (CVCe) Call on different students to sound out and read the words on the cards.

PRACTICE Make a four-column CVCe chart for the vowel patterns *a_e*, *i_e*, *o_e*, *u_e*. Use the vowel patterns as column heads in the chart and record these example words in their respective columns:



Ask students to brainstorm words for each vowel sound. Record the words in the appropriate columns. If students say a word with a different long vowel pattern, such as *train*, write it and confirm that it has a long *a* sound. Then ask whether it has a CVCe pattern. Tell students the word has a different vowel pattern.

ELL Targeted Support Decoding Provide practice in recognizing words with long vowel sounds and decoding words with the CVCe pattern.

Write the words *cap* and *cape* and read each word with students. Say: *Cap* has the short vowel sound /a/. *Cape* has the long vowel sound /ā/ spelled a_e. Say the following words one at a time and ask students whether the word has a long or short vowel sound: *bit*, *bite*, *pan*, *pane*, *hop*, *hope*, *cub*, *cube*. Record the words under *cap* or *cape*. Circle the final e on the words. **EMERGING**

Have students turn to p. 55 in the *Student Interactive*. Ask students to sound out the words in the chart with you. Then ask partners to think of another word to add to each column. **DEVELOPING**

Give pairs of students letter cards *c*, *m*, *k*, *d*, *b*, *r*, *p*, *a*, *i*, *o*. Say a CVCe word and ask students to use the letter cards to spell the word. Ask them to sound it out with a partner after they have made the word. Use the following words: *cake*, *dime*, *bike*, *rope*. Write the words on the board and ask students to use the words in oral sentences. **EXPANDING/BRIDGING**



Ask and Answer Questions



Maybe Something Beautiful

OBJECTIVE

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

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit academic vocabulary words to ask and answer questions.

- Compare Mira's neighborhood before and after the muralist arrived. How is it different?
- How did the mural affect Mira and her neighbors?
- What is the location of the mural?

Minilesson

FOCUS ON STRATEGIES Active readers generate questions about text before, during, and after reading to deepen their understanding and gain information.

- Make predictions about the text before you read. Look at the title, cover, or illustrations to get an idea of what the text might be about.
- During reading, ask what the characters are thinking and feeling about other characters and events in the story. Notice what the characters say and do. If you had to tell the story in a quick way, how would you tell it?
- After reading, think about how the story ends and why it ends this way. What do you think the author is trying to say in this story?

MODEL AND PRACTICE Have students look at *SI* p. 68. **Does Mira know the man with the paintbrushes? What does Mira think about the man? Why is he in Mira's neighborhood? What other questions do you have about this part of the story?** Elicit responses from the class and encourage students to provide details that support their answers.

ELL Targeted Support Responding to Questions Review the text with the class by looking at each page, asking questions about it, and looking for the answers.

Model the first page. Ask: **What is a detail you can ask a question about in this part of the story?** Provide an example: **Why does Mira draw the things she draws?** Guide students to look for clues to answering the question in the text and the illustrations. **EMERGING**

Ask students to explain or describe Mira's character. Then ask them to describe something about the painter. **DEVELOPING**

Have students explain how the city looked before the block party. In what ways was it dark and gloomy? Then have them explain how painting the city made it less dark and gloomy. **EXPANDING**

Ask: **Why did everyone join Mira and the painter? How did everyone feel at the end of the story?** Have students share answers in small groups. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for asking and answering questions.

OPTION 1 My TURN Have students annotate the text using the Close Read notes for Ask and Answer Questions and then use their annotations to complete the chart on p. 81 in the *Student Interactive*.

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

QUICK CHECK

Notice and Assess Can students ask and answer questions about characters?

Decide


- **If students struggle**, revisit instruction for asking and answering questions in Small Group on pp. T134–T135.
- **If students show understanding**, extend instruction for asking and answering questions in Small Group on pp. T134–T135.

STUDENT INTERACTIVE, p. 81

READING WORKSHOP

Ask and Answer Questions

Active readers ask and answer questions to understand the characters and events in a story.

 **MY TURN** Go back to the Close Read notes. Follow the directions. Write questions you have as you read and highlight the text. Then use text evidence to answer your questions after you read.

Questions I Had During Reading	Answers
Possible question: Why does Mira give a round apple to Mr. Henry?	Possible response: She is trying to make her city less gray.
Possible question: What do the people create?	Possible response: colorful walls; decorated sidewalks; a more beautiful city
Possible question: Why does Mira think to herself “Just maybe . . .” at the end of the story?	Possible response: She might be thinking of something else to create.

81

Use the  **QUICK CHECK** on the previous page to determine small group instruction.

Teacher-Led Options

Strategy Group



ASK AND ANSWER QUESTIONS

Teaching Point Active readers ask questions to be sure they understand what they read. Questions can help readers find the answers in the text. Look at the infographic on pp. 52–53. What questions could we ask? How about: What will the new playground look like? Why is it important to know our neighbors' names and phone numbers? What other questions can you ask about this infographic? Elicit questions from the class and encourage students to help one another answer the questions.

ELL Targeted Support

Model how to ask and answer questions about the text.

Read aloud pp. 70–71 from the story. Say: *Now I ask myself questions about what I read: Where did the man draw? What kind of music did the people hear?* Have students work in pairs to answer the questions, then have them create a question of their own from the pages you read. Provide possible sentence starters: *What did ____? Why did ____?* **EMERGING/DEVELOPING**

Have students create two questions about the text on pp. 76–77 and exchange them with a partner. Instruct the pairs to answer the questions and confirm the answers by using evidence from the text. **EXPANDING/BRIDGING**



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

Intervention Activity



ASK AND ANSWER QUESTIONS

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


LEVEL C • READ

Lesson 31 Apply Reading Strategies

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

A Trip to the Library

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



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Fluency

Assess 2–4 students



RATE

Have students choose a passage to read at an appropriate rate.

ORAL READING RATE AND ACCURACY

Use pp. 7–12 in Unit 1, 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

ASK AND ANSWER QUESTIONS

Talk About Independent Reading Have students refer to the questions they wrote on their sticky notes to describe how asking and answering questions helped them understand the story.

Possible Conference Prompts

- What were your questions about the reading?
- What did you do if something was not clear?
- How did you find answers to your questions?

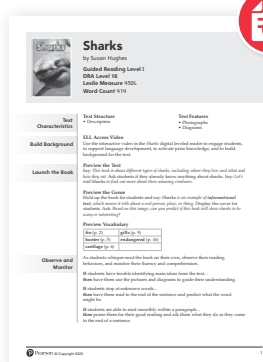
Possible Teaching Point The questions you ask as you read help you identify things you might not understand and find the answers within the text.

Leveled Readers



ASK AND ANSWER QUESTIONS

- For suggested titles, see Matching Texts to Learning, pp. T92–T93.
- For instructional support on asking and answering questions, see the *Leveled Reader Teacher's Guide*.



Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Maybe Something Beautiful*.
- read a self-selected trade book or their Book Club text.
- partner-read a text, coaching each other as they read the book.

Centers



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

Literacy Activities



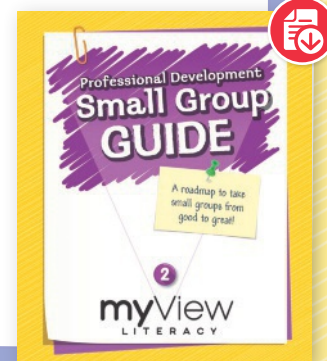
Students can

- add more questions and answers to the chart on *Student Interactive* p. 81.
- play the *MyView* game.
- choose a reading from the story and with a partner take turns reading the passage at an appropriate rate.

SUPPORT PARTNER READING

Partner reading is a good time for students to tackle unfamiliar books so that they can help each other with difficult parts.

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



Whole Group

Share Bring the class back together as a whole group. Have volunteers discuss questions that they had while reading the text and how they found the answers to their questions.

Word Work

OBJECTIVES

Distinguish between long and short vowel sounds in one-syllable and multiple-syllable words.

Decode words with short, long, or variant vowels, trigraphs, and blends.

Identify and read high-frequency words.

WEEKLY STANDARDS PRACTICE

To assess student progress on phonics, use the Weekly Standards Practice on SavvasRealize.com.

Phonics: Spiral Review: Short Vowels

Minilesson

FOCUS Write the word *fox*. Ask students what vowel pattern the word has. (CVC) Ask what sound the vowel in a CVC word usually has. (short) Have students read the word. Repeat with these words.

man

pet

sit

sun

PRACTICE Have small groups of students use letter tiles or word cards to make CVC words. After they make a word, they should write it down. Ask groups to share the words they made. As the groups read each word, ask listeners to identify the vowel sound.



High-Frequency Words

REVIEW Remind students that high-frequency words are words that they will hear often in conversation and see often in texts.

PRACTICE Ask students to review the chart. Have them say each word and repeat after you the letters each word contains. Then ask a volunteer to use one of the words in a sentence. Another student repeats the high-frequency word and spells it aloud.

c	a	l	l	e	d
		l	o	n	g
		m	o	s	t


called

long

most

ADDITIONAL PRACTICE

For additional student practice with high-frequency words, use *My Words to Know* p. 8 from the *Resource Download Center*.

FOUNDATIONAL SKILL 

Name _____

My Words to Know

Read the words in the box. Write each word in the correct blank to complete the sentences. Then read the sentences.

called long most

MY TURN

- My mom **called** my grandma on the phone.
- Tina made the **most** paintings for the art show.
- My brother's foot is **long** and thin.

Draw a line to match each clue to the correct word.

- opposite of least **most**
- not short **called**
- shouted or cried out **long**

Grade 2, Unit 1, Week 2
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My Words to Know p. 8

Reflect and Share



Maybe Something Beautiful

OBJECTIVES

Use text evidence to support an appropriate response.

Compose correspondence such as thank you notes or letters.

Use commas in greetings and closings of letters.

ACADEMIC VOCABULARY

Integrate Provide oral practice of the unit Academic Vocabulary by making connections to the unit theme, the Essential Question, and other texts.

- What are different ways people can improve a neighborhood?
- What are the nicest locations in a neighborhood?
- How does a nice neighborhood affect the people who live there?
- Compare the things Mira did in *Maybe Something Beautiful* to the things Troy did in “Troy’s Project” to improve their neighborhoods.

Write to Sources

Minilesson

FOCUS ON STRATEGIES Explain how to compose correspondence, such as a friendly letter. Writing a friendly letter involves planning.

- Think about the person you will write to and what you will say.
- Include all five parts in your friendly letter (a heading, greeting, body, closing, and signature).

MODEL AND PRACTICE Model preparing to write a friendly letter using the Write to Sources prompt on *SI* p. 82. I start by writing today’s date as the heading. Then I move on to my greeting. Who will be reading this letter? My neighbors. I want my letter to be friendly, so I can choose a greeting such as *Dear Friend* or *Dear Neighbor*. As I write the body of the letter, I will write a sentence for each improvement I think should be made and give a reason I think it will help the neighborhood become a nicer place to live.

ELL Targeted Support Writing Help students write using content-based grade-level vocabulary. Review activities that improved neighborhoods in the Read Aloud “Troy’s Project” and *Maybe Something Beautiful*. List names for the activities that students can use as vocabulary in their letters.

Display a letter framework with sentence frames for students to complete as a group. Have groups use the vocabulary you listed. **EMERGING**

Provide sentence starters for students to use with the vocabulary in the body of their letters. **DEVELOPING**

Distribute an outline for students to follow as they write letters. Have students exchange letters and identify vocabulary from the list. **EXPANDING**

Tell students to use the vocabulary in a paragraph about an idea for improving a neighborhood. Then have them incorporate that paragraph into a friendly letter, making sure to include all five parts of a letter.

BRIDGING

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for making connections between texts.

OPTION 1 Use the Shared Read Have students use evidence from this week’s texts to write about ways to improve their neighborhood. Remind students to include the five parts of the letter listed on p. 82 in the *Student Interactive*.

OPTION 2 Use Independent Text Students should use their self-selected independent-reading texts to get ideas about ways to improve their neighborhood and use those ideas in their letter to neighbors.

✓ QUICK CHECK

Notice and Assess Are students able to make comparisons across texts?

Decide

- **If students struggle**, revisit instruction for making text comparisons in Small Group on pp. T140–T141.
- **If students show understanding**, extend instruction for making text comparisons in Small Group on pp. T140–T141.

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 in small groups.

STUDENT INTERACTIVE, p. 82

RESPOND TO TEXT

Reflect and Share

Write to Sources

You read how Mira and other people improved the places where they lived. On a separate piece of paper, compose a letter to your neighbors explaining how you would like to improve your neighborhood. Use examples from texts you have read this week to support your ideas.

Write Correspondence

A friendly letter has five parts. Include them all.

- heading (September 8, 2019)
- greeting (Dear friend,)
- body (the letter’s message)
- closing (Your friend,)
- signature (sign your name)

Think of how to make your neighborhood better. Write your ideas in a friendly letter to your neighbors. Use examples from the texts to explain your ideas.

Weekly Question

How can people improve their neighborhoods?

Use the  **QUICK CHECK** on p. T139 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point Remember that when readers read more than one text on the same theme, they should think about what they learned in each of them. They think about what is the same and what is different. Look back at the infographic, “Troy’s Project,” and *Maybe Something Beautiful* and help students identify the similarities and differences among the texts.

ELL Targeted Support

Use a two-column chart to list the activities the neighbors did to improve their neighborhoods in “Troy’s Project” and *Maybe Something Beautiful*. Have students identify and circle similar activities in both columns and use grade-level vocabulary to describe them.

Provide oral sentence starters for students to state similarities and differences: *Both neighborhoods* _____. *Only one neighborhood* _____. **EMERGING**

Have partners list ways the two neighborhoods are alike and different and share their ideas with the class. **DEVELOPING**

Have students write two sentences about the similar and different ways the neighbors made their neighborhoods nicer.

EXPANDING/BRIDGING



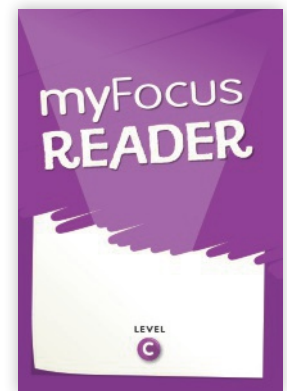
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



COMPARE TEXTS

Reread pp. 8–9 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to engage students in a conversation that demonstrates how the texts they have read this week support their understanding of different places and encourages them to use the Academic Vocabulary words.



On-Level and Advanced



INQUIRY

Organize Information and Communicate Help students organize the information they found on how people can improve their neighborhoods so that they can share it with others.

Critical Thinking Discuss with students how and why these improvements affect the people living in a neighborhood.

See *Extension Activities* pp. 56–60 in the *Resource Download Center*.



Conferring

3 students / 3-4 minutes
per conference

COMPARE TEXTS

Talk About Independent Reading Ask students to compare how people from different texts changed their neighborhoods.

Possible Conference Prompts

- Which activities brought neighbors together?
- How did the changes in the neighborhood affect the neighbors?
- What did the neighbors learn about one another as they made the neighborhood nicer?

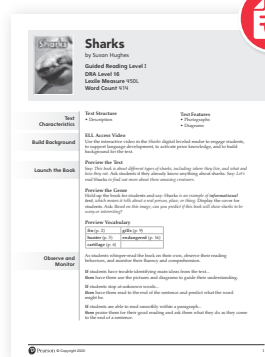
Possible Teaching Point Readers think about similar texts they have read to make connections among characters and events.

Leveled Readers



COMPARE TEXTS

- For suggested titles, see *Matching Texts to Learning*, pp. T92–T93.
- For instructional support on recognizing theme, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share connections they made to other texts.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Maybe Something Beautiful*.
- read a self-selected trade book or their Book Club text.
- partner-read a text, coaching each other as they read the book.

Centers



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

Literacy Activities



Students can

- write in a reading notebook in response to the Weekly Question.
- complete *Extension Activities* pp. 56–60 in the *Resource Download Center*.
- choose a passage from the story and with a partner take turns reading the passage at an appropriate rate.

BOOK CLUB



See Book Club, pp. T488–T491, for

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

UNIT 1 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 different places in my community.
- I can use language to make connections between reading and writing.
- I can plan, draft, and publish my writing.

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.2.5, RI.2.7, RF.2.4.c,
SL.2.1, SL.2.1.a

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T146–T147
 - » Phonological Awareness: Make Rhyming Words
 - » Phonics: Decode Consonant Blends
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Diagram: Weekly Question: T148–T149
- Listening Comprehension: Read Aloud: “Helping the Community” T150–T151
- Informational Text T150–T151
 - ☑ **Quick Check** T153

READING BRIDGE

- Academic Vocabulary: Context Clues T154–T155
- Handwriting: Letters *Ee*, *Ff*, and *Dd* T154–T155

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T159
- Strategy, Intervention, and On-Level/Advanced Activities T158
- ELL Targeted Support T158
- Conferring T159

INDEPENDENT/COLLABORATIVE

- Independent Reading T159
- Literacy Activities T159

BOOK CLUB T159 **SEL**

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T382–T383
 - » Explore the Structure of Fiction
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T382–T383
- Conferences T380

WRITING BRIDGE

- Spelling: Words with Consonant Blends T384
 - ☑ **Assess Prior** Knowledge T384
- Language and Conventions: Spiral Review: Subjects and Predicates T385

LESSON 2

RL.2.5, RI.2.2, RF.2.3,
RI.2.4, L.2.1.f

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T160–T161
 - » Phonics: Decode and Write Words with Consonant Blends
- ☑ **Quick Check** T161
- » High-Frequency Words

SHARED READ

- Introduce the Text T162–T179
 - » Preview Vocabulary
 - » Read: *Places We Go*
- Respond and Analyze T180–T181
 - » My View
 - » Develop Vocabulary
- ☑ **Quick Check** T181
- Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T182
- Guided Reading/Leveled Readers T185
- Strategy and Intervention Activities T182, T184
- Fluency T182, T184
- ELL Targeted Support T182, T184
- Conferring T185

INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T183
- Independent Reading T185
- Literacy Activities T185

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T386–T387
 - » Apply the Structure of Fiction
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T386–T387
- Conferences T380

WRITING BRIDGE

- Spelling: Teach Words with Consonant Blends T388
- Language and Conventions: Oral Language: Compound Sentences T389

LESSON 3

RF.2.3, RI.2.2, RI.2.6,
L.2.1.f, W.2.2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T186–T187
 - » Phonics: Decode Words with Consonant Blends
 - » High-Frequency Words

CLOSE READ

- Identify Main Idea T188–T189
- Close Read: *Places We Go*
 - ✔ **Quick Check** T189

READING BRIDGE

- Read Like a Writer, Write for a Reader: Relevant Details T190–T191
- Handwriting: Letters *Gg*, *Jj*, and *Qq* T190–T191

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T193
- Strategy and Intervention Activities T192
- Fluency T192
- ELL Targeted Support T192
- Conferring T193

INDEPENDENT/COLLABORATIVE

- Independent Reading T193
- Literacy Activities T193

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T390–T391
 - » Explore Nonfiction Text Structure
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T390–T391
- Conferences T380

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Review and More Practice: Words with Consonant Blends T392
- Language and Conventions: Teach Compound Sentences T393

LESSON 4

RF.2.3, RF.2.4, RI.2.6,
L.2.1.f

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T194–T195
 - » Phonics: Review Consonant Blends
 - » ELL Targeted Support

CLOSE READ

- Use Text Evidence T196–T197
- Close Read: *Places We Go*
 - ✔ **Quick Check** T197

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T199
- Strategy and Intervention Activities T198
- Fluency T198
- ELL Targeted Support T198
- Conferring T199

INDEPENDENT/COLLABORATIVE

- Independent Reading T199
- Literacy Activities T199

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T394–T395
 - » Apply Nonfiction Text Structure
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T394–T395
- Conferences T380

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Spiral Review: CVCe Words T396
- Language and Conventions: Practice Compound Sentences T397

LESSON 5

RF.2.3.b, SL.2.1, SL.2.1.a,
SL.2.1.b, W.2.6

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T200–T201
 - » Phonics: Spiral Review: Long Vowels (CVCe)
 - » High-Frequency Words

COMPARE TEXTS

- Reflect and Share T202–T203
 - » Talk About It
 - ✔ **Quick Check** T203
 - » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T205
- Strategy, Intervention, and On-Level/Advanced Activities T204
- ELL Targeted Support T204
- Conferring T205

INDEPENDENT/COLLABORATIVE

- Independent Reading T205
- Literacy Activities T205

BOOK CLUB T205 **SEL**

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T398
 - » Digital Tools Authors Use
 - » Share Back

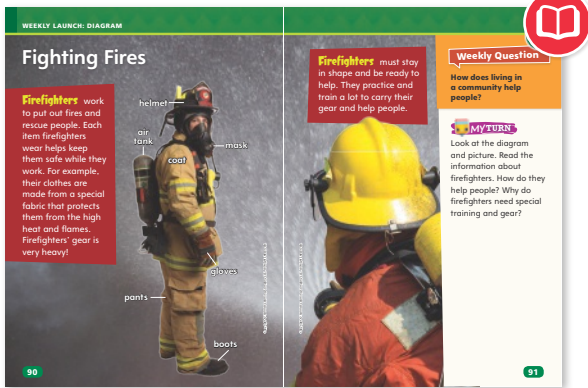
INDEPENDENT WRITING

- **WRITING CLUB** T398–T399 **SEL**
 - Conferences T380

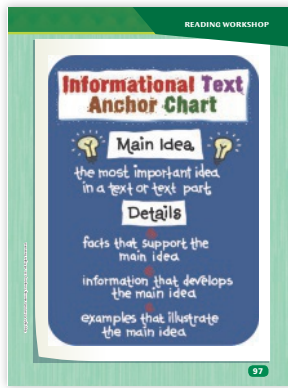
WRITING BRIDGE

- Spelling: Words with Consonant Blends T400
 - ✔ **Assess Understanding** T400
- Language and Conventions: Standards Practice T401

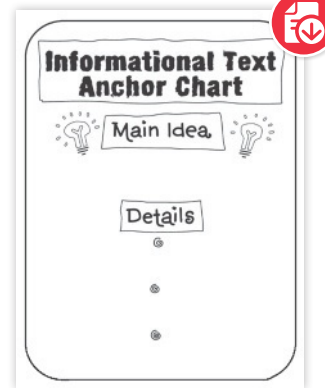
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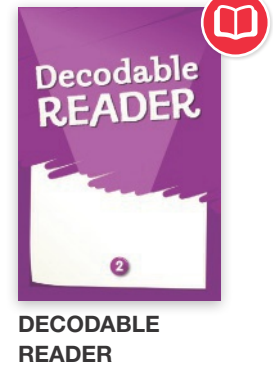
INFOGRAPHIC
"Fighting Fires"



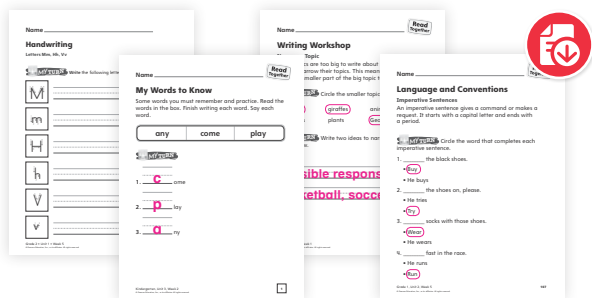
READING ANCHOR CHART
Informational Text



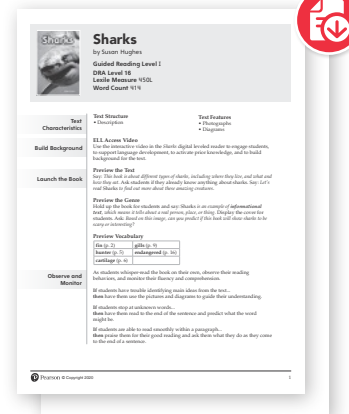
EDITABLE ANCHOR CHART
Informational Text



DECODABLE READER



RESOURCE DOWNLOAD CENTER
Additional Practice



LEVELED READER TEACHER'S GUIDE

Words of the Week

High-Frequency Words

more
things
sound

Develop Vocabulary

community
services
librarian
supermarkets
hospital

Spelling Words

nest
spend
strong
frog
stick
past
spring
scrap
blog
brick

Unit Academic Vocabulary

affect
compare
different
location
region

Word Work

OBJECTIVES

Produce a series of rhyming words.

Decode words with short, long, or variant vowels, trigraphs, and blends.

Identify and read high-frequency words.

FOUNDATIONAL SKILLS EXTENSION

See p. T170 for blends extension activities that can be used as the text is read on Days 2 and 3.

Phonological Awareness: Make Rhyming Words

SEE AND SAY Point to the picture of the key on p. 92 of the *Student Interactive*. Tell students to listen carefully to the ending sound as you say the word *key*. Repeat the sounds in the word several times, emphasizing the final sound: /ē/. Repeat for the word *tree*. Then have students repeat the words *key* and *tree* and ask what sound they hear at the end. Tell students these words rhyme.

PRACTICE Point to the pictures of the train, number three, and the kite. Name each picture for students (train, three, kite), and have them repeat the words. Have students identify the word that rhymes with the words *key* and *tree*. Ask students to name other words that rhyme with *key*, *three*, and *tree*. (*me*, *see*, *he*, *she*, *free*, etc.) Then say the following sets of words. Tell students to listen carefully to the final sounds in each word and tell which words in each set rhyme: *can*, *man*, *hat*; *try*, *make*, *tie*; *hand*, *hat*, *mat*.

TURN, TALK, AND SHARE Have partners say the word for each picture at the bottom of p. 92 in the *Student Interactive*. Then have them say as many words as they can that rhyme with *cat* and *hat*.

Phonics: Decode Consonant Blends

This week students will be decoding words with consonant blends. Introduce the skill by writing *step* and *fast*. Circle the blends. Say: *The word **step** begins with the letters **s** and **t**. We hear both consonant sounds when we read **step**, but the two sounds are blended together.* Have students say *step* and listen to the blended sounds at the beginning of the word. Say: *The letters **s** and **t** are called a **blend**. Blends can be at the end of words too. When I say the word **fast**, the sounds for **s** and **t** blend together.* Have students say *fast* and listen to the blended sounds.



ELL Targeted Support Make Rhyming Words Help students listen for the final sounds in words to identify rhyming words.

Point to the pictures of the cat and the hat on p. 92 in the *Student Interactive* and say: *Cat and hat rhyme. They both have the /at/ sound. Flat and that also rhyme with cat and hat and have the /at/ sound at the end.* Ask students to brainstorm other words with the /at/ sound. **EMERGING/DEVELOPING**

Have students name the pictures at the bottom of *SI* p. 92 and say: *Cat and hat rhyme. They have the same sound /at/.* Have students say other words with the /at/ sound. Then say the words *cake* and *make*. Ask students which sounds are the same in *cake* and *make*. Have them name words that have the /āk/ sound and rhyme. **EXPANDING/BRIDGING**

HIGH-FREQUENCY WORDS



Display the high-frequency words *sound*, *more*, and *things*. Point to *sound* and read it. Point to it again and have students read it. Repeat for each word, having students identify and read each word.

sound

things

more

STUDENT INTERACTIVE, p. 92

PHONOLOGICAL AWARENESS | PHONICS

Make Rhyming Words

SEE and SAY Words rhyme when they have the same ending sound. Say the name of each picture.



What is the ending sound in each word? **long e**

Underline the picture that rhymes with the pictures above.



TURN and TALK Work with a partner. Say the word for each picture. Produce three or more words that rhyme with them.



Possible responses: **bat, fat, mat, pat, rat, sat**

92

Interact with Sources

OBJECTIVES

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

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

Obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature reference sources, and artifacts.

ACADEMIC VOCABULARY

Language of Ideas Building upon students' academic language is key to their academic growth across all subjects. After you discuss the diagram, ask: [How do firefighters affect our lives?](#) [How would you compare firefighting to different jobs?](#)

- affect
- location
- different
- region
- compare

Use these words throughout the week to reinforce meaning and prompt students to use the words by posing questions that incorporate them.

Explore the Diagram

Revisit the Essential Question for Unit 1: *How do different places affect us?* Then read aloud the Week 3 Question: *How does living in a community help people?*

Ask: [How do you think the Weekly Question is related to the Essential Question?](#)

Discuss the diagram “Fighting Fires” on pp. 90–91 in the *Student Interactive*. Tell students that diagrams are visual aids, such as drawings, pictures, or charts, that make it easier for the reader to obtain information about a topic. Start by reading the text aloud, prompting students to follow along. Then ask: [What do you see in this diagram?](#) Focus students' attention on the images and labels. [How do these pictures and labels help you understand the text?](#)

Use the following questions to continue the discussion:

- What do firefighters do?
- Why are firefighters important to a community?
- Would you want to be a firefighter one day? Why or why not?

WEEKLY QUESTION Conclude the discussion by restating the Week 3 Question: *How does living in a community help people?* Then mention that “Fighting Fires” shows people in a community who help others. Say: [This week, we will learn more about how living in a community helps people.](#)

My TURN To help students answer the questions on p. 91 of the *Student Interactive*, have students underline the details in the text that answer the questions. Then have them use those details to discuss their ideas.



EXPERT'S VIEW Jim Cummins, Professor Emeritus, University of Toronto

“Students may pick up conversational fluency in English considerably faster than they can catch up academically in terms of reading and writing skills. Within a year or two, kids are reasonably fluent in conversational contexts, but that doesn't mean that they have caught up in academic English. It typically takes at least four to five years for students to catch up to grade-level academic achievement.”

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

ELL Targeted Support Visual Support Read aloud the short paragraphs about firefighters in the diagram. Point to each piece of gear that is labeled on the image of the firefighter. Say each word aloud as you point to it. Have students repeat by pointing to and saying each word. Then say each word and have students point to their own body to show where the gear goes. **EMERGING**

Have students work in pairs. Ask them to take turns telling how the gear keeps the firefighters safe. Review the meaning of this phrase. Then ask one partner to point to and name the gear and the other to explain how it keeps the firefighter safe. **DEVELOPING**

Have students work with a partner to write more sentences for the visuals on the page. Ask students to add another example to the text box on p. 90 in the *Student Interactive* telling how firefighters' gear keeps them safe, and another example to the text *SI* p. 91 telling why firefighters need to stay in shape. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 90-91

WEEKLY LAUNCH: DIAGRAM

Fighting Fires

Firefighters work to put out fires and rescue people. Each item firefighters wear helps keep them safe while they work. For example, their clothes are made from a special fabric that protects them from the high heat and flames. Firefighters' gear is very heavy!



Firefighters must stay in shape and be ready to help. They practice and train a lot to carry their gear and help people.

WEEK 3
Weekly Question

How does living in a community help people?

MY TURN

Look at the diagram and picture. Read the information about firefighters. How do they help people? Why do firefighters need special training and gear?

Listening Comprehension

OBJECTIVES

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

Develop and sustain foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension.


ELL Targeted Support

Cognates Point out the Spanish cognates in “Helping the Community.”

- community : *comunidad*
- different : *diferente*
- organize : *organizar*
- connect : *conectar*
- idea : *idea*
- computer : *computadora*

FLUENCY

After completing the Read-Aloud Routine, display “Helping the Community.” Model reading aloud a short section of the text, asking students to pay attention to the rate at which you read. Emphasize that fluency is about reading for meaning at an appropriate rate. While reading *Places We Go* later this week, encourage students to practice reading accurately and with proper rate and expression.

 **THINK ALOUD** Analyze **Informational Text** The first paragraph tells about different members of a community. It then explains that young people can help make their communities better. The text is explaining a topic about a real place and real people, so I can tell that this is an informational text.

Informational Text

Encourage students to listen actively as you read aloud “Helping the Community.” Ask them to recognize the characteristics and structure of the informational text, including the central, or main idea. Prompt them to ask relevant questions to clarify information and answer using multi-word responses.

START-UP

READ-ALOUD ROUTINE

Purpose Have students actively listen for the main idea and key details.

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

REREAD the text, pausing to model Think Aloud strategies.

Helping the Community

A community includes everyone who lives in the same area, from young children to senior citizens. Everyone plays an important role and can help make their community better! As a young person, there are many ways you can contribute.

Some everyday actions may seem small but they can make a big difference in someone else’s life. For example, if you see a plastic bag on the ground, you can pick it up to keep your community clean. If you see someone struggling with boxes or grocery bags, ask your parents if you can help.

You can also help in bigger ways. For example, you can clean up your local park. All you need are garbage bags, gloves, a group of volunteers, and a weekend afternoon. You can also work with artists



“Helping the Community,” continued

to paint a mural. You can plant flowers or trees to brighten up empty spaces. Projects such as these require time, dedication, and a lot of work. But they are equally rewarding and will bring your community closer together.

Organizations that help people in need can always use extra help too. You can collect food or gently used clothing. You can also make a lemonade stand or garage sale and donate the money to a local animal shelter. If you are not ready to decide on a project, do some research first. Talk to your parents and teachers. What do they think your community needs?

Communities have everything members need: libraries, hospitals, grocery stores, and schools. Communities help people, so it is important to take time to care about and support your community.



THINK ALOUD Analyze **Informational Text** In this paragraph, I read details that tell me what I can do to help my community. I can work with others to clean up a local park or plant trees. These details tell me information about the main or central idea—helping a community.

ELL Access

Build Background Prepare students for the oral reading of “Helping the Community.” Help them build background by asking them to share ways in which people help one another. Explain the meaning of such words as: *contribute*, *volunteers*, and *rewarding*.

WRAP-UP

YOU ARE HERE

“Helping the Community”

Realistic Fiction

After reading the informational text “Helping the Community,” ask students: **How are “Helping the Community” and realistic fiction texts you have read similar and different?** Have students use a T-chart to write their responses. Remind them that these similarities and differences can help them distinguish informational texts from realistic fiction.

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.



Informational Text

LEARNING GOAL

I can read about different places in my community.

OBJECTIVES

Establish a purpose for reading assigned and self-selected texts.

Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.

LANGUAGE OF THE GENRE

While reviewing the anchor chart with students, monitor their understanding of key words that help them discuss informational text, including: *facts, details, main (central) idea, and purpose* (for reading).

FLEXIBLE OPTION ANCHOR CHARTS

To create an anchor chart to support this lesson, start by focusing on the genre, informational text.

- Ask students to discuss what informational texts are.
- Have students suggest main ideas, facts, and details they have read in other texts.
- Continue to add to the anchor chart as students learn more about informational text.

ELL Language Transfer

Cognates Point out the Spanish cognates on pp. 96–97 in the *Student Interactive*.

- informational : *informativo*
- idea : *idea*
- evidence : *evidencia*

Minilesson

FOCUS ON STRATEGIES Explain that an informational text gives facts and details about real people, things, or events. These facts and details explain main ideas. Main ideas are the most important ideas in the text. Provide the following suggestions for reading informational text:

- Set a purpose. What do you want to learn about the topic of the informational text? Explain that setting a purpose guides students' reading and helps them think about the text as they read.
- Look for evidence in the text. What do the facts and details tell you about a main idea?

MODEL AND PRACTICE Show students how to establish a purpose for reading assigned and self-selected informational text. *Before I read "Helping the Community," I should set a purpose for reading. This is an informational text, so I know it will have facts about real people, things, or events. The title makes me want to learn how I can help my community, so I will say that my purpose is to learn how to help my community. When I start reading, I will look for facts and details. These facts and details will explain a main, or central, idea of the text.* Next, read and discuss the anchor chart on p. 97 in the *Student Interactive* with students.

ELL Targeted Support Describe Help students understand how informational texts provide a main idea and supporting details.

Display a T-chart with the headings "Topic" and "Details." List one familiar topic in the first column, such as: "Our school." Ask students to tell you about the school. Prompt with sentence frames: Our school is _____. Our school has _____. **EMERGING/DEVELOPING**

Provide partners with sentence strips that contain a main idea ("Firefighters have a hard job") and other strips that contain details ("Firefighters may have to fight large fires. Sometimes they fight fires in the middle of the night). Students should mix up the sentence strips and then sort the strips into the main idea and the details. Ask partners to share how they sorted the sentences. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use strategies for identifying informational text.

OPTION 1 Use the Anchor Chart Have students work with a partner to discuss the characteristics of informational text. Circulate to determine if students show understanding.

OPTION 2 Use Independent Text Have students compare realistic fiction and informational texts they have read. Ask them to write their comparisons in their reading notebooks.

TURN, TALK, AND SHARE Have students complete the Turn and Talk activity on p. 96 of the *Student Interactive*. Call on volunteers to share their purpose with the class.

✓ QUICK CHECK

Notice and Assess Can students identify informational text?

Decide

- **If students struggle**, revisit instruction about informational text in Small Group on pp. T158–T159.
- **If students show understanding**, have them continue practicing the strategies for reading informational text using the Independent Reading and Literacy Activities in Small Group on pp. T158–T159.

STUDENT INTERACTIVE, pp. 96–97

GENRE: INFORMATIONAL TEXT

READING WORKSHOP

My Learning Goal I can read about different places in my community.

Informational Text

An informational text tells **facts** and **details** about a **main**, or **central**, **idea**.

- The **main idea** is the most important idea in a text.
- Evidence in the text supports the main idea with more facts and examples.

Establish Purpose People read for a reason. One purpose, or reason, for reading an informational text is to learn new information on a topic. Before you begin to read, ask yourself what you want to learn.

TURN and TALK Talk about a purpose for reading *Places We Go*. What kind of information might you look for in this text? For example, you may want to learn which places the author will talk about. Set your own purpose for reading.

96

Informational Text Anchor Chart

Main Idea
the most important idea in a text or text part

Details
facts that support the main idea
information that develops the main idea
examples that illustrate the main idea

97

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Academic Vocabulary

LEARNING GOAL

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

OBJECTIVES

Use context within and beyond a sentence to determine the meaning of unfamiliar words.

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

Respond using newly acquired vocabulary as appropriate.

ELL Language Transfer

Cognates Encourage Spanish speakers to apply knowledge of their native language as a strategy to help them understand and remember the academic vocabulary words. Point out the following cognates:

- affect : *afectar*
- different : *diferente*
- compare : *comparar*
- region : *región*

Context Clues

Minilesson

FOCUS ON STRATEGIES Review the Academic Vocabulary words for the unit: *affect*, *different*, *compare*, *location*, and *region*. Explain that students can use context clues to understand the meaning of a word.

- Read the words and sentences near an unfamiliar word. Note any words that may suggest the meaning of the word.
- Use these words as clues to help you figure out the meaning of the word.

MODEL AND PRACTICE Read both sentences in item 1 on S/ p. 121: *I don't know what the bold word **affect** means, so I will reread the sentences. I notice that the second sentence explains the first sentence. I look for words in the second sentence that might help me understand the meaning of **affect**. I see the word **change**, which I know. The word **change** helps me understand the meaning of **affect**. So, **change** is a context clue.* Have students identify the context clue in item 2. Tell students to reread as necessary, offering guidance as needed.

Handwriting

OBJECTIVE

The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

Letters Ee, Ff, and Dd

FOCUS Display the uppercase and lowercase letters *Ee*, *Ff*, and *Dd*.

MODEL Show students how to write uppercase and lowercase letters *Ee*, *Ff*, and *Dd*. Use the following words to demonstrate how to form the letters properly: *Ed*, *Fed/fed*, and *Dad*.



ASSESS UNDERSTANDING

Apply

MyTURN Have students complete the activity on p. 121 on the *Student Interactive*.

WEEKLY STANDARDS
PRACTICE 


To assess student progress on Academic Vocabulary, use the Weekly Standards Practice online at [SavvasRealize.com](https://www.savvasrealize.com)

STUDENT INTERACTIVE, p. 121

VOCABULARY
READING-WRITING BRIDGE

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

My Learning Goal



Academic Vocabulary

Context clues are words and sentences in a text that can help you understand the meaning of another word.

MYTURN Underline the clues that help you understand each **bold** word.

1. Being in a beautiful place can **affect** a person. It can change a person's bad mood into a good one.
2. It's good to visit **different** places and not always go to the same place.
3. When you visit a new place, you can **compare** it to your home to see how it is the same.
4. A trip to a new **location**, or place, can teach you something.
5. Every **region** is special. If you can, visit another part of the world and see what it's like.

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121

PRACTICE Have students use *Handwriting* p. 17 in the *Resource Download Center* to practice writing the letters *Ee*, *Ff*, and *Dd*.



Name _____

Handwriting

Letters Ee, Ff, Dd

MYTURN Write the following letters.

E	
e	
F	
f	
D	
d	

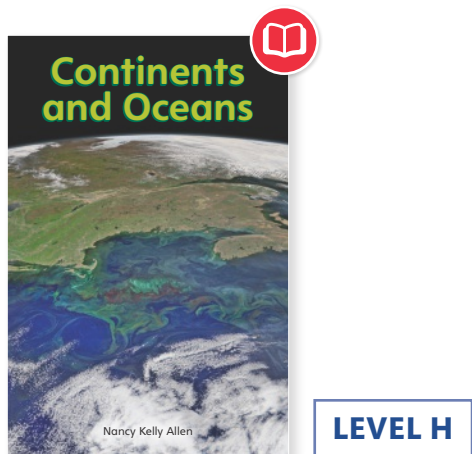
Grade 2 • Unit 1 • Week 3
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17

Handwriting p. 17

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 Informational Text

Text Elements

- Content expands beyond home
- Some complex spelling patterns

Text Structure

- Description



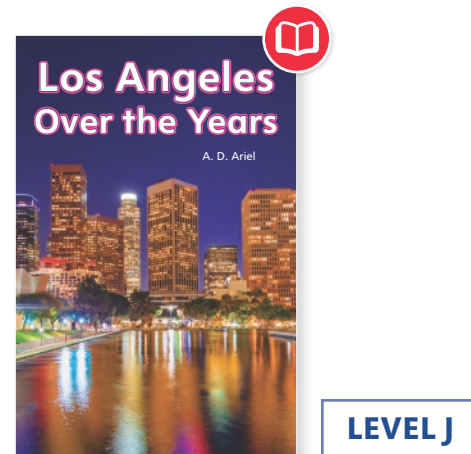
Genre Informational Text

Text Elements

- Table of contents
- Mix of familiar and new content

Text Structure

- Description



Genre Informational Text

Text Elements

- Clearly presented organizational structure
- Many lines of print per page

Text Structure

- Description

Guided Reading Instruction Prompts

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

Identify Informational Text

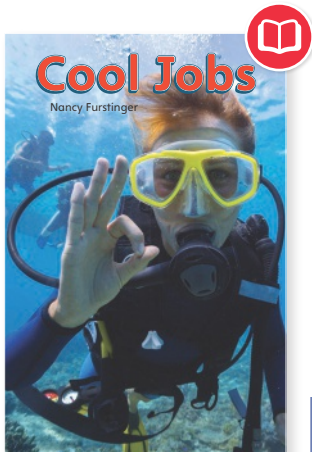
- What facts does the text provide about people, things, or events?
- How do the facts tell you about a main idea?
- What is the purpose of this text?

Develop Vocabulary

- What can you do to figure out the meaning of a word?
- What clues from the text tell you about the meaning of the word ___?

Identify Main Idea

- What are the most important ideas in the text?
- How do you know this is a main idea?
- How do the ideas in paragraphs or sections support the main idea?



LEVEL K

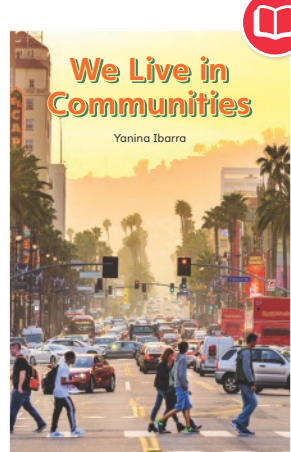
Genre Expository Text

Text Elements

- More complex sentences
- Varied organization of information

Text Structure

- Compare and Contrast



LEVEL L

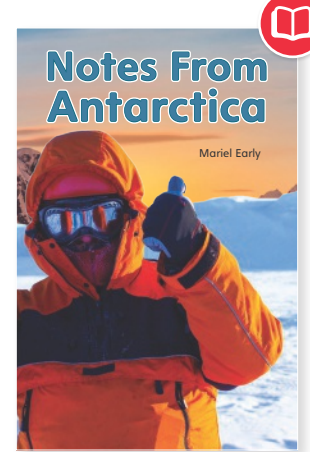
Genre Informational Text

Text Elements

- Mix of new and familiar content
- Sentences carry over two lines

Text Structure

- Compare and Contrast



LEVEL M

Genre Expository Text

Text Elements

- Multisyllable words that are challenging to decode
- Content-specific words introduced and explained

Text Structure

- Blog Entries

Use Text Evidence

- What does text evidence help you understand?
- What facts or details tell you more about a main idea?
- What do these facts or details tell you about this main idea?

Compare Texts

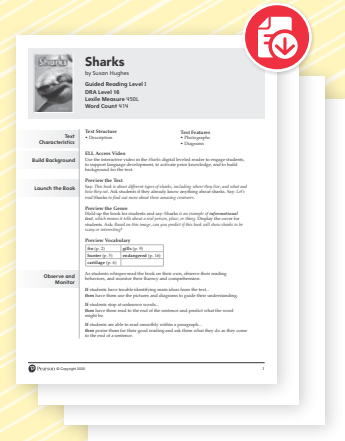
- What is the main idea in each text?
- How are the main ideas similar or different?

Word Work

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

Leveled Reader Teacher's Guide

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



Use the  **QUICK CHECK** on p. T153 to determine small group instruction.

Teacher-Led Options

Strategy Group



IDENTIFY INFORMATIONAL TEXT

Teaching Point The purpose of an informational text is to give facts and details about a topic. The title of an informational text is often a clue to the topic. The headings give readers an idea of what the main ideas in the sections are. Review “Helping the Community” with students and discuss why it is an informational text.

ELL Targeted Support

Write *Story* and *Informational Text*. Show students examples of realistic fiction stories and informational texts. Refer to a story and say: **This is a story. It does not have facts.** Show students an informational text. Say: **This is an informational text. It has facts about [topic of book]. It gives us information.**

Show students examples of fiction and nonfiction and ask them to use the sentence frame to identify the type of text: *This is a _____.*

EMERGING/DEVELOPING

Write the following titles: *All About Frogs*, *Joey Frog Has a Birthday*, *Get Healthy*, *Jobs in Your Community*, *Emma Finds a Friend*. Read aloud the titles one by one and ask students whether the title is fiction or informational. **EXPANDING**

Give partners an informational leveled reader or independent reading book. Have them look at the book and discuss why the book is an informational text. **BRIDGING**



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

Intervention Activity



IDENTIFY INFORMATIONAL TEXT

Use Lesson 36, pp. T217–T222, in the *myFocus Intervention Teacher’s Guide* for instruction on recognizing informational text.

LEVEL C • READ

Lesson 36 Genre: Informational and Persuasive Texts

DIRECTIONS Follow along as your teacher reads “Farm to Table” and “Fun Fruit Salad.” Think about what the author wants you to know.

Farm to Table

1 Each person in the United States eats about 273 pounds of fruit each year! Add to that the 415 pounds of vegetables we eat! Where do all these fruits and vegetables come from? You may answer, a farm! But where is that farm? It could be a few miles away. Or, it could be across an ocean. Let’s look at two different ways fruits and vegetables make it from the farm to your table.

Farmers’ Markets

2 Your local farmers’ market is filled with fresh produce. It is fresh because it traveled only a few miles to reach you. You could eat an apple that was picked earlier that day! When you buy produce from a farmers’ market, you help your local farmer. Of course, you miss out on fruits and vegetables that are not in season. Also, you may live in a place where some produce cannot grow.

Supermarkets

3 Walk through your local supermarket. You’ll see lots of different fruits and vegetables. Many supermarkets buy their produce from large suppliers. The produce may travel by truck, train, or even a ship to reach your supermarket. This means that it was likely picked days or even weeks before. Of course, your supermarket may have fruits and vegetables that won’t grow in your area. If you live where it is cold, then some fruits, such as oranges, must travel from warmer places.

4 Fruits and vegetables are tasty and good for you. Ask a few questions to find out where they come from!

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Reading Informational Text T • 217

On-Level and Advanced



INQUIRY

Question and Investigate Have students use the diagram on *Student Interactive* pp. 90–91 to think of one question about firefighters they wish to investigate.

See *Extension Activities* pp. 56–60 in the *Resource Download Center*.



Conferring

3 students / 3–4 minutes
per conference

IDENTIFY INFORMATIONAL TEXT

Talk About Independent Reading Have students explain how they know that their book is informational text.

Possible Conference Prompts

- What facts or details tell you that the text is about real people, things, or events?
- What have you learned about the main idea from facts and details?
- How did you use what you learned about informational texts to understand this text?

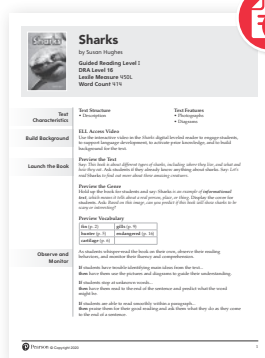
Possible Teaching Point Readers can learn more about the main idea of an informational text by looking at the cover, title, pictures, and headings. Headings are titles of pages or paragraphs.

Leveled Readers



IDENTIFY INFORMATIONAL TEXT

- For suggested titles, see Matching Texts to Learning, pp. T156–T157.
- For instructional support on recognizing facts and details in informational text, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together in whole group. Encourage students to share what they discovered about informational texts, and celebrate what they learned.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to “Fighting Fires,” or a previously read leveled reader or self-selected text.
- 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 their purpose for reading informational texts in their reader’s notebook.
- play the *myView* games.
- take turns reading “Fighting Fires” with a partner using appropriate expression.

BOOK CLUB



See Book Club, pp. T492–T495, for

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

Word Work

OBJECTIVES

Decode words with short, long, or variant vowels, trigraphs, and blends.

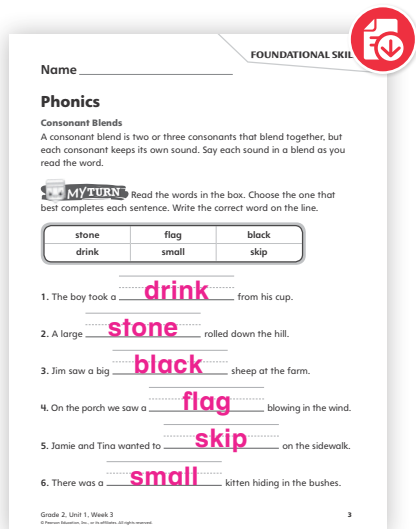
Identify and read high-frequency words.



Sound-Spelling Cards 32, 38, 41

ADDITIONAL PRACTICE

For additional student practice with consonant blends, use *Phonics* p. 3 from the *Resource Download Center*.



Phonics, p. 3

Phonics: Decode Words with Consonant Blends

Minilesson

FOCUS Use Sound-Spelling Cards 32, 38, and 41 to introduce beginning and ending blends. Point out the letters *tr* and *str* at the beginning of *train* and *strawberry*. The first two letters of *train*, *t* and *r*, make a consonant blend. The sounds /t/ and /r/ blend together. Some blends have three letters, such as *str* in *strawberry*. Tell students that blends can be at the end of words too. Point out the letters *m* and *p* on Sound-Spelling Card 38. Explain that *m* and *p* make up an ending blend.

MODEL AND PRACTICE Point to *spoke* on *SI* p. 93. When I see a word that begins with *s* and *p*, I know it is an *s*-blend. The sounds blend together. I also recognize that the word has a CVGe pattern, so the letter *o* has a long vowel sound. This helps me decode, or read, the word: *spoke*. Have students identify the blends in the words in the first row and decode the words with you. Then have them decode the rest of the words as you listen.

TURN, TALK, AND SHARE Have pairs reread the words in the chart. Tell them to underline the consonant blend in each word.

Phonics: Decode and Write Words with Consonant Blends

Minilesson

FOCUS Write: *r*-blends, *l*-blends, *s*-blends. These are beginning blend families. Other consonants combine with these letters to make blends. Write: *-mp*, *-nd*, and *-nt*. These are some common ending blends.

MODEL AND PRACTICE Point to the picture of the drum on *SI* p. 94. This is a drum. The letters are mixed up but I can figure out how to unscramble them. I say the word *drum*. I hear an *r*-blend at the beginning: /dr/. The letters *d* and *r* stand for the sounds in the blend. I write *dr*. I hear a short /u/ sound followed by the consonant sound /m/. This helps me write the word *drum*. Ask students to write *drum* on the lines. Then have them name the next picture, tell the blend they hear, and unscramble and write the word.



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for decoding words with consonant blends.

OPTION 1 My TURN Have students complete the rest of the activity on p. 94 of the *Student Interactive*.

OPTION 2 Independent Activity Have students work with a partner to write words with beginning and ending blends.

QUICK CHECK

Notice and Assess Are students able to decode words with consonant blends?

Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T182–T183.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T182–T183.

HIGH-FREQUENCY WORDS



Write *sound*, *more*, and *things*.

- Point to each word and have students read it.
- Have students identify each word by pointing to it when you say the word.
- Ask students to make oral sentences using the words.

sound

things

more

STUDENT INTERACTIVE, p. 93

FOUNDATIONAL SKILLS

Consonant Blends

Some words have two or three consonants whose sounds are blended together. For example, the **tr** in **train** and the **mp** in **lump** are blended in this way. These letter groups are called **consonant blends**.

Read each word below. Listen to the sounds of the consonants.

<u>s</u> poke	tr <u>i</u> p	cl <u>a</u> p	pr <u>i</u> ze	fl <u>a</u> ke
fa <u>s</u> t	li <u>f</u> t	ju <u>m</u> p	gr <u>a</u> nd	sl <u>a</u> nt
sc <u>a</u> lp	scr <u>u</u> b	sp <u>l</u> it	str <u>i</u> ke	sp <u>r</u> int

TURN and TALK Reread the words in the chart with a partner. Underline the consonant blend in each word. Some words have more than one consonant blend.

STUDENT INTERACTIVE, p. 94

PHONICS | HIGH-FREQUENCY WORDS

Consonant Blends

MY TURN Unscramble the letters to write a word that names each picture. Then read the words.



mudr

drum



lnatp

plant



meils

smile



mutsp

stump



tireps

stripe



gorf

frog

Introduce the Text



OBJECTIVES

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

Evaluate details read to determine key ideas.

Shared Read Plan

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

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

Preview Vocabulary

- Introduce the words on p. 98 in the *Student Interactive*. Define words as needed.

community: a place where people live, work, and play

services: work that people do to help others

librarian: a person in charge of a library

supermarkets: large stores that sell food and other goods

hospital: a place where doctors and nurses care for sick or injured people

- These words will help you understand information in *Places We Go*. As you read the words in the text, ask: Why are these words important?

Read

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

FIRST READ STRATEGIES

READ Remind students to read the text for the purpose they set.

LOOK Encourage students to look for the main idea of the text.

ASK Have students ask questions to clarify information they do not understand.

TALK Prompt students to evaluate details to determine key ideas in the text. Then have them discuss the most important ideas.

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



ELL Targeted Support Develop Vocabulary Have students use visual and contextual support to develop vocabulary. Write a short definition of each vocabulary word for students to read.

Have students look at *SI* p. 99 and help them read the subtitle. Point to your definition of *community*, and discuss why the post office in the picture is a place for the whole community to visit. **EMERGING**

Assign partners one of these words: *librarian*, *supermarket*, *hospital*. Have them draw a picture of it. Have other students read the definitions and guess which word matches each picture. **DEVELOPING**

Have students read the definitions, choose a word, and find a related image. Have them explain their image to the class. **EXPANDING**

Have groups write sentences that use the vocabulary words in context. Have groups exchange sentences and read them aloud. **BRIDGING**

ELL Access

Background Knowledge

Students learn by making connections to their prior knowledge. Tell students to share what they know about places in a community.

STUDENT INTERACTIVE, pp. 98-99



Places We Go

Preview Vocabulary

Look for these words as you read the text from *Places We Go*.

community services librarian supermarkets hospital

First Read

Read for the purpose you set.

Look for the main idea of the text.

Ask questions to clarify information.

Talk about the most important ideas.




Meet the Author



Rachelle Kreisman won an award for her children's books about places, heroes, and activities in communities. In her Connecticut community, she enjoys hiking, kayaking, and other outdoor activities.

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Genre Informational Text


from Places We Go

A KIDS' GUIDE TO COMMUNITY BUILDINGS

By Rachelle Kreisman




 **AUDIO**
Audio with
Highlighting

 **ANNOTATE**

99

First Read

Read

 **THINK ALOUD** Before I read, I set a purpose, or a goal, for reading. I know that this text is informational text, or a text that gives facts and details about a main idea. I want to read to enjoy the text, but I also want to learn something new. My purpose will be to learn what makes up a community.

Close Read

Identify Main Idea

Explain that a main idea is the most important idea in a section of text. Direct students to the question in the heading “What Is a Community?” Say: **A heading tells the topic of a section and can be a clue to the main idea.** Explain that to look for the main idea, students should look for a phrase or sentence that answers this question. Have students underline clues in **paragraphs 1 and 2.** See student page for possible responses.

DOK 1

OBJECTIVE

Recognize characteristics and structures of informational text, including the central idea with adult assistance.

CLOSE READ



Identify Main Idea

Underline the words that tell you the main idea of this section.

community a place where people live, work, and play

What Is a Community?

- 1 Hooray for the **community!**
A community is a place where people live, work, and play. It is made up of neighborhoods. There, you will find homes and people. Who lives in one of those neighborhoods? You! That makes you part of a community.
- 2 People in a community help each other and work together. They share roads, parks, and buildings.

DID YOU KNOW?

Three kinds of communities are urban, suburban, and rural. Urban areas are cities. They have tall buildings and many people. Suburban areas are near cities. People often live in houses and apartments. Rural areas have fewer people and more land. Farms and villages are often found there.

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CROSS-CURRICULAR PERSPECTIVES

Social Studies



Connect the text to the diagram “Fighting Fires” on pp. 90–91. Read aloud the first sentence in **paragraph 2** on p. 100 and then ask: **What do we know about how firefighters help people in a community?** Have students review the diagram as you discuss the topic.



- 3 Can you name some buildings in a community? They include markets, schools, libraries, and hospitals. Many people work at those places. They provide goods and services. Goods are things that people can buy or borrow, such as food and books. Services are things that people do for each other. Teaching and medical care are services.

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CLOSE READ



services work that people do to help others

First Read

Talk

THINK ALOUD To help me understand what I read in the text, I look for the most important ideas. I notice three main categories in the text on this page: buildings, goods, and services. I'm going to write those three names down. Then I'm going to talk with a partner about examples of buildings, services, and goods.

CROSS-CURRICULAR PERSPECTIVES

Social Studies



Certain buildings in a community are run by the government. For example, some libraries, schools, community centers, and community colleges are government buildings. They provide education—a service that all people in a community need.

First Read

Look

THINK ALOUD As I read, I look for clues that tell me about the main idea of the section. The heading is one clue. It tells the topic, which is “school.” Then I look for details that help answer the question, “What is the most important idea the author shares about school?” I will keep reading to find out.

Close Read

Use Text Evidence

Explain that details in a text give more information about an idea. Sometimes, details include lists and examples. Direct students to **paragraph 5** on p. 102. Ask: *Where do you see a list that gives more information about what elementary school teachers do?* Have students respond by highlighting words in the text. **See student page for possible response.**

DOK 1

OBJECTIVE

Use text evidence to support an appropriate response.

CLOSE READ



Use Text Evidence

Highlight words that tell more about the many subjects teachers in elementary school teach.

School

- 4 Where do many kids go to learn? School! Most kids start Kindergarten around age five. That is the first year of elementary school.
- 5 Teachers plan lessons for many subjects. They teach math, reading, science, and social studies. Kids usually stay in one classroom for most of the day. They may go to other teachers for art, music, library, and gym.



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Possible Teaching Point



Language & Conventions | Compound Sentences

Use the Language & Conventions lesson on p. T393 in the Reading-Writing Workshop Bridge to remind students that writers can combine two related sentences into one compound sentence. Show students how to produce a complete compound sentence by combining the last two sentences on p. 102. *(Kids usually stay in one classroom for most of the day, but they may go to other teachers for art, music, library, and gym.)*



- 6 Middle school often starts in grade six or seven. Then kids go to high school in ninth grade. High school lasts for four years. When students graduate, they get an award called a **diploma**.

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First Read

Ask

THINK ALOUD As I read an informational text, I think of questions I have. I also highlight facts and ideas that I want to learn more about. As I read p. 103, I want to know more about how middle school and high school are different from elementary school. What classes do students in middle school have? Do students have the same teacher for all their classes? I'll write these questions and see if I can find answers as I keep reading.

ELL Targeted Support Consonant Blends Help students spell and pronounce words with consonant blends.

Have students name items in the photograph on *S/* p. 103. Then identify items with consonant blends, such as *smile*, and *blue*. Write the words, say them, and then have students repeat the words. Then point out the word *diploma*. Point to the /pl/ sound and explain that it is the same sound as in the word *place*. Help students pronounce the word *diploma*. **EMERGING/DEVELOPING**

First Read

Ask

THINK ALOUD As I read p. 104, I learn that some middle and high school students start their day in a “homeroom class.” What is a homeroom class? I can tell based on the text that it is where students start the day, but that’s all I know so far. I’m going to circle “homeroom class” in the text and continue reading to see if the text answers my question.



- 7 Middle and high school kids have many teachers. Each teaches a different subject. Students may start the day in a homeroom class. *Ding!* A bell often tells them when it is time to change classes.

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Possible Teaching Point



Academic Vocabulary | Context Clues

Use the Academic Vocabulary lesson on pp. T154–T155 in the Reading-Writing Workshop Bridge to review context clues. Point out the Academic Vocabulary word *different*, which is used in the second sentence on p. 104. Guide students to determine the word’s meaning by using context clues from those sentences. Ask: **Which words help you understand what *different* means?** (*many, change*)

CLOSE READ **Vocabulary in Context**Underline

examples in the text that help you understand what after-school activities are.

8 Schools are an important part of the community. They bring people together. Many students go to after-school activities. They join clubs and play sports. Some kids take part in plays, band, or chorus. People in the community can watch the sports games. They can also attend the plays and concerts.



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First Read**Talk**

Have pairs of students work together to identify the most important ideas the author shares about schools. Guide students as needed to differentiate between factual details and important ideas. Point out that details such as “Some kids take part in plays” is a fact, not an idea. “Schools bring people together” is a key idea.

Close Read**Vocabulary in Context**

Remind students that they can use context to determine the meanings of words or phrases. **Look at the sentences around the unfamiliar word or phrase.**

Explain that, sometimes, examples are included in the text that help tell what a word or phrase means. Direct students to the sentences following the phrase “after-school activities” to read examples of types of after-school activities. **See student page for possible responses.**

DOK 2

OBJECTIVE

Use context within and beyond a sentence to determine the meaning of unfamiliar words.

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

Relevant Details Explain that authors use relevant details to support a main idea. Details can include lists, examples, and descriptions. Work with students to identify the main idea of p. 105 (stated in sentence 1). Then identify the relevant details that support the main idea. Ask, **How does the author use these details to help readers understand the main idea?** For more instruction on Author's Craft, refer to pp. T190–T191 in the Reading-Writing Workshop Bridge.

First Read

Read

THINK ALOUD As I read, I think about my purpose for reading. At the beginning of the story, I said my purpose for reading was to find out what makes up a community. While reading, I mark details related to that purpose. For example, I learn that libraries are an important part of a community.

Close Read

Use Text Evidence

Help students recognize that structures of informational text include supporting evidence for the main idea. Explain that students should look for reasons that answer the question *why?* as they read. Point to the first sentence in **paragraph 9** and explain that it states a main idea. Assist students in highlighting details, or reasons, that provide supporting evidence for the main idea. **See student page for possible response.**

Ask: *How do these details explain why a library is a popular place?*

Possible response: because these are things people like to do

DOK 2

OBJECTIVE

Use text evidence to support an appropriate response.

Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.

CLOSE READ



Use Text Evidence

Highlight words that tell why the library is a popular place in communities.

Library

9 The library is a popular place in communities. It is filled with thousands of books. A library's media center has movies, music, and sound recordings of books. People in the community can borrow the books and media for free. How can you do that? It's easy! Get a library card. It shows that you are a library member.



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Foundational Skills Extension

Consonant Blends

Ask students to locate and read aloud the word on p. 106 that begins with the consonant blend /pl/ (*place*). Review pp. T160–T161 for more instruction.



- 10 Some people go to the library to read. Others go to do research. People also use computers there to go on the **Internet**. They may read news from home or email friends and family.

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Possible Teaching Point



Language and Conventions | Compound Sentences

When combining two related complete sentences into one compound sentence, writers include a comma and the word *and*, *but*, or *or*. Show students how to make a complete compound sentence by combining the first two sentences on p. 107. (*Some people go to the library to read, and others go to do research.*) See p. T389 in the Reading-Writing Workshop Bridge for more instruction on compound sentences.

First Read

Ask

THINK ALOUD As I read, I pay attention to details that are unclear to me and ask questions about them. For example, I read that some people go to the library to use the computers to read news “from home.” What does “from home” mean? Does it mean that they are from a different country? I will continue reading to find out if my question is answered.

First Read

Look

Point at the sentence in **paragraph 12**, “The Librarian also plans programs for the community.” Say: *This sentence helps me understand the ideas I’m going to find in a paragraph. I know that everything in this paragraph relates to the idea of what a librarian does for people and a community. As I read, I’ll circle details that tell me what librarians do for people and the community.*

CLOSE READ



librarian a person in charge of a library

- 11 What if you need help at the library? No problem! You can ask a librarian to help you find books and other materials.
- 12 The librarian also plans programs for the community. Some members take part in book clubs. They read the same books and get together to talk about them. Authors may come by to talk and sign the books they wrote. Libraries may also show movies and host parties.



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Possible Teaching Point



Academic Vocabulary | Context Clues

Remind students that context clues are words and phrases near an unfamiliar word that provide clues about the word’s meaning. Point out the definition of *librarian* provided on the page. Then ask: *What clues in the text support this definition of librarian?* For more information on context clues, see pp. T154–T155 in the Reading-Writing Workshop Bridge.



First Read

Talk

In pairs, have students discuss any library events they have participated in. Ask: *What makes a children's section of the library an important part of the community?* In pairs, have students use the details on p. 109 to answer the question.

Close Read

Identify Main Idea

Explain that to find a main idea, students should first read the entire section of text. Ask: *What is this section about?* Have students try to summarize the text in a phrase or a word. Explain that this can help students think about the main idea. Then have students look for words in the text that are similar to the word or words in their summary. **See student page for possible responses.**

DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text, including the central idea with adult assistance.

- 13 Have you ever been to the children's section of a library? It is where you will find books written just for kids.
- 14 The children's section often has story time. The librarian or other guests will read picture books aloud to visitors. Many libraries also have summer reading programs. Kids can sign up, read books, and win prizes.

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CLOSE READ



Identify Main Idea

Underline the words that help you know the main idea of paragraphs 13 to 14.

ELL Targeted Support Consonant Blends Ask students to find the words on p. 109 that end with the consonant blends *-nd* and *-st*. (*find*, *and*, *just*)

Read aloud each word on p. 109 with a consonant blend and have students repeat after you. Write other words containing these consonant blends (*first*, *worst*, *best*, *friend*, *bend*, *blend*). Have students read and pronounce each word. **EMERGING/DEVELOPING**

Have students list the words with consonant blends from p. 109 and find other examples on earlier pages of the passage. **EXPANDING/BRIDGING**

First Read

Ask

Direct students to **paragraph 15**. Ask: *Why do you think the writer begins with a question?* Explain that the writer anticipates, or predicts questions a reader might have and then answers them in the text. Have students look for this structure throughout the text.

Close Read

Identify Main Idea

Point out that students can use text features, in addition to the text, to determine the main idea. *Look at the picture. Then read the heading. What do you think the main idea of the text will be?* (People get food at grocery stores.) Direct students to then look at the text on p. 110 to find words that support their answer.

DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text, including the central idea with adult assistance.

CLOSE READ



Identify Main Idea

Underline the words that help you identify the main idea of this section.

supermarkets large stores that sell food and other goods

Grocery Store

15 Where do most people get the food they need? They go to the local grocery store. Large grocery stores are called supermarkets.



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Possible Teaching Point



Read Like a Writer | Author's Craft

Text Structure Explain that in informational text, authors may list the main idea first and then provide details to support the idea. Description, reasons, examples, and definitions help support the main ideas in a text. Have students find the example of a definition on p. 110. ("Large grocery stores are called supermarkets.") As they read, encourage students to find each type of supporting detail. For more instruction on Author's Craft, see pp. T190–T191.




- 16 People find what they need by searching the aisles in a market. Signs often show what is found in each aisle.
- 17 Many people work in the grocery store. Trucks bring food and other items to the store. Workers unload boxes and stock the shelves. Cashiers work at the register. They scan items to tell people how much money they owe. Some workers put groceries in bags for shoppers.

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First Read

Look

 Have students read **paragraph 17**. Ask students to identify the main idea of the section. Then have them share a detail that supports the main idea.

CROSS-CURRICULAR PERSPECTIVES

Social Studies



People can be both producers and consumers. A producer is someone who makes or provides a good or service. A consumer is someone who buys or uses that good or service. Grocery store workers, for example, are producers. They provide goods and services to shoppers, or consumers, who buy food and other items. Explain that when grocery store workers are not at work, they need to shop for groceries and other services, just like everyone else. Then they become consumers.

First Read

Talk

THINK ALOUD As I read, I think back to my purpose for reading. I wanted to learn more about what makes up a community. On p. 112, I learn that hospitals are an important part of a community. Hospitals have many different kinds of workers that help people who are sick or hurt.

CLOSE READ



hospital a place where doctors and nurses care for sick or injured people

Hospital

- 18 When people get sick or hurt, they may have to go to a hospital. It is open all day and night. Most hospitals are busy places with many workers. Doctors and nurses give patients medical care to help them get well.
- 19 If you go to a hospital, your parents will sign you in. You will get an ID bracelet with your name on it. First, you will see a nurse. Then a doctor will give you a checkup.



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Possible Teaching Point



Read Like a Writer | Author's Craft

Text Structure Remind students that text structure is the way the author organizes the details in a text. Explain that authors often include words that signal sequence. Help students identify words that signal a sequence. Point out the words *first* and *then* in **paragraph 19**. Explain that these words signal the order in which events happen. For more instruction on Author's Craft, see pp. T190–T191.



CLOSE READ

**Vocabulary in Context**

Underline words that help you understand what an ambulance does.

20 Do you need medical care right away? You can go to the hospital's emergency room. An ambulance may be called to take you there quickly. When the lights and siren are on, cars must move out of the way. Emergency medical workers take care of you on the way to the hospital.



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First Read**Ask**

I understand from the text that an ambulance can help people get to the hospital quickly, but I have some questions about how that works. How do I call an ambulance? How long does it take for an ambulance to come? What type of medical workers ride in an ambulance? I'm going to write these questions so I can look up answers later.

Close Read**Vocabulary in Context**

Guide students with questions to help them find context clues. Ask: What does an ambulance have? (lights and sirens) Who works in an ambulance? (emergency medical workers) Why do people call an ambulance? (to get to the hospital quickly) Have students underline details that help them understand what an ambulance does and then put their answers together to determine the definition of *ambulance*. **See student page for possible responses.**

DOK 2

OBJECTIVE

Use context within and beyond a sentence to determine the meaning of unfamiliar words.

CROSS-CURRICULAR PERSPECTIVES**Social Studies**

Refer students to the diagram "Fighting Fires" on pp. 90–91. Ask: How are firefighters similar to emergency medical workers? Point out that both kinds of "responders" help people who are in trouble right away.

First Read

Ask

THINK ALOUD As I read the text, I keep track of any questions I have. The text says hospitals are ready for patients to stay overnight. I wonder how many people work in hospitals overnight. Is it the same number of people as during the day?

Close Read

Use Text Evidence

Prompt students with questions to help them find text evidence to answer the Close Read note on p. 114. Ask: *What kind of things do you need if you are staying overnight somewhere? What does a hospital provide for patients who need to stay overnight?* Guide students to find details in the text that support their answers. **See student page for possible responses.**

DOK 2

OBJECTIVE

Use text evidence to support an appropriate response.

CLOSE READ



Use Text Evidence

Highlight words in the text that tell how a hospital is ready for patients who need to stay overnight.

- 21 A patient may need to stay overnight at the hospital. If that happens, the hospital is ready. Many rooms have beds for patients. They can watch TV and eat their meals in bed.
- 22 If you have to stay overnight, you will not be alone. At most hospitals, a parent can stay with you. Friends and family can visit during the day.



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ELL Targeted Support Retelling Explain to students that retelling a passage can help them better understand and remember it. Display a T-Chart with the column headings *Main Ideas* and *Details*. Work with students to complete the organizer based on details from the story.

Have students use the organizer to retell the text. Provide sentence frames for students: *A _____ is an important part of a community. It helps _____.*

EMERGING/DEVELOPING

Have students work with a partner to write a short summary of the text based on their graphic organizer. **EXPANDING/BRIDGING**



So Many Places

23 People have so many places to go for goods and services. That makes life in the community much easier. Lucky you! You get to attend school and go to the library. When you are older, you can get a job. With the money you earn, you can open a bank account. You can also use the money to buy things you need, such as food and gas.



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First Read

Look

Remind students that headings can give clues about the topic or main idea of a section. Point out the heading “So Many Places.” Ask: *Where does the author repeat this phrase?* (in the first sentence) *What is the most important idea the author is making about these places?* Guide students to conclude that having many places for goods and services makes life in a community easier for members of the community.

Possible Teaching Point



Read Like a Writer | Author's Craft

Relevant Details Have students find relevant details on p. 115 to support the main idea that the places we go for goods and services make life easier. Ask: *Why does the author choose these details to support the main idea?* For more instruction on Author's Craft, see pp. T190–T191 in the Reading-Writing Workshop Bridge.

Respond and Analyze



Places We Go

OBJECTIVES

Use a dictionary to find words.

Use print or digital resources to determine meaning and pronunciation of unknown words.

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

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 response to reading *Places We Go*.

- **Discuss** What did you like about the text? What did you not like?
- **Brainstorm** How has the text changed the way you think about people and places in your community?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Explain that in *Places We Go*, the author uses the vocabulary words *community*, *services*, *librarian*, *supermarkets*, and *hospital* to help describe the main ideas of the text.

- Use the strategies you know to remind yourself of the word's meaning.
- Think about how the word ties into the text. How does it relate to a main idea?

MODEL AND PRACTICE Model how to complete the activity on p. 116 in the *Student Interactive* using the word *community*.

- First, I practice saying the word aloud. Next, I take out my dictionary to look up the word *community*. I look in the section for words that begin with *c*.
- Find the definition of *community* and guide students to write its meaning in their own words.

ELL Targeted Support Vocabulary Display the vocabulary words. Explain that the author chose them to describe parts of a community.

Prompt students to use key vocabulary words to complete sentences. For example: A ____ has a ____ with doctors and nurses.

EMERGING/DEVELOPING

Have students write a short paragraph using three vocabulary words to describe the place they live. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 My TURN Provide each student with access to a dictionary. Then ask students to complete p. 116 of the *Student Interactive*.

OPTION 2 Use Independent Text Ask students to make a list of unfamiliar words from their independent texts. Then, prompt them to use a dictionary to find and write the definitions of unknown words.

QUICK CHECK



Notice and Assess Can students use a dictionary to determine the meaning and pronunciation of unfamiliar words?

Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T184–T185.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on pp. T184–T185.

Check for Understanding My TURN Have students complete p. 117 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 116–117

VOCABULARY	COMPREHENSION	READING WORKSHOP												
<p>Develop Vocabulary</p> <p> MY TURN Use a print or digital dictionary to find the meanings and pronunciations of these words from <i>Places We Go</i>. With a partner, take turns saying aloud each word. Then write the meanings in your own words.</p> <table border="1"> <thead> <tr> <th>Word</th> <th>Meaning</th> </tr> </thead> <tbody> <tr> <td>community</td> <td>a place where people live and spend time</td> </tr> <tr> <td>services</td> <td>Possible response: work people do to help each other</td> </tr> <tr> <td>librarian</td> <td>Possible response: a worker at a library who helps people find books</td> </tr> <tr> <td>supermarkets</td> <td>Possible response: places where people go to buy food</td> </tr> <tr> <td>hospital</td> <td>Possible response: a place where sick people go to get well</td> </tr> </tbody> </table>	Word	Meaning	community	a place where people live and spend time	services	Possible response: work people do to help each other	librarian	Possible response: a worker at a library who helps people find books	supermarkets	Possible response: places where people go to buy food	hospital	Possible response: a place where sick people go to get well	<p>Check for Understanding</p> <p> MY TURN Look back at the text to answer the questions. Write the answers.</p> <p>DOK 2 1. What makes this an informational text? Possible response: It gives facts and details about different places in a community.</p> <p>DOK 2 2. Why does the author include the headings School, Library, Grocery Store, and Hospital? Possible response: to tell the reader what each section is about</p> <p>DOK 3 3. If you were starting a new community, which of these would you build first: a hospital, a library, a school, or a grocery store? Why? Possible response: a hospital, because people need to be well to enjoy the other things in a community</p>	
Word	Meaning													
community	a place where people live and spend time													
services	Possible response: work people do to help each other													
librarian	Possible response: a worker at a library who helps people find books													
supermarkets	Possible response: places where people go to buy food													
hospital	Possible response: a place where sick people go to get well													



Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Have a group of students work together with letter tiles to practice making words with consonant blends. Challenge each group to make as many words as they can in a set period of time and see which group can make the most words.



Students can also play the letter tile game in the *myView* games at SavvasRealize.com.

Decodable Reader



Students can read the decodable reader, *A Sound*, to practice reading words with consonant blends and high-frequency words. Have students take turns reading pages aloud, in pairs or small groups. Then have them find and repeat each word with a consonant blend.

High-Frequency Words

Remind students what this week's high-frequency words are: *more, things, sound*. Point out that two of the words have consonant blends. Ask students to identify the words and their consonant blends for the class.

Centers



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

Decodable Reader

A Sound
Written by Maria Garza

Decodable Reader
3

Consonant Blends
band Brad cluck drums flute grunt nest
plop pond slug snake trim went

High-Frequency Words
more move out saw
sound there things was

17

Brad went out to the pond to trim the roses.
There was a sound.

18

It was not the sound a flute can make.
It did not sound like a band with drums.

19

It was not the sound made when things go plop.

20

It did not sound like a snake or a slug.

21

It did not sound like the grunt of an ape.

22

The sound was more like the cluck of a hen.

23

Brad saw things move.
Ducks in a nest made the sound!

24

Use the  **QUICK CHECK** on p. T181 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point You can use a dictionary to find a word's meaning and pronunciation. Review the word *diploma* on SI p. 103. Help students use a dictionary to find the word's definition and pronunciation.

ELL Targeted Support

To help students read content area text, have them practice vocabulary using a word web for visual support and sentences for contextual support. Draw a web with *services* in the middle and two outer ovals. Write: *Members of the _____ visit _____ to buy food.* Then write: *librarian, hospital, community, and supermarkets.*

Help students place the words in the web and the sentence. Define the words. Have students read the sentence aloud. **EMERGING**

Have students read the word in the center of the web and discuss its meaning. Then have them decide which of the other words should go in the outer ovals. Read aloud the sentence with blanks, pausing at each space to discuss which word would best fit in context. **DEVELOPING**

Have pairs copy the web and the cloze sentence. Ask them to fill in the ovals and blanks. Have pairs exchange completed supports and read them aloud. **EXPANDING**

Ask students to look through their texts and read the definitions of all five words in the margins. Then have them complete the visual and contextual supports described above and explain their work to you. **BRIDGING**



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

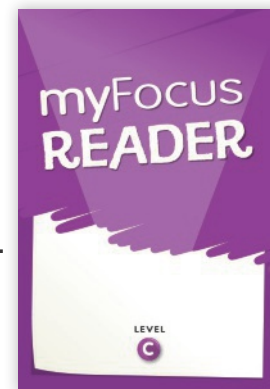
Intervention Activity



DEVELOP VOCABULARY

Read pp. 10–11, in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional information for students.

Provide instructional support for decoding, comprehension, word study, and Academic Vocabulary: *affect, different, compare, location, and region.*



Fluency

Assess 2-4 students



RATE

Help students choose a short passage from the selection text or a leveled reader. Have students take turns reading the passage at an appropriate rate. If needed, model how to read at a reasonable and comfortable rate.

ORAL READING RATE AND ACCURACY

Use pp 13–18 in Unit 1, 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 words that describe main ideas in the text. Have them share strategies they used to determine the words' meanings.

Possible Conference Prompts

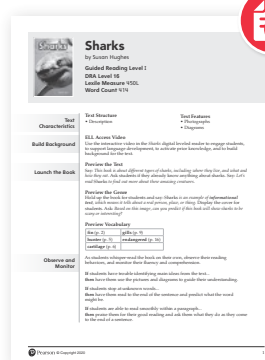
- What words does the author use to describe main ideas?
- Why would the author use these words?
- What helped you learn the meaning of these words?

Possible Teaching Point Readers find words that describe the main ideas in the informational text they are reading. Knowing these words helps readers understand the text.

Leveled Readers

DEVELOP VOCABULARY

- For suggested titles, see *Matching Texts to Learning*, pp. T156–T157.
- For instructional support on using context clues and dictionaries to discover the meaning of unknown words, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together, and ask students to share new words they found while reading informational text. Praise them all for what they learned.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Places We Go*.
- read a self-selected trade book or their Book Club text.
- retell their independent-reading book to a partner.

Centers



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

Literacy Activities



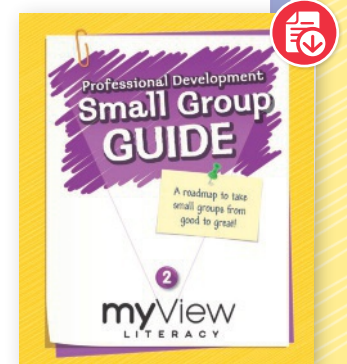
Students can

- discuss and answer the questions on *Student Interactive* p. 117 with a partner.
- add to the chart of words and word meanings from *Student Interactive* p. 116.
- play the myView games.
- partner-read a page from *Places We Go*, taking turns reading at an appropriate rate.

SUPPORT INDEPENDENT READING

Independent reading offers students a chance to practice using the reading skills and strategies they have learned.

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



Word Work

OBJECTIVES

Decode words with short, long, or variant vowels, trigraphs, and blends.

Identify and read high-frequency words.

Phonics: Decode Words with Consonant Blends

Minilesson

FOCUS Remind students that the sounds of two or three consonants at the beginning or end of words blend together. Provide examples: *sleep, trip, jump, help*.

MODEL AND PRACTICE Help pairs of students create note cards for each of the following consonant blends: *dr, fl, sl, tr, sn*, and *bl*. Then help the student pairs create note cards for the following phonograms: *ap, ip, op*. Model how you put together a blend card and a phonogram card to make a word. *I can put together the blend *dr* and the phonogram *ip* to make the word *drip**. Have partners see how many words they can make. As they make a word, ask them to write it down. Have partners share the words they made while you record them. Then read the list of words with students. Words they could make are *flip, slip, trip, snip, snap, trap, slap, flap, flop, slop*, and *drop*.

Repeat with ending blends. Have students make the blend cards *nd, ft, nt*, and *st* and the letter cards *a, e, i, o, u, d, l, s, t, b*, and *r*. Have partners make as many words as they can using the cards. Some words they can make are: *hand, find, blend, brand, stand, pond, drift, left, raft, sift, lift, lent, lint, best, last, list, rest*, and *rust*.

APPLY Ask students to choose a word with a beginning blend and an ending blend from their lists and write two sentences. Have them read the sentences with a partner.



High-Frequency Words

Minilesson

FOCUS ON STRATEGIES Review the high-frequency words for the week: *sound, more, things*.

MODEL AND PRACTICE Write *I hear a sound*. Point to *sound* and say: *This is the high-frequency word sound*. Point to each letter as you spell it. Have students read and spell the word. Then have them read and spell the high-frequency words in these sentences: *I see more birds. Things are objects.*

APPLY My TURN Have students identify, read, and underline high-frequency words on p. 95 in the *Student Interactive*.

TURN, TALK, AND SHARE Have partners take turns saying another sentence for each word.


HIGH-FREQUENCY WORDS

Remind students that they will see high-frequency words over and over in texts. Write *each, which, than, called, long, most, sound, more, and things*. Read aloud the words with students. Then ask students to use each word in a sentence.

STUDENT INTERACTIVE, p. 95

FOUNDATIONAL SKILLS

My Words to Know

 **MY TURN** Read the words in the box. Find and underline them in the sentences below. Read each sentence. The first one is done for you.

more

things

sound

1. Drums sound loud.
2. Ted was still thirsty. He wanted more juice.
3. The shiny things in the box are seashells.
4. Did you hear that odd sound?

 **TURN and TALK** Work with a partner. Take turns saying another sentence for each word.

High-frequency words are words you will see a lot when you read!



Identify Main Idea



Places We Go

OBJECTIVE

Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.

ACADEMIC VOCABULARY

Integrate As you discuss the text during the close read, model using the Academic Vocabulary words:

- The places in our community affect our lives.
- This section of the text has a different main idea.

Minilesson

FOCUS ON STRATEGIES It is important to recognize the structures of informational text, including the main, or central, idea. A paragraph or a section of text can also have a main idea.

- Read the title and headings. Can you figure out the main idea from the title of a text or the heading of a paragraph?
- Examine the text. Are there words or pictures that might help you recognize the main idea?
- Focus on sentences that introduce a topic. Do these sentences tell you what the main idea is?

MODEL AND PRACTICE Direct students' attention to the Close Read note on p. 100 of the *Student Interactive*. **To find the main idea, I first need to look at the text closely. I notice that this section of text is called "What Is a Community?" This heading, or title of the page, gives me a clue about the main idea. Next, I should look for words in the text that give me more clues. Then I will know the main idea.** Reread the page to students. Then ask: **What is the main idea?** Assist students in recognizing the words that add to the structure and develop the main idea of the section. Have them review S/ p. 109 and underline the text that tells them the main ideas of paragraphs 13 and 14.

ELL Targeted Support Identify Main Idea Have students work together to identify main ideas.

Write a set of words that describes a real person, thing, or event. For example, write: *clouds, rain, snow, and storm* (the words describe weather). Ask students to determine what real person, thing, or event the words describe. Draw pictures of each word you provide if extra support is needed. **EMERGING/DEVELOPING**

Have students work in small groups to develop their own set of words that describes a real person, thing, or event. Ask them to share their words and explain the main idea to which they all relate. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for identifying main ideas.

OPTION 1 MyTURN Ask students to annotate the text on pp. 100–101 and pp. 109–111 using the Close Read notes for Identify Main Idea. Then have them complete the chart on p. 118 in the *Student Interactive*.

OPTION 2 Use Independent Text Guide students to record the main ideas they identify as they read their independent texts. Encourage them to share the main ideas they find with a partner.

QUICK CHECK

Notice and Assess Are students able to identify the main ideas in an informational text?

Decide


- **If students struggle**, revisit instruction for identifying the main idea in Small Group on pp. T192–T193.
- **If students show understanding**, extend instruction for identifying the main idea in Small Group on pp. T192–T193.

STUDENT INTERACTIVE, p. 118

CLOSE READ

Identify Main Idea

The topic of a text is what the text is about. The **main idea**, or central idea, is the most important idea about the topic. A paragraph or a section of text can also have a main idea.

 **MYTURN** Go to the Close Read notes. Underline words that help you identify main ideas in the text. Your teacher can help you use what you underlined to complete the chart.

Paragraphs	Topic	Main Idea
1–3	Community	A community is where people live, work, play, and help each other.
9–14	Library	Possible response: The children's section is where you find books for young readers.
15–17	Grocery Store	Possible response: People go to grocery stores to get the food they need.

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Read Like a Writer, Write for a Reader

OBJECTIVES

Discuss the author's purpose for writing the text, including what the author wants to answer, explain, or describe.

Evaluate details read to determine key ideas.

Develop an idea with specific and relevant details.

ELL Access

Visuals as Relevant Details

Explain that authors can provide relevant details through illustrations and photographs. Have students look through an informational text for pictures that help them understand the main idea. Encourage students to share their findings with the class.

Relevant Details

Minilesson

FOCUS ON STRATEGIES Authors use relevant details to explain or support a main idea. A main idea is the most important idea in a text or section of text.

- Readers evaluate the details they read to help them determine the main idea.
- Authors can include relevant details as words or pictures.
- Relevant details in an informational text often appear as examples that readers can connect to real life.

MODEL AND PRACTICE Use the example on p. 122 in the *Student Interactive*. The first sentence of the text tells me the main idea. The main idea is that “many people work in the grocery store.” Each of the following sentences has a detail about people who work in the grocery store. These details support the idea that “many people work in the grocery store.”

Handwriting

OBJECTIVE

The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

Letters Gg, Jj, and Qq

FOCUS Display uppercase and lowercase letters Gg, Jj, and Qq.

MODEL Model writing letters Gg, Jj, and Qq. Guide students by showing them how to form the uppercase and lowercase letters properly.



ASSESS UNDERSTANDING

Apply

My TURN Have students complete the activity on p. 122 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 122

AUTHOR'S CRAFT

Read Like a Writer, Write for a Reader

An author has a main idea. The main idea is the most important idea in a text. The author includes details that help explain or support that main idea.

Text from <i>Places We Go</i>	Main Idea and Details
"Many people work in the grocery store. Trucks bring food and other items to the store. Workers unload boxes and stock the shelves. Cashiers work at the register. ... Some workers put groceries in bags for shoppers."	The first sentence tells me the author's main idea. Each sentence that follows is a detail about people who work in the grocery store.

MY TURN Write two details that explain this main idea: People go to the library for different reasons.

Possible responses (any 2):

People go to find new books. People go to do research. People go to use computers.

122

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Writing Workshop

Have students brainstorm relevant supporting details in their Writing Workshop texts. During conferences, support students' writing by helping them identify and develop relevant ideas to explain or support a main idea.

PRACTICE Have students use *Handwriting* p. 18 in the *Resource Download Center* to practice writing the letters Gg, Jj, and Qq.

Name _____

Handwriting
Letters Gg, Jj, Qq

MY TURN Write the following letters.

G	_____
g	_____
J	_____
j	_____
Q	_____
q	_____

Grade 2 • Unit 1 • Week 3
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Handwriting p. 18

Use the  **QUICK CHECK** on p. T189 to determine small group instruction.

Teacher-Led Options

Strategy Group



IDENTIFY MAIN IDEA

Teaching Point Today I want to remind you that the main idea is the most important idea in a text, paragraph, or section of text. It can be easy to read over a page of text without understanding what it's about. By looking closely at the words, you can better understand the main idea. Encourage students to revisit *Places We Go* and ask questions about main ideas. Guide them to locate words that help them identify the main ideas.

ELL Targeted Support

Use *Places We Go* to help students identify main ideas.

Ask students to give short answers to questions such as: *What does the title tell you about the text?* and *What do the pictures tell you about hospitals?* **EMERGING**

Have students write one detail they can find about a main idea. Then prompt students to discuss with a partner what the detail tells them about the main idea. **DEVELOPING**

Place students into small groups and have each group discuss how details help them understand main ideas. **EXPANDING**

Encourage students to discuss, in groups, what the main idea of the entire text might be. Have them share their conclusions with the class. **BRIDGING**



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

Intervention Activity



IDENTIFY MAIN IDEA

Use Lesson 37, pp. T223–T228, in the *myFocus Intervention Teacher's Guide* for instruction on identifying main ideas.

LEVEL C • READ

Lesson 37 Identify Main Ideas

DIRECTIONS Read "Wilma Rudolph: A True Star."

Wilma Rudolph: A True Star

- 1 Wilma Rudolph loved to run. She could run really fast, too. In 1960, Rudolph raced in the Olympic Games. They took place in Rome, Italy. Rudolph ran in three races, and she won each race. She was the first American woman to win three gold medals in one Olympics. She was twenty years old, and she became a role model for other African-American athletes.
- 2 Rudolph was born in Tennessee on June 23, 1940. She had 21 brothers and sisters! When Rudolph was four years old, she got a disease called polio. She could not walk. She wore a metal brace on her left leg. Doctors said that Rudolph might never walk again on her own. However, Rudolph decided she would walk again without a brace. She would be like all kids her age.
- 3 Once a week, Rudolph's mother took her to the hospital. There, people helped make Rudolph's legs strong. She worked hard. She did exercises. After a few years, Rudolph walked on her own.
- 4 Before long, Rudolph started to play sports. One day, her brothers put up a basketball net in the yard. Rudolph loved the game. In high school, Rudolph won a place on the girls' basketball team. She was fast, and she soon became a star basketball player.
- 5 Ed Temple, a coach from Tennessee State University, saw Rudolph play. Temple knew she would make a great runner. So Rudolph began training with Temple.

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Reading Informational Text. T • 223

Fluency

Assess 2-4 students



PROSODY

Help students practice reading a short passage with expression. Ask partners to take turns reading as if they were talking in a normal conversation.

ORAL READING RATE AND ACCURACY

Use pp. 13–18 in Unit 1, 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

IDENTIFY MAIN IDEA

Talk About Independent Reading Ask students to talk about the main ideas in the text.

Possible Conference Prompts

- Where did you look to find clues about a main idea?
- What do the words tell you about each main idea?
- What can you learn about the text from its main ideas?

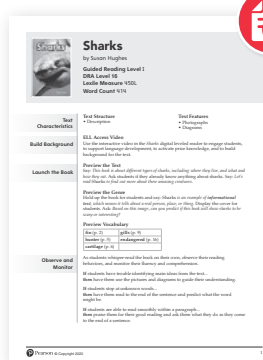
Possible Teaching Point Readers can use pictures, titles, and headings to understand main ideas.

Leveled Readers



IDENTIFY MAIN IDEA

- For suggested titles, see *Matching Texts to Learning*, pp. T156–T157.
- For instructional support on identifying main ideas, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together as a whole group. Invite a volunteer to describe how he or she found a main idea in a text.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Places We Go* or another text they have previously read.
- read a trade book or their Book Club text.
- coach a partner as they read a text.

Centers



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

Literacy Activities



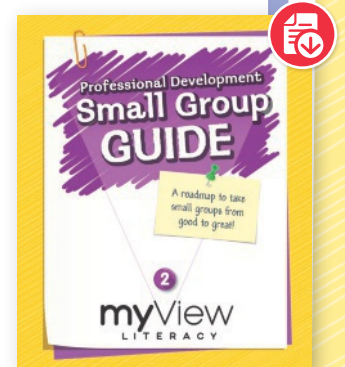
Students can

- complete the chart on *SI* p. 118.
- play the myView games.
- use their reading notebook to record main ideas from an informational text.

SUPPORT PARTNER READING

Partner reading teaches students how to work with a peer to overcome the hurdles of reading unfamiliar books. Together, they can work through difficult passages.

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



Word Work

OBJECTIVE

Decode words with short, long, or variant vowels, trigraphs, and blends.

Phonics: Review Consonant Blends

Minilesson

FOCUS Write these words:

glide

snake

grant

trust

Call on different students to come up and circle the blends in the words. Make sure students recognize that some words have both beginning and ending blends. Read the words with students.

MODEL AND PRACTICE

Say: *I know that some words have beginning blends and some have ending blends. Some words have both beginning and ending blends.* Make a chart with the blends as column headings. Ask partners to think of words for each blend. Then have students share their words while you record the words on the chart.

Beginning Blends		
l-Blends	r-Blends	s-Blends
black	prize	swim
Ending Blends		
-nk	-lt	-st
sank	belt	nest

ELL Targeted Support Decoding Students need to know the relationship between letters and sounds in order to sound out, or decode, words as they read. Some letters have more than one sound, and certain letter combinations have specific sounds. Help students decode words by demonstrating sound-letter relationships during reading.

Model how letters can stand for more than one sound. Write: *hid*, *hide*, *cap*, *cape*, *hop*, and *hope*. Read *hid*, circle the letter *i*, and tell students the word has a short vowel sound. Read *hide*, circle the *i*, and put an *x* over the final *e*. Tell students the word has a long vowel sound. Repeat the process as you read the rest of the words with students. **EMERGING/DEVELOPING**

Give students opportunities to read aloud the practice words. When they mispronounce a word, demonstrate correct pronunciation and explain the sound-letter relationship. Have students keep a list of words they have learned by decoding, or sounding out. **EXPANDING/BRIDGING**



Use Text Evidence



Places We Go

OBJECTIVES

Use text evidence to support an appropriate response.

Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.

ACADEMIC VOCABULARY

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

- Tell me the location of the evidence you found in the text.
- How does text evidence affect your understanding of the main idea?

Minilesson

FOCUS ON STRATEGIES Text evidence is a characteristic of informational text that helps create structure. It supports the text's main ideas. Readers can use text evidence to understand the main ideas in an informational text.

- Look through the text. What is the main idea?
- Find details to use as evidence that explains the main idea.
- What do the details tell you about the main idea?

MODEL AND PRACTICE Revisit the Close Read note on *SI* p. 102. Say: *The first sentence of paragraph 5 contains the main idea. Now I look for details that tell me more about the subjects that teachers teach. These details can help me better understand the main idea.* Have students demonstrate that they can recognize structures of informational text by having them highlight supporting evidence for the main idea on *SI* pp. 102, 106, and 114. Provide assistance as needed.

ELL Targeted Support Vocabulary Tell students that including a variety of vocabulary words can strengthen their writing.

Write a list of facts about a real person, thing, or event. Have partners use these facts to determine a main idea. Then have them write the main idea together, using a variety of vocabulary words.

EMERGING/DEVELOPING

Ask students to think of a person from real life. Then have them write a description of the person using various vocabulary words.

EXPANDING/BRIDGING



EXPERT'S VIEW Judy Wallis, Literacy Specialist and Staff Developer

“It's important to remember that reading is about more than phonics, fluency, and word work. We should always start with the text as a whole. Ask young readers questions such as: *What did you think about what you read? What is the big idea here? How did the author organize this text?* Then you can go back into the text to focus on phonics and the patterns or words in the text.”

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

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for using text evidence.

OPTION 1 MyTURN Have students review the Close Read notes and their annotations to complete p. 119 in the *Student Interactive*.

OPTION 2 Use Independent Text Prompt students to create a two-column chart in their reading notebooks. Then, as they read their independent texts, have them pay attention to the main ideas and text evidence they find. Ask them to write each main idea in one column and text evidence that tells about each main idea in the second column.

QUICK CHECK

Notice and Assess Can students use text evidence to understand the main ideas in an informational text?

Decide


- **If students struggle**, revisit instruction for using text evidence in Small Group on pp. T198–T199.
- **If students show understanding**, extend instruction for using text evidence in Small Group on pp. T198–T199.

STUDENT INTERACTIVE, p. 119

READING WORKSHOP

Use Text Evidence

Authors include evidence to support their main ideas. Use text evidence to understand the main ideas in an informational text.

 **MYTURN** Go back to the Close Read notes. Highlight the supporting evidence that helps you understand main ideas. Use what you highlighted to complete the chart.

Supporting Evidence	Main Idea
They teach math, reading, science, and social studies.	Teachers in elementary schools plan lessons for many subjects.
Possible response: It is filled with books, music, movies, and recordings. People can borrow the books.	Possible response: The library offers many services to people in a community.
Possible response: Rooms have beds. A parent can stay with you.	Possible response: A hospital is ready when patients need to stay overnight.

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Use the  **QUICK CHECK** on the previous page to determine small group instruction.

Teacher-Led Options

Strategy Group



USE TEXT EVIDENCE

Teaching Point Today I want to show you how to use details in an informational text as text evidence. This evidence helps you understand the main ideas. Revisit “Helping the Community” on pp. T150–T151 and guide students to find details to use as text evidence about the main idea.

ELL Targeted Support

Help students expand and internalize English vocabulary by using routine language in classroom communication.

As you locate details about the main idea, read the sentences aloud and have students echo read the sentences back to you. **EMERGING**

Read aloud a key detail and ask: *What does this detail say about the main idea? How can you describe this detail in your own words?* Help students use English to respond. **DEVELOPING**

Ask students to tell you about two details that helped them understand a main idea.

EXPANDING

Ask students to write a set of four details about a real person, thing, or event using complete sentences. Then have partners exchange sentences and read them aloud. **BRIDGING**



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

Intervention Activity



USE TEXT EVIDENCE

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


LEVEL C • READ

Lesson 31 Apply Reading Strategies

DIRECTIONS Read the story “A Trip to the Library.”

A Trip to the Library

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



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Reading Literature T • 183

Fluency

Assess 2–4 students



ACCURACY

Prompt student pairs to practice reading a brief passage from a leveled reader with accuracy.

ORAL READING RATE AND ACCURACY

Use pp. 13–18 in Unit 1, 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

USE TEXT EVIDENCE

Talk About Independent Reading Ask students to use their two-column charts to discuss text evidence they found about one main idea from the text.

Possible Conference Prompts

- What details in the text help you understand the main idea?
- What helped you find the text evidence?

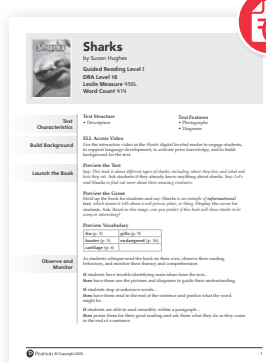
Possible Teaching Point Readers can keep track of text evidence by writing notes on key details and the main idea those details support.

Leveled Readers



USE TEXT EVIDENCE

- For suggested titles, see *Matching Texts to Learning*, pp. T156–T157.
- For instructional support on identifying main ideas and supporting text evidence, see the *Leveled Reader Teacher's Guide*.



Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Places We Go* or another text they have read this week.
- read a trade book or their Book Club text.
- listen to “Helping the Community” from pp. T150–T151.

Centers



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

Literacy Activities



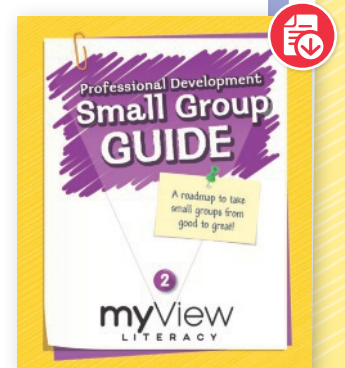
Students can

- discuss the chart they completed on *Student Interactive* p. 119 with a partner.
- play the *myView* games.
- with a partner, read a text accurately.

SUPPORT PARTNER READING

Encourage students to work with a partner to develop reading goals. Students can then support each other, using positive motivation to help them achieve their goals.

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



Whole Group

Share Bring the class back together as a whole group. Ask a few students to share something they learned from an informational text, and celebrate their understanding.

Word Work

OBJECTIVES

Decode words with short, long, or variant vowels, trigraphs, and blends.

Identify and read high-frequency words.

WEEKLY STANDARDS PRACTICE

To assess student progress on phonics, use the Weekly Standards Practice on SavvasRealize.com.

Phonics: Spiral Review: Long Vowels (CVCe)

Minilesson

FOCUS Write the words *hid* and *hide*. Ask students to read the words with you. Ask them what the vowel patterns and vowel sounds are in the words. (CVC, short *i*; CVCe, long *i*) Remind students that words with a silent *e* at the end usually have a long vowel sound in the middle.

MODEL AND PRACTICE Write each of the words below. Point to a word and have students read it. Have students identify whether the word has a CVC or CVCe pattern and whether it has a long or short vowel sound.

hope

wake

him

bike

space

help

tape



High-Frequency Words

REVIEW Remind students that high-frequency words are words that they hear and see often.

PRACTICE Ask students to review the chart. Have them say each word and repeat after you the letters each word contains. Then say one of the words and have a student write the word on a board. Another volunteer can use the word in a sentence.

	s	o	u	n	d
		m	o	r	e
t	h	i	n	g	s


sound

more

things

ADDITIONAL PRACTICE

For additional student practice with high-frequency words, use *My Words to Know* p. 9 from the Resource Download Center.

FOUNDATIONAL SKILL 

Name _____

My Words to Know

Say the words in the box to yourself. Write the word that makes sense in each sentence on the line.

sound more things

MY TURN

- We heard a loud **sound** from outside.
- She found some little **things** to play with on the trip.
- My brother wanted to eat **more** cookies for dessert.

Choose a word from the box to match each clue. Write the word on the line.

- small items **things**
- something you can hear **sound**
- not less **more**

Grade 2, Unit 1, Week 3
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My Words to Know p. 9

Reflect and Share



Places We Go

OBJECTIVES

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

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

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit academic vocabulary words to reflect on the text and make connections to the weekly question and unit theme.

Say and ask:

- Compare a place you know in your community to a place we read about this week.
- How is our community like communities in another region of the country?

Talk About It

Minilesson

FOCUS ON STRATEGIES Explain to students that they will be talking about a topic in a group discussion. During group discussion, it is important that they listen actively to others and make comments that build on what they say.

- Before making your comment, make sure that you are not interrupting another speaker.
- Ask relevant questions to clarify information.
- Answer questions using multi-word responses.

MODEL AND PRACTICE Describe listening to others during a discussion and addressing a topic using the Talk About It prompt on p. 120 in the *Student Interactive*.

First, I listen as someone else is talking, giving my full attention to the speaker. I am careful not to interrupt by making noises or talking. I hear the speaker share details about a place in the community that is similar to the library we read about in *Places We Go*. I wait to make sure the speaker has finished talking. Now I can talk about a place I know, making sure it relates to the same topic.

ELL Targeted Support Connecting Words Help students practice using connecting words to link ideas as they participate in a discussion.

Write: *I agree, I also think, In addition, Instead, However.* Discuss the meanings with students. Have students practice using the connecting words and phrases by holding a short discussion with a peer.

EMERGING/DEVELOPING

Have students write a list of connecting words and phrases they can use during the discussion. **EXPANDING**

Have students in small groups take turns sharing details about a place they all know, such as the classroom. Tell them to use each of the sentence starters on S/ p. 120 in their discussion. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for making connections between texts.

OPTION 1 Use the Shared Read Have students compare the places in their community to the places they read about this week. Encourage them to use proper listening strategies during group discussion.

OPTION 2 Use Independent Text Have students compare what they already know about their community to what they learned in their self-selected independent-reading texts. They should focus on the topic of how people in communities help one another.

QUICK CHECK

Notice and Assess Are students able to participate in a group discussion?

Decide

- **If students struggle**, revisit instruction for speaking and listening during discussions in Small Group on pp. T204–T205.
- **If students show understanding**, extend instruction for speaking and listening during discussions in Small Group on pp. T204–T205.


WEEKLY QUESTION Have students use evidence from the texts they have read this week to respond to the Weekly Question. Tell them to discuss in small groups.

STUDENT INTERACTIVE, p. 120

RESPOND TO TEXT

Reflect and Share

Talk About It
How are the places in your community the same as the ones you read about this week? How are they different? Use examples from the texts to support your response.



Listen to Others
In a discussion, it is important to listen to everyone. Before you talk, listen to what others have to say.

- Don't interrupt.
- Listen carefully to the ideas of others.

Use these sentence starters to help you build on the ideas of others.

You're right about . . .
I agree with . . .
but I also think . . .

Weekly Question
How does living in a community help people?

120

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Use the  **QUICK CHECK** on p. T203 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point Today I want to review speaking and listening strategies for comparing texts in a group discussion. Choose a nonfiction text that is familiar to students. Have students take turns orally comparing the main ideas and examples in that text to those in *Places We Go*. Model and discuss listening closely and building on each speaker's ideas.

ELL Targeted Support

Read aloud a short passage. Share with students an example of prior knowledge you have about the topic of the passage. Explain that you got this knowledge from another text.

Model how to describe the connection between prior knowledge and the passage using language suited for a group discussion. **EMERGING**

Ask students to think of their own prior knowledge related to the passage. Have them complete this sentence frame: _____ reminds me of what I read in _____. **DEVELOPING**

Have students share the prior knowledge they have about the topic of the passage in small groups. Instruct them to identify the sources of their prior knowledge. Encourage them to use language suited for group discussion.

EXPANDING/BRIDGING



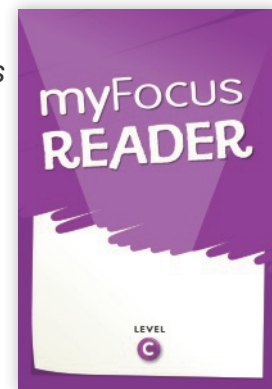
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



COMPARE TEXTS

Reread pp. 10–11, in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to engage students in a conversation that demonstrates how the texts they have read this week support their understanding of how living in a community helps people, and encourage them to use the Academic Vocabulary words.



On-Level and Advanced



INQUIRY

Organize Information and Communicate

Assist students as they organize the information they discovered about firefighters and others who help people in a community. Then, have students share their findings.

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

See *Extension Activities* pp. 56–60 in the *Resource Download Center*.



Conferring

3 students / 3-4 minutes
per conference

COMPARE TEXTS

Talk About Independent Reading Ask students to share the main idea of their text and what they already knew about that main idea before reading the text.

Possible Conference Prompts

- What did you know about this main idea before you read the text?
- How did the information you already knew help you understand the text?
- What is something new you learned from the text?

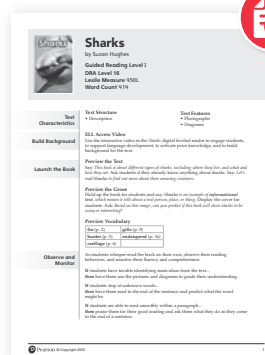
Possible Teaching Point Readers look for ways to connect what they already know to texts they are reading. These connections help readers build knowledge about the main ideas of a text.

Leveled Readers



COMPARE TEXTS

- For suggested titles, see *Matching Texts to Learning*, pp. T156–T157.
- For instructional support on recognizing theme, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together as a whole group. Invite a volunteer to tell one way in which *Places We Go* and another text they read are similar or different.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Places We Go* or “Fighting Fires.”
- 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 a reading notebook in response to the Weekly Question.
- play the *myView* games.
- review the purpose they established for reading informational text and discuss with a partner whether their original purpose has changed.

BOOK CLUB



See Book Club pp. T492–T495 for

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

UNIT 1 WEEK 4

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

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

WRITING WORKSHOP

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

Learning Goals

- I can read poems and understand rhyme, rhythm, and stanzas.
- I can use language to make connections between reading and writing.
- I can plan, draft, and publish my writing.

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.2.4, RF.2.3, SL.2.1, SL.2.1.a, L.2.2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T210–T211
 - » Phonological Awareness: Make Rhyming Words
 - » Phonics: Consonant Digraphs
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Poem: Weekly Question T212–T213
- Listening Comprehension: Read Aloud: “A Traveling Alphabet” T214–T215
- Poetry T216–T217
 - ✔ **Quick Check** T217

READING BRIDGE

- Academic Vocabulary: Word Parts T218–T219
- Handwriting: Letters *Uu*, *Ss*, and *Bb* T218–T219

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T223
- Strategy, Intervention, and On-Level/Advanced Activities T222
- ELL Targeted Support T222
- Conferring T223

INDEPENDENT/COLLABORATIVE

- Independent Reading T223
- Literacy Activities T223

BOOK CLUB T223 **SEL**

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T406–T407
 - » Explore End Punctuation and Apostrophes
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T406–T407
- Conferences T404

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Words with *ch*, *sh*, *wh*, *th*, *ph*, *tch* T408
 - ✔ **Assess Prior Knowledge** T408
- Language and Conventions: Spiral Review: Compound Sentences T409

LESSON 2

RL.2.4, RF.2.3, SL.2.1, SL.2.6, L.2.2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T224–T225
 - » Phonics: Decode and Write Words with Consonant Digraphs
 - ✔ **Quick Check** T225
 - » High-Frequency Words

SHARED READ

- Introduce the Text T226–T235
 - » Preview Vocabulary
 - » Read: Poetry by Gwendolyn Brooks
- Respond and Analyze T236–T237
 - » My View
 - » Develop Vocabulary
 - ✔ **Quick Check** T237
- Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T238
- Guided Reading/Leveled Readers T241
- Strategy and Intervention Activities T238, T240
- Fluency T238, T240
- ELL Targeted Support T238, T240
- Conferring T241

INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T239
- Independent Reading T241
- Literacy Activities T241

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T410–T411
 - » Apply End Punctuation and Apostrophes
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T410–T411
- Conferences T404

WRITING BRIDGE

- Spelling: Teach Words with *ch*, *sh*, *wh*, *th*, *ph*, *tch* T412

FLEXIBLE OPTION

- Language and Conventions: Oral Language: Sentences and End Punctuation T413

LESSON 3

RL.2.4, RF.2.3, RF.2.4,
L.2.2, L.2.5.a

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T242–T243
 - » Phonics: Consonant Digraphs *ch, sh, wh, th, ph* and Trigraph *tch*
 - » High-Frequency Words

CLOSE READ

- Explain Patterns and Structures T244–T245
- Close Read: Poetry by Gwendolyn Brooks
 - ✔ **Quick Check** T245

READING BRIDGE

- Read Like a Writer, Write for a Reader: Word Choice T246–T247
- Handwriting: Letters *Pp, Rr, and Nn* T246–T247

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T249
- Strategy and Intervention Activities T248
- Fluency T248
- ELL Targeted Support T248
- Conferring T249

INDEPENDENT/COLLABORATIVE

- Independent Reading T249
- Literacy Activities T249

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T414–T415
 - » Explore Adding Details
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T414–T415
- Conferences T404

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Review and More Practice: Words with *ch, sh, wh, th, ph, tch* T416
- Language and Conventions: Teach Sentences and End Punctuation T417

LESSON 4

RL.2.4, RF.2.3, RF.2.4,
SL.2.1, L.2.2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T250–T251
 - » Phonics: Review Consonant Digraphs
 - » ELL Targeted Support

CLOSE READ

- Monitor Comprehension T252–T253
- Close Read: Poetry by Gwendolyn Brooks
 - ✔ **Quick Check** T253

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T255
- Strategy and Intervention Activities T254
- Fluency T254
- ELL Targeted Support T254
- Conferring T255

INDEPENDENT/COLLABORATIVE

- Independent Reading T254
- Literacy Activities T254

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T418–T419
 - » Apply Adding Details
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T418–T419
- Conferences T404

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Spiral Review: Words with Consonant Blends T420
- Language and Conventions: Practice Sentences and End Punctuation T421

LESSON 5

RF.2.3, W.2.1, W.2.5,
SL.2.1, L.2.2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T256–257
 - » Phonics: Spiral Review: Consonant Blends
 - » High-Frequency Words

COMPARE TEXTS

- Reflect and Share T258–T259
 - » Write to Sources
 - ✔ **Quick Check** T259
 - » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T261
- Strategy, Intervention, and On-Level/Advanced Activities T260
- ELL Targeted Support T260
- Conferring T261

INDEPENDENT/COLLABORATIVE

- Independent Reading T261
- Literacy Activities T261

BOOK CLUB T261 **SEL**

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T422
 - » Revise Drafts by Deleting Words
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T422–T423 **SEL**
- Conferences T404

WRITING BRIDGE

- Spelling: Words with *ch, sh, wh, th, ph, tch* T424

✔ **Assess Understanding**

FLEXIBLE OPTION

- Language and Conventions: Standards Practice T425



WEEK 4 LESSON 1 READING WORKSHOP GENRE & THEME

Listening Comprehension

OBJECTIVES
Listen actively, use relevant strategies to clarify information, and answer questions about a text and its main message.

POETRY
Tell students you are going to read aloud a poem. Have them listen as you read "A Traveling Alphabet." Tell them you will hold up a flag for each line you read. Encourage students to be active listeners by keeping up with what they are hearing about what you are reading.

FLUENCY
After comparing the Read Aloud Routine Strategy, "Traveling Alphabet," students will read a variety of poems, including "A Traveling Alphabet," "Pete at the Zoo," "Keziah," "Rudolph Is Tired of the City," and "Lyle." Encourage students to use the strategies they learned in the Read Aloud Routine to help them understand and appreciate the poems.

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: Use the text aloud, pausing to model Think-Aloud strategies related to the genre.

A Traveling Alphabet

A is for Austria	I is for Italy
B is for Bali	J is for jelly
C is for Canada	K is for Kentucky
D is for Delhi.	L is for lovely.
E is for exploring	M is for magnificent
F is for foreign	N is for Norway
G is for globe trotting	O is for Omelet
H is for Hawaiian.	P is for Paraguay

READ ALOUD
"A Traveling Alphabet"



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.
• Give them an opportunity to build fluency and improve reading skills.
• Foster a love and enjoyment of reading.

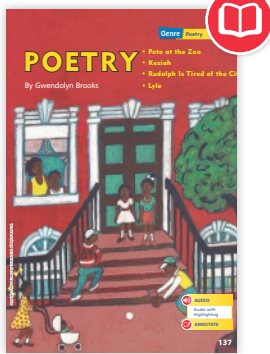
PLANNING
• Select a text from the Read Aloud Trade Book Library or the school or classroom library.
• Read the text aloud to the students.
• Prepare the text for the Read Aloud routine.
• Prepare the text for the Read Aloud routine.
• Prepare the text for the Read Aloud routine.
• Prepare the text for the Read Aloud routine.

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

DURING READING
• You can choose to stop and read aloud to students part of the text and apply Think Aloud and other reading strategies for a deeper dive into the text.
• Read with expression to draw in students.
• Ask questions to engage the discussion and draw attention to the key points.
• Use Think Aloud to model strategies and make use of student comprehension and connect reading to real life.
• Help students make connections to their own experiences, think they have read or heard 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 second time.
• Choose and assign a Student Response Form available on ReadAloud.com.

INTERACTIVE READ ALOUD LESSON PLAN GUIDE



SHARED READ
"Pete at the Zoo,"
"Keziah," "Rudolph Is Tired of the City,"
"Lyle"

BOOK CLUB

Titles related to Spotlight Genre and Theme: T478-T481

Mentor STACK

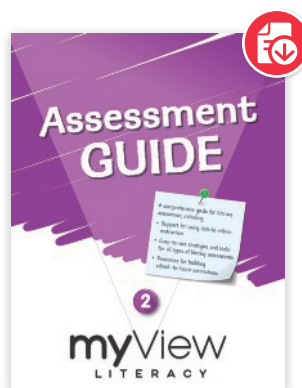
Writing Workshop T403

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

Produce a series of rhyming words.

Decode words with short, long, or variant vowels, trigraphs, and blends.



Sound-Spelling Cards 46, 47, 49

FOUNDATIONAL SKILLS EXTENSION

See p. T232 for extension activities on consonant digraphs that can be used as the text is read on Lessons 2 and 3.

Phonological Awareness: Make Rhyming Words

SEE AND SAY Point to the pictures of the sock and clock on p. 130 in the *Student Interactive*. Have students say the name of each picture aloud. Ask:

- What are the ending sounds in each word?
- Do the words rhyme?
- What are other words that rhyme with *sock* and *clock*?

FOCUS Explain that words rhyme when they have the same vowel and ending sounds.

MODEL AND PRACTICE Provide examples of words that rhyme and don't rhyme.

- *See* and *me* are rhyming words. They have a different beginning sound but the same ending sound.
- *Flag* and *dog* do not rhyme. I can hear that they both end with /g/, but their vowel sounds are different.
- *Call* and *ball* are rhyming words. They have the same vowel sound and ending sound.

TURN, TALK, AND SHARE Have students work in pairs to say the name of each picture on p. 130 and say words that rhyme with each.

Phonics: Consonant Digraphs

This week students will be reading words with consonant digraphs. Write *lunch*. Say: There are five letters in the word *lunch*, but there are only four sounds: /l/ /u/ /n/ /ch/. That's because the letters *ch* stand for one sound: /ch/. Provide another example: Write *think*. Say: There are five letters in the word *think* but four sounds: /th/ /i/ /n/ /k/. The letters *th* are a consonant digraph that stands for one sound. Point out that *think* ends with a blend.

Show students Sound-Spelling Cards 46, 47, and 49. Point out the consonant digraphs in the words.



ELL Targeted Support Rhyming Words Provide practice in hearing rhyme in words.

Say simple nursery rhymes with rhyming words. Say a rhyme and then give students an example of a rhyming pair in the poem. For example, in “Hey Diddle Diddle,” point out that *diddle* and *fiddle* rhyme. Say the rhyme again, this time having students clap when they hear a rhyming word. **EMERGING/DEVELOPING**

Have students sit in a circle. Begin by saying a word, for example, *cat*. Go around the circle, having each student say a word that rhymes with *cat*. Continue for as long as students can think of words. You may have to supply some rhyming words to keep the circle going or mime words to support students. Then repeat with another word, for example, *hop*. **EXPANDING/BRIDGING**

HIGH-FREQUENCY WORDS



Display the high-frequency words *great*, *before*, and *means*. Remind students that there are some words we need to practice so we can recognize them quickly. This helps us read more fluently. Point to each word, read it aloud, and have students repeat the word. Use the words in oral sentences: *I had a great time; We have math before lunch; That dark cloud means it will rain.* Call on several students to use one of the words in an oral sentence.

great

before

means

STUDENT INTERACTIVE, p. 130

PHONOLOGICAL AWARENESS | PHONICS

Make Rhyming Words

SEE and SAY Words rhyme when they end in the same sounds. Say the name of each picture.



What are the ending sounds in each word? /o//k/

Do the words rhyme? **yes**

Name other words that rhyme with the pictures above.

Possible responses: knock, lock, rock, block, flock

TURN and TALK Work with a partner. Say the name of each picture. See how many rhyming words you can make for each picture.



Possible responses:

bake, cake, lake, make, quake, shake, take, break, steak

feel, heel, peel, steel, meal, seal

fed, red, fled, Ted, sled, sped, shed, thread

Interact with Sources

OBJECTIVES

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

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

ACADEMIC VOCABULARY

Language of Ideas Academic language helps students access ideas. After you discuss the poem, ask: [How does the narrator's city compare to where you live? Is the narrator's city a loud or quiet location?](#)

- affect
- location
- different
- region
- compare

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

Explore the Poem

Remind students of the Essential Question for Unit 1: *How do different places affect us?* Point out the Week 4 Question: *How do different places make us feel?*

Direct students' attention to the poem on p. 128 in the *Student Interactive*. Point out that a poem is a text that has lines and stanzas. Explain that a poem often expresses the writer's feelings and may also include rhythm and rhyme to give the poem a musical quality. Read the poem to students as they follow along.

Divide the class into small groups to discuss the feelings of the narrator in the poem.

Display these instructions for students to follow:

- Circle words that relate to the senses of sound, sight, and smell.
- Underline words that show or tell how the narrator feels.
- Discuss what the narrator means when he or she says that the city "never sleeps."
- Write a sentence that tells how the narrator feels about the city.

WEEKLY QUESTION Remind students of the Weekly Question: *How do different places make us feel?* Point out that students have discovered ways that poetry can help to tell about feelings. Explain that students will read more about poetry and will explore feelings about places this week.

QUICK WRITE Have students write responses to the Quick Write questions on p. 129 of the *Student Interactive*. Afterward, ask them to share their responses.

ELL Targeted Support Language Support Read aloud the second through the fourth stanzas of the poem.

Reread the second stanza aloud, demonstrating these words: *honk, whistle, shout, and beep*. Have students echo you. Point to your ears. Ask questions about the senses. *What can you hear in the city? What makes these sounds?* Repeat the process with the third stanza as you touch your nose and the fourth stanza as you point to your eyes.

EMERGING

Have students choral-read the middle stanzas with you, using gestures to pantomime which senses are being used. **DEVELOPING**

Have pairs read aloud the poem and then help them identify parts of the picture that illustrate the phrases from the poem. **EXPANDING**

Provide a word web, with the word *senses* in the middle, surrounded by *sight, sound, and smell*. Have small groups add words from the poem for each sense. **BRIDGING**

STUDENT INTERACTIVE, pp. 128-129

WEEKLY LAUNCH: POEM

WEEK 4

City Sights

Folks say my city is crowded and loud.
I say the bustling noise makes me proud.

Honks and whistles, shouts and beeps,
I love my city. It never sleeps!

Thick, rich smells, so spicy and sweet,
Oh, how I smile as I walk down the street.

Seeing glass buildings that reach to the sky.
Hearing the shouts of kids passing by.

These are some of the things I adore.
Do you like the city? Is there a place you like more?



128



Weekly Question

How do different places make us feel?

Quick Write People live in small towns and big cities. Think about the place where you live. What feelings do you have when you think about it? How are your feelings similar to those expressed in the poem "City Sights"?

Responses should show evidence that students connected the feelings expressed in the poem with their own feelings about the place where they live.

129

Listening Comprehension

OBJECTIVES

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

Develop and sustain foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension.

Explain visual patterns and structures in a variety of poems.

FLUENCY

After completing the Read-Aloud Routine, display “A Traveling Alphabet.” Model reading aloud a stanza of the text, asking students to pay attention to the way you read. Explain that fluency in reading a poem is about reading aloud with expression and phrasing that work to make the poem flow and give it rhythm. Tell students that this week, they will read a collection of poems. Point out that when it is time to read the poems, students should practice reading with appropriate expression and phrasing.

THINK ALOUD

Analyze Poetry After you reread the first and second stanzas, point out elements of the poem. *I can tell this is a poem because I hear rhymes in words that have similar endings: Bali and Delhi. I also hear a rhythm.* Clap out the rhythm as you reread the first stanza.

Poetry

Tell students you are going to read aloud a poem. Have them listen as you read “A Traveling Alphabet.” Tell them you will hold up a finger each time you finish reading a stanza, or group of lines. 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.

A Traveling Alphabet

A is for Austria

B is for Bali

C is for Canada

D is for Delhi.

E is for exploring

F is for foreign

G is for globe trotting

H is for Hawaiian.

I is for Italy

J is for jolly

K is for Kentucky

L is for lovely.

M is for magnificent

N is for Norway

O is for Orient

P is for Paraguay



"A Traveling Alphabet" continued

Q is for quality

R is for Romania

S is for sensory

T is for Tunisia.

U is for unusual

V for Vanuatu

W is for wonderful

X for Xanadu.

These countries and places
With names far or near
Whether Yonkers or Zambia
Their letters I hear.

THINK ALOUD

Analyze Poetry After you reread the stanzas on this page, say: I know that poetry is often written in verses or stanzas. This poem has stanzas of four lines each. The sounds at the ends of the lines are similar, and many of them rhyme. The poem has a rhythm that I can tap out as I read. It also includes some descriptive words about the places, words like: *foreign*, *magnificent*, and *lovely*.

ELL Access

To help prepare students for the oral reading of "A Traveling Alphabet," read aloud this explanation: "A Traveling Alphabet" is a poem that uses each letter of the alphabet to name countries and cities and adjectives that describe them. Each line begins with a letter of the alphabet. The poem has words that end with the same sound so they rhyme, like *Vanuatu* and *Xanadu*. Listen for rhyme and rhythm as the poem is read.

WRAP-UP

A Traveling Alphabet

Have students analyze the poem. Record their thinking on a chart.

The poem is about:

The poem has these elements:

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 poems and understand rhyme, rhythm, and stanzas.

OBJECTIVE

Explain visual patterns and structures in a variety of poems.

LANGUAGE OF THE GENRE

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

- lines
- rhyme
- repetition
- pattern of beats
- stanzas
- rhythm
- imagery

ELL Language Transfer

Cognates Point out Spanish cognates related to poetry.

- line : *línea*
- rhythm : *ritmo*
- rhyme : *rima*
- repetition : *repetición*

Minilesson

FOCUS ON STRATEGIES Explain the features of poems for students.

- Poems do not have sentences and paragraphs like stories. Instead they have lines and stanzas. Thoughts in one line often continue into the next line. Groups of lines are called *stanzas*.
- Writers of poems try to create pictures in a reader's mind by using descriptive language. We call this *imagery*.
- Some poems rhyme. The words at the end of lines have the same middle and ending sounds.
- Poems have some kind of rhythm or a pattern of beats. You can clap the rhythm of a poem.
- Some poems tell stories, while other poems simply describe people, places, or things.

MODEL AND PRACTICE Have students look at “Your Dog” on *Student Interactive* p. 134. *I will figure out if this text is a poem. I can see that this text has two stanzas made up of two groups of two lines, like a poem. Next, I want to check for rhyming. Underline know and snow, and read them aloud. Repeat with chew and you. These words rhyme. Now, I want to check for a pattern of beats. Model clapping to the two stanzas as you read them aloud. Yes, the text does have rhythm. I can see that the text has stanzas, rhyming, and rhythm, so I think it is a poem.*

Ask students to tell about poems they have read. Have them describe the features these poems have.

ELL Targeted Support Elements of Poetry Use the poem on *SI* p. 134 or another poem to help students understand the elements of poetry. Point out the visual elements before reading.

Read aloud the poem. Then ask students to read the poem with you. Read it again with students and clap the rhythm. Say the words *know/snow* and *chew/you*. *These words sound the same at the end. They rhyme.* **EMERGING/DEVELOPING**

Have students read aloud the poem with you. Have them practice reading with fluency and expression. Discuss the poem using questions such as *What is the poem about? What words does the poet use to tell about a dog?* **EXPANDING**

Have students tell a partner how they can tell that this text is a poem. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify poetry.

OPTION 1 TURN, TALK, AND SHARE Have students work with a partner to complete the Turn and Talk activity on p. 134 of the *Student Interactive*. Circulate as students discuss the poem to determine whether they are able to recognize features of poetry and tell what the poem is about.

OPTION 2 Use Independent Text Ask students to notice features of the poems they are reading for independent reading. They can jot down their ideas in a reading notebook.

✓ QUICK CHECK

Notice and Assess Can students identify poetry?

Decide

- **If students struggle**, revisit instruction about poetry in Small Group on pp. T222–T223.
- **If students show understanding**, have them continue practicing the strategies for reading poetry, using the Independent Reading and Literacy Activities in Small Group on pp. T222–T223.

STUDENT INTERACTIVE, pp. 134–135

GENRE: POETRY **READING WORKSHOP**

My Learning Goal I can read poems and understand rhyme, rhythm, and stanzas.

Poetry
A poem tells thoughts and feelings. Groups of lines in a poem are called **stanzas**. The lines often end with **rhyming words**. Poems often have a pattern of beats called **rhythm**.

Stanza
Rhyming Words

Your Dog
Your dog will always let you know
he loves the beach, the car, the snow.
He loves to fetch and dig and **chew,**
but what he loves the most is **you!**

Purpose
To arrange words in a creative way to help readers think or feel

Elements

- Rhyme** words with the same ending sound
- Rhythm** the pattern of sounds
- Repetition** words or lines that repeat
- Imagery** words that paint a picture in your mind.
- Stanza** a group of lines of poetry

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134 135

Academic Vocabulary

LEARNING GOAL

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

OBJECTIVES

Identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est*.

Decode words with common prefixes and suffixes.

Respond using newly acquired vocabulary as appropriate.

ELL Access

To master academic language, English language learners need to repeatedly hear, speak, read, and write new words. Encourage use of academic language in oral and written work. For example, ask students to retell or summarize each poem using the Academic Vocabulary words.

Word Parts

Minilesson

FOCUS ON STRATEGIES Review the meanings of the Academic Vocabulary words: *affect*, *compare*, *different*, *location*, and *region*. Explain that word parts give clues to meaning and use in a sentence.

- A suffix is a word part added to the end of a word.
- When you add a suffix, a word has a new meaning.
- The new meaning is connected to the meaning of the word you add to, but the words are used differently in a sentence.

MODEL AND PRACTICE On a display surface, write *quick*. Below *quick*, write *quickly*. Circle the suffix *-ly*. *The word quick means “fast.” When I add the suffix -ly, the new word means “in a fast way.” The words are used differently in a sentence: The dog is quick. The dog runs quickly.* Write: *loud, loudly*. Have students tell you how the meaning of *loudly* is different from the meaning of *loud*. Then have students use each word correctly in an oral sentence.

Then point to the suffix *-al* and say: *The suffix -al means “related to.” So, when we add it to the word nation, the new word national means “related to the nation.”* Then show how the words are used. Say: *The United States is a nation. The bald eagle is our national bird.*

Handwriting

OBJECTIVE

The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

Letters Uu, Ss, and Bb

FOCUS Display uppercase and lowercase letters *Uu*, *Ss*, and *Bb*.

MODEL Model writing *U* and *u*. Then write *up*, *run*, and the name *Ulee*, showing proper letter formation and correct letter size. Have students copy the words. Repeat the routine with letters *Ss* (*Sue, as, last*) and *Bb* (*before, rub, ribbon, Bob, Belle*).



ASSESS UNDERSTANDING

Apply

My TURN Have students complete the activity on p. 151 in the *Student Interactive*.

WEEKLY STANDARDS PRACTICE

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

STUDENT INTERACTIVE, p. 151

VOCABULARY **READING-WRITING BRIDGE**

I can use language to make connections between reading and writing. **My Learning Goal**

Academic Vocabulary

A **suffix** is a word part added to the end of a word. It makes a new word with a new meaning.

quick + ly	in a quick way We walked quickly to the store.
nation + al	related to the nation The bald eagle is our national bird.

MY TURN Underline the suffix in each new word below. Write what the new word means. On a sheet of paper, use each new word in a sentence.

Word	New Word	Meaning of New Word
different: not the same	differently	in a way that is not the same
region: an area	regional	related to a region or area

151

PRACTICE Have students complete *Handwriting* p. 19 in the *Resource Download Center* to practice writing letters *Uu*, *Ss*, and *Bb*.

Name _____

Handwriting
Letters Uu, Ss, Bb

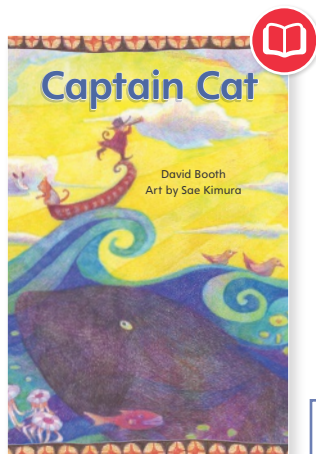
MY TURN Write the following letters.

Grade 2 • Unit 1 • Week 9 19

Handwriting p. 19

Matching Texts to Learning

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



LEVEL H

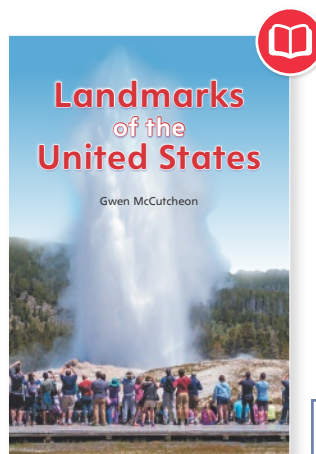
Genre Animal Fantasy

Text Elements

- Narrative with less repetition
- Dialogue assigned to speaker through a variety of words

Text Structure

- Chronological



LEVEL I

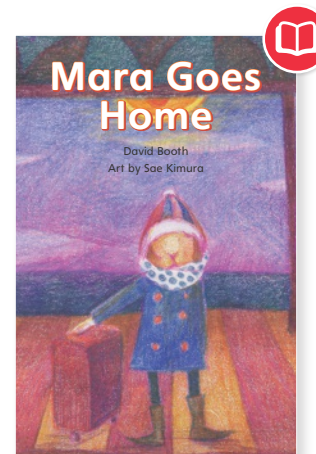
Genre Narrative Nonfiction

Text Elements

- Table of contents
- Mix of familiar and new content

Text Structure

- Description



LEVEL J

Genre Animal Fantasy

Text Elements

- Abstract concepts supported by text and illustrations
- Many lines of print per page

Text Structure

- Chronological

Guided Reading Instruction Prompts

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

Identify Poetry

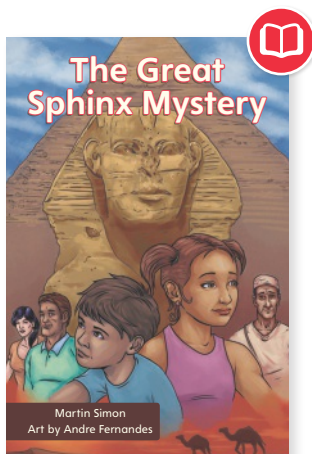
- How is a poem different from a story?
- What features do poems have?
- Why do writers of poems use descriptive language?

Develop Vocabulary

- How does rhyme help you read words?
- How do you know what this word means?
- Why does the poet include this word in the poem?

Explain Patterns and Structures

- How is this poem organized?
- What rhyming patterns can you recognize in this poem?
- Explain how the structure of a poem can help a reader enjoy it.



LEVEL K

Genre Mystery**Text Elements**

- Varied words to assign dialogue
- Words that are challenging to decode

Text Structure

- Chronological



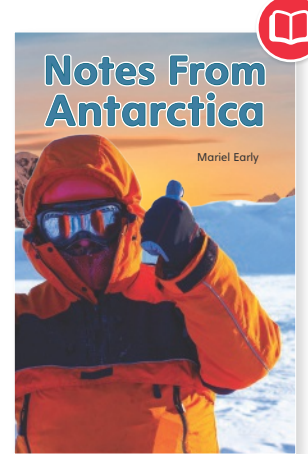
LEVEL L

Genre Realistic Fiction**Text Elements**

- New vocabulary
- Plot outside of some readers' experience

Text Structure

- Chronological



LEVEL M

Genre Expository Text**Text Elements**

- Multisyllabic words that are challenging to decode
- Content-specific words introduced and explained

Text Structure

- Blog entries

Monitor Comprehension

- How do you know when your reading isn't making sense?
- What do you do to help you understand the text?
- How does monitoring your comprehension help you be a better reader?

Compare Texts

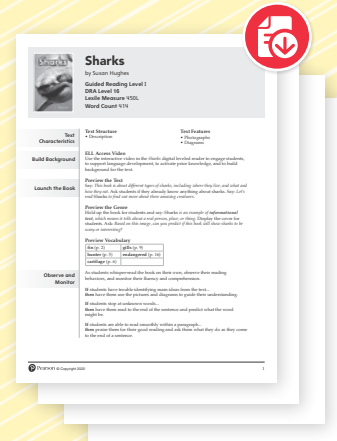
- In what ways are these two poems similar and different?
- How does the language used in these two texts differ?
- How does the structure of a poem differ from the structure of a story?

Word Work

For possible Teaching Points, see the *Leveled Reader Teacher's Guide*.

Leveled Reader Teacher's Guide

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



Use the  **QUICK CHECK** on p. T217 to determine small group instruction.

Teacher-Led Options

Strategy Group



DISCUSS POETRY

Teaching Point Today I want to remind you about the features of a poem. Some, but not all, poems have rhyming patterns, usually at the ends of the lines. Poems are written in lines and stanzas. Poems have descriptive words to help readers make pictures in their minds as they read. Refer back to the poem on p. 134 of the *Student Interactive* and use it as a model to discuss the features of poems.

ELL Targeted Support

Read aloud the poem on p. 134 of the *Student Interactive*, stressing the rhyming words. Ask students to tell you which words rhyme. Then have students use the rhyming words to describe how they picture the dog in the poem.

EMERGING

Read aloud the poem on p. 134. Ask students to draw a picture of the image they made in their minds as they listened to the poem. Ask students to show and explain their pictures using specific words. **DEVELOPING**

Ask students to list the features of poems. Have students read the poem on p. 134 and tell which features on the list are in the poem. Have them include specific language and provide examples. **EXPANDING**

Use the poem on p. 134 and another poem from this week's independent reading. Choral-read both poems with students. Have them discuss how the poems are similar and different.

BRIDGING



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

Intervention Activity



DISCUSS POETRY

Use Lesson 29, pp. T169–T174, in the *myFocus Intervention Teacher's Guide* for instruction on recognizing poetry.

LEVEL C • READ

Lesson 29 Genre: Poetry and Drama

DIRECTIONS Read the drama "The Tiger and the Goat" and the poems "The Stars" and "The Full Moon." Notice how the structures of drama and poetry are different from other stories you have read.

The Tiger and the Goat

Characters: Tiger Goat

Setting: The forest. There is a group of trees and a small pond.

- 1 **GOAT.** (*takes a drink from the pond*) What a nice day it is today!
- 2 **TIGER.** (*jumps out of the trees*) Yes, it is a very nice day! I am hungry. And you look like a very tasty goat!
- 3 **GOAT.** Oh, please don't eat me, Tiger. If you do, you'll be sorry!
- 4 **TIGER.** Why will I be sorry?
- 5 **GOAT.** There is another tiger in this pond. It is bigger and stronger than you. It is planning to eat me. If you eat me first, it will get mad.
- 6 **TIGER.** Let me see this Tiger! I will chase it away.
- 7 (*Tiger looks in the pond. It sees its own reflection. It thinks the reflection is the other tiger.*)
- 8 **TIGER.** I see you, Tiger! I will get you! (*Tiger jumps at its reflection and falls in the pond.*)
- 9 **GOAT.** (*laughing and running away*) See! I said you'd be sorry!

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On-Level and Advanced



INQUIRY

Question and Investigate Have students use the infographic on p. 129 in the *Student Interactive* to generate questions about different kinds of places to live. Then, have them list specific questions about living in these places. Throughout the week, have students conduct research about one question.

See *Extension Activities* pp. 56–60 in the *Resource Download Center*.



Conferring

3 students/3-4 minutes per conference

IDENTIFY POETRY

Talk About Independent Reading Have students explain how to recognize poetry.

Possible Conference Prompts

- How is this poem organized?
- What are some interesting words the writer uses to help you picture and enjoy the poem?
- Can you tap out the rhythm of this poem?

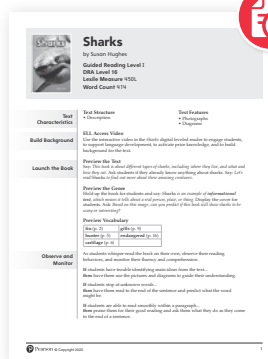
Possible Teaching Point Explain that all poems do not rhyme. Provide an example of a poem that does not rhyme and read it with students. Point out that the poem may not rhyme, but it has other features of poetry.

Leveled Readers



IDENTIFY POETRY

- For suggested titles, see *Matching Texts to Learning*, pp. T220–T221.
- For instructional support on the special characteristics of poetry, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share

Bring the class together. Ask them to share the elements they most enjoyed in a poem they read and to explain why. Ask them to explain how they figured out the text was a poem.

Independent/Collaborative

Independent Reading



Students can

- read a self-selected poetry collection.
- read or listen to a previously read leveled reader or a self-selected poem.
- begin reading the Book Club text.

Centers



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

Literacy Activities



Students can

- write a note in their reading notebooks about the way the poems they have read this week have made them feel.
- play the *myView* games.
- refer to *Student Interactive* p. 135 and work with small groups to identify examples of stanzas, rhythm, and rhyme in poems they are reading.

BOOK CLUB



See Book Club pp. T478–T481 for

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

Word Work

OBJECTIVES

Decode words with short, long, or variant vowels, trigraphs, and blends.

Demonstrate legible printing skills.

ADDITIONAL PRACTICE



For additional student practice with consonant digraphs and trigraphs, use Phonics p. 4 from the *Resource Download Center*.

Phonics
Consonant Digraphs ch, sh, wh, th, ph, and Trigraph tch
Two or three consonants sometimes make one sound. The letters ch, sh, wh, th, ph, and tch make one sound at the beginning of a word or at the end of a word.

MY TURN Read the sentences below. Pick a word from the two choices on the right to complete each sentence. Write the word on the line.

1. He drew a **graph** on the paper. graph gaps
2. The girl **thinks** about her brother. thinks thin
3. Jenny saw a **white** rabbit in the yard. wild white
4. My dad wanted to **teach** me. teach chip
5. Tucker listened to the bird **chirp**. sharp chirp
6. They tried to **catch** the ball. catch shop
7. She set her purse over **there**. there when
8. The final **show** ended early. show snow

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

Phonics: Decode Words with Consonant Digraphs

Minilesson

FOCUS Write the digraphs and the trigraph. Point to the digraphs and explain that consonant digraphs stand for one sound. Point to the trigraph and say that a trigraph is made of three letters that stand for one sound.

MODEL AND PRACTICE Write the words *ship* and *bush*. Say: I need to learn to recognize consonant digraphs in words and remember that they stand for one sound. I know that *ship* only has three sounds because the consonant digraph stands for one sound. I know that *bush* also has three sounds and that the consonant digraph at the end of the word stands for one sound: /sh/. Ask students to read the words under the two rows of pictures and identify the consonant digraphs and the trigraph.

My TURN Have students decode the words in the table on p. 131 of the *Student Interactive*. Then review by reading the words together.

TURN, TALK, AND SHARE Ask pairs to read and complete the activity.

Phonics: Write Words with Consonant Digraphs

Minilesson

FOCUS Remind students that in consonant digraphs and trigraphs, two or three letters stand for one sound. When they write words with consonant digraphs and trigraphs, they need to listen for that sound and record the two or three letters that stand for that sound.

MODEL AND PRACTICE I want to write the word *fresh*. I hear four sounds. I know that *fresh* starts with the blend *fr*. I hear a short vowel sound /e/ in the middle. I hear /sh/ at the end. I remember that the letters *s* and *h* stand for the /sh/ sound. Read aloud the first sentence on p. 132, leaving out the word *photo*. Ask students what word completes the sentence and what digraph they hear at the beginning. Have them write *photo* in the blank. Repeat with the second sentence.



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use these strategies for decoding words with consonant digraphs.

OPTION 1 MyTURN Have students complete the rest of the sentences on *SI* p. 132 to decode words with consonant digraphs and the trigraph *tch*.

OPTION 2 Independent Activity Have students look for words with consonant digraphs and the trigraph *tch* in books they are reading.

QUICK CHECK

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

Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T238–T239.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T238–T239.

HIGH-FREQUENCY WORDS

Write the words *great*, *before*, and *means*. Have students


- work with a partner to use each word in a sentence
- write the high-frequency words on index cards and take turns showing the words while their partners read the words aloud. Remind students to print each word legibly.


STUDENT INTERACTIVE, p. 131


FOUNDATIONAL SKILLS


Consonant Digraphs *ch*, *sh*, *wh*, *th*, *ph* and Trigraph *tch*


Sometimes two or three consonants make one sound.



chick


ship


whip


thorn


phone


watch

MYTURN Read, or decode, the words below.

check	shake	when	thin, tooth	photo	match
lunch	fish	white	there, smooth	graph	pitch

TURN and TALK Reread the words aloud with a partner. Then choose two words and use both words in a sentence. Share your sentences.

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STUDENT INTERACTIVE, p. 132

PHONICS | HIGH-FREQUENCY WORDS

Consonant Digraphs *ch*, *sh*, *wh*, *th*, *ph* and Trigraph *tch*

MYTURN Use a consonant group from the box to complete the word in each sentence. Read the words.

ch	sh	wh	th	ph	tch
----	----	----	----	----	-----

- That is a very good photo of you.
- This story is about a whale in the sea.
- Put the books back on the shelf.
- Zane ran fast to catch the ball.
- Let's walk on the path down to the lake.
- The cat sat by the big green chair.

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Introduce the Text



Poetry

OBJECTIVES

Establish purpose for reading assigned and self-selected texts.

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

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

Preview Vocabulary

- Introduce the vocabulary from p. 136 in the *Student Interactive* and define the words as needed.

lonely: without company; alone

stamp: to forcefully put a foot down

might: power; strength

scolding: speaking in an angry way

spread: stretch out or apart

- These words will help you understand what the poems are about. The words can also help you understand the places and the feelings of the people discussed in the poems. As you read, highlight the words when you see them in the poems. Ask yourself how these words help you understand the poems better.

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.

Read

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

FIRST READ STRATEGIES

READ Explain that students will read to understand the meaning of each poem. Challenge students to think about how they can relate to or connect with each poem.

LOOK Direct students' attention to the illustrations to help them understand what the poet is describing.

ASK Help students generate questions about parts they find interesting.

TALK Have students take notes as they read and retell or summarize after they have read.

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



EXPERT'S VIEW Pamela Mason, Harvard University

“At first flush, text complexity seems to be about the numbers of words, the types of words, and the number of sentences. But you must also read the text. It is really important to understand what the text assumes the reader knows about the subject. Texts with fewer words and shorter sentences can be very complex because the reader may have to connect the ideas in the text without the support of the author's explicit use of connectives and explanations. Short sentences are not always easy sentences.”

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



ELL Targeted Support Vocabulary Provide activities that help students use the vocabulary words in a meaningful way.

Use gestures and mime to help students understand the words. Ask students to stamp their feet and spread their arms. Have them mime scolding someone. Mime flexing your muscles to show the meaning of *might*. Ask students to tell when a person might feel lonely. Then say the words randomly and ask students to show through movement and gestures what each word means. **EMERGING/DEVELOPING**

Read the words on p. 136. Call on volunteers to use one of the words in an oral sentence. Then ask partners to choose a word and write a cloze sentence for it, using a blank for the word. Ask partners to exchange sentences and fill in the missing word. **EXPANDING/BRIDGING**

ELL Access

Background Knowledge

Students make meaning not only from the words they learn, but also from their prior knowledge. Encourage students to share personal knowledge or ideas from texts they have read about people and animals and the places they live and go.

STUDENT INTERACTIVE, pp. 136–137



Poetry

Preview Vocabulary

Look for these words as you read “Pete at the Zoo,” “Keziah,” “Rudolph Is Tired of the City,” and “Lyle.”

lonely stamp might scolding spread

First Read

Read to understand the text of each poem.

Look at illustrations to help you understand what the poet is describing.

Ask questions about parts you find interesting.

Talk to restate or summarize the poem.

Meet the Poet



Gwendolyn Brooks wrote many books of poetry, a novel, and an autobiography. In her poems, she wrote about the daily life and struggles of African Americans. Today, she is known as one of the greatest American poets of all time.

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POETRY

By Gwendolyn Brooks

Genre Poetry

- Pete at the Zoo
- Keziah
- Rudolph Is Tired of the City
- Lyle



AUDIO

Audio with
Highlighting

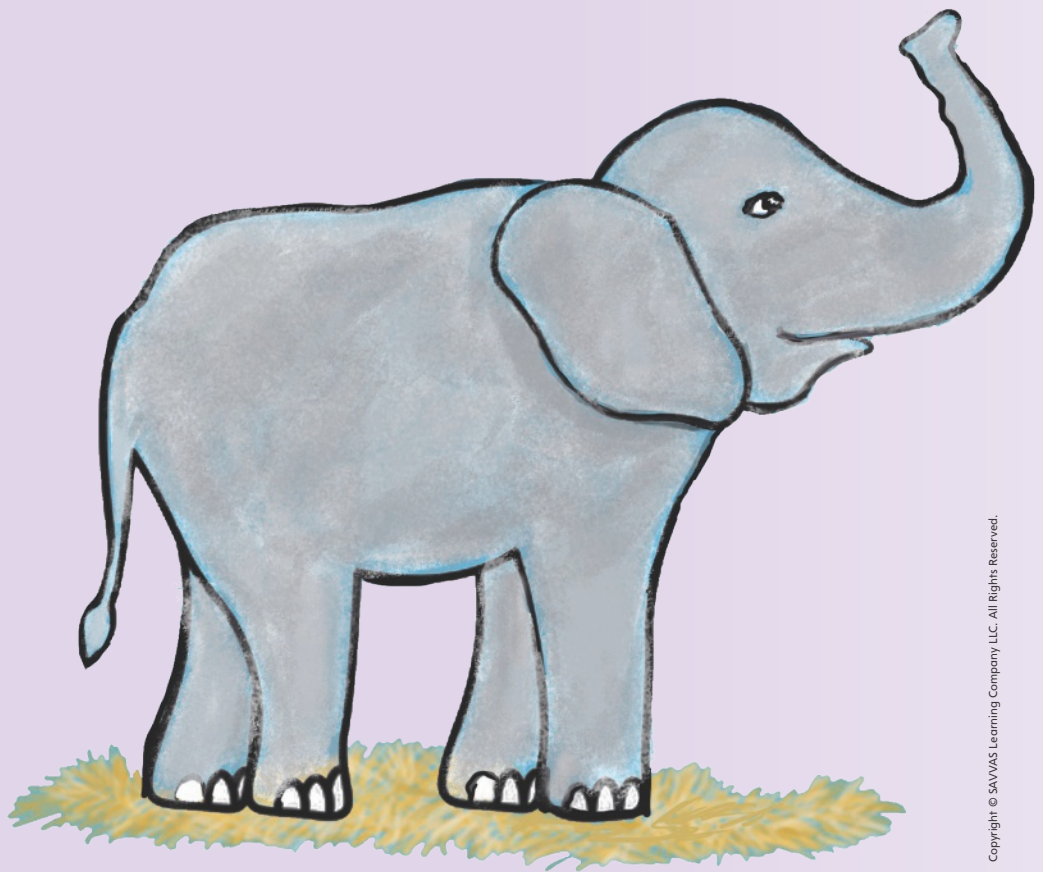
ANNOTATE

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First Read

Look

THINK ALOUD Before I read the poem, I'll look at the illustration to see if I can tell what the poem will be about. The illustration shows an elephant, but I can't tell where the elephant is. When I look at the poem on the next page, I see that the title is "Pete at the Zoo." I think the elephant must be Pete, and the title tells me he is at the zoo. I'll read the poem to find out more about him.



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ELL Targeted Support Sentence Structure Help students understand unfamiliar sentence structures used in poetry. Help students retell the poem using full sentences in English prose.

Have students circle each action word, or verb, in the poem. Then help students identify who or what is doing each action. **EMERGING/DEVELOPING**

Have students work in pairs to rewrite or summarize the main ideas of the poem using complete sentences. Encourage students to add creative details. **EXPANDING/BRIDGING**



Pete at the Zoo

- I wonder if the elephant
Is lonely in his stall
When all the boys and girls are gone
And there's no shout at all,
5 And there's no one to stamp before,
No one to note his might.
Does he hunch up, as I do,
Against the dark of night?



CLOSE READ



Explain Patterns and Structures

Underline the words that rhyme in this poem.

lonely without company, alone

stamp to forcefully put a foot down

might power, strength

First Read

Read

THINK ALOUD The first time I read the poem, I want to figure out what it's about. I'll go line by line to make sure I understand. In the first two lines, the speaker wonders if the elephant "is lonely in his stall." I see the definition of *lonely* means "alone" or "without company." The speaker is wondering if the elephant feels sad to be alone when the people leave the zoo.

Close Read

Explain Patterns and Structures

Remind students that rhyming words have endings with the same sound. Explain that in a poem, rhyming words are often at the ends of lines. Have students identify the last word in each line and read it aloud. Then ask: *Which words have the same ending sounds? Underline the pairs of words that rhyme.* **See student page for possible response.**

DOK 2

OBJECTIVE

Explain visual patterns and structures in a variety of poems.

Possible Teaching Point



Read Like a Writer | Author's Craft

Word Choice Explain that poets often use descriptive words to express a feeling in a poem. Point out the word *stamp* and the phrase "hunch up." Act out the words to help students understand their meanings. Explain how the writer's specific word choice helps the reader understand exactly how Pete feels and what he does. For more instruction in Author's Craft, see pp. T246–T247 in the Reading-Writing Workshop Bridge.

First Read

Look

THINK ALOUD I can use the illustration to learn about the characters in the poem. I see a woman talking to a boy. It looks like she might be upset with him because she is pointing at him. The second boy in the illustration is hiding under the table. I can understand wanting to hide in an uncomfortable situation. I will take notes on these ideas so I can use what I learn from the illustration when I retell the poem.



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Possible Teaching Point



Read Like a Writer | Author's Craft

Figurative Language Explain that poets often use figurative language to emphasize feelings. Read aloud the following stanza from “Keziah.” *And sometimes when the wind is rough/ I cannot get there fast enough.* Ask: *Is the speaker really talking about the wind?* (no) *The poet uses the phrase when the wind is rough to tell about a difficult time.* For more instruction in Author's Craft, see pp. T246–T247 in the Reading-Writing Workshop Bridge.



Keziah

I have a secret place to go.
Not anyone may know.

And sometimes when the wind is rough
I cannot get there fast enough.

- 5 And sometimes when my mother
Is scolding my big brother,
My secret place, it seems to me,
Is quite the only place to be.

CLOSE READ



Explain Patterns and Structures

Stanzas are groups of lines arranged in a poem or song. Underline the second stanza of this poem.

scolding speaking in an angry way

First Read

Ask

THINK ALOUD As I read, I write questions I have about the parts of the poem I'm most interested in. I read that the speaker has a "secret place to go." Where is the speaker's secret place? Why does he want to hide?

Close Read

Explain Patterns and Structures

Ask students to read the Close Read note. Designate four groups of students. Have each group choral-read a stanza. Ask: **How did we know how to break the text up into four parts?**

Possible Response: There is an extra space between sections of the poem.

Explain that each section of the poem is called a stanza. Then direct students to complete the Close Read activity. **See student page for possible response.**

DOK 2

OBJECTIVE

Explain visual patterns and structures in a variety of poems.

ELL Targeted Support Visual and Contextual Support Guide students to use the illustration and vocabulary definition to help them understand the poem.

Ask students to describe the illustration on p. 140. Provide sentence frames:
*The mom is _____. She looks _____. The brother is _____. He looks _____.
The speaker is _____. **EMERGING/DEVELOPING***

Have students reread lines 5–8. Have pairs discuss the vocabulary definition and illustration. Then have them write a brief summary of the poem.

EXPANDING/BRIDGING

First Read

Read

Help students understand the contrast in the poem between the city and the country. Ask: *Where does the speaker live now? How do you know?* Guide students to understand that the speaker lives in a city, with “buildings” that are “close” together. Point out the phrase “tired of the city” in the title. Ask: *How would life in the country be different?*

Possible Response: The speaker would have more room and space to play and work outdoors.

Close Read

Vocabulary in Context

Guide students to underline words that help them determine the meaning of *tend* in the **final stanza**. See student page for possible responses.

Say: *The speaker wants to be like “farmers’ sons and daughters.” What words in the poem describe what farmers’ sons and daughters do to help on a farm? (“tend the cows and chickens” and “do the other chores”)* Ask: *How do these words help you learn the meaning of the word *tend*?*

Possible Response: They tell me that the word *tend* has to do with “helping or taking care of something.”

DOK 2

OBJECTIVE

Use context within and beyond a sentence to determine the meaning of unfamiliar words.

CLOSE READ



Vocabulary in Context

You can look for clues to the meaning of a word you don’t know in or near the sentence where it appears. Underline the words that help you understand the meaning of *tend*.

spread stretch out or apart

Rudolph Is Tired of the City

These buildings are too close to me.
I’d like to PUSH away.
I’d like to live in the country.
And spread my arms all day.

5 I’d like to spread my breath out, too—
As farmers’ sons and daughters do.

I’d tend the cows and chickens.
I’d do the other chores.

Then, all the hours left I’d go
10 A-SPREADING out-of-doors.

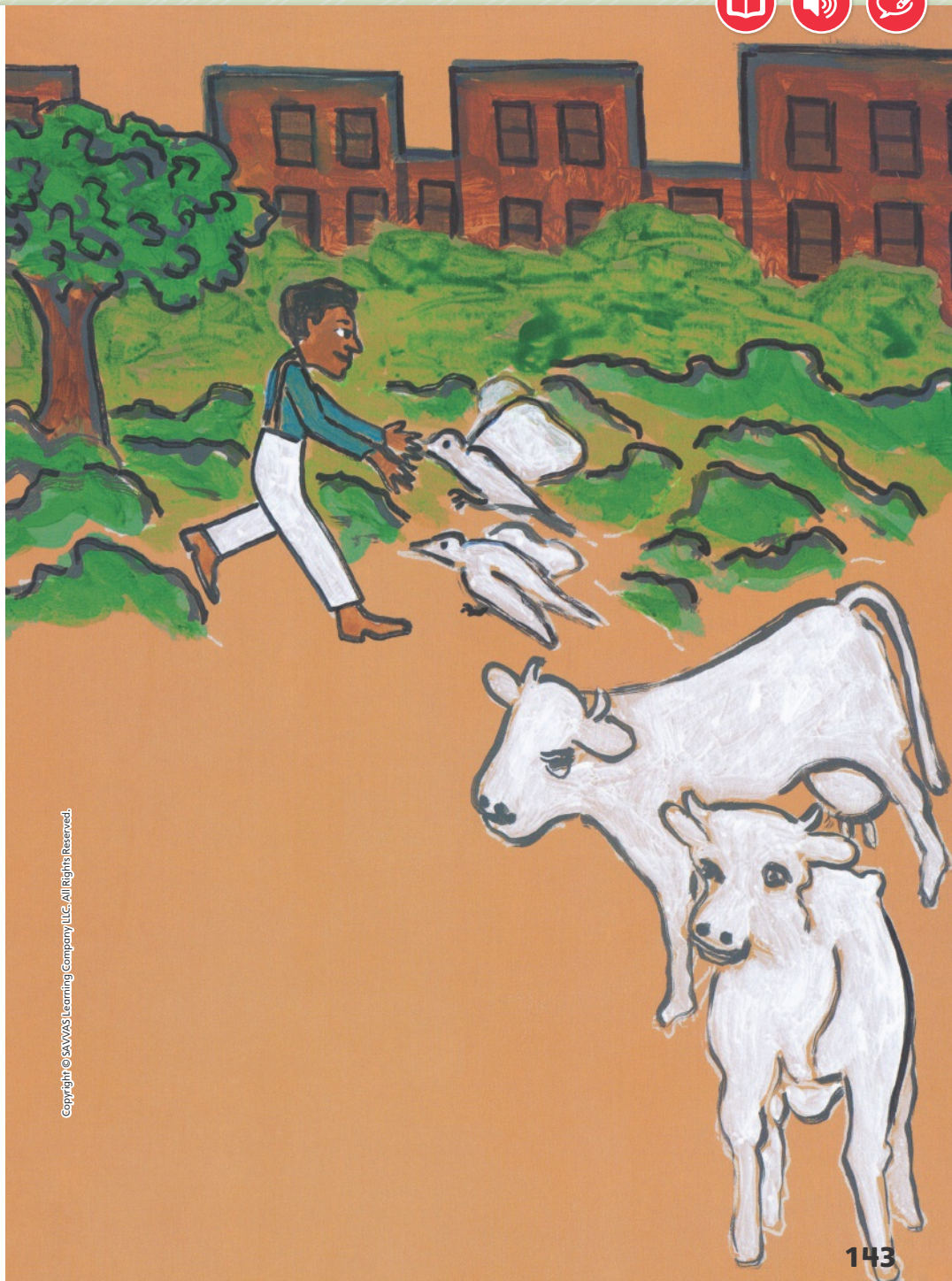
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Foundational Skills Extension

Consonant Digraphs *ch, ph, sh, th*

Review instruction about consonant digraphs on pp. T224–T225, T242–T243, and T250–T251. Then, on p. 142 in the *Student Interactive*, ask students to locate two words that have consonant digraph *ch* (*chickens, chores*). Have students read aloud the words. Repeat the routine with a word that has consonant digraph *ph* (*Rudolph*), a word that has consonant digraph *sh* (*push*), and two words that have consonant digraph *th* (*breath, Then*).



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First Read

Talk

In pairs, have students choral-read the poem aloud. Have students act out the action words as they read. Point out phrases such as “PUSH,” “spread,” and “A-SPREADING.” After partners reread the poem, have them summarize the events and ideas in the poem to each other.

CROSS-CURRICULAR PERSPECTIVES

Social Studies



Discuss with students the differences between urban and rural communities. Guide students to understand that the poem reveals differences between life in a city and life on a farm in the country. Help students list differences between the two environments. Use words from the poem to guide their responses.

First Read

Look

THINK ALOUD Before I read the poem, I look at the illustration to see if I can find clues that help me understand the poem. I see a man looking up at a tree. He is carrying a suitcase and a backpack. It looks like he's about to go on a trip. The tree must be important because the man is looking at it, but I'm not sure why. I'll read the poem to find out.



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Possible Teaching Point



Read Like a Writer | Author's Craft

Personification Explain that in this poem, the poet uses the word *tree* like someone would use a person's first name. The tree acts as a character in the poem. The poet may have done that to help the reader understand how the tree's life compares to the speaker's life. Discuss how the speaker has moved many times, but the tree is always in the same place. For more instruction in Author's Craft, see pp. T246–T247 in the Reading-Writing Workshop Bridge.



Lyle

Tree won't pack his bag and go.

Tree won't go away.

In his first and favorite home

Tree shall stay and stay.

5 Once I liked a little home.

Then I liked another.

I've waved Good-bye to seven homes.

And so have Pops and Mother.

But tree may stay, so stout and straight,

10 And never have to move,

As I, as Pops, as Mother,

From land he learned to love.

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CLOSE READ



Monitor Comprehension

Highlight any text that was hard to understand. What can help you understand the meaning of the poem?

First Read

Read

Explain that looking at repeated words and phrases can help readers understand a poem. Ask: **What words does the speaker repeat when talking about Tree?** (*won't go, stay*) Explain that these repeated words help the reader understand that Tree lives in one place. Ask: **What words does the speaker repeat when he's talking about himself?** (*liked, home*) Ask: **How does the speaker feel about having to move?**

Possible Response: The speaker is sad when he has to leave homes that he likes.

Close Read

Monitor Comprehension

Ask students to read the Close Read note and highlight text in the **first stanza** that is difficult to understand. **See student page for possible response.** Guide students to apply strategies such as re-reading, using background knowledge, using pictures, and asking questions to help them understand the meaning of the poem.

DOK 2

OBJECTIVE

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

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Possible Teaching Point



Read Like a Writer | Author's Craft

Word Choice Remind students that authors choose words carefully. Point out the word *favorite* in the third line of "Lyle" and say: **Something that is my favorite is something I feel very attached to.** Read aloud the line "I've waved Good-bye to seven homes." Say: **Waving goodbye can make people have sad feelings.** Reinforce the idea that the poet chose these words so readers would understand Lyle's feelings. For more instruction in Author's Craft, see pp. T246–T247 in the Reading-Writing Workshop Bridge.

Respond and Analyze



Poetry

OBJECTIVES

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

Respond using newly acquired vocabulary as appropriate.

My View

Use these suggestions to prompt students' initial responses to reading *Poetry*.

- **Retell** Tell a partner the poem you liked the best. Explain why you made this choice. Include vocabulary words and the language of poetry as you explain. Use words such as *location*, *different*, *stanza*, *rhythm*, and *rhyme*.
- **Illustrate Details** Divide a sheet of paper into four sections and draw an illustration of your own to show details of each poem. Label each illustration with the poem's title.

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Tell students that authors writing poetry choose words carefully to tell about thoughts and feelings. The vocabulary words *lonely*, *stamp*, *scolding*, *spread*, and *might* can all be used to tell about thoughts and feelings in the poems students recently read.

- Stop to think about the word's meaning.
- Think about what the author is saying about thoughts and feelings.

MODEL AND PRACTICE Model completing item 1 on p. 146 of the *Student Interactive*.

- I'll read the words in the box and then read first the sentence. The words below the blank say *talking to*. I'll look for the word in the box that has a similar meaning and write it to complete the sentence. *Mom was scolding us about the mess.*

ELL Targeted Support Vocabulary Display the vocabulary words.

Stamp as you say: **Some children stamp their feet when they are angry.**

Have students repeat *stamp* as they stamp. Then help students identify and say other words that describe the action of stamping. **EMERGING**

Have intermediate and advanced students create new sentences and act out vocabulary words. Have students discuss how these words are relevant in their own lives. **DEVELOPING/EXPANDING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 MyTURN Have students practice developing vocabulary by completing the activity on p. 146 in the *Student Interactive* and then using vocabulary to explain their pictures.

OPTION 2 Use Independent Text From poems they read independently, have students find and list unfamiliar words about feelings. Ask them to use context clues to figure out the meanings of the words.

QUICK CHECK

Notice and Assess Can students identify and use new words?

Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T240–T241.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on pp. T240–T241.

Check for Understanding MyTURN Have students complete p. 147 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 146–147

VOCABULARY	COMPREHENSION	READING WORKSHOP
<h3>Develop Vocabulary</h3> <p>MYTURN Fill in each blank with a word that has a similar meaning to the word or words below the blank.</p> <p>lonely stamp scolding spread might</p> <p>1. Mom was <u>scolding</u> us about the mess. talking to</p> <p>2. The puppy was <u>lonely</u> when its owner left. sad</p> <p>3. The eagle <u>spread</u> its wings wide. opened</p> <p>4. When Jack is angry, he will <u>stamp</u> his foot put down</p> <p>with all his <u>might</u>. strength</p> <p>146</p>	<h3>Check for Understanding</h3> <p>MYTURN Look back at the text to answer the questions. Write the answers.</p> <p>DOK 2 1. What are some ways you can tell these are poems? Possible response: <u>They are arranged in lines. They rhyme.</u></p> <p>2. Do you think “Pete at the Zoo” is a good title for the first poem? Why or why not? Possible response: <u>Yes, because it makes you wonder who Pete is.</u></p> <p>DOK 3 3. How are the two poems “Rudolph Is Tired of the City” and “Lyle” alike and different? Possible response: <u>Both are about moving. Rudolph wants to move to the country. Lyle wants to stop moving.</u></p> <p>147</p>	

Use the  **QUICK CHECK** on p. T225 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group



DECODE AND WRITE WORDS WITH DIGRAPHS AND TRIGRAPHS

Sound-Spelling

Cards Display Sound-Spelling Card 47. Say *shark* aloud, stressing the initial /sh/ sound.

Say: How many sounds do you hear in this word? (/sh/ /ar/ /k/, 3) How many letters do you see in the word? (s-h-a-r-k, 5) Why don't the numbers match?



Refer students to p. 131 of the *Student Interactive*. Have them read the practice words aloud with a partner. Ask them to discuss which sounds they can hear in each word.

ELL Targeted Support

Direct students to the box at the top of p. 132. Say each sound aloud, then have students echo-read as you repeat them.

Write words containing digraphs or trigraphs on index cards, one word per card. Pronounce a digraph or trigraph, and have students pick out the word that contains that sound.

EMERGING/DEVELOPING

Make a second set of cards and have students play in a group, with one student making the sounds and the rest finding the word and reading it aloud. **EXPANDING/BRIDGING**



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

Intervention Activity



DECODE WORDS WITH DIGRAPHS AND TRIGRAPHS

Use Lesson 17, pp. T107–T110, in the *myFocus Intervention Teacher's Guide* to review instruction on reading words with digraphs and trigraphs.

LEVEL C • MODEL AND TEACH

Lesson 17 Blends, Digraphs, and Trigraphs

INTRODUCE Explain that in some words, two or three consonants blend their sounds, but we still hear each individual sound. Say: Today we will learn about words with consonant blends, such as the *cl* in *clap* and the *nd* in *hand*.

Explain that sometimes when two or three consonants are next to one another in a word, the consonants make one new sound. Say: Today we will also learn about words with groups of consonants that make just one sound, such as the *th* at the beginning of *thin* and the *tch* at the end of *match*.

MODEL Display or distribute the passage "Where Is the Trash Truck?" from Student Page S107 and read it aloud.

Where Is the Trash Truck?

Chuck looked at his **watch**. The **trash** truck was late. He picked up the **phone** and called the trash hauler. "**When** are you going to pick up my trash?" he asked.

"**Which block** do you live on?" asked the trash hauler. Chuck **told** him.

"You had a **skunk** in your **front yard**," said the trash hauler. "It **sprayed** the man who was picking up the trash, so he had to go home and **wash** the **smell** off. He will be back later."

"**Thank you**," said Chuck.

TEACH Point to the word *Trash* in the title and say *trash*. Write *trash* and say: Say *trash* with me: *trash*. Let's look at the first two letters. They make the sounds /t/ and /r/. Say them with me: /t/, /r/. We hear both of those sounds: /tr/. Say the word with me: /tr/! /tr/! /tr/! *trash*. Repeat this process with other words from the passage, such as *block* and *smell*. Point out *sprayed* in the third paragraph and lead students to hear the three individual sounds at the beginning of the word: /s/p/r/.
Next, point to the last two letters of the word *trash*. Unlike the first two letters of *trash*, the last two letters make just one sound. The *s* and *r* at the end of *trash* make the sound /sh/. Say it with me: /sh/. Let's say all the sounds in this word again: /tr/! /r/! /sh/. Point to the word. How many letters are there? (5) How many sounds are there? (4) Then explore the /ch/ sound at the beginning of *Chuck* in a similar way.

Phonics, Morphology, and Spelling T • 107

Fluency



PROSODY

Help students choose a poem to read aloud with a partner. Remind them to use proper expression.

ORAL READING RATE AND ACCURACY

Use pp. 19–24 in Unit 1, Week 4 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.



Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Have students work in groups with letter tiles to practice making words with consonant digraphs. Challenge each group to make as many words as it can in a set period of time, and see which group can make the most words.



Students can also play the letter tile game in the *myView* games at SavvasRealize.com.

Decodable Reader



Students can read the decodable reader, *A Shop by the Path*, to practice reading words with consonant digraphs, a consonant trigraph, and high-frequency words.

Echo-read the text with students. Ask partners to reread the text to each other, sounding out the words with digraphs and trigraphs.

High-Frequency Words

Remind students what this week's high-frequency words are: *great*, *before*, *means*. Have students work together in small groups to randomly choose a page from the *Student Interactive* and see if they can find any of the words on that page.

Centers




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

Decodable Reader

A Shop by the Path
Written by Jill Baranowski

Decodable Reader
4



Consonant Digraphs ch, ph, sh, wh, th and Trigraph -tch

bench	child	flash	latch	match
path	Phil	phone	shade	shelf
shop	thank	that	than	things
white	wish			

High-Frequency Words


always	before	find	good	great
means	new	there	warm	work

25




In the shade of a great elm, there is a white bench. The bench is made of thin sticks.

26



A child can always find a new cape or cap on a shelf by the white bench. It is good to be warm.

27




The bench is by a path that goes past a shop. The note by the latch means the shop has no phone.

28



The shop is run by Phil. He makes things out of cloth in the shop.

29




Before Phil goes to work, he makes a wish. He would like the cloth to be cut for him.

30



In a flash, the cloth is cut in shapes to match the plans. Who did that?

31



The trick is a thank you from the kids for the capes and caps.

32

Use the  **QUICK CHECK** on p. T237 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Poets choose words carefully. Thinking of synonyms can help you remember a word's meaning. Synonyms have the same or similar meaning. A thesaurus lists synonyms. Drawing is another way to help you remember a word's meaning. Direct students to p. 139, "Pete at the Zoo," as you demonstrate *stamp* and its synonym *stomp*. Explain how the elephant illustrates *stamp*.

ELL Targeted Support

Tell students that drawing can help them learn vocabulary words. Display: *lonely*, *stamp*, *scolding*, *spread*, and *might*.

Ask students to choose one of these words, draw to show its meaning, and label the drawing with the word. Check drawings to ensure that students understand the words' meanings.

EMERGING

Have students look up the definitions of the words. Ask students to draw to show the meanings and use this sentence frame to write a sentence below each picture: *The word _____ means "_____."* **DEVELOPING**

Have students illustrate two of the vocabulary words and write the words and their definitions below each illustration. **EXPANDING**



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

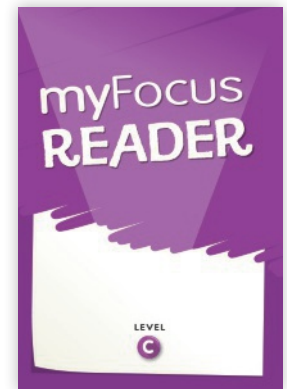
Intervention Activity



DEVELOP VOCABULARY

Read pp. 12–13 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students.

Provide instructional support for decoding, comprehension, word study, and Academic Vocabulary.



Fluency

Assess 2-4 students



PROSODY

Select two stanzas of a poem for students to read aloud. Ask students to take turns reading with appropriate phrasing and expression, carefully noting rhyming words. If necessary, model reading with appropriate phrasing and expression.

ORAL READING RATE AND ACCURACY

Use pp. 19–24 in Unit 1, 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 share their word lists and tell what they learned from the words. Ask them to share the strategies they used to figure out the meanings of one or two of the words.

Possible Conference Prompts

- What are examples of rhyming words?
- Why do poets choose words carefully?
- What clues helped you understand words?

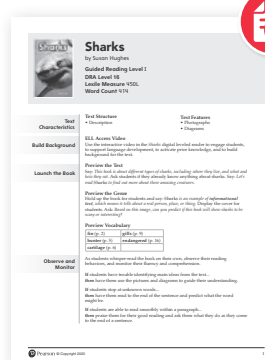
Possible Teaching Point A poet may use a word web to brainstorm words about feelings. Poets also often use words that relate to the five senses.

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see Matching Texts to Learning, pp. T220–T221.
- For instructional support on developing vocabulary by recognizing words that express thoughts and feelings, see the *Leveled Reader Teacher's Guide*.



Independent/Collaborative

Independent Reading



Students can

- reread or listen to the selection *Poetry*.
- read a poetry trade book or a Book Club text.
- partner-read a poem, helping each other as they read the text.

Centers



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

Literacy Activities



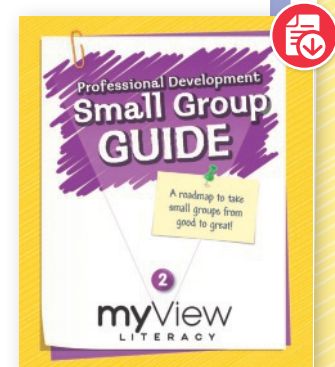
Students can

- work with a partner to discuss and complete the activity on *SI* p. 146.
- play the *myView* games.
- read a poem aloud with appropriate phrasing and expression.
- Complete the high-frequency word activity on p. 10 in the *Resource Download Center*.

SUPPORT PARTNER READING

Students may better understand unfamiliar texts through partner-reading activities. Students can guide each other through passages they might find difficult.

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



Whole Group

Share Bring the class together in whole group. Have students share the new words they found in the poems.

Word Work

OBJECTIVES

Decode words with short, long, or variant vowels, trigraphs, and blends.

Identify and read high-frequency words.

Recognize and read grade-appropriate irregularly spelled words.

Phonics: Consonant Digraphs *ch, sh, wh, th, ph* and Trigraph *tch*

Minilesson

FOCUS Remind students that some consonant pairs stand for one sound and these letters are called consonant digraphs. Explain that trigraphs are three letters that stand for one sound. Ask students to name some consonant digraphs as you record them on the board. Then ask students to name some words with the digraphs. Do the same for the trigraph.

MODEL AND PRACTICE Model how you make a word web. *I am going to make a word web for consonant digraphs. I will make one for the digraph *ph*.* Draw a center circle with the letters *ph* in the middle. Then add six outer circles connected to the center circle, each with a word inside: *phone, photo, phrase, graph, phonics, digraph.*

Give pairs of students a sheet of unlined paper. Have them draw a word web similar to the one you made. Assign consonant digraphs or the trigraph to different pairs of students: *sh, ch, th, wh, and tch*. Have partners write their assigned digraph or trigraph in the center of the web and see how many words they can write around it. After students have completed their work ask partners to show their webs and read aloud their words.

APPLY Ask partners to choose two words from their webs and write two sentences, each using one of the words.



High-Frequency Words

Minilesson

FOCUS ON STRATEGIES Point to the words in the box at the top of p. 133. Remind students that they need to practice reading these words.

MODEL AND PRACTICE Point to the word *great*. I notice that *great* starts with the blend /gr/. Say it with me: *great*. Continue reading the words with students. Then use each word in a sentence.

APPLY My TURN Have students underline the high-frequency words in the paragraph on p. 133. Read the story together as a group.

TURN, TALK, AND SHARE Pair students to write and share stories.

HIGH-FREQUENCY WORDS


Remind students that high-frequency words are words that they will hear and see repeatedly in texts. Use the words *great*, *before*, and *means*. Have students work with a partner.

- One student reads a word aloud.
- The other student writes the word with correct spelling.
- Continue with the next word.

STUDENT INTERACTIVE, p. 133


FOUNDATIONAL SKILLS

My Words to Know

 **MY TURN** Read the words in the box. Find and underline the words in the story. The first one is done for you. Then read the story.

great	before	means
-------	--------	-------

Emily did a great job on the spelling test. She studied a lot before the test. Her teacher is proud of her. That means a lot to Emily. She feels great.

 **TURN and TALK** With a partner, write another story with the words in the box. Give your story to another pair of classmates. Read each other's stories.

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133

Explain Patterns and Structures



Poetry

OBJECTIVE

Explain visual patterns and structures in a variety of poems.

ACADEMIC VOCABULARY

Integrate As you discuss feelings and thoughts in the poems, model using the Academic Vocabulary words:

- How does living in a big city affect Rudolph?
- How does Lyle explain that the tree's location is different from the many places he has lived?

ELL Language Transfer

Remind students that words with matching middle vowels and end consonants rhyme. Ask them to share a rhyme from their first language.

Minilesson

FOCUS ON STRATEGIES Readers can identify and explain visual patterns and structures in poems by examining stanzas, rhyme, and rhythm.

- Notice how the poem is structured. Does it have stanzas, or groups of lines?
- Look for rhyming words. Do any end sounds match?
- Check for rhythm. Is there a structure of repeating beats?

MODEL AND PRACTICE Use the Close Read on *Student Interactive* p. 141 to explain visual patterns and structures. Display the poem and read it aloud.

- I can see that the lines are structured in four groups, or stanzas. Some lines end with words that rhyme. I can clap the rhythm. Read aloud two stanzas, clapping the rhythm emphasizing lines that rhyme. This text has stanzas, rhyme, and rhythm, so I think it is a poem.
- Have students describe how the poem looks and identify rhyming words. Have them clap the rhythm of the two remaining stanzas. Ask them to explain the poem's visual pattern and structure.

ELL Targeted Support Explain Patterns and Structures Enabling students to explain patterns and structures in poetry builds reading fluency.

Read aloud the last stanza of "Keziah." Ask students to echo-read each line. Have students choral-read the stanza with you. Point out the stanzas, rhyme, and rhythm. **EMERGING/DEVELOPING**

Have students choral-read the last stanza of "Keziah." Ask students to discuss the stanzas, rhythm, and rhyme. **EXPANDING**

EXPERT'S VIEW Lee Wright, Teacher Specialist, Houston, TX



“To successfully establish routines in your classroom, you must explicitly teach procedures. Procedures inform the learner how to accomplish a routine. For example, for a Line Up routine, procedures could include saying: Boys and Girls, first wait until your table is called. Wait with your mouths closed and your hands folded on the table. Then, when it is your turn, please stand, push in your seat, and walk quietly to stand in line. It can take several weeks for students to master the routines and procedures necessary for their daily classroom learning.”

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

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for explaining patterns and structures.

OPTION 1 My TURN Have students complete p. 148 in the *Student Interactive*.

OPTION 2 Use Independent Text Ask students to copy a short poem from their independent reading. Have them circle each stanza, underline rhyming words, and quietly clap the rhythm.

QUICK CHECK

Notice and Assess Are students able to identify elements of poetry?

Decide


- **If students struggle**, review instruction for explaining patterns and structures in Small Group on pp. T248–T249.
- **If students show understanding**, extend instruction for explaining patterns and structures in Small Group on pp. T248–T249.

STUDENT INTERACTIVE, p. 148

CLOSE READ

Explain Patterns and Structures

Rhythm is the pattern of sounds in a poem. It can help poetry sound like music. **Rhyme** is a pattern of words that have the same ending sounds. **Stanzas** are groups of lines that add structure to a poem.

 **MY TURN** Go to the Close Read notes in the poems “Pete at the Zoo” and “Keziah.” Underline the pattern or structure of each poem. Explain the patterns and structures you underlined by completing the chart.

Poem	Type of Pattern or Structure I Underlined	How It Helped Me Read the Poem
“Pete at the Zoo”	rhyme	Possible response: The rhyming words make the poem sound like a song. They make the poem fun to read.
“Keziah”	stanzas	Possible response: The stanzas show different ideas in the poem.

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Read Like a Writer, Write for a Reader

OBJECTIVES

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

Identify real-life connections between words and their use.

ELL Access

Word Choice

Tell students that understanding how carefully a poet chooses words can help readers see how important each and every word is in a poem. Create a word web for different emotions (happy, sad, upset) and help students brainstorm words to add to the web that show or describe these feelings. Draw on poems students have read.

Word Choice

Minilesson

FOCUS ON STRATEGIES When poets write, they have reasons for choosing specific words to make the reader have specific kinds of feelings.

- Poems are often written to make the reader feel a specific way.
- Poets are careful with the words they choose. They might choose words to make a reader feel happy. They might choose words that make a reader feel sad.
- Having these feelings can help a reader better connect to and understand a poem.

MODEL AND PRACTICE Read the lines from “Pete at the Zoo” on p. 152 of the *Student Interactive*. Then say: *The poet uses the words lonely, gone, and no shout. These words make me feel sad and lonely. I picture the elephant alone in the quiet.* Tell students to create a picture in their minds to help them write sentences and make readers feel a specific way.

Handwriting

OBJECTIVE

The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

Letters Pp, Rr, and Nn

FOCUS Display uppercase and lowercase letters *Pp*, *Rr*, and *Nn*.

MODEL Model writing *Pp*. Then write *paw*, *apple*, and *peel*, showing proper letter formation and correct letter size. Have students copy the words. Repeat the routine with letters *Rr* (*Ruiz*, *art*, *far*, *run*) and *Nn* (*now*, *and*, *Nate*, *fanning*).



ASSESS UNDERSTANDING

Apply

My TURN Have students complete the activity on p. 152 of the *Student Interactive*.

Writing Workshop

Have students choose words to convey specific feelings in their Writing Workshop texts. During conferences, support students' writing by giving them opportunities to make precise word choices in their writing.

STUDENT INTERACTIVE, p. 152

AUTHOR'S CRAFT

Read Like a Writer, Write for a Reader

Poets choose specific words to make you feel a certain way.

Lines from "Pete at the Zoo"	How I Feel
I wonder if the elephant Is lonely in his stall When all the boys and girls are gone And there's no shout at all,	sad, lonely

MY TURN Write a sentence that makes readers happy. Then write a sentence that makes readers scared. Choose your words carefully.

Possible responses:

She danced for joy when she _____

won the prize. _____

In the dark old house, we _____

heard a strange sound. _____

Poets think about every word.

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PRACTICE Have students use *Handwriting* p. 20 in the *Resource Download Center* to practice writing letters *Pp, Rr, and Nn*.

Name _____

Handwriting
Letters Pp, Rr, Nn

MY TURN Write the following letters.

P _____
p _____
R _____
r _____
N _____
n _____

Grade 2 • Unit 1 • Week 9
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Handwriting p. 20

Use the  **QUICK CHECK** on p. T245 to determine small group instruction.

Teacher-Led Options

Strategy Group

EXPLAIN PATTERNS AND STRUCTURES

Teaching Point As students read a poem, they recognize stanzas, rhymes, and rhythms. This helps readers enjoy and understand poetry.

ELL Targeted Support

Direct students to “Lyle” on p. 145 in the *Student Interactive*.

Read aloud the first stanza. *Is this a stanza?* (Yes) Say *away* and *stay*. *Are these rhyming words?* (Yes) Read aloud the entire poem. *Is this a poem?* (Yes) **EMERGING**

Have partners read “Lyle” and complete the following sentence frames: *Two rhyming words in the text are ____ and ____.* *There are ____ stanzas in this text.* *The rhyming words and stanzas help me tell that this kind of text is ____.*

DEVELOPING/EXPANDING

Ask partners to each choose one poem from *Poetry* by Gwendolyn Brooks. Have partners write several sentences to explain how they can tell the selected text is a poem. Point out that they should be sure to include examples in their sentences. Then tell partners to trade sentences and discuss their explanations. **BRIDGING**



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

Intervention Activity

EXPLAIN PATTERNS AND STRUCTURES

Use Lesson 29, pp. T169–T174, in the *myFocus Intervention Teacher’s Guide* for instruction on explaining patterns and structures of poetry.

LEVEL C • READ

Lesson 29 Genre: Poetry and Drama

DIRECTIONS Read the drama “The Tiger and the Goat” and the poems “The Stars” and “The Full Moon.” Notice how the structures of drama and poetry are different from other stories you have read.

The Tiger and the Goat

Characters: Tiger Goat

Setting: The forest. There is a group of trees and a small pond.

- 1 **GOAT.** (*takes a drink from the pond*) What a nice day it is today!
- 2 **TIGER.** (*jumps out of the trees*) Yes, it is a very nice day! I am hungry. And you look like a very tasty goat!
- 3 **GOAT.** Oh, please don’t eat me, Tiger. If you do, you’ll be sorry!
- 4 **TIGER.** Why will I be sorry?
- 5 **GOAT.** There is another tiger in this pond. It is bigger and stronger than you. It is planning to eat me. If you eat me first, it will get mad.
- 6 **TIGER.** Let me see this Tiger! I will chase it away.
- 7 (*Tiger looks in the pond. It sees its own reflection. It thinks the reflection is the other tiger.*)
- 8 **TIGER.** I see you, Tiger! I will get you! (*Tiger jumps at its reflection and falls in the pond.*)
- 9 **GOAT.** (*laughing and running away*) See! I said you’d be sorry!

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Reading Literature T • 169

Fluency

Assess 2-4 students

PROSODY

Choose a short poem for students to read with appropriate phrasing and expression.

ORAL READING RATE AND ACCURACY

Use pp. 19–24 in Unit 1, 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

EXPLAIN PATTERNS AND STRUCTURES

Talk About Independent Reading Ask students to find and discuss poetry patterns and structures.

Possible Conference Prompts

- How could you tell the text was a poem?
- Which poem showed the best rhyming and rhythm? Why?
- How did the poem make you feel? Why?

Possible Teaching Point Some poets use rhyming dictionaries to quickly find words with matching end sounds. Then the poet can think about which rhyming words work well in a poem.

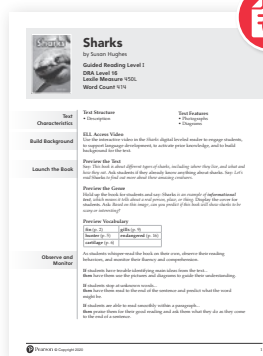
If available, share a rhyming dictionary with students. If they use it, ask them to discuss how useful it was.

Leveled Readers



EXPLAIN PATTERNS AND STRUCTURES

- For suggested titles, see Matching Texts to Learning, pp. T220–T221.
- For instructional support on rhyme in poetry, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class together as a whole group. Have volunteers discuss the strategies they used to help them better understand and enjoy poetry.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to Gwendolyn Brooks's poems.
- read or listen to poetry in a reader or eText.
- begin reading a new Book Club text.

Centers



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

Literacy Activities



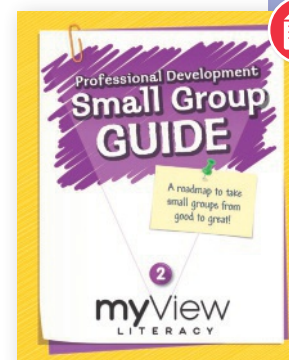
Students can

- complete the activity on *Student Interactive* p. 148.
- play the *myView* games.
- select a stanza from a poem and, with a partner, take turns reading it with appropriate phrasing and expression.

SUPPORT INDEPENDENT READING

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

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



Word Work

OBJECTIVE

Decode words with short, long, or variant vowels, trigraphs, and blends.

Phonics: Review Consonant Digraphs

Minilesson

FOCUS Write *shape* and circle the digraph *sh*.

MODEL AND PRACTICE I know that the letters *s* and *h* stand for one sound: /sh/. They are a consonant digraph. Even though *shape* has five letters, it has only three sounds: /sh/ /ā/ /p/. The word *shape* has a CVCe pattern, so the final *e* is silent. I know that consonant digraphs can be at the beginning or end of words.

Write these words:

these

match

wheel

church

shave

chase

Read each word with students. Ask them how many sounds the word has, and have them tell you what the consonant digraph in the word is. Write *brush*. The word *brush* has both a blend and a consonant digraph. It has four sounds: /b/ /r/ /u/ /sh/. There are many words that have both blends and consonant digraphs. Write the following words and ask students to identify the blends and the digraphs: *clash*, *flunk*, *glitch*, *strong*, *strength*, and *tramp*.

ELL Targeted Support Sounds and Letters Help students recognize sounds in words and the letters that stand for those sounds.

Write *ship* and circle the consonant digraph. Say the word. **There are three sounds in ship: /sh/ /i/ /p/. The letters s and h stand for one sound: /sh/.** Repeat with the word *them*, pointing out that it has three sounds. Write these digraphs: *sh, ch, ph, wh, th*. Say the sounds and have students repeat them several times. Then ask them to decode these words with you: *math, chin, shell*. **EMERGING**

Write: *sh, ch, wh, th, ph, tch*. Say each sound and have students repeat. **These letters stand for just one sound.** Ask students to sound out the following words: *smash, lunch, phone, thank*. Provide support as needed. **DEVELOPING**

Write: *glad, trap, stand*. Read aloud the words and circle the blends. **In English, we call these letters blends. This means the sounds blend together. Blends can be at the beginning or end of words.** Write the following words and circle the blends: *desk, hand, stump, sprint*. Ask students to sound them out. Write the following and circle the digraphs: *shut, chop, this, when*. Read the words. **In English, some letters stand for one sound: /sh/, /ch/, /wh/, /th/.** Have students say the words with you. **EXPANDING**

Write the following words: *chat, slap, bath, blink*. Say each word and ask students how many sounds they hear. **In English, some letters stand for one sound.** Make a three-column chart with the headings: *3 Sounds, 4 Sounds, 5 Sounds*. Write the following words: *plan, crash, chip, stand, chess, print, shut, rich, plant*. Ask partners to copy the chart. Have them say each word, listen for the sounds, and then write the word in the appropriate column. Have partners share their sorting of the words. Correct any errors by having students sound out the word with you, emphasizing each sound. **BRIDGING**



Monitor Comprehension



Poetry

OBJECTIVE

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

ACADEMIC VOCABULARY

Integrate Provide oral practice with unit Academic Vocabulary words as students discuss feelings and ideas they might read about in poems. Offer sentence starters such as the following:

- I would compare the location of the tree in “Lyle” to Rudolph’s location in “Rudolph Is Tired of the City” by saying ____.
- The reader can see how the city affects the narrator of “City Sights!” because ____.

Minilesson

FOCUS ON STRATEGIES Monitoring your comprehension means making sure you understand what you are reading. If you do not understand, there are strategies you can use to help.

- Read again. You might understand better or find details you missed.
- Look closely at the pictures. Pictures may contain details that give a better understanding of the text.
- Keep reading. There may be details as you read on that make the earlier details more clear.
- Ask questions. You can ask a teacher, partner, or any other group member.

MODEL AND PRACTICE Use the Close Read note on p. 145 of the *Student Interactive* to model how to monitor comprehension of poetry.

- I read that the tree won’t pack his bags and go. I didn’t understand what this meant, so I used a plan to figure it out. I decided to read on in case it would help me understand. I read that the tree will stay and stay. I know trees can’t walk, so I see the poet is pointing out that the tree has just one home, forever. This is different from people, who can move from place to place.

ELL Targeted Support Monitor Comprehension Point out that responding to questions is a way to show understanding. Read aloud the first two lines of “Pete at the Zoo.”

Ask: Do we know yet if the elephant is lonely? (No) Read aloud the rest of the poem. Ask: Could the elephant be lonely because there are no visitors at the zoo? (Yes) **EMERGING**

Ask: What question does the speaker have about the elephant? **DEVELOPING**

Read aloud the rest of the poem. Ask: Who is asking a question in this poem, the elephant or a person? How do you know? **EXPANDING**

Have partners read the poem aloud. Ask: Why might the elephant be lonely? **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for monitoring comprehension.

OPTION 1 My TURN Have students complete the chart on p. 149 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students copy the chart from p. 149 of the *Student Interactive* and use it as they monitor their comprehension of an independent-reading poem. Tell them to provide at least two entries for the chart.

QUICK CHECK

Notice and Assess Are students able to monitor their comprehension of poetry?

Decide

- **If students struggle**, review instruction for monitoring comprehension in Small Group on pp. T254–T255.
- **If students show understanding**, extend instruction for monitoring comprehension in Small Group on pp. T254–T255.

STUDENT INTERACTIVE, p. 149

READING WORKSHOP

Monitor Comprehension

When you monitor your comprehension, you check to make sure you understand what you are reading. If you don't understand something, try one of these strategies:

- Go back and read again.
- Look at the pictures.
- Read on to see whether ideas become clearer.
- Ask questions.

MY TURN Go back to the Close Read note in the poem “Lyle.” Highlight a part you did not understand. Use what you highlighted to complete the chart. **Possible response shown.**

What I Didn't Understand	What I Did About It	Did It Help?
I didn't know if the tree was real.	I looked at the picture.	Yes!

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Use the  **QUICK CHECK** on the previous page to determine small group instruction.

Teacher-Led Options

Strategy Group

MONITOR COMPREHENSION

Teaching Point When reading poems, make sure you understand what you are reading. If you don't, there are plans you can use to help. Read what you have read again. Look for details in the pictures. Continue reading to see if there are more details later in the poem. Ask the teacher or another student questions.

Discuss the chart students completed on *Student Interactive* p. 149. Ask students to tell how they worked to better understand what they were reading.

ELL Targeted Support

Have students complete a chart like the one on *Student Interactive* p. 149 for another Gwendolyn Brooks poem.

Have students echo-read the poem with you. Then have them dictate information for the first column of the chart. Guide them to use a strategy, and write the strategy for them in the second column. Finally, ask them if this helped. Have them write in the final column. **EMERGING/DEVELOPING**

Have students in small groups work together to choose a new poem from the collection and complete the chart. Tell students to provide two strategies for the second column. **EXPANDING/BRIDGING**



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

Intervention Activity

MONITOR COMPREHENSION

Use Lesson 32, pp. T189–T193, in the *myFocus Intervention Teacher's Guide* for instruction on monitoring comprehension.

LEVEL C • READ

Lesson 32 Monitor Comprehension

DIRECTIONS Read the following story.

The Year of the Horse

- 1 After Kate had soccer practice, her mom explained the family's weekend plans. "We're going to New York City today to see Grandma Chin! We will stay at her apartment overnight."
- 2 Kate groaned. "But wait, *I can't go*. Tara invited me to sleep over tonight."
- 3 "You can do that another time. This visit is special," said Kate's mom. "It's Chinese New Year, and you haven't seen your grandmother for a long time."
- 4 Although Kate knew she looked Chinese, she didn't feel Chinese. Her dad was born in China and moved to New York City with his parents when he was just a baby. But Kate never knew her father. He had died a month before she was born. Kate's mom was born in the States and spoke only English. Grandma Chin spoke almost *no* English.
- 5 Kate thought about the long weekend ahead. She sighed all the way through the train ride into the city.
- 6 "Okay, let's go!" Kate's mom said when the train pulled into the station. "I'm glad we brought your winter coat. I'm not sure whether it's going to snow, but it certainly looks like it." Kate and her mom walked several blocks to the Golden Unicorn restaurant. The sky was gray, and so was Kate's mood. It was going to be a l-o-o-o-o-ng weekend.

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Fluency

Assess 2-4 students

PROSODY

Help students read a poem with appropriate phrasing and expression.

ORAL READING RATE AND ACCURACY

Use pp. 19–24 in Unit 1, 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

MONITOR COMPREHENSION

Talk About Independent Reading Have students share the charts they created as they read their poem. Ask them how filling in the chart helped them better understand what they read.

Possible Conference Prompts

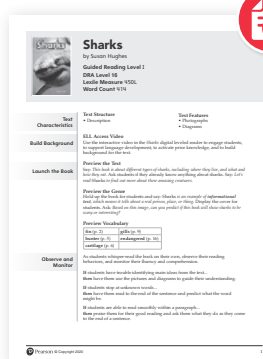
- Once you identified a difficult part, what plan did you make to understand it?
- Why did your plan work?

Possible Teaching Point You may need to read a whole poem to understand it. Be persistent. Keep reading, and if you need to, read again, looking for more details.

Leveled Readers

MONITOR COMPREHENSION

- For suggested titles, see *Matching Texts to Learning*, pp. T220–T221.
- For instructional support on monitoring comprehension, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together as a whole group. Ask a volunteer to discuss monitoring comprehension of poetry. Invite more students to share.

Independent/Collaborative

Independent Reading

Students can

- try strategies to monitor comprehension.
- clap beats as they read a poem.
- practice fluent reading by partner-reading their poems with appropriate phrasing and expression.

Centers

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

Literacy Activities

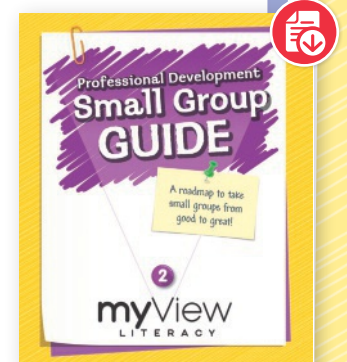
Students can

- complete the My Turn activity on *Student Interactive* p. 149.
- write about their poem in their notebooks.
- play the *myView* games.

SUPPORT INDEPENDENT READING

Remember 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

Decode words with short, long, or variant vowels, trigraphs, and blends.

Recognize and read high-frequency words.

WEEKLY STANDARDS PRACTICE

To assess student progress on phonics, use the Weekly Standards Practice on SavvasRealize.com.

Phonics: Spiral Review: Consonant Blends

Minilesson

MODEL Remind students that consonant blends are consonants whose sounds blend together at the beginnings and ends of words. Provide these examples:

scrape

tent

plank

Circle the blends in the words. Say: I know that consonant blends are two or three letters whose sounds blend like the blend /s/ /c/ /r/ in *scream*. I know they can be at the beginning and at the end of words. Some words, such as *plank*, have blends at the beginning and at the end.

PRACTICE Create a three-column chart with the headings: *Beginning*, *End*, *Both*. Ask partners to copy the chart. Provide the following words: *slept*, *place*, *stand*, *bank*, *herd*, *skunk*, *quest*, *sprain*, *prune*, *brown*, *limp*, and *quilt*. Ask partners to sort the words by writing them in the appropriate columns. Then have them circle the blends in the words. Ask partners to share how they sorted the words.



High-Frequency Words

REVIEW Remind students that high-frequency words are words that they will hear, see, and use more often than other words. Explain that learning how to read these words will help them read fluently.

PRACTICE Ask students to review the chart. Have them say each word and repeat after you the letters each word contains. Then have volunteers give clues about the words, such as: *Which word has a long a sound?* After a student identifies the word, he or she spells the word.

	g	r	e	a	t
b	e	f	o	r	e
	m	e	a	n	s


great

before

means

ADDITIONAL PRACTICE

For additional student practice with high-frequency words, use *My Words to Know* p. 10 from the *Resource Download Center*.

FOUNDATIONAL SKILL 

Name _____

My Words to Know

Read the words in the box. Choose one to finish each sentence. Write the word on the line. Reread each sentence to make sure it makes sense.

great before means

MY TURN

- The word *fantastic* **means** _____, really good or wonderful.
- Tomorrow he will have a **great** _____ day.
- The bell rang **before** _____ they could clean up.

Use each word above to make up a new sentence of your own. Write your new sentences on the lines below. Possible responses:

- The boy went home before lunch.**
- The "S" on the map means south.**
- Mike had a great time.**

Grade 2, Unit 1, Week 4
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My Words to Know p. 10

Reflect and Share



Poetry

OBJECTIVES

Describe personal connections to a variety of sources.

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

ACADEMIC VOCABULARY

Integrate Provide oral practice with using the unit Academic Vocabulary words to reflect on the text while expressing an opinion. For example, as you discuss the poems, ask:

- How does seeing the tree affect Lyle?
- How is the way a person moves different from the way a tree moves?

Write to Sources

Minilesson

FOCUS ON STRATEGIES Tell students that writing is a way to interact with texts in a deep, meaningful way. For example, they can write opinions about poems they have read. Point out that opinions tell what they think or feel about something. Guide them in writing opinions.

- Clearly tell your opinion in the first sentence.
- Support your opinions with reasons and details from the poems.
- Use connecting words to join thoughts about the poems.

MODEL AND PRACTICE Model sharing opinions about two poems.

I think “Pete at the Zoo” and “Rudolph Is Tired of the City” were the best poems. I write this as my first sentence. Write the sentence. Continue writing as you continue modeling. I think they are the best because they do a good job of showing feelings. One poem shows how the elephant feels lonely, and I understand that feeling. The other poem shows how much Rudolph really wants to make a change. Point out that this is an example of how to interact meaningfully with texts. Have students use this model to help them complete the activity on p. 150 of the *Student Interactive*.

ELL Targeted Support Vocabulary Help students write using newly acquired basic vocabulary. Tell them they can use this basic vocabulary to state what they think or feel when they write an opinion. Write: *I like, best, because, feel, think*. Review the meanings of the words with students.

Have students write and complete this sentence frame about two poems: *I like the poem _____ because _____*. **EMERGING**

Have students fill in this sentence frame by writing *think* or *feel* in the second blank and adding words to provide a reason: *I like the poem _____ because it makes me _____*. **DEVELOPING**

Tell students to use these sentence frames to write the beginning of a paragraph about the poems: *The poems I like most are _____ and _____. I like them because _____*. **EXPANDING**

Have students use each displayed word at least once to write paragraphs. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for comparing and contrasting texts. Remind them that opinion writing is one way to interact meaningfully with texts they have read.

OPTION 1 Use the Shared Read Have students use text evidence from the poems to discuss their opinions of the poems.

OPTION 2 Use Independent Text Students should use details from their self-selected poems to support opinions about the poems.

✓ QUICK CHECK

Notice and Assess Can students make comparisons across texts?

Decide

- **If students struggle**, revisit instruction for comparing texts in Small Group on pp. T260–T261.
- **If students show understanding**, extend instruction on comparing texts in Small Group on pp. T260–T261.

WEEKLY QUESTION Have students use evidence from this week’s poems, including “City Sights!” in the weekly opener, to express their opinions in response to the Weekly Question.

STUDENT INTERACTIVE, p. 150

RESPOND TO TEXT

Reflect and Share

Write to Sources

This week, you read poems that tell how different places affect people. Choose the two poems you liked best. On a separate piece of paper, write an opinion paragraph to tell why you like them.



Give Your Opinion

An opinion paragraph tells how you think or feel.

- Clearly state, or tell, your opinion in the first sentence.
- Give reasons that support your opinion.
- Use words such as **for example** and **so** to connect your opinion and reasons.

Tell which two poems you liked best and why. Use examples from the poem to support your response.

Weekly Question

How do different places make us feel?

Use the  **QUICK CHECK** on p. T259 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point I want to remind you that when readers read two or more poems, they can write an opinion about which poem they like best. Review the poems students read and have students choose two to compare.

ELL Targeted Support

Help students employ increasingly complex grammatical structures in content area writing.

Help students choose two poems they like best. Have them dictate a clear sentence to express their opinions. Have them copy what you write.

EMERGING

Have students use these sentence frames to write their paragraphs: *The poems I like the best are ____ and _____. I like these poems the best because _____. For example, _____, so _____.*

DEVELOPING

Have students write their paragraphs and exchange them with a partner. Ask each partner to complete these sentence frames in writing: *My partner's opinion is that _____ because _____. Examples that support the opinion are _____ and _____.* **EXPANDING**

Have partners write and exchange paragraphs. Have them complete these sentence frames in writing: *My partner and I agree that _____ because _____. My partner and I have different opinions of _____.* **BRIDGING**



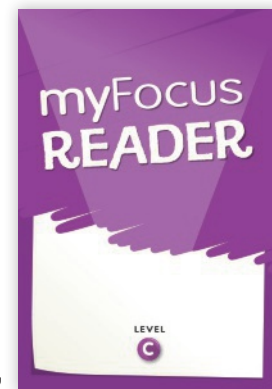
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



COMPARE TEXTS

Reread pp. 13–14 of the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to engage students in a conversation that demonstrates how the texts they have read this week support their understanding of being in a place, and encourages them to use the Academic Vocabulary words *affect*, *compare*, *different*, *location*, and *region*.



On-Level and Advanced



INQUIRY

Organize Information and Communicate Help students organize their findings about places to live into a format to share with others.

Critical Thinking Discuss information students learned and the process they used.

See *Extension Activities* pp. 56–60 in the *Resource Download Center*.



Conferring

3 students/3-4 minutes
per conference

COMPARE TEXTS

Talk About Independent Reading Have students share what they learned about writing their opinions of different poems.

Possible Conference Prompts

- What made you like one poem more than another?
- How do the elements of a poem, such as rhyme or rhythm, affect your opinion of it?
- Do you prefer poems that are easy or challenging to understand? Why?

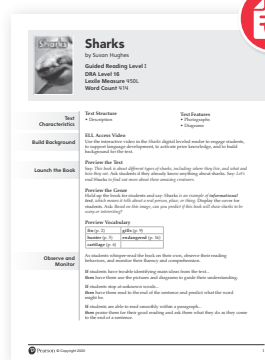
Possible Teaching Point Readers form opinions about different poems by thinking about the elements of poetry and how a poem makes them feel.

Leveled Readers



COMPARE TEXTS

- For suggested titles, see Matching Texts to Learning, pp. T220–T221.
- For instructional support on comparing texts, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together as a whole group. Have one or two students share their poem comparisons and opinions. Celebrate students' enthusiasm for poetry.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to “Pete at the Zoo” with a partner.
- read a self-selected text.
- reread and/or listen to a leveled reader.

Centers



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

Literacy Activities



Students can

- write in a reading notebook in response to the Weekly Question.
- find and read additional poems about places.
- play the *myView* games.

BOOK CLUB



See Book Club, pp. T478–T481 for

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

UNIT 1 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 realistic fiction and understand its plot.
- I can use language to make connections between reading and writing.
- I can plan, draft, and publish my writing.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options
- Progress Check-Ups on SavvasRealize.com
- Cold Reads on SavvasRealize.com
- Writing Workshop Performance-Based Assessment on SavvasRealize.com
- Writing Workshop Assessment

Materials

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

LESSON 1

RL.2.5, RF.2.4.a, W.2.5, SL.2.1

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T266–T267
 - » Phonological Awareness: Add and Remove Sounds
 - » Phonics: Inflected endings -s, -es, -ed, -ing
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T268–T269
- Listening Comprehension: Read Aloud: “A New Home” T270–T271
- Realistic Fiction T272–T273
 - ☑ Quick Check T273

READING BRIDGE

- Academic Vocabulary: Oral Language T274–T275
- Handwriting: Letters *Mm*, *Hh*, and *Vv* T274–T275

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T279
- Strategy, Intervention, and On-Level/Advanced Activities T278
- ELL Targeted Support T278
- Conferring T279

INDEPENDENT/COLLABORATIVE

- Independent Reading T279
- Literacy Activities T279

BOOK CLUB T279 **SEL**

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T430–T431
 - » Peer Edit
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T430–T431
- Conferences T428

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Words with -s, -es, -ed, -ing T432

☑ **Assess Prior Knowledge** T432

FLEXIBLE OPTION

- Language and Conventions: Spiral Review: Sentences and End Punctuation T433

LESSON 2

RF.2.3.d, RF.2.4.a, SL.2.1, SL.2.1.c, W.2.5

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T280–T281
 - » Phonics: Decode and Write Words with Inflected Endings -s, -es, -ed, -ing
 - ☑ **Quick Check** T281
 - » High-Frequency Words

SHARED READ

- Introduce the Text T282–T297
 - » Preview Vocabulary
 - » Read: *You Can't Climb a Cactus*
- Respond and Analyze T298–T299
 - » My View
 - » Develop Vocabulary
 - ☑ **Quick Check** T299
- Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T300
- Guided Reading/Leveled Readers T303
- Strategy and Intervention Activities T300, T302
- Fluency T300, T302
- ELL Targeted Support T300, T302
- Conferring T303

INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T301
- Independent Reading T303
- Literacy Activities T303

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T434–T435
 - » Incorporate Feedback
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T434–T435
- Conferences T428

WRITING BRIDGE

- Spelling: Teach Words with -s, -es, -ed, -ing T436

FLEXIBLE OPTION

- Language and Conventions: Oral Language: Use Resources to Spell Words T437

LESSON 3

RL.2.7, RF.2.3.d, W.2.5,
L.2.2.e

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T304–T305
 - » Phonics: Inflected Endings -s, -es, -ed, -ing
 - » High-Frequency Words

CLOSE READ

- Describe and Understand Plot Elements T306–T307
- Close Read: *You Can't Climb a Cactus*
 - ✔ Quick Check T307

READING BRIDGE

- Read Like a Writer, Write for a Reader: How Graphic Features Support Purpose T308–T309
- Handwriting: Letters Yy, Ww, and Xx T308–T309

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T311
- Strategy and Intervention Activities T310
- Fluency T310
- ELL Targeted Support T310
- Conferring T311

INDEPENDENT/COLLABORATIVE

- Independent Reading T311
- Literacy Activities T311

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T438–T439
 - » How to Write a Final Draft
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T438–T439
- Conferences T428

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Review and More Practice: Words with -s, -es, -ed, -ing T440
- Language and Conventions: Teach Use Resources to Spell Words T441

LESSON 4

RL.2.7, RF.2.3.d, RF.2.4.a,
W.2.6, L.2.2.e

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T312–T313
 - » Phonics: Review Inflected Endings -s, -es, -ed, -ing

CLOSE READ

- Make and Confirm Predictions T314–T315
- Close Read: *You Can't Climb a Cactus*
 - ✔ Quick Check T315

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T317
- Strategy and Intervention Activities T316
- Fluency T316
- ELL Targeted Support T316
- Conferring T317

INDEPENDENT/COLLABORATIVE

- Independent Reading T317
- Literacy Activities T317

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T442–T443
 - » Publish and Celebrate
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T442–T443
- Conferences T428

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Spiral Review: Words with *ch, sh, wh, th, ph,* and *tch* T444
- Language and Conventions: Practice Use Resources to Spell Words T445

LESSON 5

RF.2.3, SL.2.1, SL.2.1.a,
SL.2.1.b, SL.2.1.c

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T318–T319
 - » Phonics: Spiral Review: Consonant Digraphs *ch, sh, wh, th, ph, tch*

COMPARE TEXT

- Reflect and Share T320–T321
 - » Talk About It
 - ✔ Quick Check T321
 - » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T323
- Strategy, Intervention, and On-Level/Advanced Activities T322
- ELL Targeted Support T322
- Conferring T323

INDEPENDENT/COLLABORATIVE

- Independent Reading T323
- Literacy Activities T323

BOOK CLUB T323 **SEL**

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T446
 - » Assessment

INDEPENDENT WRITING

- Assessment T446–T447
- Conferences T428

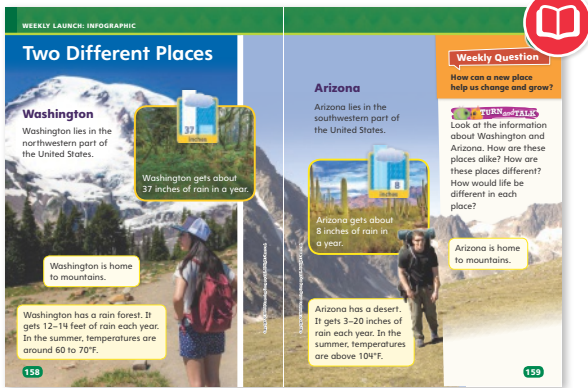
WRITING BRIDGE

- Spelling: Words with -s, -es, -ed, -ing T448
 - ✔ Assess Understanding T448

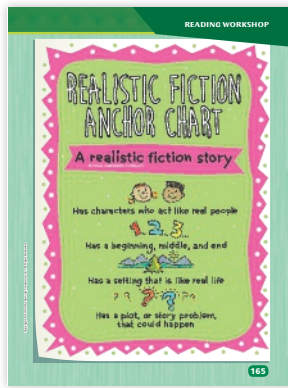
FLEXIBLE OPTION

- Language and Conventions: Standards Practice T449

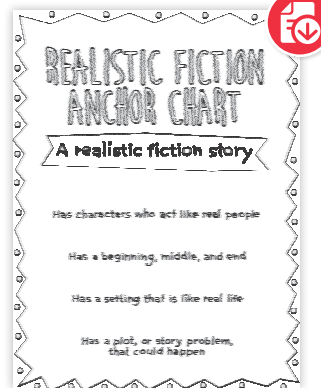
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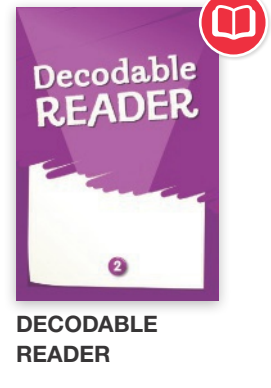
INFOGRAPHIC
"Two Different Places"



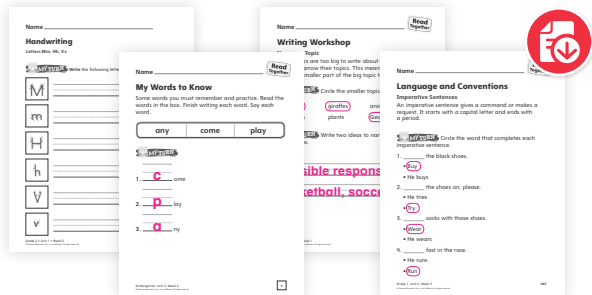
READING ANCHOR CHART
Realistic Fiction



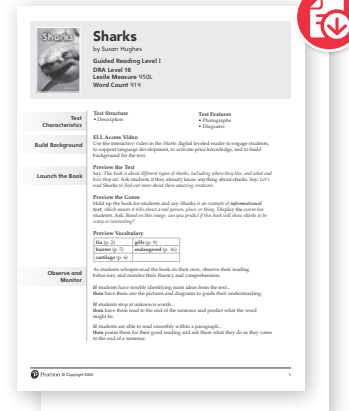
EDITABLE ANCHOR CHART
Realistic Fiction



DECODABLE READER



RESOURCE DOWNLOAD CENTER
Additional Practice



LEVELED READER TEACHER'S GUIDE

Words of the Week

High-Frequency Words

follow
form
show

Develop Vocabulary

excited
favorite
tour
guide
explore

Spelling Words

babies
dropped
lunches
smiled
taking
boxes
dropping
notes
switches
tunes

Unit Academic Vocabulary

affect
compare
different
location
region

WEEK 5 LESSON 1 READING WORKSHOP GENRE & THEME

Listening Comprehension

OBJECTIVES

Listen actively, take relevant notes to clarify information, and answer questions using a think-aloud routine.

Realistic Fiction

Tell students you are going to read about a realistic fiction story. Explain that realistic fiction takes events, people, and settings that are similar to the world as you read. Prompt them to ask relevant questions to clarify information, to answer questions using multi-word responses, and to follow agreed-upon discussion rules.

START-UP

READ-ALOUD ROUTINE

Preview: Have students listen actively for elements of realistic fiction.

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

REPEAT: The text aloud, pausing to model Think Aloud strategies related to the genre and the plot elements.

ELL Transfer

Display and read the following Spanish captions:

- preview - revisar
- repeat - repetir
- first - primero

FLUENCY

After completing the Read Aloud Routine, have students read the text aloud to themselves. Encourage them to use the strategies they learned during the Read Aloud Routine to help them understand the text better.

Anchor Activity

Read the text aloud to students. Encourage them to use the strategies they learned during the Read Aloud Routine to help them understand the text better.

A New Home

Alyssa was so nervous about her first day at her new school. "What if no one talks to me? Or what if I try to talk to people and they ignore me?"

"It'll be fine," her mother said. "Wait and see."

Alyssa walked slowly to the bus stop. Looking around her new neighborhood made her feel a bit better. It was very beautiful. Huge pine trees seemed to reach the sky.

When Alyssa arrived at her new school, she noticed how small it was compared to her old school in the city. She wondered how else it would be different.

READ ALOUD
"A New Home"



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

WHY

Interactive Read Aloud:

- enables students to track about their independent reading level.
- builds students' comprehension.
- motivates students' overall language development.
- provides an opportunity to model fluency and expression reading.
- fosters a love and enjoyment of reading.

PLANNING

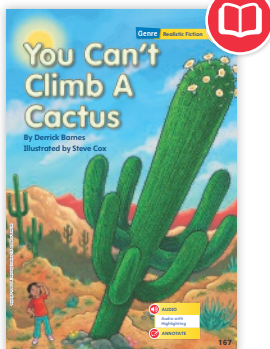
• Select a text from the Read Aloud Trade Book Library or the school or classroom library.

• Identify the key elements of the story.

• Determine the Teaching Point.

• Write open-ended questions and model Think Alouds on sticky notes and place in the book at the points where you plan to stop to interact with students.

INTERACTIVE READ ALOUD
LESSON PLAN GUIDE



SHARED READ
You Can't Climb a Cactus

BOOK CLUB

Titles related to
Spotlight Genre and
Theme: T478-T481

Mentor STACK

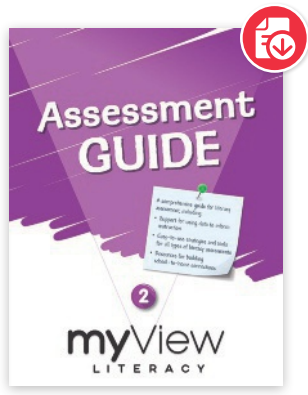
Writing Workshop T427

LITERACY STATIONS

SCOUT

Assessment Options for the Week

- Daily Formative Assessment Options
- Progress Check-Ups on SavvasRealize.com
- Cold Reads on SavvasRealize.com
- Writing Workshop Performance-Based Assessment on SavvasRealize.com
- Writing Workshop Assessment



ASSESSMENT GUIDE

Word Work

OBJECTIVES

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

Identify and read high-frequency words.

FOUNDATIONAL SKILLS EXTENSION

See p. T294 for an extension activity on inflected endings that can be used as the text is read on Lessons 2 and 3.

Phonological Awareness: Add and Remove Sounds

SEE AND SAY Say the word *cat*. Explain that the word *cat* has three sounds or phonemes: /k/ /a/ /t/. Tell students you can change the word *cat* by taking away the /k/ sound at the beginning and adding the /m/ sound to make the word *mat*. Point to the picture of the lock on p. 160 of the *Student Interactive*. Tell students to listen carefully to the beginning sound as you say *lock*. Have students say the word. Point to the second picture on p. 160. Tell students to listen carefully to the beginning sound as you say *block*. Point to the first picture again and say *lock*. Point to the second picture and say *block*. Show students that the sound /b/ was added to the beginning of *lock* to make the word *block*. **We can change words by adding and taking away sounds.** Have students repeat the two words with you several times.

PRACTICE Point to the picture of the tape and say the word. Ask students to repeat the word. Ask them what word they can make if they take away /t/ from *tape*. Provide practice with other words. Say: **Say the word *book* with me. What word do we have if we take away /b/ and add /k/? Say the word *hand* with me. What word do we have if we take away /h/ and add the blend /s/ /t/? Say the word *short*. What word do we have if we take away the digraph /sh/ and add the blend /s/ /p/?**

TURN, TALK, AND SHARE Have partners say the word for each picture at the bottom of p. 160. Then have them circle the picture that adds a sound to the beginning of the first word and underline the picture of the word that takes away a sound from the first word. Finally, have students say each word several times.

Phonics: Inflected Endings -s, -es, -ed, -ing

This week students will be working with inflected endings. Write: *jump*. Tell students you can change the word and its meaning by adding an ending. Add *-ed* to *jump*. Say: **The word *jump* is happening now. Adding *-ed* changes the meaning. *Jumped* means that we jumped in the past.** Erase *-ed* and add *-ing*. Ask students: **When are we jumping?**

Write: *cat*. Say: **If I add an s to this word, I make a word that means more than one cat.** Write: *glass*. Say: **If I want to show there is more than one glass, I need to add -es. Words that end in -s need -es to show plural.**



ELL Targeted Support Language Structures Help students learn new language structures using the photos on *S/* p. 160.

Write: *ice* and say: **Ice has three letters.** Have students repeat your words. Then write: *rice*. Ask: **How many letters does rice have?** Guide students to respond with the same language structure they used for *ice*. **EMERGING**

Complete the Emerging activity, and then repeat it for *price*. **DEVELOPING**

Say: **Rice has one more letter than ice.** Have students use this language structure to answer the question: *What has one more letter than rice?* **EXPANDING**

Complete the Expanding activity, and then write *splice*. Have students use the language structure they practiced to relate the numbers of letters in *splice* and *price*. **BRIDGING**

HIGH-FREQUENCY WORDS



Display the high-frequency words *follow*, *show*, and *form*. Tell students these are the high-frequency words they will practice reading this week. Read each word and have students repeat it. Use the words in oral sentences: *My dog likes to follow me; Show me what to do; I can form letters.* Call on several students to use one of the words in an oral sentence.

follow

show

form

STUDENT INTERACTIVE, p. 160

PHONOLOGICAL AWARENESS | PHONICS

Add and Remove Sounds

SEE and SAY Each sound in a word is a phoneme. You can make new words by adding or removing phonemes. Name the pictures. Listen to the sounds.



What sound, or phoneme, was added to the beginning of the first word to make the second word? **/b/**

What word can you make when you take away the first sound from the third picture word? **ape**

TURN and TALK Work with a partner. Say the name of the first picture. Circle the picture that adds a sound to the beginning. Underline the picture that takes away a sound from the beginning.



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Interact with Sources

OBJECTIVES

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

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

Obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature reference sources, and artifacts.

ACADEMIC VOCABULARY

Language of Ideas Academic language helps students access ideas. After you discuss the infographic, ask: [What is different about the locations in the two pictures? How might the weather affect each place?](#)

- affect
- location
- different
- region
- compare

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

Explore the Infographic

Remind students of the Essential Question for Unit 1: *How do different places affect us?* Point out the Week 5 question: *How can a new place help us change and grow?*

Direct students' attention to the infographic on pp. 158–159 in the *Student Interactive*. Divide the class into small groups. Have them read the infographic and make connections by comparing and contrasting Washington and Arizona. Ask students to underline information that is different for each place.

Then use these questions to guide discussion on the infographic:

- How do the mountains look different in Washington and Arizona?
- How are the two small photos on the page different?
- What do the bar graphs show?
- How much rain does each place get?
- How are these places like where you live? How are they different?
- Would you rather live in Washington or Arizona? Why?

WEEKLY QUESTION Reread the Week 5 Question: *How can a new place help us change and grow?* Tell students they just learned how different places affect how we live. Explain that they will learn more about this topic this week.

TURN, TALK, AND SHARE Have students discuss and answer the questions on p. 159 in the *Student Interactive*.

ELL Targeted Support Visual Support Tell students to listen closely as you read aloud each fact about Washington and Arizona on pp. 158–159.

Ask students to identify things in each image. Help students connect these words and phrases from the text to the images: *inches*, *rain*, *desert*, *rain forest*, *mountains*. Ask: **Which place would you like to visit, and why?** **EMERGING**

Ask students to identify what is similar and different about each image. Have partners identify the following in the visuals and text: *desert*, *rain forest*, *mountains*, *temperature*, *inches of rain*. Ask: **What would it feel like in each place?** **DEVELOPING**

Ask students to use the graphics to compare the amount of rainfall each state receives. Ask students to use the visuals to explain the following phrases from the text: *lies in ___ part of the United States*, *home to mountains*, and *gets about*. Ask: **What kinds of things would you do in each place?** **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 158–159

WEEKLY LAUNCH: INFOGRAPHIC

WEEK 5

Two Different Places

Washington

Washington lies in the northwestern part of the United States.



Washington gets about 37 inches of rain in a year.

Washington is home to mountains.

Washington has a rain forest. It gets 12–14 feet of rain each year. In the summer, temperatures are around 60 to 70°F.

Arizona

Arizona lies in the southwestern part of the United States.



Arizona gets about 8 inches of rain in a year.

Arizona is home to mountains.

Arizona has a desert. It gets 3–20 inches of rain each year. In the summer, temperatures are above 104°F.

Weekly Question

How can a new place help us change and grow?

TURN and TALK

Look at the information about Washington and Arizona. How are these places alike? How are these places different? How would life be different in each place?

158

159

Listening Comprehension

OBJECTIVES

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

Develop and sustain foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension.

ELL Transfer

Cognates Point out the following Spanish cognates:

- nervous : *nervioso*
- mountain : *montaña*
- bus : *autobús*

FLUENCY

After completing the Read-Aloud Routine, display “A New Home.” Model reading aloud a short section of the story, asking students to pay attention to your reading accuracy and to how you emphasize the key words. Explain that fluency is about reading for meaning at a comfortable rate. Invite partners to practice expressive reading, using their favorite sentences, from the story.

THINK ALOUD Analyze **Realistic Fiction** The title of the story is “A New Home.” This could be either a story or an informational text. When I read the first paragraph, I find out that it is a story. Alyssa seems like a realistic character. I also know that moving to a new town and a new school is something that could really happen. I think this is realistic fiction, and I will look for more evidence for this as I read.

Realistic Fiction

Tell students you are going to read aloud a realistic fiction story. Explain that students should listen actively, paying careful attention to the events as you read. Prompt them to ask relevant questions to clarify information, to answer questions using multi-word responses, and to follow agreed-upon discussion rules.

START-UP

READ-ALLOUD ROUTINE

Purpose Have students listen actively for elements of realistic fiction.

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

REREAD the text aloud, pausing to model Think Aloud strategies related to the genre and the plot elements.

A New Home

Alyssa was so nervous about her first day at her new school. “What if no one talks to me? Or what if I try to talk to people and they ignore me?”

“It’ll be fine,” her mother said. “Wait and see.”

Alyssa walked slowly to the bus stop. Looking around her new neighborhood made her feel a bit better. It was very beautiful. Huge pine trees seemed to reach the sky.

When Alyssa arrived at her new school, she noticed how small it was compared to her old school in the city. She wondered how else it would be different.

*“A New Home,” continued*

As Alyssa walked into her first class, she kept her head down. She went to the back of the classroom to sit down. Then, she looked around at the other students taking their seats. A tall girl with long hair made eye contact and smiled at her. “Could this be a new friend?” Alyssa wondered.

After class, the tall girl waited for Alyssa. “Hi, I’m Jaime! You’re new here, right?”

Alyssa softly responded, “Uh... yes.”

“I was new last year. I was so nervous my first day, but everyone here is so nice! Come on, I’ll walk you to class!” smiled Jaime.

Alyssa found herself smiling, and soon they were walking down the hall and talking about the new town. Jaime introduced her to her friends.

That night Alyssa thought about her first day at school. Maybe living in this small town with its beautiful surroundings would work out well for her after all.

THINK ALOUD Analyze **Realistic Fiction** I know that Alyssa is starting a new school. She is worried the other kids won’t like her. I know that realistic fiction sets up a problem and then tells how the main character solves it. I will read on to see if the problem is resolved and if the resolution is realistic.

ELL Access

To help prepare students for the oral reading of “A New Home,” build background by asking students how they feel when they go somewhere for the first time. Then provide a brief summary of the story:

Alyssa has moved to a new town. She doesn’t know anyone and she is afraid the kids at her new school won’t like her. As she walks to school, she thinks about how pretty her new home is. At school, a girl in her class smiles at her. Alyssa makes friends with her and realizes she is happy in her new home.

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****PLOT ELEMENTS**

Problem:

Main Events:

1.

2.

3.

Resolution:

Use a story map to help students identify the plot elements in “A New Home.”



SPOTLIGHT ON GENRE

Realistic Fiction

LEARNING GOAL

I can read realistic fiction and understand its plot.

OBJECTIVES

Establish a purpose for reading assigned and self-selected texts.

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

LANGUAGE OF THE GENRE

Remind students to use words related to realistic fiction in their discussion, including: *characters, setting, plot elements, and purpose for reading.*

FLEXIBLE OPTION ANCHOR CHARTS

- Create a poster-sized anchor chart.
- Have students add details about realistic fiction to the chart daily.
- Have students suggest plot elements to watch for.
- Have students add specific text titles as they read new texts.

ELL Transfer

Cognates Point out the following cognates related to realistic fiction:

- realistic : *realista*
- real : *real*
- events : *eventos*

Minilesson

FOCUS ON STRATEGIES Explain that realistic fiction is a made-up story that could really happen. The plot, or events in the story, are often told in the order that they happened. The main character faces a problem and often finds a resolution, or solution, by the end of the story. Tell students to think about the following questions as they read realistic fiction.

- What is your purpose for reading realistic fiction? Do you want to enjoy the story or find out how a character solves a problem?
- What are the main events in the story? What happens first, next, and last? How can I describe the main events of the plot?
- Look for details about the character's problem. How is the problem solved by the end of the story?

MODEL AND PRACTICE Model determining a purpose for reading realistic fiction. *Before I read "A New Home," I need to set a purpose for reading. This will help guide my reading. The title tells me that the new home is an important part of the story. I wonder if the new home is the main problem in the story. As I read, I will pay attention to the plot events to find out what the home has to do with main events.*

Discuss the plot elements of traditional texts with which students are familiar. Talk about whether these stories are realistic and how the characters solve their problems.

ELL Targeted Support Plot Elements Use a familiar realistic story such as *Maybe Something Beautiful* from Week 2 to talk about plot elements in realistic stories. Create a simple story diagram with the sections: *Setting, Characters, and Beginning, Middle, and End.*

Refer to the story. Ask students to identify the characters in the story and where the story takes place. Record answers on the diagram. Help students retell what happened in the beginning, middle, and end, and record their retelling on the diagram. Have students add pictures to support their retelling. **EMERGING/DEVELOPING**

Prompt students to describe their favorite parts in the story. Have them help you fill in the diagram with the characters, setting, and events in order. Tell them to add pictures to support their understanding. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use strategies for analyzing realistic fiction.

OPTION 1 Use the Anchor Chart Have students work with a partner to discuss the characteristics of realistic fiction. Circulate to determine if students show understanding.

OPTION 2 Use Independent Text On notebook paper, have students write the main events of a realistic text in time order, as well as the character's problem and the problem's resolution.

TURN, TALK, AND SHARE Have students complete the Turn and Talk activity on p. 164 of the *Student Interactive*. Call on volunteers to share their purpose with the class.

QUICK CHECK

Notice and Assess Can students identify realistic fiction stories?

Decide

- **If students struggle**, revisit instruction about realistic fiction in Small Group on pp. T278–T279.
- **If students show understanding**, have them continue practicing the strategies for reading realistic fiction using the Independent Reading and Literacy Activities in Small Group on pp. T278–T279.

STUDENT INTERACTIVE, pp. 164–165

GENRE: REALISTIC FICTION

READING WORKSHOP

My Learning Goal I can read realistic fiction and understand its plot.

Spotlight on Genre

Realistic Fiction

Realistic fiction tells a made-up story that could really happen.

- It has **characters** who act like real people.
- It has a **setting**, or place, where the story occurs.
- It has a **plot**, or story events, that could really happen.

Establish Purpose The purpose for reading realistic fiction is often to enjoy a good story. You may want to find out about a problem the main character has. How does he or she solve the problem?

TURN and TALK Discuss with a partner your reasons for reading *You Can't Climb a Cactus*. Do you want to find out what the title means? Why is the girl looking up at a cactus? Set your own purpose for reading this text.

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REALISTIC FICTION ANCHOR CHART

A realistic fiction story

- Has characters who act like real people
- Has a beginning, middle, and end
- Has a setting that is like real life
- Has a plot, or story problem, that could happen

Academic Vocabulary

LEARNING GOAL

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

OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

ELL Access

To master academic language, ELL students need ample opportunities for using academic vocabulary in oral conversations. Prompt students to use academic language in classroom communication. For example, ask partners to discuss a classroom activity or experience using the Academic Vocabulary words.

Oral Language

Minilesson

FOCUS ON STRATEGIES Review the Academic Vocabulary from the unit with students. Remind them that some words are related and have similar meanings but are used differently in sentences. Tell them they can learn to use new words they read in texts.

- Record new words you read in texts.
- Read the context for the new word.
- Think of a word with a similar meaning.
- Notice any suffixes and how the word is used in the sentence.

After students have followed these steps, have them use new words in their discussions and writing.

MODEL AND PRACTICE Have students look at the words on the top of p. 187 in the *Student Interactive*. Say the following words and have students name a related word: *different* (difference), *compare* (comparison), *locate* (location). Then say: I know the word *difference* is related to *different* and has a similar meaning. I'll look back in the text to see how the words are used. Then I'll know how to use the words on my own. Ask volunteers to use the words *different* and *difference* in sentences.

Handwriting

OBJECTIVE

The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

Letters *Mm*, *Hh*, and *Vv*

FOCUS Display uppercase and lowercase letters *Mm*, *Hh*, and *Vv*.

MODEL Model writing uppercase and lowercase *Mm*, *Hh*, and *Vv*. Work with students to explain how to form the letters properly.



ASSESS UNDERSTANDING

Apply

My TURN Have students complete the activity on p. 187 on the *Student Interactive*.


WEEKLY STANDARDS
PRACTICE 

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

STUDENT INTERACTIVE, p. 187


VOCABULARY READING-WRITING BRIDGE


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

My Learning Goal 

Academic Vocabulary

different	difference	compare	comparison
affect	region	locate	location

MY TURN  Read the related words in the chart above. Now look back through the pages of the unit and at the Word Wall. Write other words that you have learned on the lines below.

TURN and TALK  Use the words in the chart and the words you wrote to discuss the Essential Question: **How do different places affect us?**

187

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PRACTICE Have students use *Handwriting* p. 21 in the *Resource Download Center* to practice writing *Mm*, *Hh*, and *Vv*.

Name _____

Handwriting
Letters Mm, Hh, Vv

MY TURN Write the following letters.

M	_____
m	_____
H	_____
h	_____
V	_____
v	_____

Grade 2 • Unit 1 • Week 5
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21

Handwriting p. 21

Matching Texts to Learning

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



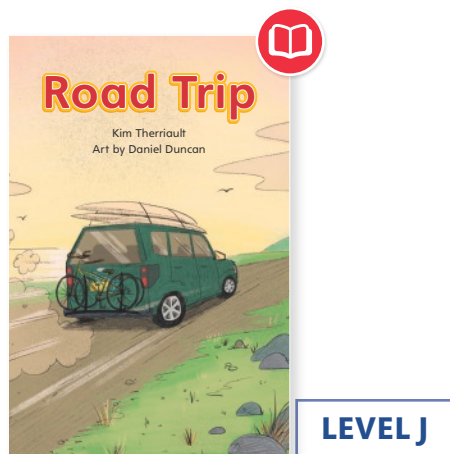
Genre Informational Text

Text Elements

- Table of Contents
- Mix of familiar and new content

Text Structure

- Description



Genre Realistic Fiction

Text Elements

- Settings that are unfamiliar to some children
- Many lines of print per page

Text Structure

- Chronological



Genre Realistic Fiction

Text Elements

- New vocabulary
- Plot and setting outside of typical experience

Text Structure

- Chronological

Guided Reading Instruction Prompts

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

Identify Realistic Fiction

- What about this story makes you think it could happen in real life?
- What problem or conflict does the main character face?
- What are the characters and setting like in this story?

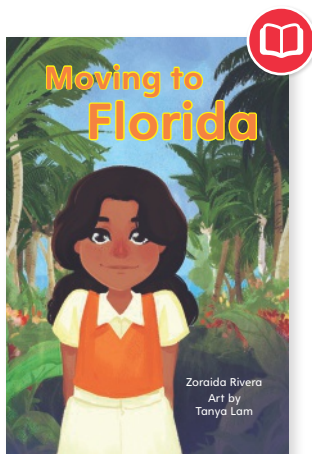
Develop Vocabulary

- What is one way you might find the definition of the word ___?
- Why is this word important in helping you understand the main character?
- What can you do when you don't understand what a word means?

Describe and Understand Plot Elements

Retell the main events in the story.

- What is the character's problem?
- What is the resolution to the problem?



LEVEL L

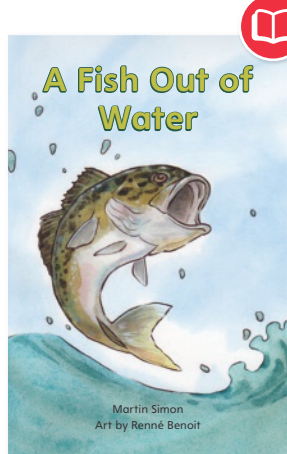
Genre Realistic Fiction

Text Elements

- New vocabulary
- Plot outside some readers' typical experience

Text Structure

- Chronological



LEVEL M

Genre Realistic Fiction

Text Elements

- Meaning conveyed through text rather than images
- Multiple points of view shown through characters' behaviors

Text Structure

- Chronological



LEVEL M

Genre Realistic Fiction

Text Elements

- Meaning carried by print
- Multisyllable words that are challenging to decode

Text Structure

- Chronological

Make and Confirm Predictions

- What can you make predictions about?
- How can you confirm a prediction?
- Why is it important to confirm your prediction?

Compare Texts

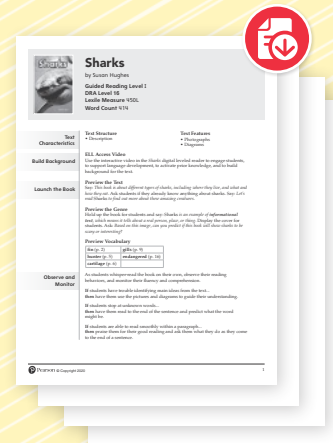
- What is the main event in each text?
- In what ways does each character solve the story's problem?

Word Work

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

Leveled Reader Teacher's Guide

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



Use the  **QUICK CHECK** on p. T273 to determine small group instruction.

Teacher-Led Options

Strategy Group

IDENTIFY REALISTIC FICTION

Teaching Point Today I want to remind you that realistic fiction has real-life characters and a realistic setting. It has plot events that could really happen. To decide if a story is realistic, ask yourself if you know real people like the ones in the story. Could the story problem happen in real life? Would real people react to the problem like the characters in the story? Look at “A New Home” on pp. T270–T271 with students and discuss why it is realistic fiction.

ELL Targeted Support

Help students discuss realistic features of the story “A New Home.” Write: *new town, new school, new neighborhood, new friend.*

Have students echo-read the phrases with you. Ask students what all the phrases have in common (the word *new*). In small groups, have students discuss a new experience they have encountered and how that could be a realistic problem. **EMERGING**

Place students in pairs or small groups. Have them take turns using each of the phrases in sentences. Challenge each student to create sentences that describe their own experiences. **DEVELOPING/EXPANDING**

Have individual students write a paragraph based on their experiences doing something new. Then have partners exchange paragraphs and read them aloud. **BRIDGING**



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

Intervention Activity



IDENTIFY REALISTIC FICTION

Use Lesson 28, pp. T163–T168, in the *myFocus Intervention Teacher’s Guide* for instruction on the realistic fiction genre.

LEVEL C • READ

Lesson 28 Genre: Fiction and Narrative Nonfiction

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

Lots of Choices

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

Reading Literature T • 163

On-Level and Advanced



INQUIRY

Question and Investigate Have students use the infographic on *Student Interactive* pp. 158–159 to generate ideas of two states they could compare and contrast. Throughout the week, have them conduct research about the states. See *Extension Activities* pp. 56–60 in the *Resource Download Center*.

Conferring

3 students/3-4 minutes
per conference

IDENTIFY REALISTIC FICTION

Talk About Independent Reading Ask students to list realistic features of the book they are reading.

Possible Conference Prompts

- Are the characters like real people?
- Could the problem and its solution happen in real life?
- How did you use what you know about realistic fiction to understand the story?

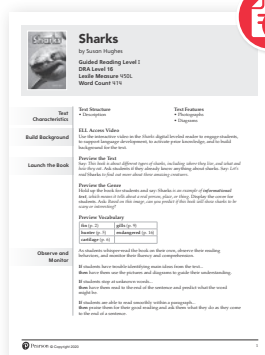
Possible Teaching Point Readers can identify realistic fiction by analyzing whether the setting, the characters, and the problem in the story are realistic and believable.

Leveled Readers



IDENTIFY REALISTIC FICTION

- For suggested titles, see Matching Texts to Learning, pp. T276–T277.
- For instructional support on the characteristics of realistic fiction, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together in whole group. Invite several volunteers to describe what is realistic about the characters in the texts 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 book.
- continue reading their Book Club text.

Centers



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

Literacy Activities



Students can

- write about their reading in a reading notebook.
- play the myView games.
- refer to the anchor chart on *Student Interactive* p. 165 and tell a partner the beginning, middle, and end of the realistic fiction book they are reading.

BOOK CLUB



See Book Club pp. T478–T481 for

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

Word Work

OBJECTIVES

Decode words with common prefixes and suffixes.

Identify and read high-frequency words.

ADDITIONAL PRACTICE



For additional student practice with inflectional endings, use *Phonics* p. 5 from the [Resource Download Center](#).

FOUNDATIONAL SKILL

Name _____

Phonics
Inflected Endings -s, -es, -ed, -ing
An inflected ending can change the meaning of a word by adding one or more letters to the end of the word. Some of the most common inflected endings are -s, -es, -ed, and -ing.

MY TURN Read the sentences below. Choose the word that has the correct ending to complete each sentence. Draw a line to that word.

- The tall girl was _____ down the street. walking
- Sarah was _____ Jose with the dishes. looks
- Anthony _____ in the mirror and fixes his hair. helping
- Dev _____ the broken alarm clock earlier. walked
- They were _____ on the trampoline yesterday. fixed
- Shayna _____ down off the top bunk. jumping
- A small turtle _____ past me on the sidewalk. jumped

Grade 2, Unit 1, Week 5
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Phonics p. 5

Phonics: Decode Words with Inflected Endings -s, -es, -ed, -ing

Minilesson

FOCUS Write the inflected endings: -s, -es, -ed, and -ing. Explain that these endings can be added to words to change their meaning or part of speech. Point out that adding -s or -es changes a word to its plural, meaning more than one. Explain that -s, -es, and -ing can be added to a verb to show something is happening now. The ending -ed can be added to a verb to show that something happened in the past.

MODEL AND PRACTICE Write these sentences, and model decoding the words with inflected endings: *Dan rests. He is resting. Dan wishes he had rested yesterday.* Then say: **By decoding the inflected endings on the base words *rest* and *wish*, I can learn when Dan rests and wishes.** Write: *Dan keeps falling asleep. Dan dozes in the chair he painted.* Have students demonstrate phonetic knowledge by decoding the words with the inflected endings -s, -es, -ing, and -ed and telling you their meanings.

APPLY MY TURN Have pairs take turns decoding the base words and the words with inflected endings -s, -es, -ed, and -ing in the chart on *SI* p. 161.

TURN, TALK, AND SHARE Have pairs complete the activity on *SI* p. 161.

Phonics: Write Words with Inflected Endings -s, -es, -ed, -ing

Minilesson

FOCUS Read aloud the text at the top of *SI* p. 162 with students.

MODEL AND PRACTICE Write *wish*, *drop*, and *copy*. Then write *wishes* next to *wish*, *dropped* and *dropping* next to *drop*, and *copying* and *copied* next to *copy*. Have students write all these words, and discuss as a class how each base word changes when the inflected ending -es, -ed, or -ing is added. Next, have students read the word *hopes* in item 1, noting the inflected ending -s. Ask them what the base word is and have them write it on the lines.



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use these strategies for decoding and writing words with inflected endings.

OPTION 1 MyTURN Have students decode and legibly print the base word for items 2-7 on *SI* p. 162.

OPTION 2 Independent Activity Have students list several words with inflected endings from their independent text. Ask them to write the base word next to each word and read all the words aloud.

QUICK CHECK

Notice and Assess Are students able to decode and write words with inflected endings?

Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T300–T301.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T300–T301.

HIGH-FREQUENCY WORDS

Display the high-frequency words *follow*, *form*, and *show*. Read aloud the words with students.

- Have students point to the word *form*. Then repeat with the words *show* and *follow*.
- Randomly point to the words and have students say each word you point to.
- Have students point to a word, say it, and use it in a sentence.

follow

show

form

STUDENT INTERACTIVE, p. 161

FOUNDATIONAL SKILLS

Inflected Endings -s, -es, -ed, -ing

MYTURN Some words have endings added to them. Read each base word. Then read the words with their endings. Sometimes the base word changes a little when an ending is added.



boxes = box + -es

Base Word	-s or -es Added	-ed Added	-ing Added
rest	rests	rested	resting
wish	wishes	wished	wishing
drop	drops	dropped	dropping
chase	chases	chased	chasing
copy	copies	copied	copying

TURN and TALK Reread the words with a partner. Which base words changed when an ending was added? How did they change?

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STUDENT INTERACTIVE, p. 162

PHONICS / HIGH-FREQUENCY WORDS

Inflected Endings -s, -es, -ed, -ing

Many verbs and nouns have inflected endings. To read a word that ends in -s, -es, -ed, or -ing, look for the base word.

MYTURN Read, or decode, each word. Write the base word.

1. hopes hope

2. mixes mix

3. studies study

4. grabbed grab

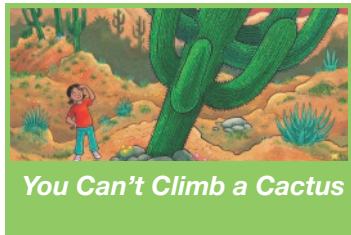
5. taping tape

6. scraped scrape

7. switches switch

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Introduce the Text



OBJECTIVES

Establish purpose for reading assigned and self-selected texts.

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

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

Shared Read Plan

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

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

Preview Vocabulary

- Introduce the words on p. 166 in the *Student Interactive* and define them as needed.

excited: thrilled; looking forward to

favorite: liked better than others

tour: a visit to see things

guide: a person who shows people around

explore: to look around a place to learn things

- To reinforce the meanings of the words for students, ask them questions about the words: *When was a time you got excited? What is your favorite food? What kind of tour would you like to take? How could you use a guide in an unfamiliar city? What is something you would like to explore?*

Read

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

FIRST READ STRATEGIES

LOOK Have students use the pictures and title to make a prediction about the story. Remind them to revise and confirm their predictions as they read.

ASK Encourage students to ask themselves what the story is about.

READ Have students keep their purpose for reading in mind as they read.

TALK Ask students to talk about how the story answers the weekly question.

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



ELL Targeted Support Prereading Supports Use the illustrations in *You Can't Climb a Cactus* to talk about what students think the story will be about.

Have students look at each illustration and tell what they see. Prompt students with questions such as: *Where are the characters? What do you think is happening? What do you think might happen next?* **EMERGING/DEVELOPING**

Have students work with a partner to look at the first illustration and predict what they think might happen in the story. Then have partners look at the rest of the illustrations and discuss each one, telling what they think is happening and revising or confirming their prediction. **EXPANDING/BRIDGING**

ELL Access

Background Knowledge Students make meaning not only from the words they learn, but also from their prior knowledge. Encourage students to share personal knowledge or texts they have read about exploring a new place.

STUDENT INTERACTIVE, pp. 166–167

You Can't Climb a Cactus

Preview Vocabulary

Look for these words as you read *You Can't Climb a Cactus*.

excited favorite tour guide explore

First Read

Look through this text. Make a prediction.

Ask what this text is about.

Read for the purpose you set.

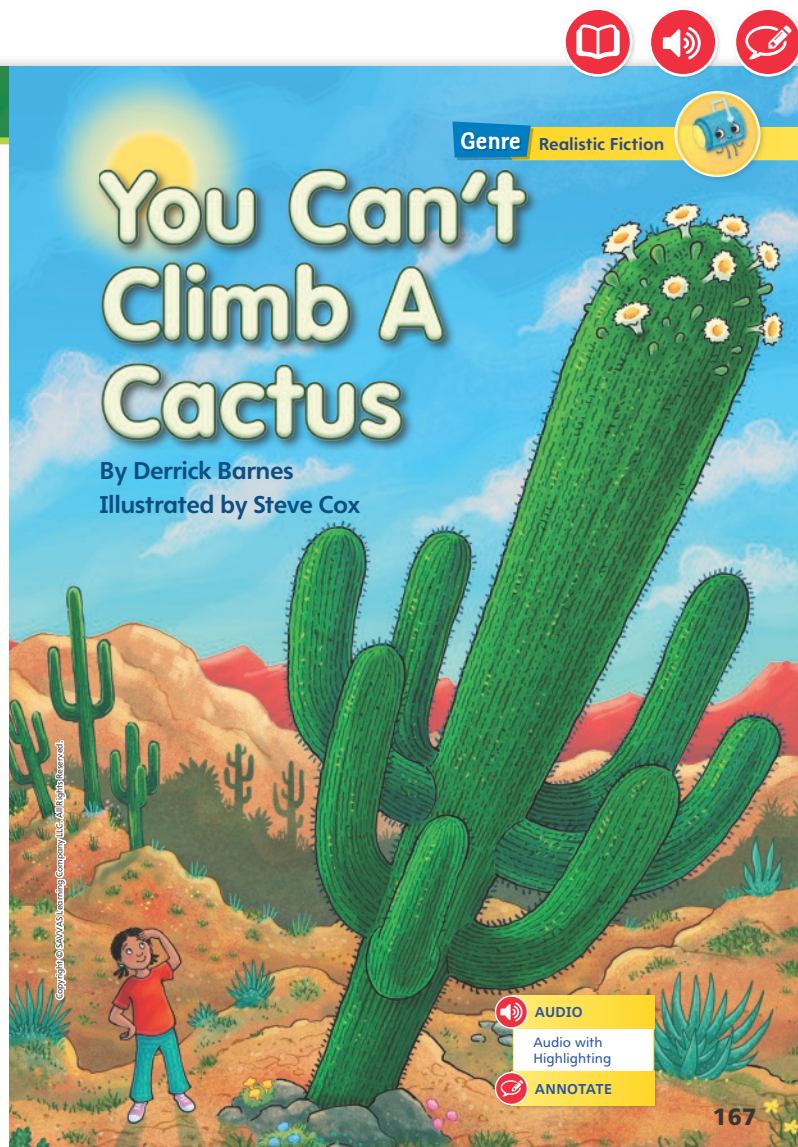
Talk about how this text answers the weekly question.

Meet the Author



Derrick Barnes has written many children's books. He says that reading poems and listening to songs helped him learn to write well. He lives in Charlotte, North Carolina, with his wife Tinka and their four sons: Ezra, Solomon, Silas, and Nnamdi.

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First Read

Read

THINK ALOUD Before I read, I set a purpose, or a goal, for reading. I know that this text is realistic fiction, or a made-up story that could really happen. I want to read to enjoy the story, but I want to set a more specific purpose too. I read on this page that Erica is excited for her vacation. My purpose for reading the next few pages will be to find out more about Erica and her vacation.

CLOSE READ



excited thrilled;
looking forward to

favorite liked better
than others

- 1 Erica was excited about spring vacation.
- 2 She wanted to visit the new nature center near her home in Seattle.
- 3 It had plants and bugs, which were two of her favorite things in the world!



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Possible Teaching Point



Read Like a Writer | Author's Craft

Graphic Features To help students develop a clear understanding of how pictures support an author's purpose in the text, point to the illustration of Erica. Discuss what this illustration says about Erica's likes. Ask students how the illustration gives more information about the text in paragraph 3. For more instruction on Author's Craft, see T308–T309.




- 4 Her parents had different plans.
- 5 “Let’s take a trip to Arizona!” Mom said. “We can visit Grandpa Zack.”
- 6 Erica loved Grandpa Zack, but she did not want to visit Arizona.
- 7 She’d never been there. She knew it would be boring.

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CLOSE READ **Describe and Understand Plot Elements**

Underline the words that tell what problem Erica has with her parents’ plan.

First Read**Ask**

 **THINK ALOUD** As I read, I ask myself: What is this text about? At first, I thought it would be about Erica’s trip to visit a nature center near her home in Seattle. Now, I read that her parents have a different plan for her. They want to take a trip to Arizona instead. Where will they decide to go? What will happen? I’ll keep reading to find out.

Close Read**Describe and Understand Plot Elements**

Explain that an author uses plot elements in realistic fiction to organize the story. An author often states the main character’s problem early in the story. Readers keep reading to learn how the problem will be resolved.

Have students read **paragraphs 6–7** to underline details about Erica’s problem with her parents’ plan. To guide students, ask: **What is Erica’s parents’ plan? Why doesn’t Erica like the plan? Find details in the text to support your answer. See student page for possible responses.**

DOK 2

OBJECTIVES

Make inferences and use evidence to support understanding.

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

Possible Teaching Point **Academic Vocabulary | Oral Language**

See the Academic Vocabulary lesson on pp. T274–T275 of the Reading-Writing Workshop Bridge. Have students practice asking and answering questions about the text using the academic vocabulary words *different*, *location*, and *region*. In pairs, have students ask and answer the following questions aloud: *How are Erica’s plans and her parents’ plans different? What location does Erica want to visit? What region do her parents want to visit?*

First Read

Look

THINK ALOUD As I look at the text and the illustrations, I make predictions about what will happen in the story. I see in the picture that Erica and her dad have a lot of fun in Seattle, and I read that Erica thinks Arizona is “strange.” Erica is worried that she won’t have any fun in Arizona, but I predict that she might like it more than she thinks she will.

Close Read

Make and Confirm Predictions

Tell students to look at illustrations to help make a prediction about a realistic fiction story. Tell them that as they read, they should use details about how a character feels or what he or she does to make, correct, or confirm their predictions.

Have students read **paragraph 9** to find and highlight the sentence that tells how Erica feels about Arizona. **See student page for possible responses.**

Ask: *How do you think Erica will feel about Arizona by the end of the story? How does she feel right now? Do you think her feelings will change?*

DOK 2

OBJECTIVES

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

Make inferences and use evidence to support understanding.

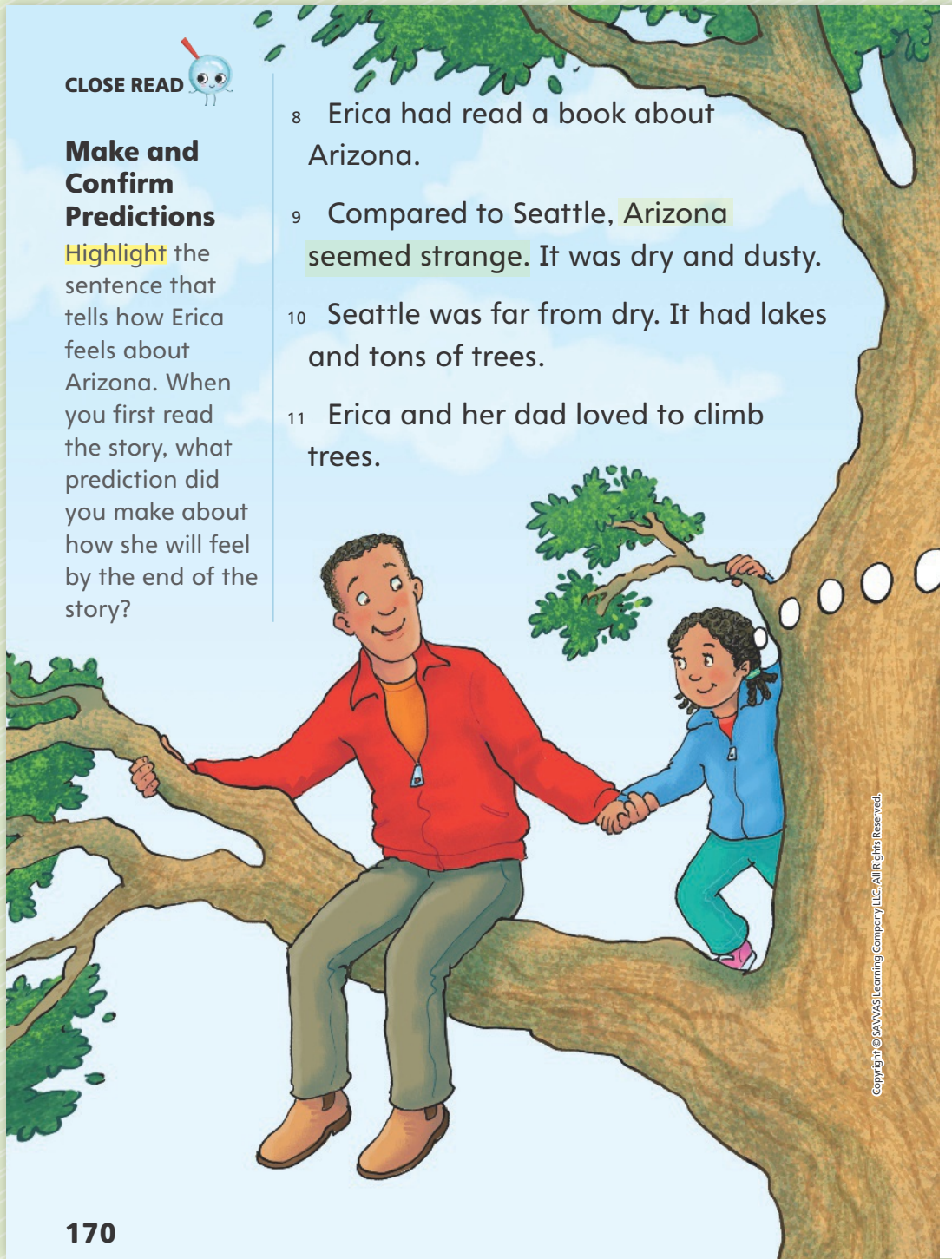
CLOSE READ



Make and Confirm Predictions

Highlight the sentence that tells how Erica feels about Arizona. When you first read the story, what prediction did you make about how she will feel by the end of the story?

- 8 Erica had read a book about Arizona.
- 9 Compared to Seattle, Arizona seemed strange. It was dry and dusty.
- 10 Seattle was far from dry. It had lakes and tons of trees.
- 11 Erica and her dad loved to climb trees.



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Possible Teaching Point



Read Like a Writer | Author's Craft


Text Structure Point out the use of compare and contrast structure on *SI* p. 170. Explain that the author points out the differences between Seattle and Arizona to explain why Erica does not want to visit Arizona. Ask: *What words describe Arizona? What words describe Seattle?* Have students underline words in the text on p. 170 that highlight differences between the two locations. For more instruction on Author's Craft, see T308–T309.

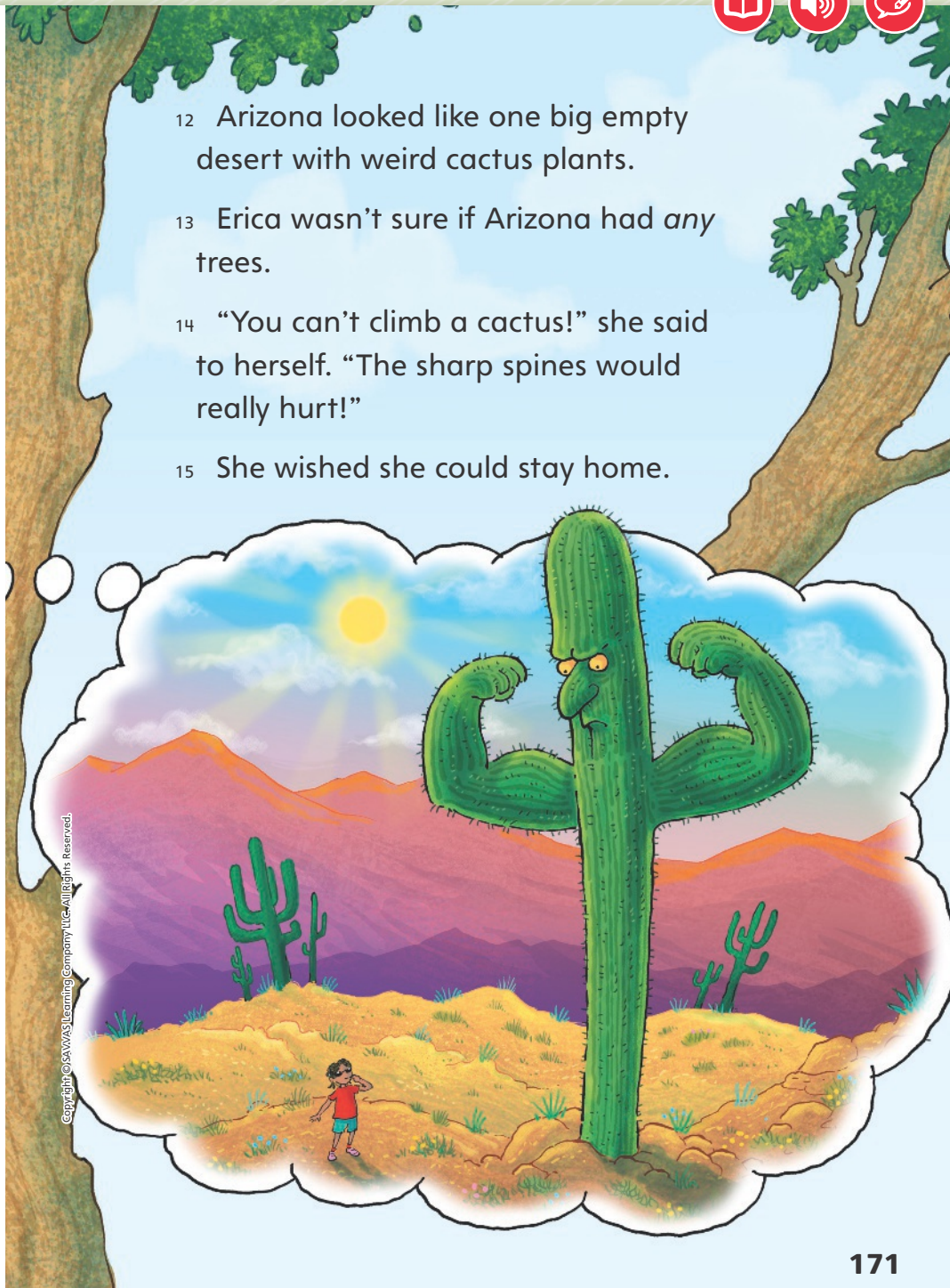


- 12 Arizona looked like one big empty desert with weird cactus plants.
- 13 Erica wasn't sure if Arizona had *any* trees.
- 14 "You can't climb a cactus!" she said to herself. "The sharp spines would really hurt!"
- 15 She wished she could stay home.

First Read

Talk

 **THINK ALOUD** As I read this story, I think about the weekly question: How can a new place help us change and grow? I talk with a partner about how Erica would answer this question. Erica thinks Arizona is a "big empty desert with weird cactus plants." She doesn't want to go to a new place because she doesn't think she'll like it. If she goes somewhere new, she might learn something new or try something she wouldn't be able to do at home. The trip might help her change and grow.



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Possible Teaching Point



Read Like a Writer | Author's Craft

Graphic Features Point to the illustration of Erica and a cactus, and remind students how pictures support an author's purpose in the text. Ask students if this picture illustrates something real or imaginary. Discuss what the illustration says about Erica's true feelings about Arizona. For more instruction on Author's Craft, see T308–T309.

First Read

Look

THINK ALOUD As I look at the text and the illustration, I think about the prediction I made about Erica's feelings. She wasn't happy about going to Arizona, but now I see her smiling and pointing out the window. She "gasp(ed)" as she pointed at the bird, which tells me she's excited. I think she might be starting to change her mind about Arizona.

Close Read

Vocabulary in Context

Remind students that using context is one way to determine the meaning of unfamiliar words. Look for clues to the meaning of a word in the words around it. Ask questions to guide students: *What does Erica point to? What words describe what Erica is pointing at?*

Have students read **paragraph 18** to find and underline the words that tell what a vulture is. **See student page for possible responses.**

DOK 2

OBJECTIVE

Use context within and beyond a sentence to determine the meaning of unfamiliar words.

CLOSE READ



Vocabulary in Context

Look for clues to the meaning of a word in the words around it. Underline the words in the text that tell you the meaning of the word **vulture**.

- 16 As the plane started to land in Arizona, Erica looked out the window.
- 17 The desert was SO flat.
- 18 "Look!" she gasped, pointing to a huge bird far off in the sky.
- 19 "A vulture," said Dad.



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Possible Teaching Point



Read Like a Writer | Author's Craft

Print Features Explain to students that authors may use print features to emphasize an idea or a character's feelings in a story. Print features include bold words, words written in all capital letters, and words presented in a different font or size. Direct students to paragraph 17. Point out the capitalization of the word **so**. Ask students why the author may have chosen that word to emphasize. For more instruction on Author's Craft, see T308–T309.



CLOSE READ

**Make and Confirm Predictions**

Highlight the text that helps you understand that Erica will learn something new. When you first read the selection, what prediction did you make about the kind of surprise Grandpa has for Erica?

- 20 Grandpa met Erica and her parents at the airport.
- 21 “I have a surprise for you!” he told Erica, as they walked to his car.
- 22 From the car window, Erica saw a group of animals. “Look, Grandpa,” she said. “Pigs!”
- 23 “Javelinas,” said Grandpa. “They look like wild pigs. But they’re a different mammal that lives in the desert.”



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Possible Teaching Point**Academic Vocabulary | Oral Language**

See the Academic Vocabulary lesson on pp. T274–T275 of the Reading-Writing Workshop Bridge. Point out that students can use the Academic Vocabulary words *compare* and *location* to talk about Erica’s experiences. Say: *Erica makes a comparison between hilly land and flat land when she sees the desert: the desert is “SO flat,” she says. The javelinas she sees are located by the road.* Have students practice using the Academic Vocabulary to talk about the story so far.

First Read**Read**

THINK ALOUD As I read, I think about my purpose for reading. At the beginning of the story, I said my purpose for reading was to find out more about Erica’s vacation. While reading, I mark details related to that purpose. For example, Erica sees a family of pigs called javelinas while she’s on her vacation to Arizona. I pay attention to details like this about her vacation.

Close Read**Make and Confirm Predictions**

Tell students that as they read, they should continue to make predictions about what will happen next in the story.

Have students read **paragraph 21** to find and highlight the text that reveals Erica will learn something new. **See student page for possible responses.**

Ask: *What do you think the surprise will be? What type of things do you think Erica will learn?*

Possible Response: Students may suggest that Erica will learn more about plants or animals, as it seems Grandpa understands she is interested in nature.

DOK 2

OBJECTIVES

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

Make inferences and use evidence to support understanding.

First Read

Ask

THINK ALOUD As I read, I remember to ask questions to help me understand what the text is about. What kind of place is the desert nature center? Is it like the nature center near Erica's home in Seattle? I'll read to find out more.

Close Read

Make and Confirm Predictions

Remind students to confirm or correct their predictions as they read.

Ask: What did you think Grandpa's surprise for Erica would be? Were you correct? What words and phrases do you find in the text that can help you confirm or correct your prediction?

Have students read **paragraphs 25–26** to find and highlight the text that tells what Grandpa's surprise is. **See student page for possible responses.**

DOK 2

OBJECTIVES

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

Make inferences and use evidence to support understanding.

CLOSE READ



Make and Confirm Predictions

Highlight the sentences that tell what Grandpa's surprise is. Was your prediction correct?

24 Grandpa drove to a tall building. It was made mostly of glass.

25 "This is where I work now!" Grandpa said.

26 Erica read the sign. It said **DESERT NATURE CENTER.**



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Possible Teaching Point



Read Like a Writer | Author's Craft

Graphic Features Remind students how pictures support an author's purpose in the text by pointing to the illustration. Discuss how the picture shows what the Desert Nature Center looks like. Ask students how the illustration helps them better understand the text. For more instruction on Author's Craft, see T308–T309.



CLOSE READ



- 27 “Can we go in?” Erica asked.
- 28 “We sure can,” Grandpa said. “I’ll sign you up for a tour!”
- 29 Grandpa handed Erica a guidebook.
- 30 “It’s full of facts about the things you’ll see,” he said.
- 31 Then a guide took Erica and a small group of other children to explore the nature center.

tour a visit to see things

guide a person who shows people around

explore to look around a place to learn things



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First Read

Talk

THINK ALOUD As I keep reading, I look again at the weekly question: How can a new place help us change and grow? I can see that already, Erica is changing her ideas about the new place. At this nature center, Erica can learn about nature in Arizona, which is different from nature in Seattle. Talk with a partner about how, by being in a new place and trying new things, Erica is learning more about the world around her.

CROSS-CURRICULAR PERSPECTIVES

Social Studies



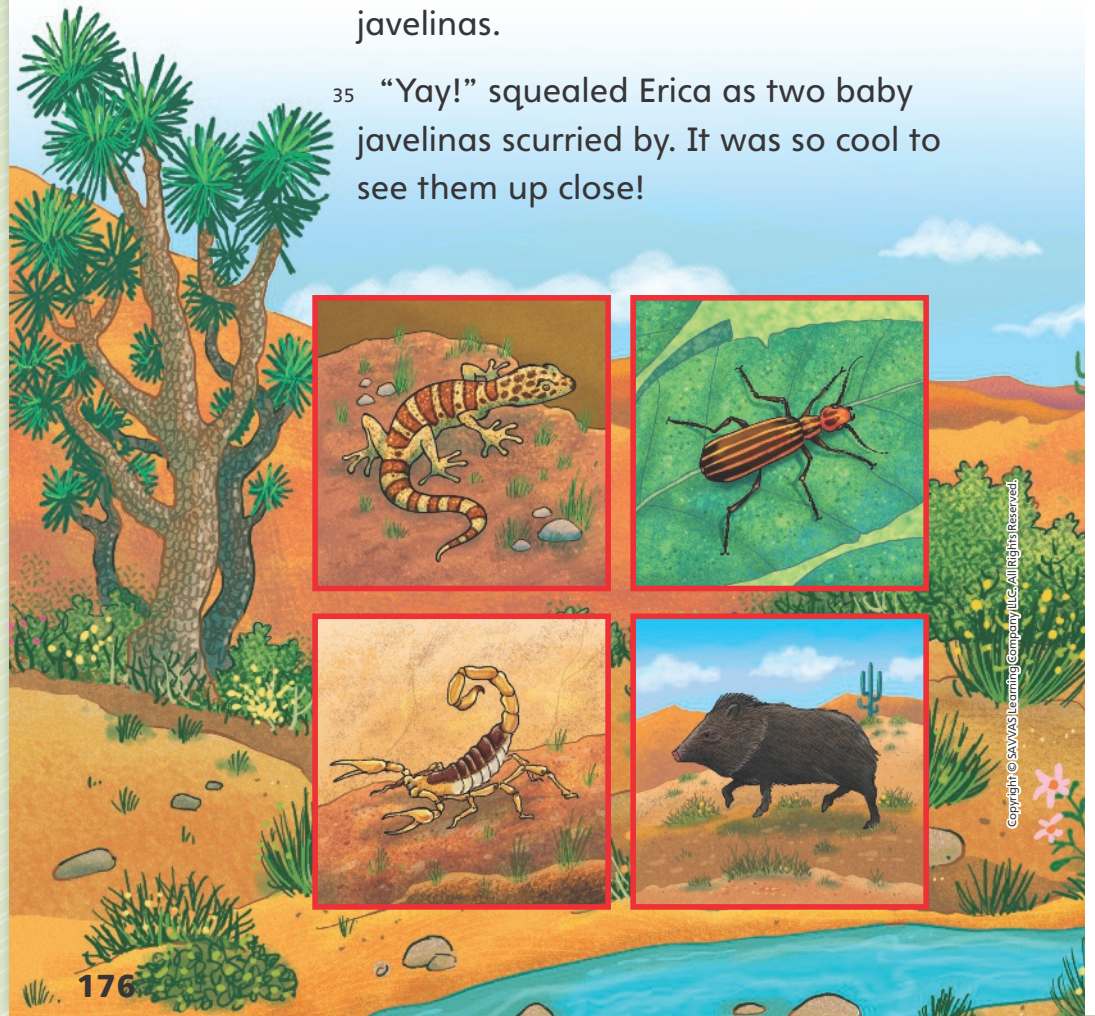
Read aloud paragraph 25, and tell students that Grandpa’s use of the word *now* means that he has not always worked at the nature center. Point out that Grandpa is wearing a uniform in the illustrations on these pages. Say: **These observations make me think that Grandpa is working for his community by helping people who visit the Desert Nature Center. Erica probably admires her grandfather for doing this work.**

First Read

Read

THINK ALOUD As I read, I think about the prediction I made earlier. I predicted Erica would start to like Arizona by the end of the story. On this page, I see some clues that she is starting to have fun in Arizona. She squeals “Yay!” when she sees the javelinas, which tells me she is excited. She thinks it’s “so cool” to see the javelinas up close. I think my prediction will be correct.

- 32 First, they went inside to see the animals.
- 33 Lizards scrambled up a glass wall. Scorpions and beetles crawled through the dirt.
- 34 The tour came to a family of javelinas.
- 35 “Yay!” squealed Erica as two baby javelinas scurried by. It was so cool to see them up close!



CROSS-CURRICULAR PERSPECTIVES

Social Studies

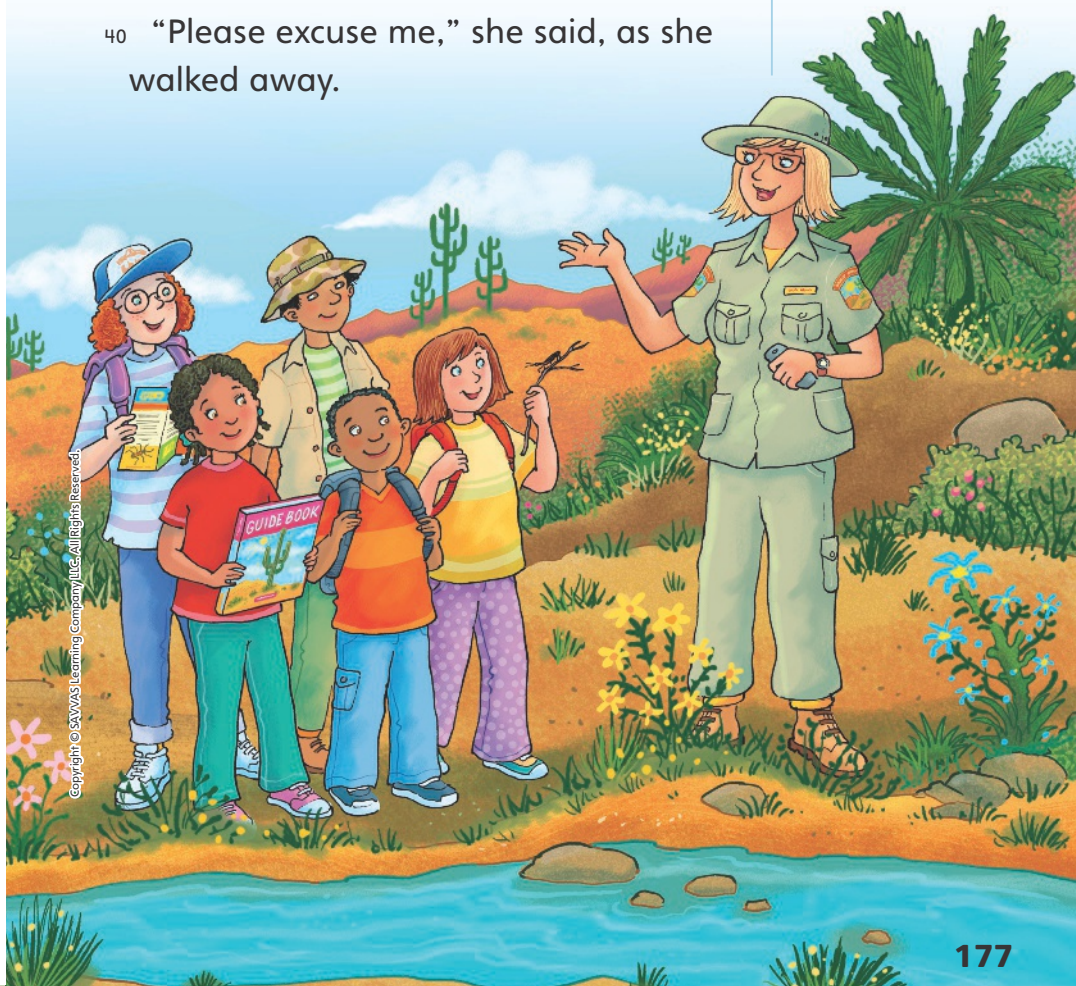


Arizona is home to many species of animals. Lizards do well in the hot desert by basking in the sun to warm their bodies and then moving to the shade to cool down. More than forty kinds of scorpions live in Arizona, including the Arizona bark scorpion, which has a sting that can be painful. Javelinas, which look like pigs but are not, can be found in the desert and sometimes near homes, going through garbage or gardens. Have students connect this information to the description and illustrations on p. 176 of the *Student Interactive*.

CLOSE READ **Describe and Understand Plot Elements**


Underline the sentence that shows Erica was interested in what she saw.

- 36 Next, the tour went outside.
- 37 They walked near a stream lined with colorful wildflowers.
- 38 Erica tried to match the flowers with the pictures in her book.
- 39 Then the guide's phone rang.
- 40 "Please excuse me," she said, as she walked away.



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First Read**Ask**

 **THINK ALOUD** As I read, I ask myself "What is this story about?" After I read each page, I can retell what happens in the story to help me understand what it's about. On this page, Erica looks at wildflowers while she takes the nature tour. At the end of the page, the guide's phone rings and she walks away from the group. I wonder what will happen when the guide leaves.

Close Read**Describe and Understand Plot Elements**

Help students find evidence that Erica is changing her mind about the trip. Explain that sometimes, characters' actions show how they feel. The author won't always say exactly how a character feels, but his or her actions are clues.

Have students scan **paragraph 38** to find and underline the sentence that shows that Erica is interested in what she sees. **See student page for possible responses.**

DOK 2

OBJECTIVES

Make inferences and use evidence to support understanding.

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

ELL Targeted Support Summarize Check students' understanding by having them retell story events.

Guide students with prompts: *What animals did Erica see? What plants did she see? What did the guide do?* **EMERGING/DEVELOPING**

Have students write a brief list of events to help them summarize the story to a partner. **EXPANDING/BRIDGING**

First Read

Read

THINK ALOUD As I read, I think back to my purpose for reading. I wanted to learn more about Erica's vacation. I learn on this page that Erica chose to lead the nature tour while the guide was away. This seems like it would be a hard thing to do, especially in a new place! But I know that Erica knows a lot about nature, and she has the guidebook to help her. I think leading the tour will be a very important part of her vacation.



- 41 While the guide was gone, Erica took over the tour!
- 42 She used her guidebook to share fun facts about the plants.
- 43 The other children loved learning from someone their own age.
- 44 When the guide returned, she let Erica finish leading the tour.
- 45 “You should be a guide,” she told her. “Why don’t you be my assistant?”

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Foundational Skills Extension

Inflected Endings

Review the instruction on inflected endings on pp. T280–T281, T304–T305, and T312–T313. Write *used*, *loved*, *returned*, *invited*, *helped*, and have students find the words on pp. 178–179. Point out that the ending *-ed* means that words are about actions and feelings that took place in the past. Tell students to pronounce the words and identify the one in which the *-ed* ending is pronounced as a syllable (*invited*).

CLOSE READ **Describe and Understand Plot Elements**

Underline the text that tells what Erica did during her week in Arizona.

- 46 The guide invited Erica back.
- 47 For the rest of the week, Erica went to work with Grandpa Zack.
- 48 While Grandpa did his job, she helped with the tours.
- 49 When it was time to go home to Seattle, the guide gave Erica a gift. It was a little cactus plant.



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

Text Structure Remind students that text structure is the way the author organizes details in a text. Explain that in chronological order, the events are presented in the order they occurred. Authors often use words to signal the order of events, such as: *first*, *then*, and *meanwhile*. Point out the signal words and phrases in paragraphs 47-49 (*for the rest of the week*, *while*, *when it was time*).

First Read**Talk**

In pairs, have students revisit the weekly question: How can a new place help us change and grow? Have students discuss specific examples from the text that support their answers. To guide students, provide sentence frames such as: *Erica changes because _____ and Erica grows and learns by _____.*

Close Read**Describe and Understand Plot Elements**

Explain that students should keep track of the main events as they read a story. Main events can include the things that characters do and things that happen in a story.

Have students scan **paragraphs 47–48** to find and underline the text that tells what Erica did during her week in Arizona. **See student page for possible responses.**

DOK 2

OBJECTIVES

Make inferences and use evidence to support understanding.

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

First Read

Look

THINK ALOUD As I read the ending of the story, I look at the illustrations and think about the prediction I made. I thought Erica would end up enjoying her trip to Arizona. I'll look for evidence or clues in the text that can tell me if my prediction was correct. I read that Erica missed Arizona, and that she hung photos from her trip. The illustration shows that she puts the cactus in a special place. All of these things tell me she has good memories from her trip to Arizona and she wants to be reminded of these memories when she is in her room. My prediction about Erica's feeling was correct.

- 50 Back home, Erica missed Arizona.
- 51 She decided to make an Arizona corner in her room.
- 52 She hung photos from the trip.
- 53 Then she put the cactus on a little table.



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ELL Targeted Support **Prepositions** Check students' understanding of the prepositions used on p. 180.


Ask: *Where does Erica make an Arizona corner?* (in her room) *Where does Erica put the cactus?* (on the table) Have students draw pictures to demonstrate understanding of the prepositions *in* and *on*. **EMERGING/DEVELOPING**

CLOSE READ **Describe and Understand Plot Elements**

Erica was unhappy about going to Arizona at first. Underline the text that shows she solved her problem.

- 54 Erica loved to look at her cactus.
- 55 It always reminded her of Arizona and the best vacation ever.
- 56 “It’s true you can’t climb a cactus,” she thought. “You sure can love one, though!”

First Read**Ask**

 **THINK ALOUD** When I read the ending of the story, I ask myself: What was this story about? What did the author want me to learn from this story? The story was about Erica’s vacation. I know that at first, Erica didn’t want to go to Arizona, but in the end, it was “the best vacation ever.” I think the author was trying to send a message about trying new things and exploring new places.

Close Read**Describe and Understand Plot Elements**

Explain that an important plot element in realistic fiction is the resolution of the character’s problem. This resolution is found near the end of the story.

Tell students to think about how unhappy Erica was about going to Arizona at the beginning of the story. This was her problem. Have Erica’s feelings changed?

Have students read **paragraphs 55–56** to find and underline the text that shows that Erica solved her problem. **See student page for possible responses.**

DOK 2

OBJECTIVES

Make inferences and use evidence to support understanding.

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



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

Repetition Explain that authors may repeat a specific word, phrase, or sentence to emphasize a key idea or message in the text. Read aloud paragraph 56 with students. Ask: **When did Erica say “you can’t climb a cactus” before?** (at the beginning of the story) **What is the title of the story?** (*You Can’t Climb a Cactus*) Help students understand the connection between the repeated phrase and the last line of the story. For more instruction on Author’s Craft, see T308–T309.

Respond and Analyze



OBJECTIVES

Alphabetize a series of words and use a dictionary or glossary to find words.

Use print or digital resources to determine meaning and pronunciation of unknown words.

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

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

Respond using newly acquired vocabulary as appropriate.

My View

Use these suggestions to prompt students' initial thoughts and feelings about *You Can't Climb a Cactus*.

- **Discuss** What did you think about this text?
- **React** What part surprised you or interested you the most?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Tell students that authors choose vocabulary to describe key plot elements. The vocabulary words *excited*, *favorite*, *tour*, *guide*, and *explore* help describe the main events in the plot.

- Remind yourself of the word's meaning.
- Ask yourself what the author is trying to describe about events in the plot.

MODEL AND PRACTICE Model filling out the chart on p. 182 in the *Student Interactive* using the word *excited*.

- Discuss the importance of using appropriate vocabulary for plot elements when writing realistic fiction.
- I looked up the meaning of *excited* in the dictionary. It means “thrilled” or “looking forward to.” I’ll write this in the middle column.
- Now I need to look in the dictionary for a word that is related to *excited*. I’ll write *excitement* in the column under “Related Word.”

ELL Targeted Support Vocabulary Explain how to locate words in a dictionary to check for pronunciation or meaning.

Write: *dog*. Ask students to name the first letter in the word. Explain that words in a dictionary are in alphabetical order. Help students flip through a dictionary to find the word *dog*. Practice looking at pronunciations and meanings. **EMERGING**

Have students find each vocabulary word in a dictionary and use the pronunciation key to say each word aloud. **DEVELOPING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use strategies for developing vocabulary.

OPTION 1 MyTURN Have students respond using newly acquired vocabulary as they complete p. 182 of the *Student Interactive*.

OPTION 2 Use Independent Text Have students use a dictionary to define words they are unfamiliar with in their independent reading. Then have them write the definitions on sticky notes and stick them near the word in the text.

QUICK CHECK



Notice and Assess Can students use a dictionary to find the pronunciations, definitions, and related words?

Decide

- **If students struggle**, revisit instruction about developing vocabulary in Small Group on pp. T302–T303.
- **If students show understanding**, continue developing vocabulary in Small Group on pp. T302–T303.

Check for Understanding MyTURN Have students complete p. 183 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 182–183

VOCABULARY	COMPREHENSION	READING WORKSHOP																		
<p>Develop Vocabulary</p> <p> MYTURN Use a dictionary to find the meanings and pronunciations of these words from <i>You Can't Climb a Cactus</i>. With a partner, take turns saying aloud each word. Write the meanings in your own words. Then use the dictionary to find a related word. The first one is done for you.</p> <table border="1"> <thead> <tr> <th>Word</th> <th>Meaning</th> <th>Related Word</th> </tr> </thead> <tbody> <tr> <td>excited</td> <td>thrilled; looking forward to</td> <td>excitement</td> </tr> <tr> <td>favorite</td> <td>liked better than others</td> <td>Possible response: favor</td> </tr> <tr> <td>tour</td> <td>a visit to see things</td> <td>Possible response: tourist</td> </tr> <tr> <td>guide</td> <td>a person who shows people around</td> <td>Possible response: guidebook</td> </tr> <tr> <td>explore</td> <td>to look around a place to learn things</td> <td>Possible response: explorer</td> </tr> </tbody> </table>	Word	Meaning	Related Word	excited	thrilled; looking forward to	excitement	favorite	liked better than others	Possible response: favor	tour	a visit to see things	Possible response: tourist	guide	a person who shows people around	Possible response: guidebook	explore	to look around a place to learn things	Possible response: explorer	<p>Check for Understanding</p> <p> MYTURN Look back at the text to answer the questions. Write the answers.</p> <p>DOK 2 1. Could this story happen in real life? Why or why not? Possible answer: <u>Yes. It's about a girl who goes to visit her grandfather in Arizona.</u></p> <p>2. How does the dialogue help you understand the story? Possible answer: <u>The dialogue helps me understand what the characters think and feel.</u></p> <p>DOK 1 3. What does Erica know that helps her become a guide in the nature center? Possible answer: <u>Erica has a guidebook and knows about plants.</u></p>	
Word	Meaning	Related Word																		
excited	thrilled; looking forward to	excitement																		
favorite	liked better than others	Possible response: favor																		
tour	a visit to see things	Possible response: tourist																		
guide	a person who shows people around	Possible response: guidebook																		
explore	to look around a place to learn things	Possible response: explorer																		
182		183																		

Use the  **QUICK CHECK** on p. T281 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group



DECODE AND WRITE WORDS WITH INFLECTED ENDINGS -s, -es, -ed, -ing

Sound-Spelling

Cards Display Sound-Spelling Card 120. Point to the picture and say *jumped* several times, stressing the inflected ending. Say: *Listen to the difference between jump and jumped. How many sounds do you hear in the word jumped?*



Refer students to p. 161 of the *Student Interactive*. Have students read the list of base words chorally. Then have students read all of the words in the other columns aloud with a partner.

ELL Targeted Support

Direct students to the box of words on p. 161 in the *Student Interactive*.

Read *rested* and *wished* aloud. Ask students to repeat the words after you. Have students count the syllables in each word. Explain that the ending in *rested* is pronounced /ed/, but the same ending may be pronounced as /t/, /id/, or /d/, depending on the final sound of the base word. **EMERGING/DEVELOPING**

Challenge students to invent pronunciation rules for the words on p. 161. **EXPANDING/BRIDGING**



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

Intervention Activity



DECODE WORDS WITH INFLECTED ENDINGS

Use Lesson 14, pp. T93–T96, in the *myFocus Intervention Teacher's Guide* to review instruction on reading words with inflected endings.

LEVEL C • MODEL AND TEACH

Lesson 14 Words with Inflected Endings

INTRODUCE Remind students that many words are made of word parts. Say: *In this lesson, you will learn to read words with the endings -s, -es, -ed, -ing, -er, and -est. You will also learn to add those endings to words to make new words.*

MODEL Display or share Student Page 593 and read it aloud. Say: *Watch for words with endings.*

OBJECTIVES:

- Recognize the inflected endings -s, -es, -ed, -ing, -er, and -est.
- Decode words with inflected endings.
- Spell words with inflected endings.

Flying a Kite

Sofia liked the ocean. She begged her family to go to the beach. "We can go swimming," she said.

Many kids had gathered at the beach. The sun was shining and a breeze was blowing. Sofia cried, "Look! Kites! I want to fly my kite too!"

Sofia and her mom took turns tossing the kite into the air. Then the wind caught the kite, and the kite tugged on the string. The kite rose and floated out over the water. Then it went higher still. Sofia was excited. "My kite is the highest of all!"

TEACH Point to the word *kites* in the second paragraph. *You know the word kite. An -s added to the end of kite makes a new word. Say each word part. Kites means "more than one kite." The s in kites makes the sound /s/. The letter s can have the sound /s/ as in kites or the sound /z/ as in kids.*

Point to the word *gathered* in the second paragraph. *You know the word gather. An -ed added to the end of gather makes a new word. Say each word part. The d in gathered makes the sound /d/. The -ed ending can also make the sound /t/, as in mixed. Explain that action words such as gather and toss sometimes have the ending -ed or -ing to tell when action happens.*

Finally, point out *higher* and *highest* in the third and fourth paragraphs and have students say the words. *You know the word high. The endings on this word help us to compare. After the kite rose, it was higher, or farther up in the sky, than it was before. The ending -er means "more." Then it was the highest of all the kites. The ending -est means "most."*

Phonics, Morphology, and Spelling T • 93

Fluency

Assess 2–4 students



PROSODY

Have partners practice reading a paragraph with appropriate expression.

ORAL READING RATE AND ACCURACY

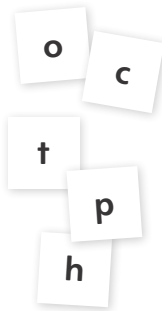
Use pp. 25–30 in Unit 1, *Week 5 Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Independent/Collaborative

Word Work Activity

BUILD WORDS WITH LETTER TILES

Have students work in groups with letter tiles to practice making words with inflected endings. Challenge each group to make as many words as it can in a set period of time and see which group can make the most words.



Decodable Reader



Students can read the decodable reader, *My Best Tricks*, to practice reading words with inflected endings and high-frequency words.

Have partners take turns reading pages to each other. After one student reads a page, ask the listening partner to identify words with inflected endings.

High-Frequency Words

Remind students of this week's high-frequency words: *follow*, *form*, *show*. Have students write a sentence for each word. Then challenge them to write a paragraph or short story that uses all three of their sentences. Allow students to trade sentences with classmates to see if they can make their paragraphs better.

Centers



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

Decodable Reader

My Best Tricks
Written by Lynn Cho

Decodable Reader
5




Inflected Ending -s, -es, -ed, -ing

bikes	carries	ending	foxes	glasses
hats	picking	plums	running	saved
slipped	standing	tricks		

High-Frequency Words

come	follow	form	my	of
one	out	show	you	

33




Follow me.
I will show you my best tricks.

34




I can make foxes come out of hats.
One time the foxes slipped out and went running around.

35



I can form a plane out of bikes.
The plane carries my pal and me.

36




I am picking plums with fun glasses on.

37




I am standing on a rope.

38



I will show you my best trick.
I saved it for last.
I can make an ending to this tale.

39



That is the best trick in my show!

40

Use the  **QUICK CHECK** on p. T299 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Today I want to remind you that when you don't know the meaning of a word, a dictionary can help you with the pronunciation and definition of the word as well as with related words. Have students scan *You Can't Climb a Cactus* for some words the author uses to describe main events.

ELL Targeted Support

Tell students they can use different strategies to learn the definition of a word. Have students use visual and contextual support to enhance their understanding of the vocabulary.

Choose pictures from a magazine or book that illustrate the vocabulary words: *excited*, *favorite*, *tour*, *guide*, and *explore*. Ask students leading questions about each picture. **EMERGING**

Instruct students to look up the definitions of the vocabulary words in a dictionary and then write the definitions. **DEVELOPING**

Have students complete and write the following sentences using the vocabulary. Direct them to use a dictionary as needed. *My _____ place to visit is the zoo. I am always _____ to see the tigers. (favorite; excited)* **EXPANDING**

Instruct students to look up and then write the definition of *explore*. Ask: *What other words are related to explore?* **BRIDGING**



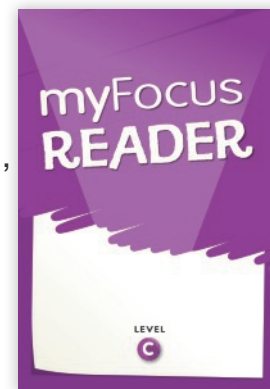
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



DEVELOP VOCABULARY

Read pp. 14–15 in the *myFocus Reader* with students. Provide instructional support for decoding, comprehension, word study, and Academic Vocabulary.



Fluency

Assess 2–4 students



PROSODY

Help students choose a short passage from the text or a leveled reader. Ask pairs to take turns reading the passage with appropriate phrasing. Tell them to read the punctuation and to make their reading sound like talking. If needed, model reading with expression.

ORAL READING RATE AND ACCURACY

Use pp. 25–30 in Unit 1, 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 Ask students to tell you about the words that help describe the plot elements in the story.

Possible Conference Prompts

- What words did the author use to tell you about the character's problem?
- Why do you think the author chose those words?
- What helped you understand the words?

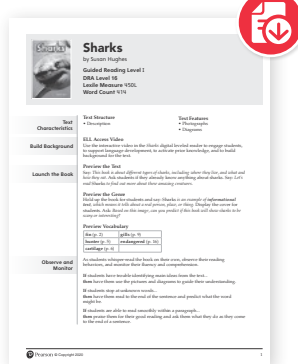
Possible Teaching Point Readers pay attention to the words authors use to learn more about the plot elements in a story.

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see *Matching Texts to Learning*, pp. T276–T277.
- For instructional support on developing vocabulary by noticing words about plot elements, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share some new vocabulary words they learned from their reading, what the words mean, and why the author may have chosen those words.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *You Can't Climb a Cactus*.
- read a self-selected trade book or a Book Club text.
- partner-read a text, asking each other questions about the book.

Centers



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

Literacy Activities



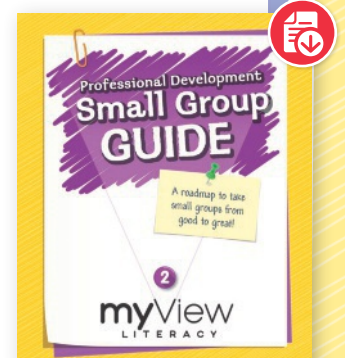
Students can

- independently complete the graphic organizer on *Student Interactive* p. 182.
- work with a partner to discuss and answer the questions on *Student Interactive* p. 183.
- play the myView games.
- take turns reading a text passage with appropriate expression.

SUPPORT PARTNER READING

As you listen to partners read, 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.



Word Work

OBJECTIVES

Decode words with prefixes and suffixes.

Identify and read high-frequency words.

Phonics: Inflected Endings -s, -es, -ed, -ing

Minilesson

FOCUS Remind students that endings can be added to words to change the way they are used. Point out that sometimes the spelling of the base word changes when endings are added. Write: *stop, stops, stopped, stopping* and *carry, carrying, carries, carried*. Have students read the words aloud with you. Discuss the changes in spelling with students.

MODEL AND PRACTICE I need to remember how to add inflected endings. This will help me read and spell words. I know that nouns that end in *ss, ch, sh,* and *x* have an *-es* plural ending. In CVC verbs, I double the final consonant before adding an ending. In words that end in *y*, I delete the *y*, then add *i* and *es*.

Create a set of verb and noun cards, such as: *pass (v), rip (v), help (v), kick (v), stamp (v), spot (v), trip (v), guess (v); plan (v), heat (v), flash (v), knot (v), box (v), bus (v), brush (n), lunch (n), plant (n), grade (n), wish (n), bus (n), list (n), stitch (n), tax (n), guess (n)*. Divide students into teams of about four. Mix up the cards and place them in a box. Tell teams they will take turns drawing a card. If it is a noun, they will say and write the plural form. If it is a verb, they will say and write the past tense form. Correctly spelled words earn a point.

APPLY Have students choose a verb and write three sentences, one using the verb with an *-s* or *-es* ending, one with an *-ed* ending, and one with an *-ing* ending. Ask students to read and check their sentences with a partner.



High-Frequency Words

Minilesson

FOCUS ON STRATEGIES Remind students that the words on *SI* p. 163 are words that they will see often in texts. *Today we will practice reading the high-frequency words follow, form, and show.*

MODEL AND PRACTICE Ask students to read aloud the words with you. Have students write each word, checking their spelling by referring to *SI* p. 163.


APPLY My TURN Have students identify, read, and write sentences using the high-frequency words on p. 163 in the *Student Interactive*.

TURN, TALK, AND SHARE Have students work with a partner to complete the activity at the bottom of p. 163 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 163

FOUNDATIONAL SKILLS

My Words to Know

 **MY TURN** Read the words in the box and in the sentences. Write a sentence for each word.

follow	form	show
--------	------	------

I will **show** you the way. **Form** a line and **follow** me.


1. Follow us home.

Possible response:

2. **Three friends got together to form a group.**

Possible response:

3. **Show me how to do that.**

 **TURN and TALK** Work with a partner.

- Read one of your sentences, but leave out the new word. Say **blank** instead. For example, “The puppies **blank** their mom.”
- Have your partner guess which word belongs in your sentence.
- Take turns until you finish all of your sentences.

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HIGH-FREQUENCY WORDS

Remind students that high-frequency words are words that they will hear and see over and over in texts. Write the words *follow*, *show*, and *form*. Have students work in groups of three.

- One student points to and says a word.
- The next student says the word again and spells it.
- The third student says the word again and uses it in a sentence.
- Repeat for the remaining words.

Describe and Understand Plot Elements



OBJECTIVE

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

ACADEMIC VOCABULARY

Integrate Practice orally using unit Academic Vocabulary words to talk about plot elements. Give students sentence starters, such as:

- Wildlife in the desert region of Arizona includes _____.
- Erica's trip to Arizona affects her by _____.

ELL Access

Discuss ways to understand the main character's problem. Ask questions, such as: *What does Erica like to do?* and *Where does she want to go for spring vacation?*

Minilesson

FOCUS ON STRATEGIES Plot elements include the main events, the problem for the main character, and a resolution of the problem.

- Think about the main events. In what order do they happen?
- Pay attention to the main character's problem. What does he or she need to do to solve it?
- How was the problem resolved? Did the main character solve it?

MODEL AND PRACTICE Use the Close Read note on p. 169 of the *Student Interactive* to model how to underline text that helps readers describe and, therefore, understand plot elements.

- In paragraph 6, the author writes that even though Erica loves Grandpa Zack, “she did not want to visit Arizona.” In paragraph 7, the author writes, “She knew it would be boring.” I will underline those words.
- Have student find and underline the text on *SI* p. 181 that shows how Erica solves her problem.

ELL Targeted Support Working with Peers Explain that talking with a partner can help clarify ideas in a text.

Guide student pairs to complete the following sentence frames: *Erica does not want to visit _____. I know this because _____. EMERGING*

Prompt student pairs to discuss how Erica solves her problem. Ask them to describe Erica's feelings throughout the story. **DEVELOPING**



EXPERT'S VIEW Sharon Vaughn, University of Texas at Austin

“The Reading and Writing Workshop is an opportunity to develop literacy skills in a way that benefits both reading development and writing development. Students become more literate when they have purposeful practice in literacy activities—reading, writing, and interacting with a range of print. In an effective workshop class, students engage in reading and writing, not just to listen to instruction about how to read and write. The prominent activity should be students practicing.”

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

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use strategies for analyzing plot elements.

OPTION 1 My TURN Have students annotate the text using the other Close Read notes for Describe and Understand Plot Elements and then use the text evidence from their annotations to complete the chart on p. 184.

OPTION 2 Use Independent Text Ask students to write the main plot events of the text on notecards and then arrange the cards in the time order of the events. Have students identify and describe the main events, the conflict, and the resolution to show their understanding.

QUICK CHECK

Notice and Assess Can students use a plot's main events, main problem, and resolution to analyze plot elements?

Decide

- **If students struggle,** revisit instruction about analyzing plot elements in Small Group on pp. T310–T311.
- **If students show understanding,** extend instruction about analyzing plot elements in Small Group on pp. T310–T311.


STUDENT INTERACTIVE, p. 184

CLOSE READ

Describe and Understand Plot Elements

Look for these plot elements in a story:

- **Events** that happen in time order.
- A **conflict**, or **problem**, for the main character.
- A **resolution** at the end. Usually, the main character solves the problem.

 **MY TURN** Read the text again independently. Then go to the Close Read notes. Underline plot elements. Then complete the chart to describe the story's events, problem, and resolution.

What are the main events in the story?

Erica and her parents go to Arizona to visit Grandpa Zack.
Erica doesn't want to go.
Grandpa takes them on a tour of a nature center.
Erica gets a job helping with tours at the nature center.
Erica has a great time.

What is Erica's conflict?

Erica doesn't want to go to Arizona because she thinks it will be boring.

What is the resolution?

Erica becomes a guide in the nature center and has a great time.

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Read Like a Writer, Write for a Reader

OBJECTIVE

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

ELL Access

Graphic Features Tell students that a graphic feature is a component of a story or article that is not in the main text. Some of these include illustrations, photographs, diagrams, charts, and maps. Authors use graphic features to help readers more fully understand the information in the text. Help students name and distinguish the different graphic features from the text. Then ask them to name what each graphic feature shows.

How Graphic Features Support Purpose

Minilesson

FOCUS ON STRATEGIES Authors sometimes include print or graphic features to achieve specific purposes. Graphic features might help you understand the information in the text or add information that is not found in the text.

- Authors choose graphic features that illustrate what the text is talking about.
- Looking at the pictures might help you visualize what the text is describing.
- Pictures might also add information about something that is not described in detail in the text.

MODEL AND PRACTICE Model using the example on p. 188 in the *Student Interactive* to show students how graphic features can enhance understanding and achieve a specific purpose. The text says “Lizards scrambled up a glass wall,” and the picture shows a lizard. In the picture, the lizard has a head like a snake. It has stripes and spots on its head. I can see its small legs and long tail. This picture helps me understand what a lizard is. I can also see that it's in the sand. I think the picture also shows that a lizard lives in a desert. The purpose of this picture is to show details that the text doesn't describe.

Handwriting

OBJECTIVE

The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

Letters Yy, Ww, and Xx

FOCUS Display uppercase and lowercase letters Yy, Ww, and Xx.

MODEL Model writing letters Yy, Ww, and Xx. Work with students to help them understand how to form the letters correctly.



ASSESS UNDERSTANDING

Apply


MyTURN Have students complete the activity on p. 188 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 188

AUTHOR'S CRAFT

Read Like a Writer, Write for a Reader

Authors often include pictures to help you understand the information in the text. Pictures can also add information not found in the words.

Text and Picture	What I Learn from the Picture
<p>"Lizards scrambled up a glass wall."</p> 	<p>I can see what a lizard looks like.</p>

MYTURN Write a sentence about an animal you like. Draw a picture to help your readers understand.

Possible response:

A ladybug is a kind of beetle.

Drawing should depict the animal the student wrote about.

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Writing Workshop

Have students brainstorm different types of graphic features that they could include in their Writing Workshop texts. During conferences, support students' writing by helping them find ways to include graphic features in their writing.

PRACTICE Have students use *Handwriting* p. 22 in the *Resource Download Center* to practice writing letters Yy, Ww, and Xx.

Name _____

Handwriting
Letters Yy, Ww, Xx

MYTURN Write the following letters.

Grade 2 • Unit 1 • Week 5
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Handwriting p. 22

Use the  **QUICK CHECK** on p. T307 to determine small group instruction.

Teacher-Led Options

Strategy Group

DESCRIBE AND UNDERSTAND PLOT ELEMENTS

Teaching Point Have you ever watched a movie in which the main events were *not* shown in order? Did it confuse you? In realistic fiction, it's important for the main events, including the problem and resolution, to be in time order. Have students look back at *You Can't Climb a Cactus* to find the main events.

ELL Targeted Support

Tell students that class discussions require them to express ideas.

Draw quick pictures detailing the chronological events of a simple process such as opening a book or pouring a glass of milk. Ask students to describe the main events in the process.

EMERGING

Have students describe their day so far, using the words *first*, *next*, and *last*. Compare and contrast student answers. **DEVELOPING**

Direct students to list three main events in *You Can't Climb a Cactus*. Ask partners to discuss how these events relate to the resolution of the story. **EXPANDING**

Ask students to complete a story map or sequence chart for *You Can't Climb a Cactus*. Then, have partners compare graphic organizers and revise as needed. **BRIDGING**



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

Intervention Activity

DESCRIBE AND UNDERSTAND PLOT ELEMENTS

Use Lesson 28, pp. T163–T168, in the *myFocus Intervention Teacher's Guide* for instruction on recognizing fiction and narrative nonfiction.

LEVEL C • READ

Lesson 28 Genre: Fiction and Narrative Nonfiction

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

Lots of Choices

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

Reading Literature T • 163

Fluency

Assess 2-4 students

ACCURACY

Help students choose a short passage from the text or a leveled reader. Ask pairs to take turns reading the passage with accuracy.

ORAL READING RATE AND ACCURACY

Use pp. 25–30 in Unit 1, 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

DESCRIBE AND UNDERSTAND PLOT ELEMENTS

Talk About Independent Reading Ask students to tell you about the plot elements in the story, including a short description of each main event.

Possible Conference Prompts

- What happened first? Next? Last?
- Why do you think the author chose these main events?
- Which main event describes the character's problem?

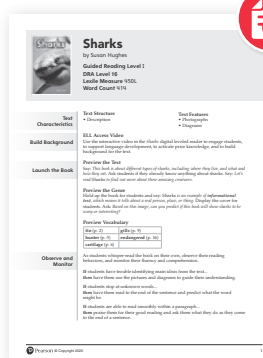
Possible Teaching Point Readers know that a character usually solves the problem in a realistic fiction story. Ask yourself, *How will the character solve the problem?*

Leveled Readers



DESCRIBE AND UNDERSTAND PLOT ELEMENTS

- For suggested titles, see Matching Texts to Learning, pp. T276–T277.
- For instructional support on identifying plot elements, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share some plot elements from their reading and discuss why the author may have chosen those elements.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *You Can't Climb a Cactus*
- read a trade book or a Book Club text.
- partner-read and ask questions about a text.

Centers



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

Literacy Activities



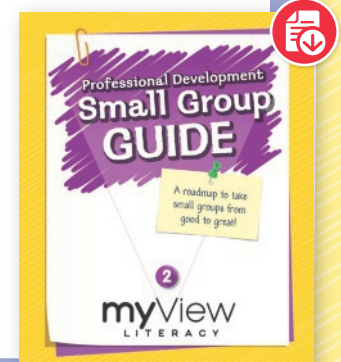
Students can

- complete the graphic organizer on *Student Interactive* p. 184.
- play the *myView* games.
- choose a text passage and, with a partner, read the passage with accuracy.

SUPPORT INDEPENDENT READING

Circulate to ask readers about the problem and resolution in texts they have finished reading.

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



Word Work

OBJECTIVES

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

Decode multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs.

Decode words with common prefixes and suffixes.

Phonics: Review Inflected Endings *-s, -es, -ed, -ing*

Minilesson

FOCUS Write these inflected endings: *-s, -es, -ed, and -ing*. Remind students that the endings *-s* and *-es* can be used to show plural, and the endings *-ed* and *-ing* show a change in verb tense.

MODEL AND PRACTICE Write:

foxes

chatted

toys

running

Say: I notice that these words have inflected endings, such as *-s, -es, -ed, and -ing*. To read each word, first I circle the endings. Circle the inflected ending in each word. Then I look for the base word. Underline each base word and read it aloud. Have students repeat after you. Then read the base word with the inflected ending and have students repeat. Note any spelling changes.

ELL Targeted Support **Inflected Endings** Help students understand that in English, letters can be added to words to make new words. Write the word *lift*, and lift a book while you say: **I lift the book.** Write the word *lifted* and circle the *-ed* ending. Say: **I lifted the book.**

Provide the sentence frames: *The student ____s the ____.* *The student ____ed the ____.* Ask students to mime washing a dish and use the first sentence frame to tell what they do. Then have them stop and use the second sentence frame to tell what they did. Repeat with miming coloring a picture and stacking blocks.

EMERGING/DEVELOPING

Write words that have spelling changes when inflected endings are added, such as: *hopped*, *winning*, *tried*, and *stories*. Have students write each word on a card. Then have pairs take turns displaying a card for the other student to read. When each student has read aloud each word once, have pairs shuffle the cards and repeat the routine. This time the other student should use the word in a sentence. **EXPANDING/BRIDGING**



Make and Confirm Predictions



You Can't Climb a Cactus

OBJECTIVES

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

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

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

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to talk about plot elements. Ask:

- How would you compare Seattle to Arizona?
- How are Erica's feelings about Arizona different after her vacation?

Minilesson

FOCUS ON STRATEGIES Tell students that readers should continue to make and confirm or correct predictions as they read.

- Remind yourself of what you already know about the story.
- Look at clues in the text and combine them with what you already know to guess what will happen next.

MODEL AND PRACTICE Model filling out the chart on *SI* p. 185 using text from p. 170. Say: I use what I know about the genre to make predictions: realistic fiction has a problem that needs to be resolved, and my predictions can be about how the problem might be solved. I highlighted "Arizona seemed strange" because this is how Erica feels about Arizona. I will write this in the column "Text I highlighted." Now I need to write what I predicted after I highlighted this text. I predicted that Erica would not like Arizona. I'll write that in the next column. I have finished the story, so I now know that Erica *loved* Arizona. I'll write that in the last column. This means my prediction was incorrect. Have students use the process you modeled to confirm or correct a prediction they made about the text.

ELL Targeted Support Prior Knowledge and Experiences Elicit students' prior knowledge and experiences to help them understand meanings in English. Write this sentence from *SI* p. 170 and read it aloud: *Compared to Seattle, Arizona seemed strange.* Underline *strange*.

Ask: How can a place be strange? Help students answer using examples from their knowledge and experiences. **EMERGING**

Ask: What place seemed strange to you before you went there? After students respond, help them devise a definition of *strange*. **DEVELOPING**

Ask students to name a place they thought would be strange before they went there. Have them relate prior knowledge and experiences that explain why they thought that. **EXPANDING**

Have groups reread and discuss the sentence from the story. Ask them to use examples from their prior knowledge and experiences to explain the meaning of *strange*. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use strategies for making, confirming, and correcting predictions. Check that students use what they know about the genre, realistic fiction, to help make, correct, and confirm predictions.

OPTION 1 MyTURN Have students complete the activity on p. 185 of the *Student Interactive*. Circulate to discover if students can confirm or correct their predictions.

OPTION 2 Use Independent Text Have students make a chart of their predictions as they read and then write whether those predictions come true or need to be revised.

QUICK CHECK

Notice and Assess Can students make predictions about text and then confirm or correct those predictions?

Decide

- **If students struggle**, revisit instruction about making predictions in Small Group on pp. T316–T317.
- **If students show understanding**, extend instruction about making predictions in Small Group on pp. T316–T317.

STUDENT INTERACTIVE, p. 185

READING WORKSHOP

Make and Confirm Predictions

When you make a prediction, you combine what you know with clues in the text to guess what will happen. When story events match what you thought, you confirm your prediction. Correct your prediction if events do not match what you thought.

You can use what you know about the genre to make predictions. You know stories have a conflict that is resolved. You can predict that the conflict of the character in this story will be solved.

MYTURN Go back to the Close Read notes. Use your predictions and the evidence you highlighted to complete the chart. **Possible responses:**

Text I highlighted	I predicted . . .	Now I know . . .
Arizona seemed strange.	Erica would not like Arizona.	Erica LOVED Arizona.
"I have a surprise for you"	Grandpa has a gift for Erica.	Grandpa's surprise is that he works at the nature center.

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Use the  **QUICK CHECK** on the previous page to determine small group instruction.

Teacher-Led Options

Strategy Group

MAKE AND CONFIRM PREDICTIONS

Teaching Point When you play a sport or a game, you may be able to guess what your opponents are going to do from the way they move their bodies or the looks on their faces. These are clues, much like the clues in a text that help us make predictions about what will happen next. Have students review their annotations in *You Can't Climb a Cactus* to find their predictions.

ELL Targeted Support

Encourage students to use increasing specificity and detail to support their predictions.

Ask: *Why does Erica end up liking Arizona? Did you think she would feel this way?* Direct students to use details from the text in their answers. **EMERGING**

Have partners share the predictions they made on p. 173 in the *Student Interactive*. Then have them take turns explaining why they made their predictions. **DEVELOPING**

Ask students to explain the purpose of making predictions as they read. Have them discuss how to confirm or correct predictions. **EXPANDING**

Tell students to make and write a prediction about what Erica will do after the story ends. **BRIDGING**



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

Intervention Activity

MAKE AND CONFIRM PREDICTIONS

Use Lesson 30, pp. T177–T182, in the *myFocus Intervention Teacher's Guide* for instruction on making, confirming, and correcting predictions.

LEVEL C • READ

Lesson 30 Set a Purpose for Reading and Make, Correct, or Confirm Predictions

DIRECTIONS Read the title of each work. Ask yourself what kind of story it might be, based on the title. Then read "A Visit" and "Sick Day" to find out.

A Visit

- 1 A Country Mouse lived happily in a house on a farm. "What a quiet home!" she thought.
- 2 Her friend lived in the city. "Please visit me!" the City Mouse said. "We will have fun together."
- 3 So the Country Mouse visited the City Mouse.
- 4 Inside the City Mouse's house, there was a table of food. The mice jumped on the table. They began to eat. The City Mouse seemed jumpy.
- 5 Just then a big, hungry cat raced into the room.
- 6 The frightened mice jumped off the table and hid.
- 7 The cat left.
- 8 The Country Mouse packed her bags. "I am going back to my nice, quiet home. I do not want to see that cat again!" She never did.

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Reading Literature T • 177

Fluency

Assess 2-4 students

RATE

Help students adjust their rate as they read a short passage from the text or a leveled reader.

ORAL READING RATE AND ACCURACY

Use pp. 29–30 in Unit 1, 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 AND CONFIRM PREDICTIONS

Talk About Independent Reading Have partners talk about one of the predictions they made and the clues that led them to make it.

Possible Conference Prompts

- What prediction did you make?
- What clues from the text, combined with what you already know, helped you make this prediction?

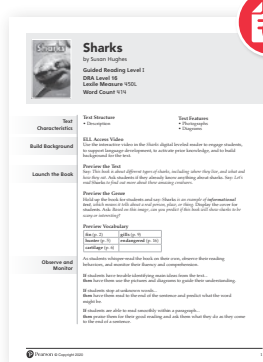
Possible Teaching Point Readers know that good predictions come from paying close attention to the text. They might think, *What will probably happen, based on what the character is doing or thinking now?*

Leveled Readers



MAKE AND CONFIRM PREDICTIONS

- For suggested titles, see *Matching Texts to Learning*, pp. T276–T277.
- For instructional support on making and confirming predictions, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share what they learned today about making and confirming predictions.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to another text they read.
- read a trade book or a Book Club text.
- practice fluent reading with a partner by reading their texts like a storyteller.

Centers



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

Literacy Activities



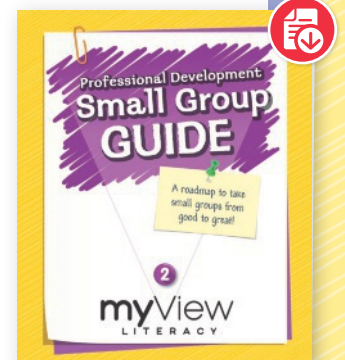
Students can

- complete the graphic organizer on *Student Interactive* p. 185.
- write about their book on notebook paper.
- play the myView games.
- with a partner, take turns reading a text at a reasonable rate.

SUPPORT INDEPENDENT READING

Help students scan a text and make predictions before they begin reading.

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 multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs.

Decode words with common prefixes and suffixes.

Identify and read high-frequency words.

WEEKLY STANDARDS PRACTICE

To assess student progress on phonics, use the Weekly Standards Practice on SavvasRealize.com.

Phonics: Spiral Review: Consonant Digraphs *ch, sh, wh, th, ph, tch*

Minilesson

FOCUS Write: *ch, sh, wh, th, ph, and tch*. Have students say their sounds.

MODEL AND PRACTICE Write these words:

catch

shop

thank

phone

chin

why

watch

Read *catch* and identify the trigraph. Have students read the remaining words and identify the digraph or trigraph in each one.



High-Frequency Words

REVIEW Remind students that high-frequency words are words that they will hear, see, and use more often than other words. Explain that being able to read high-frequency words will help them to read more fluently.

PRACTICE Ask students to review the chart. Have them say each word and repeat after you the letters each word contains. Partners can then take turns saying and spelling the words.

f	o	l	l	o	w
		s	h	o	w
		f	o	r	m


follow

show

form

ADDITIONAL PRACTICE

For additional student practice with high-frequency words, use *My Words to Know* p. 11 from the *Resource Download Center*.

FOUNDATIONAL SKILL 

Name _____

My Words to Know

This week's words are in the box below. Read each word to yourself. Write each word on a line to complete the sentences.

follow	show	form
--------	------	------

MY TURN

- The dog tried to **follow** me home.
- My mom filled out the **form** for the office.
- We watched a **show** about deserts today.

Read the clues on the left. Match each clue to a word on the right. Draw a line to the correct word.

- another word for a play or movie follow
- walk behind someone form
- a paper to fill out show

Grade 2, Unit 1, Week 5
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My Words to Know p. 11

Reflect and Share



OBJECTIVES

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

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

ACADEMIC VOCABULARY

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

- How are the locations in the stories different?
- In what ways does reading this story affect you?

Talk About It

Minilesson

FOCUS ON STRATEGIES Explain to students that in a discussion, it is important to listen actively, to share, and to build on ideas.

- Ask relevant questions to clarify information for yourself and others.
- Make sure everyone gets a chance to answer questions using multi-word responses.

MODEL AND PRACTICE Model listening actively and answering questions using the Talk About It prompt on p. 186 in the *Student Interactive*.

- My discussion partner looks at the text on p. 169 that says Erica doesn't want to go to Arizona because she thinks it will be boring. If my discussion partner makes a connection to the text by saying, "Before I went on a camping trip last year, I thought camping was going to be dirty, uncomfortable, and boring," I could listen and reply, "Can you tell me what you think about camping now?"

ELL Targeted Support Summarize Direct students to the infographic on *Student Interactive* pp. 158–159. Ask students to follow along as you read the text on both pages. Tell them they will summarize this information.

Display the following sentence starters: *One thing Washington and Arizona both have are ____.* *One thing that is different about Washington and Arizona is ____.* Have students work with partners to complete the frames.

EMERGING/DEVELOPING

Tell students to think about the ways these places are alike and different. Then, have them work in small groups to retell this information by writing a few short sentences. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use strategies for making connections between texts.

OPTION 1 Use the Shared Read Have students use text evidence from *You Can't Climb a Cactus* and other books they have read to discuss what made Erica change her mind about Arizona.

OPTION 2 Use Independent Text Students should use their self-selected independent-reading texts to discuss how a new place can help them change and grow.

QUICK CHECK

Notice and Assess Can students listen actively and build on ideas?

Decide

- **If students struggle**, revisit instruction about listening actively in Small Group on pp. T322–T323.
- **If students show understanding**, extend instruction about listening actively in Small Group on pp. T322–T323.

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


STUDENT INTERACTIVE, p. 186

RESPOND TO TEXT

Reflect and Share

Talk About It
Have you ever gone to a new place that surprised you? In what way were you surprised? How did the place help you change and grow? Use examples from the texts to support your response.

Connect with events you read about in stories.



Listen and Build on Ideas
When having a discussion, it is important to listen and to share.

- Make sure everyone gets a chance to talk.
- Build on the ideas of others.

Use these sentence starters to help you.

Can you tell me more about . . .
I like the idea that . . .

Weekly Question
How can a new place help us change and grow?

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Use the  **QUICK CHECK** on the previous page to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point Today I want to remind you that comparing two or more texts with similar stories can help you better understand each of them. Notice the differences and similarities in how characters act and react in different realistic fiction stories. Look back at “A New Home” and help students compare and contrast Alyssa’s experiences with Erica’s in *You Can’t Climb a Cactus*.

ELL Targeted Support

Review how characters changed their minds in *You Can’t Climb a Cactus* and “A New Home.” Remind students that making connections to their own lives can help them understand the realistic fiction they read.

Help students complete this sentence: *One time I changed my mind about something was _____.* **EMERGING**

Have students share a personal connection that relates to the characters in the two stories.

DEVELOPING

Have students write a short paragraph that describes a time they changed their minds about something and how that relates to Erica and Alyssa in the realistic fiction stories.

EXPANDING/BRIDGING



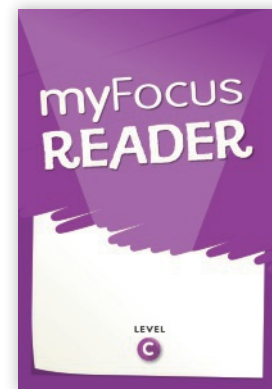
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



COMPARE TEXTS

Reread pp. 14–15 in the *myFocus Reader* with students. Use the teaching support online at [SavvasRealize.com](https://www.savvasrealize.com) to engage students in a conversation that demonstrates how the texts they have read this week support their understanding of the theme *You Are Here* and encourages them to use the Academic Vocabulary words.



On-Level and Advanced



INQUIRY

Listen Actively Have partners ask each other to describe new places that helped them change or grow.

Make Predictions Tell your partner about a prediction you might make about how you would react if you moved to a different state.

See *Extension Activities* pp. 56–60 in the *Resource Download Center*.



Conferring

3 students/3–4 minutes
per conference

COMPARE TEXTS

Talk About Independent Reading Have students share the attitudes of the main character in the book they are reading and compare them to Erica’s attitudes in *You Can’t Climb a Cactus* or another realistic fiction story they have read.

Possible Conference Prompts

- Do the character’s attitudes change over the course of the story?
- If so, what causes this change?
- Compare your life to the character’s life.

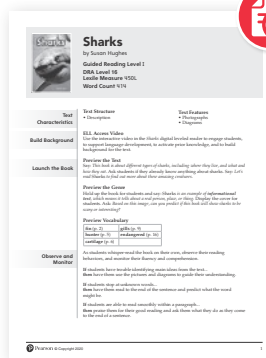
Possible Teaching Point Readers pay attention to how the plot elements of a realistic fiction story affect the attitudes of the characters.

Leveled Readers



COMPARE TEXTS

- For suggested titles, see Matching Texts to Learning, pp. T276–T277.
- For instructional support on recognizing theme, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share the connections they made to characters’ attitudes in the stories they read. Ask them to describe how these connections helped them understand the stories.

Independent/Collaborative

Independent Reading



Students can

- read a self-selected trade book.
- read or listen to a previously read leveled reader or eText.
- finish 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.
- talk with a partner about their self-selected text.

BOOK CLUB



See Book Club pp. T478–T481 for

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

Resources

Stacks of Mentor Texts

Mentor STACK



- Mentor texts, the foundation for each unit, provide students with a vision of the type of writing they will produce.
- Five to eight mentor texts are recommended for each unit.

myView Literacy Student Interactive



- Students use the *myView Literacy Student Interactive* to practice their learning from the minilessons.
- Students reference the *myView Literacy Student Interactive* to deepen their understanding of concepts taught in Writing Workshop.

Stapled Books (Kindergarten and Grade 1)



- Students in Kindergarten and Grade 1 will write in stapled books.
- Primary students create the types of books they are reading, which are mostly picture books.

Writing Notebook (Grades 2-5)



- Students in Grades 2-5 will need a writing notebook.
- Students use the writing notebook for writing drafts. Final copies may be written in their writing notebooks, or teachers may ask students to keyboard their final copies.

Portfolio



- Students may store final copies of their writing in their portfolios.
- At the end of every unit, students will be asked to share one piece of writing in the Celebration.

- Student authors learn to
- ▶ reflect on mentor texts
 - ▶ write in different genres and styles
 - ▶ apply writing conventions



Conferences

Conferences are a cornerstone of the Writing Workshop. They provide an opportunity for the teacher to work one-on-one or in small groups with students to address areas of strength and areas of growth.

The focus of conferences should be on providing students with transferable writing skills and not solely on improving the current piece of writing.

Conference Pacing 30–40 minutes

- Consider a rotation where every student is conferred with over one week.
- Use the provided conference prompts for each lesson to guide conversations.
- Determine three possible teaching points for the conference based on student work.
- Come to the conference with stacks—published, teacher written, and student models.
- Use a note-taking system to capture pertinent details. (Conference Notes Templates are available on SavvasRealize.com.)



Conference Routine



Research	A student may discuss the topic of his or her writing and questions he or she may have. Use this as an opportunity to learn about the student’s writing and make decisions to focus conferences.
Name a Strength	Once the student has discussed his or her writing, provide specific praise for an element of the writing. Naming a strength develops a student’s energy for writing.
Decide on a Teaching Point	Choose a teaching point that focuses on improving the writer within the student and not on improving the student’s writing. A range of teaching points should be covered over the year.
Teach	Help the student understand how he or she can achieve success. Use a minilesson from the bank of minilessons to provide instruction on the teaching point. One text from the unit’s stack serves as an example of what the student’s writing should emulate.

WRITING ASSESSMENT

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).

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: Launching Writing Workshop

UNIT
1

LAUNCHING WRITING WORKSHOP

Students will

- become familiar with a variety of genres
- learn how to plan and revise writing
- recognize the structure of fiction and nonfiction
- write, revise, and publish work in a variety of genres

UNIT
2

INFORMATIONAL TEXT: LIST ARTICLE

Students will

- develop a writing plan for a list article
- use details that support a main idea
- incorporate text features to enhance meaning
- write an informational list article

UNIT
3

POETRY: POEMS

Students will

- learn characteristics of poetry and generate ideas
- explore sensory details and choose words for effect
- apply language conventions correctly
- write poetry

UNIT
4

NARRATIVE: PERSONAL NARRATIVE

Students will

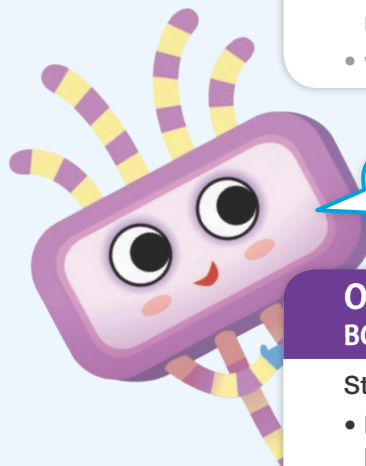
- read personal narratives and learn about their characteristics
- develop setting, problem, and resolution in narratives
- focus on sequence and craft a conclusion
- write personal narratives

UNIT
5

INFORMATIONAL TEXT: HOW-TO BOOK

Students will

- recognize the characteristics of procedural texts
- develop easy-to-follow instructions using commands
- include a graphic, a list of materials, and sequential steps
- write how-to books



BONUS!

OPINION WRITING: BOOK REVIEW

Students will

- learn about opinion writing in book reviews
- introduce a topic, state an opinion, and supply supporting reasons
- capitalize book titles correctly
- write book reviews

FAST TRACK

Your Writing Workshop for Standards Success

UNIT

1

LAUNCHING WRITING WORKSHOP

WEEK 1 INTRODUCE AND IMMERSE	Minilessons: <ul style="list-style-type: none">• Apply Meeting the Author• Apply What Good Writers Do• Writing Club Overview
WEEK 2 DEVELOP ELEMENTS	Minilessons: <ul style="list-style-type: none">• Apply the Writer's Notebook• Apply Tools Authors Use• Digital Tools Authors Use
WEEK 3 DEVELOP STRUCTURE	Minilessons: <ul style="list-style-type: none">• Apply the Structure of Fiction• Apply Nonfiction Text Structure• Digital Tools Authors Use
WEEK 4 WRITER'S CRAFT	Minilessons: <ul style="list-style-type: none">• Apply End Punctuation and Apostrophes• Apply Adding Details• Revise Drafts by Deleting Words
WEEK 5 PUBLISH, CELEBRATE, ASSESS	Minilessons: <ul style="list-style-type: none">• Peer Edit• How to Write a Final Draft• Assessment

Weekly Overview

Students will

- gain familiarity with a range of genres
- brainstorm ideas in their writing notebooks
- discuss writing with their peers

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.

	LESSON 1	LESSON 2	LESSON 3
MINILESSON 5–10 min.	Explore Meeting the Author T334	Apply Meeting the Author T338	Explore What Good Writers Do T342
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T335	Independent Writing and Conferences T339	Independent Writing and Conferences T343
SHARE BACK FOCUS 5–10 min.	Citing Details About an Author T335	Sharing Personal Details T339	Talking About Texts T343
READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T336 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Review: Simple Sentences T337 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Teach Spell Words with Short Vowels T340 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Simple Sentences T341 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Review and More Practice T344 • Language & Conventions Teach Simple Sentences T345

Mentor **STACK**

- *The New Kid on the Block* by Jack Prelutsky
- *Imani's Moon* by JaNay Brown-Wood
- *Animalia* by Graeme Base
- *Bugs* by Joan Richards Wright and Nancy Winslow Parker

Use the following criteria to add to your informational book stack:

- Texts provide interesting facts about the author.
- Authors share how they got an idea for their texts.
- Subject matter sparks a variety of ideas for writing.

Preview these selections for appropriateness for your students. Selections are subject to availability.

FAST TRACK

LESSON 4

Apply What Good Writers Do T346

Independent Writing and Conferences T347

Sharing Ideas for Writing T347

FLEXIBLE OPTION

- **Spelling** Review T348
- **Language & Conventions** Practice Simple Sentences T349

FAST TRACK

LESSON 5

Writing Club Overview T350

Writing Club and Conferences T350–T351

Brainstorming Ideas T350

- **Spelling** **Assess Understanding** T352

FLEXIBLE OPTION

- **Language & Conventions** Standards Practice T353

ADDITIONAL RESOURCES

MINILESSON

5–10 min.

Conferences

Independent Writing

INDEPENDENT WRITING AND CONFERENCES

30–40 min.

Independent Writing and Conferences

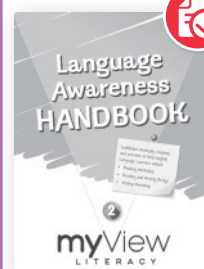
Independent Writing and Conferences

SHARE BACK FOCUS

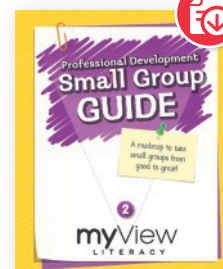
5–10 min.

Improving Writing

Discussing Author Activities



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 where authors share information about themselves in their books, what type of information authors share, and how students might use details about themselves and from texts to generate ideas for writing.


FORMATIVE ASSESSMENT

Conference Prompts


Genre Immersion Lessons

If students need additional support,	 Then review a book from the stack together, pointing to the author biography on the cover or inside page.
If students show understanding,	Then tell them to further research an author from a stack text.


Explore What Good Writers Do

If students need additional support,	 Then review the first two steps, coming up with an idea together and helping students record it in a writing notebook.
If students show understanding,	Then review steps 3 and 4, explaining that students' ideas might change after they meet with others and revise their writing.

Apply What Good Writers Do

If students need additional support,	 Then ask them what they find interesting about their idea.
If students show understanding,	Then ask them to work in pairs to revise each other's writing.

Writing Club Overview

If students need additional support,	 Then ask them to think about where they could use extra help in their writing.
If students show understanding,	Then instruct them to keep what they've learned in mind as they write independently.

Conference Support for ELL

EMERGING

- Focus on stack texts that are clear and visual.
- Read an author biography aloud to the student.
- Use modeled writing to help students list ideas taken from life.

DEVELOPING

- Ask students to read aloud authors' biographies.
- Use shared writing to help students list personal details.
- Ask students to explain ideas that interest them.

EXPANDING

- Ask students to talk about what they find interesting about writers.
- Instruct students to use graphic organizers to choose the interesting details about themselves.
- Use shared writing to help students begin writing in a dedicated notebook.

BRIDGING

- Ask students to give oral reports on authors.
- Invite students to think aloud as they find writing ideas from personal details.
- Use guided writing to have students begin writing in their writing notebooks.



Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilesson on **word choice (to convey voice)** and **simple sentences**.



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 what good writers do and what students will do in Writing Club.

Use this note for the minilesson on pp. T342–T343.

ELL Targeted Support

WHAT GOOD WRITERS DO

Explain that when authors tell true stories from their lives, they are narrating. When authors narrate, they tell readers something that happened and how they felt or what they thought about the event.

Have students think of a favorite past event, such as a trip. Help students copy and complete these sentence frames to begin narrating: *My favorite event is _____. First we _____. Then we _____. Finally, we _____.*

EMERGING

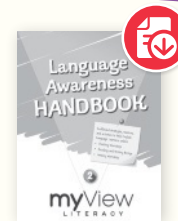
Have students complete the Emerging activity. Then have them copy and complete this frame to narrate with increasing specificity and detail: *I will always remember it because _____.*

DEVELOPING

Have students narrate a memorable event from their lives with increasing specificity and detail. Draw a five-column chart with the headings *Who, What, When, Where, and Why*. Have students write details in each column. Then have students use their charts to narrate what happened first, next, and last. **EXPANDING**

Have students narrate two memorable events from their lives with increasing specificity and detail. Have them list key details about the events and use them in their narrations.

BRIDGING



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T350.

ELL Targeted Support

WRITING CLUB OVERVIEW

Help students internalize new English words, such as *feedback*, in context, and help them use such content area vocabulary to build academic language proficiency. Explain that in Writing Club, students will help one another develop writing ideas. Write *feedback* and *different*.

Talk with students about the compound word *feedback*, building on their understanding of the short words to develop the concept of helping others. Write *Feedback is _____*. Have students help you complete the sentence, and then read it aloud together. **EMERGING**

Help students define *feedback*, and then review the kinds of feedback. Ask them to complete this sentence orally: *The different kinds of feedback are _____*. Have students read aloud the two items on *SI* p. 51 that begin with *Tell*.

DEVELOPING

In small groups, have students refer to *SI* p. 51 and then take turns orally completing this sentence: *The different kinds of feedback are _____ and _____*. **EXPANDING**

Have students complete these sentences orally: *In one kind of feedback, I tell _____*. *In a different kind of feedback, I tell _____*.

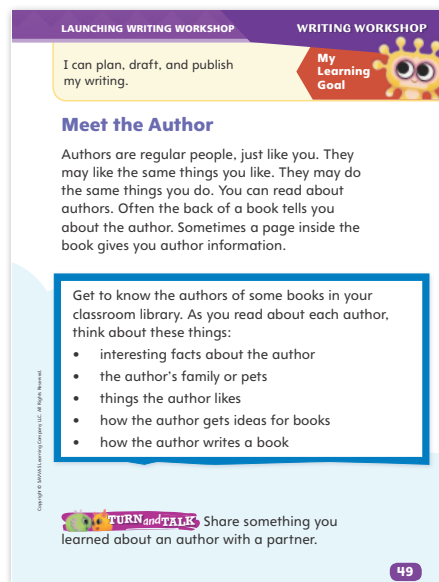
BRIDGING

Explore Meeting the Author

OBJECTIVE

Discuss the author's purpose for writing text, including what the author wants to answer, explain, or describe.

STUDENT INTERACTIVE, p. 49



The image shows a page from a student interactive. At the top, it says "LAUNCHING WRITING WORKSHOP" and "WRITING WORKSHOP". Below that, there is a "My Learning Goal" section with a cartoon character and the text "I can plan, draft, and publish my writing." The main section is titled "Meet the Author" and contains a paragraph about authors. Below the paragraph is a box with a list of questions to think about. At the bottom, there is a "TURN and TALK" section with the text "Share something you learned about an author with a partner." The page number "49" is in the bottom right corner.

LAUNCHING WRITING WORKSHOP WRITING WORKSHOP

I can plan, draft, and publish my writing.

My Learning Goal

Meet the Author

Authors are regular people, just like you. They may like the same things you like. They may do the same things you do. You can read about authors. Often the back of a book tells you about the author. Sometimes a page inside the book gives you author information.

Get to know the authors of some books in your classroom library. As you read about each author, think about these things:

- interesting facts about the author
- the author's family or pets
- things the author likes
- how the author gets ideas for books
- how the author writes a book

TURN and TALK Share something you learned about an author with a partner.

49

Minilesson

Mentor STACK 

TEACHING POINT Authors share personal details on an inside page or back cover of their books. These details often include

- interesting facts about the author
- names of the author's family and pets
- how the author finds inspiration
- steps in the author's writing process

MODEL AND PRACTICE Direct students to p. 49 in the *Student Interactive*. Read aloud the "Meet the Author" paragraph.

Tell students that they will get to know some authors over the next few days. Today, they will focus on how authors share personal details.

Hold up a book from the stack. Point out and read the author's name on its cover. **Authors shares things they like, things they do, and other details about themselves on the back cover or inside of a book.** Locate and point out the author information. **This is where (name of author) shares personal information with readers.**

Read aloud the bulleted points on p. 49. **This is the type of information we will learn about (author name). Let's read to find out more about (author name).**

Read the author information with the class. After reading, ask students what they learned. Follow the same routine with other books, pointing out different locations for author biographies.

Independent Writing

Mentor **STACK**



FOCUS ON AUTHOR INFORMATION Tell students to choose a new text and look for author information, writing down facts they find.

- If students have difficulty, help them find the information they should record.

WRITING SUPPORT

- **Modeled** Choose a book from the stack and do a Think Aloud to model where to find information about the author.
- **Shared** Have students choose books from the stack. Prompt students to find author information in each book.
- **Guided** Point out an author biography and ask students what they learned from it.

 **Intervention** Refer to the *Small Group Guide* for support.

- Students who show understanding should investigate other texts to find author information.

See the **Conference Prompts** on p. T332.



Share Back

Have students share the most interesting author details they found.

Spelling Spell Words with Short Vowels

OBJECTIVE

Spell one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

SPELLING WORDS

six	mess
tag	dot
rib	mud
map	hen
sad	hot

HIGH-FREQUENCY WORDS

which than

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Read aloud the words and sentences. Have students spell each word with short vowels and the two high-frequency words.

Spelling Sentences

1. I have **six** goldfish.
2. We like to play **tag**.
3. Can you find a **rib** on the skeleton?
4. We looked at the U.S. **map**.
5. She was **sad** that it rained.
6. He made a **mess** with the paint.
7. They drew a **dot** on the poster.
8. There was **mud** on the carpet.
9. Did you know that a **hen** lays eggs?
10. It is very **hot** today.
11. **Which** book is your favorite?
12. I like dogs better **than** cats.

ELL Targeted Support

Spelling Patterns Display the words *tag* and *map*. Say the two words aloud as you underline the short vowel. **EMERGING**

Have students write another spelling word that has the short *a* sound. Then have them categorize the spelling words by their short vowels (*a, i, e, o, u*). **DEVELOPING**

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with Short Vowels


FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Short Vowels

FLEXIBLE OPTION

LESSON 4

 Spiral Review: Spell Words with Short Vowels

LESSON 5

✓ Assess Understanding



Language & Conventions

Review

FLEXIBLE OPTION

LESSON 1

Review: Simple Sentences

FOCUS Review with students that a sentence contains a noun, which is a person, a place, or a thing. A sentence also contains a verb, or an action word. A complete sentence also tells something about a noun. Invite volunteers to list examples of nouns and verbs under the categories **Nouns** and **What the Noun Does**.

MODEL AND PRACTICE Display this frame for the sentence: *The _____ draws a _____.* Insert the words *artist* and *picture*. Have students read the complete sentence aloud as you underline the noun. Then have volunteers suggest other nouns to use in the frame and write these sentences on the board. Ask: **What is the noun?** (*artist*) **What does the noun do?** (*draws a picture*) **This is a simple sentence that tells a complete thought.**

APPLY Have partners create simple sentences of their own, using a noun and words to tell something about the noun. Ask them to underline the nouns and circle what the noun does in their sentences.

OBJECTIVES

Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.

Edit drafts using standard English conventions, including end punctuation, apostrophes in contractions, and commas with items in a series and in dates.

ELL Targeted Support

Write Remind students that a simple sentence starts with a capital letter and ends with an end mark.

Write *dog, rabbit, run, runs, after, from, watches, the*. Then help students write using a variety of sentence lengths. _____
dog _____. *The rabbit _____ the dog _____.* **EMERGING**

The _____ after the _____! *Another _____ watches.*

DEVELOPING

A lonely cat _____ the _____ run _____ the _____. *The cat _____ a window.* **EXPANDING**

_____ rabbit _____ away _____ the _____. *The dog _____ the rabbit _____ away and then _____ home.* **BRIDGING**

FLEXIBLE OPTION

LESSON 1

Review: Simple Sentences

FLEXIBLE OPTION

LESSON 2

Oral Language: Simple Sentences

LESSON 3

Teach Simple Sentences

LESSON 4

Practice Simple Sentences

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Apply Meeting the Author

OBJECTIVE

Discuss the author's purpose or writing text, including what the author wants to answer, explain, or describe.

Minilesson

Mentor STACK



TEACHING POINT Authors share details about themselves in their books, and readers can relate to these details. For this reason, new writers think of details they would like to share with their readers.

MODEL AND PRACTICE Direct students to p. 49 in the *Student Interactive*. Read the first three sentences of “Meet the Author.” Ask: **How are authors like you?** Pause for student responses. **Authors live in homes, like many different things, and have families and pets.**

Read the author biographies from two stack texts. Point out any similarities or differences between authors. Say: **In some ways, these authors are like people we know.**

Ask: **What is an interesting detail about you?** Allow each student to give one answer. Remind students that as writers they will share interesting details about themselves.

Read the author biographies from a few other books. After they listen, allow students to silently free-associate more interesting details about themselves.

Possible Teaching Point

Writing Process

Prewriting | Drawing

Drawing a picture can help students develop ideas before they begin writing.

Have students

- draw a picture that shows information about themselves
- and include interesting or unique details

Guide students by asking questions that focus on their families and interests. Explain that they will use these pictures to help them develop an autobiographical report. Remind them that the purpose of this report is to help others get to know them.

Independent Writing

Mentor STACK



FOCUS ON DETAILS ABOUT AUTHORS During independent writing time, students should read about more authors from the stack.

- Ask tentative writers which of their own interests are reflected in authors' biographies.

WRITING SUPPORT

- **Modeled** Choose a book from the stack and do a Think Aloud to model the discovery of a fact that compares an author to yourself or students.
- **Shared** Prompt students to develop questions that they would ask an author.
- **Guided** Ask students questions about an author's bio.

 **Intervention** Refer to the *Small Group Guide* for support.

- Students who show understanding may begin listing biographical details about themselves in their writing notebooks.

See the **Conference Prompts** on p. T332.

Share Back

Ask students to give a quick autobiographical report. Tell students to listen and share common interests.

Spelling Spell Words with Short Vowels

OBJECTIVE

Spell one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

SPELLING WORDS

six	mess
tag	dot
rib	mud
map	hen
sad	hot

HIGH-FREQUENCY WORDS

which	than
-------	------

LESSON 2

Teach

FOCUS Explain that words with short vowel sounds are usually spelled with the single vowels *a*, *e*, *i*, *o*, or *u*.

MODEL AND PRACTICE Display *tap*, *leg*, *win*, *mop*, *cup*. Say each word aloud. Discuss that these are words with short vowel sounds and one syllable, which is closed.

APPLY MyTURN Have students complete *Student Interactive* p. 47 to practice spelling words with short vowels. Use the leveled supports on p. T336 for ELLs.

SPELLING
READING-WRITING BRIDGE

Spell Words with Short Vowels

Short vowel sounds are usually spelled with a single vowel: *a*, *e*, *i*, *o*, or *u*.

MYTURN Write the missing vowel to make a word from the word lists. Then write the word.

tag tag hen hen

hot hot sad sad

six six map map

rib rib mess mess

mud mud dot dot

than than

which which

Spelling Words

six
tag
rib
map
mess
dot
mud
hen
sad
hot

My Words to Know

which
than

47

LESSON 2

Teach Spell Words with Short Vowels

FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION LESSON 3

Review and More Practice Spell Words with Short Vowels

FLEXIBLE OPTION LESSON 4

Spiral Review: Spell Words with Short Vowels

LESSON 5

Assess Understanding



Language & Conventions

Simple Sentences

FLEXIBLE OPTION

LESSON 2

Oral Language: Simple Sentences

FOCUS Explain to the class what a simple sentence is: A simple sentence has a subject and predicate. Say: *The subject is who or what the sentence is about. The predicate is what the subject does.*

MODEL AND PRACTICE Display this sentence: *The dog barks.* Ask: *What is the subject? (dog) What does the subject do? (barks) This is a simple sentence that tells a complete thought.*

APPLY Have partners work to create oral sentences that include one complete thought. Have partners share their sentences with the class. Ask the class to identify the subject and then tell what the subject does. Repeat this process to check that students have composed complete sentences and understand their parts.

OBJECTIVES

Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.

Edit drafts using standard English conventions, including end punctuation, apostrophes in contractions, and commas with items in a series and in dates.

FLEXIBLE OPTION
LESSON 2

Oral Language: Simple Sentences

FLEXIBLE OPTION
LESSON 1

Spiral Review:
Simple Sentences

LESSON 3

Teach Simple Sentences

LESSON 4

Practice Simple Sentences

FLEXIBLE OPTION
LESSON 5

Standards Practice

Explore What Good Writers Do

OBJECTIVE

Plan a first draft by generating ideas for writing such as drawing and brainstorming.

STUDENT INTERACTIVE, p. 50

LAUNCHING WRITING WORKSHOP

What Good Writers Do

Good writers follow steps in a plan.

Here are some steps you can follow in Writing Workshop. You can:

1. Get ideas from things that happen in your life.
 - reading information in a book
 - brainstorming with other people
2. Write your ideas in your writer's notebook.
3. Have a conference to share your ideas:
 - with your teacher
 - with your peers in Writing Club
4. Use what you learned in a conference to revise your writing.

50

Minilesson

Mentor STACK 

TEACHING POINT Good writers follow certain habits. They:

- find ideas from texts or while brainstorming with other people.
- record ideas in a writing notebook.
- share ideas with the teacher or Writing Club peers.
- revise writing based on feedback from conferences.

MODEL AND PRACTICE Direct students to p. 50 in the *Student Interactive*.

Read the opening sentences about what good writers do. Point out the numbered steps.

- Read the first step. **You can get writing ideas from things that happen in real life. Anything can be turned into a story or another kind of text.**
- Read the second step. Hold up a notebook like the ones students might use for writing ideas and drafts. **You will write ideas in a writing notebook. This is so you will remember them. You can add to your ideas and explore different ways to write about them.**
- Read the third step. **You will bring your ideas to your conferences with me and to Writing Club. Sharing ideas will help you think more deeply about them. Questions from other people can help you grow your ideas.**
- Read the fourth step. **You will revise your writing based on the questions and thoughts you get from conferences and Writing Club.**

Read a text from the stack. Point out that texts begin with ideas. Remind students that they will find ideas and record, develop, and revise them.

Possible Teaching Point

Spelling | Short Vowels

As students brainstorm ideas in their writing notebooks, encourage them to read their work aloud. Have them listen for words with short vowel sounds. Ask them to repeat these words and check that the words are spelled with single vowels *a*, *e*, *i*, *o*, or *u*.

Independent Writing

Mentor **STACK**



FOCUS ON AUTHORS' IDEAS Students should explore additional texts from the stack to get to know authors and their ideas.

- If students cannot identify authors' ideas, help them determine the ideas behind selected texts.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model arriving upon an idea and then writing it in a Writer's Notebook so you don't forget it.
- **Shared** Provide students with a writing prompt based on a text from the stack.
- **Guided** Provide examples of how students might start writing about ideas in their Writer's Notebook.

 **Intervention** Refer to the *Small Group Guide* for support.

- Students who show understanding should brainstorm in their writing notebooks, using texts to prompt ideas.

See the **Conference Prompts** on p. T332.

Share Back

Ask students to talk about the texts they have read. Invite other students to ask them questions about what they enjoyed about the texts.

Spelling Spell Words with Short Vowels

OBJECTIVE

Spell one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

SPELLING WORDS

six	mess
tag	dot
rib	mud
map	hen
sad	hot

HIGH-FREQUENCY WORDS

which	than
-------	------

FLEXIBLE OPTION

LESSON 3

Review and More Practice

FOCUS Remind students that words with short vowel sounds usually have a single vowel.

MODEL AND PRACTICE Have students spell these one-syllable words with closed syllables as you underline the short vowel in each word: *pad, den, big, top, fun*.

APPLY Have students complete *Spelling* p. 23 from the *Resource Download Center* to spell one-syllable words with closed syllables and short vowel sounds.

Name _____

Spelling
 Spell Words with Short Vowels
 The vowels in the alphabet are a, e, i, o, and u. Short vowel sounds are usually spelled with the letter a, e, i, o, or u.

Spelling Words				
six	tag	rib	map	mess
dot	mud	hen	sad	hot

MY TURN Fill in the blank with the correct spelling word from the box above.

- Last week my sister turned six years old.
- The map showed how to get from the store to the mall.
- Maddison watched the other kids play tag at recess.
- The pigs loved to roll in the mud out behind their pen.
- Izzy listened to the hen cluck to her baby chicks.

Grade 2, Unit 1, Week 1
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FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with Short Vowels

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Short Vowels

FLEXIBLE OPTION

LESSON 4

📖 Spiral Review: Spell Words with Short Vowels

LESSON 5

✓ Assess Understanding



Language & Conventions

Simple Sentences

LESSON 3

Teach Simple Sentences

FOCUS Explain to students that a simple sentence contains one complete thought. Review that it begins with a capital letter and ends with an end mark. Remind students that in a sentence the subject and verb must agree with one another in number. Make sure they have a solid understanding of this concept, correcting any misconceptions as needed.

MODEL AND PRACTICE To reinforce simple sentences, ask volunteers to mime an action. Then create simple sentences to tell what they do. For example, *Lisa walks. Hector smiles.* Tell the class to identify the subject and the predicate. Then have students write the sentences using correct capitalization and end marks. Have them check the written sentences for subject-verb agreement, making any edits as needed.

OBJECTIVES

Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.

Edit drafts using standard English conventions, including end punctuation, apostrophes in contractions, and commas with items in a series and in dates.

ELL Targeted Support

Write Remind students that a simple sentence starts with a capital letter and ends with an end mark. Write *dog, rabbit, run, runs, after, from, watches, the.* Then help students write using a variety of sentence lengths.

_____ dog _____. The rabbit _____ the dog _____. **EMERGING**

The _____ after the _____! Another _____ watches. **DEVELOPING**

A lonely cat _____ the _____ run _____ the _____. The cat _____ a window. **EXPANDING**

_____ rabbit _____ away _____ the _____. The dog _____ the rabbit _____ away and then _____ home. **BRIDGING**

LESSON 3

Teach Simple Sentences

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Simple Sentences

FLEXIBLE OPTION

LESSON 2

Oral Language:
Simple Sentences

LESSON 4

Practice Simple Sentences

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Apply What Good Writers Do

OBJECTIVE

Plan a first draft by generating ideas for writing such as drawing and brainstorming.

Minilesson

Mentor STACK



TEACHING POINT When writers get inspired, they write about their inspiration, share feedback in writing communities, and use feedback to strengthen their skills.

MODEL AND PRACTICE Direct students to p. 50 in the *Student Interactive*. Remind students that they will follow the four steps of this plan to practice being good writers.

First, you will come up with an idea to write about. Hold up a text you have previously read to the class. Summarize what the text is about. **Sometimes, writers get their ideas from texts they read.**

Second, you will write about your ideas. Pause to allow students to write a one-sentence idea that the book has given them in their writing notebooks.

Third, you will talk about your writing in Writing Club and in our conferences. Today, I will show you what a conference is like. **To get to know you as a writer, I will ask you about your ideas and read your writing.** Choose a volunteer to model the routines of a conference with you. Prompt the student to read his or her one-sentence idea from the notebook. Respond: **I would like to know more about that idea. Can you write two more sentences about it? Adding more details will help you plan your writing.**

The fourth step is to take what you've learned in our conference and use it to revise your writing. Referring to the student volunteer, say: **This person found an idea, wrote about it, and shared it during a conference. Feedback from the conference can be used to revise the writing.**

Possible Teaching Point

Language & Conventions | Simple Sentences

Remind students that a simple sentence contains one complete thought. Have them check that each simple sentence

- includes a subject and predicate
- begins with a capital letter
- and ends with an end mark

Point out that following these conventions will help them communicate their ideas clearly with readers.

Independent Writing

Mentor STACK



FOCUS ON AN INITIAL IDEA During independent writing time, all students should write two more sentences about their initial idea.

- If students need additional support, provide prompts to help develop their ideas.

WRITING SUPPORT

- **Modeled** Display a text from the stack and do a Think Aloud to model how to find an idea in a text.
- **Shared** Prompt students to verbally explain ideas they got from the text, then help students record the ideas.
- **Guided** Provide explicit instruction on how to write about an idea in a sentence.

 **Intervention** Refer to the *Small Group Guide* for support.

- Students who finish the task should think about how they can further develop their ideas.

See the **Conference Prompts** on p. T332.

Share Back

Ask students to share what inspired their writing ideas.

Spelling Review

OBJECTIVE

Spell one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

SPELLING WORDS

six	mess
tag	dot
rib	mud
map	hen
sad	hot

HIGH-FREQUENCY WORDS

which	than
-------	------

Writing Workshop

As students proofread their writing, remind them to check the spellings of words with CVC patterns and short vowels.

FLEXIBLE OPTION

LESSON 4

Review

FOCUS Have students review the previous spelling rules for words with the CVC pattern.

MODEL AND PRACTICE Read the following words and have students spell them: *hat, net, fit, not, run*.

APPLY Have pairs work together to underline the vowels and circle the consonants in *hat, net, fit, not, run*.

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach Spell Words with Short Vowels

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Short Vowels

FLEXIBLE OPTION

LESSON 4

Review: Spell Words with Short Vowels

LESSON 5

Assess Understanding



Language & Conventions

Simple Sentences

LESSON 4

Practice Simple Sentences

APPLY MyTURN Have students complete the practice activity on p. 48 to edit drafts using complete sentences with subject-verb agreement. Use the leveled supports on p. T345 for ELLs.

LANGUAGE AND CONVENTIONS

Simple Sentences

A **simple sentence** tells one complete thought. It starts with a capital letter. It ends with the correct end mark. The subject and verb must agree with one another in number.

Read this simple sentence about a boy: **The boy counts stars.**

The sentence tells a complete thought about a boy who counts stars. The singular subject and singular verb agree.

MYTURN Edit this draft. Cross out each part you need to change to correct the simple sentences with subject-verb agreement. Write the correct letter or end mark above it. The first one is done for you.

A ~~e~~boy went for a walk. ~~h~~e found.

A dime. The dime ^{was} ~~were~~ shiny. The boy.

picked it up. ^T then he ran home.

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OBJECTIVES

Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.

Edit drafts using standard English conventions, including end punctuation, apostrophes in contractions, and commas with items in a series and in dates.

Writing Workshop

Tell students to pay attention to simple sentences as they begin writing drafts during Writing Workshop. Simple sentences begin with a capital letter and have an end mark. Have students peer edit with a partner to check for correct capitalization and punctuation.

FLEXIBLE OPTION

LESSON 1

Spiral Review:
Simple Sentences

FLEXIBLE OPTION

LESSON 2

Oral Language:
Simple Sentences

LESSON 3

Teach Simple Sentences

LESSON 4

Practice Simple Sentences

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Writing Club Overview

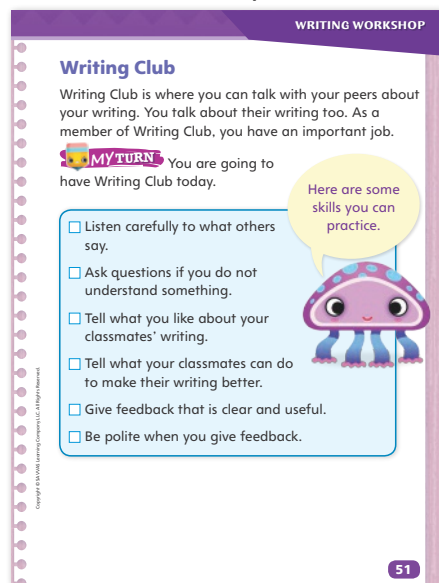
OBJECTIVES

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

Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others.

Develop social communication such as distinguishing between asking and telling.

STUDENT INTERACTIVE, p. 51



Minilesson

TEACHING POINT A Writing Club provides a community whose members value themselves and one another as writers. Writing Club is where you will practice being a writer and look to one another for feedback.

MODEL AND PRACTICE Direct students to *SI* p. 51. As members of Writing Club, students will develop their social communication skills by helping one another practice being good writers. Say: *Respectful feedback helps people feel excited and confident about their writing. You discuss a piece of writing. You listen to determine when a person is telling you important information and when he or she is asking for input. Then you tell what you think will make the writing better. You ask the person if he or she wants you to clarify your advice.*

Remind students that listening carefully means that only one person talks at a time, and everyone pays attention to what the speaker is saying. Members respectfully take the floor without interrupting. It also involves asking questions when you do not understand something. Say: *Good questions use who, what, where, when, why, and how.*

Point out that listening skills are very useful for receiving feedback. Then have students practice listening to others and making appropriate contributions. Ask volunteers to tell whether they would like to write fiction or informational text. After each statement, prompt other students to respectfully ask questions and make suggestions to help the speaker give details about the writing plan.

WRITING CLUB

Place students into Writing Club groups. See p. T351 for details on how to use their social communication skills to run Writing Club. See the **Conference Prompts** on p. T332.

Share Back

Ask students to share some initial ideas they have. Invite other students to help them brainstorm how they could expand those ideas.

WRITING CLUB



What's Happening This Week? In this week's Writing Club, students will share initial ideas for pieces of writing.

As students get to know their new Writing Club groups, they should spend the first 5–10 minutes discussing the following:

- How to listen carefully and be polite when speaking
- How to give clear and useful feedback
- How to appropriately ask and answer questions

What Are We Sharing? Tell students that they should share ideas from their writing notebooks. Group members should ask questions to help develop one another's ideas.



How Do We Get Started? Conversation Starters

- I would like to know more about ____.
- Where did you get the idea for ____?
- I am not sure what ____ means.



Spelling Spell Words with Short Vowels

OBJECTIVE

Spell one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

SPELLING WORDS

six	mess
tag	dot
rib	mud
map	hen
sad	hot

HIGH-FREQUENCY WORDS

which	than
-------	------

LESSON 5

✓ Assess Understanding

Read aloud the words and sentences. Have students spell words with short vowels and spell the high-frequency words. Repeat each word and allow time for students to spell it.

Spelling Sentences

1. We needed **six** eggs to make breakfast.
2. The **tag** was on the inside of the shirt.
3. Did the ball hit him in the **rib**?
4. Let's look it up on a **map**.
5. They were **sad** when they lost the game.
6. Try not to make a **mess** in the house.
7. What is that **dot** on the page?
8. Be careful of the **mud** in the yard.
9. We need to feed the **hen** early in the morning.
10. Summer is a very **hot** season.
11. He did not know **which** crayon to use.
12. She is taller **than** her brother.

FLEXIBLE OPTION
LESSON 1

✓ Assess Prior Knowledge


LESSON 2

Teach Spell Words with Short Vowels

FLEXIBLE OPTION
LESSON 3

Review and More Practice Spell Words with Short Vowels

FLEXIBLE OPTION
LESSON 4

 Spiral Review: Spell Words with Short Vowels

LESSON 5

✓ Assess Understanding



Language & Conventions

Simple Sentences

FLEXIBLE OPTION



LESSON 5

Standards Practice

Display the following question for students to answer.

Which of the following is a simple sentence?

- A The white cat.
- B Runs fast.
- C White cat.
- D** The white cat runs fast.

APPLY Have students complete *Language and Conventions* p. 29 from the *Resource Download Center*.

Name _____

Language and Conventions

Simple Sentences

A simple sentence is a group of words that say a complete idea. A simple sentence tells who or what a person, animal, or thing is or does. It starts with a capital letter and ends with a period or another end mark. The subject and verb in the sentence must agree in number.

MY TURN Circle the two complete simple sentences.

The bird landed on the branch.

Tonya said
go to the mall.

A bus parked over there.

The little girl

MY TURN Write three complete simple sentences.

Responses will vary, but sentences should be complete sentences that include a subject and verb that agree in number.

- _____
- _____
- _____

Grade 2, Unit 1, Week 1
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OBJECTIVES

Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.

Edit drafts using standard English conventions, including end punctuation, apostrophes in contractions, and commas with items in a series and in dates.

FLEXIBLE OPTION



LESSON 5

Standards Practice

FLEXIBLE OPTION



LESSON 1



Spiral Review:
Simple Sentences

FLEXIBLE OPTION



LESSON 2

Oral Language:
Simple Sentences

LESSON 3

Teach Simple
Sentences

LESSON 4

Practice Simple
Sentences

Weekly Overview

Students will

- write ideas and observations in their writing notebooks
- use dictionaries and thesauruses to help with spelling and word choice
- use digital tools to enhance their 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.

	LESSON 1	LESSON 2	LESSON 3
MINILESSON 5–10 min.	Explore the Writer's Notebook T358	Apply the Writer's Notebook T362	Explore Tools Authors Use T366
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T359	Independent Writing and Conferences T363	Independent Writing and Conferences T367
SHARE BACK FOCUS 5–10 min.	Recording Observations T359	Planning and Revising Drafts T363	Spellings and Definitions T367
READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T360 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Simple Sentences T361 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Teach Spell Words with Long Vowels (CVCe) T364 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Subjects and Predicates T365 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Review and More Practice T368 • Language & Conventions Teach Subjects and Predicates T369



Mentor STACK



Use these criteria to choose stack texts that support this week's instruction.

- The texts cover topics that will inspire students to write.
- Photos, illustrations, and graphics enhance subject matter.

FAST TRACK

LESSON 4

Apply Tools Authors Use T370

Independent Writing and Conferences T371

Sentences with Synonyms T371

- **FLEXIBLE OPTION** **Spelling** Spiral Review T372
- **Language & Conventions** Practice Subjects and Predicates T373

FAST TRACK

LESSON 5

Digital Tools Authors Use T374

Writing Club and Conferences T374–T375

Brainstorm Visuals T374

- **Spelling** **Assess Understanding** T376
- **FLEXIBLE OPTION** **Language & Conventions** Standards Practice T377

ADDITIONAL RESOURCES

MINILESSON

5–10 min.

Peer Evaluation Guidelines

Use a Thesaurus

INDEPENDENT WRITING AND CONFERENCES

30–40 min.

Independent Writing and Conferences

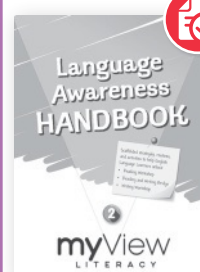
Independent Writing and Conferences

SHARE BACK FOCUS

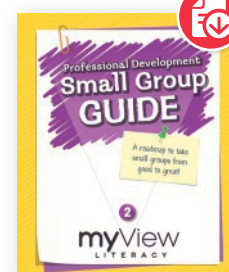
5–10 min.

Peer Evaluation Knowledge

Changes Based on Thesaurus Use



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 students' abilities as they record observations in their writer's notebooks, develop ideas into first drafts, and improve their writing with authors' tools. Have stack texts and minilessons available.

FORMATIVE ASSESSMENT

Conference Prompts

Explore the Writer's Notebook

If students need additional support,  **Then** show students a sample notebook page of notes and ideas.

If students show understanding, **Then** ask: What would you like to write about as you move forward?

Apply the Writer's Notebook

If students need additional support,  **Then** ask how they develop ideas.

If students show understanding, **Then** ask them to suggest two ways to develop the same idea.

Explore Tools Authors Use

If students need additional support,  **Then** provide a misspelled word and have them look it up.


If students show understanding, **Then** have them explain a dictionary entry for a word with multiple meanings.

Apply Tools Authors Use

If students need additional support,  **Then** help them find a word and its synonyms in a thesaurus.

If students show understanding, **Then** instruct them to use some of the words they find in a thesaurus.

Digital Tools Authors Use

If students need additional support,  **Then** ask: What kinds of pictures do you want to accompany your writing?

If students show understanding, **Then** discuss how different fonts and word sizes can affect a reader's experience.

Conference Support for ELL

EMERGING

- Instruct students to keep personal vocabulary journals.
- Learn words and their synonyms in your students' home languages.
- Use modeled writing to help students create a list of ideas.

DEVELOPING

- Place students in groups and ask them to share anecdotes to give each other writing ideas.
- Work with students to construct a word wall made of synonyms for a common adjective.
- Use a Think Aloud to model selecting pictures that can appropriately accompany pieces of text.

EXPANDING

- Ask specific questions about real-life experiences to generate topic ideas.
- Put students into groups and ask each group to list details about an image.
- Explicitly instruct students regarding which synonyms they should use to strengthen their writing.

BRIDGING

- Ask students to discuss what they hope to write in their notebooks.
- Offer explicit examples of how students can use graphics and design elements to strengthen their writing.
- Select texts from the stack and discuss the authors' word choices.



Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **sequence** and **subjects and predicates**.



ELL Minilesson Support

Week 2: Develop Elements

During this week, your ELLs will benefit from additional writing support that expands their awareness of how to use the tools that authors use to improve their writing.

Use this note for the minilesson on pp. T366–T367.

ELL Targeted Support

EXPLORE TOOLS AUTHORS USE

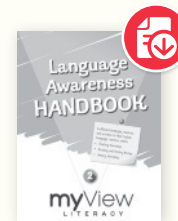
Explain that to use a dictionary and to write in English, students must know the relationships between sounds and letters of the English language. Help students learn these relationships to write words in English.

Remind students that a CVCe word has a long vowel sound. Write *f__ce* and point to your face. Have students say *face*, and help them determine the missing letter. Have them write the word. **EMERGING**

Complete the Emerging activity, and then repeat it with the word *smile*. After students write *face* and *smile*, have them find the words in a print dictionary. **DEVELOPING**

Complete the Intermediate activity, and then repeat it with pantomime and the word *write*. Point out that there is a silent letter at the beginning of *write* and that students will learn about more unusual relationships between sounds and letters of the English language. Then have students find all three words in a print dictionary. **EXPANDING**

Write: *Yesterday I r__de my b__ke with a sm__le on my f__ce*. Have students sound out the sentence with you and identify the missing letters. Then have them write *rode*, *bike*, *smile*, *face* and find the words in a dictionary. **BRIDGING**



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

Use this note for the minilesson on p. T374.

ELL Targeted Support

DIGITAL TOOLS AUTHORS USE

Help students learn basic vocabulary that they hear during instruction about fonts and images. Reinforce their learning by having students interact with you and with classmates as they explore digital tools.

With students, study a stack text. Point out the sizes, shapes, and colors of different fonts. Connect the images to their accompanying text. Explain that the fonts and images make the text more interesting. **EMERGING**

Have students work in small groups to explore texts from the stack together, and then ask them to locate the texts' images and identify differences in fonts. Ask students why they think the authors decided to use images and font differences the way they did. **DEVELOPING**

Provide students in small groups with grade-appropriate passages printed in plain text. Have students discuss how they would make the texts livelier with different fonts and images. **EXPANDING**

Have student pairs write sentences together, use digital tools to illustrate them, and present them to the class. Tell pairs to use basic vocabulary about fonts and images as they interact and when they make their presentations. **BRIDGING**

Explore the Writer's Notebook

OBJECTIVE

Plan a first draft by generating ideas for writing such as drawing and brainstorming.

STUDENT INTERACTIVE, p. 87

LAUNCHING WRITING WORKSHOP WRITING WORKSHOP

I can plan, draft, and publish my writing.

My Learning Goal

A Writer's Notebook

A writer's notebook is a place to keep ideas you can use later in your writing. For example:

- interesting observations
- catchy words or phrases
- useful quotes
- drawings or pictures
- lists

You can also write drafts in a writer's notebook.

MY TURN How will you use a writer's notebook?
I am most excited about using a writer's notebook because

87

Minilesson

Mentor STACK 

TEACHING POINT A writer's notebook provides a place to

- record ideas for writing
- develop first drafts
- list possible topics

MODEL AND PRACTICE Every piece of writing begins with an idea. Hold up a text from the stack. The author of this book had an idea and then wrote about it. Quickly review the text's topic. A writer's notebook is where you'll record and develop your ideas. Hold up a new notebook, such as a spiral notebook or a three-ring binder with lined paper. Direct students to p. 87 in the *Student Interactive*. Read aloud the bulleted list.

Ideas come from many places. You find them in the things you see or hear every day. Maybe you notice something new, or you hear a funny story. Perhaps you really like a photo or drawing. Take this observation, story, or image and record it in your notebook. You'll want to use as many details as you can.

Point out an interesting feature in your classroom, display a compelling image, or share a funny story. Model creating a list or description based on what you shared.

You develop ideas in your notebook. First, you observe the world around you. Second, you record your observations.

Remind students that they can develop ideas into writing of any genre that they choose.

Independent Writing

Mentor **STACK**



FOCUS ON IDEAS During independent writing time, students should read a stack text and think about how the author got ideas.

- If students have trouble, help them identify ideas in texts.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model making and recording an observation about your classroom.
- **Shared** Have students share interesting anecdotes, sayings, or quotes. Record their answers.
- **Guided** Share an image from a book. Point out its elements. Ask guided questions to help students describe the image. Instruct them to write down their observations.

 **Intervention** Refer to the *Small Group Guide* for support.

- Students who complete the task should write ideas about a topic of their choice in their notebooks.

See the **Conference Prompts** on p. T356.

Share Back

Have several students share their lists of ideas. Ask other students if those lists give them new writing ideas.



Spelling Spell Words with Long Vowels (CVCe)

OBJECTIVE

Spell one-syllable and multisyllabic words with closed syllables, open syllables, VCe syllables, and vowel teams.

SPELLING WORDS

time	rake
lake	made
home	erase
game	hose
nose	became

HIGH-FREQUENCY WORDS

long	called
------	--------

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Read aloud the words and sentences. Have students spell each word with short vowels and the two high-frequency words.

Spelling Sentences

1. We went to the **lake**.
2. Can you **erase** the board?
3. She is not **home**.
4. Mom **made** a sandwich.
5. Bring the **hose** to wash the dog.
6. Did you see the soccer **game**?
7. Mira **became** an artist.
8. We **rake** the yard in the fall.
9. My cat has a pink **nose**.
10. What **time** is it?
11. Giraffes have **long** necks.
12. Troy **called** his friends to help him.

ELL Targeted Support

Spelling Patterns Help students recognize the spelling patterns in CVCe words. Write: *mad* and *made*. Ask students to identify what is different about the words. **EMERGING**

Have students write: *note*, *came*, *bike*, *same*, *ride*, *rude*, and *hope*. Ask volunteers to read and spell the words aloud. **DEVELOPING**

Have students write the words above. Then challenge them to list other words that follow this pattern and spell them aloud. **EXPANDING**

Have students write: five words that follow the CVCe pattern and exchange their lists with a partner. Have each partner read and spell each word aloud. **BRIDGING**

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with Long Vowels (CVCe)


FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Long Vowels (CVCe)

FLEXIBLE OPTION

LESSON 4

 Spiral Review: Spell Words with Short Vowels

LESSON 5

✓ Assess Understanding



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Simple Sentences

FOCUS Review with students that a simple sentence expresses a complete thought. Remind students that a sentence begins with a capital letter and ends with an end mark.

MODEL AND PRACTICE Display the following sentences for students to identify as a simple sentence or an incomplete sentence: *Mira painted a bird. The man with the paintbrushes. We like to dance. Played baseball in the park.*

APPLY Have partners create their own simple sentences. Ask volunteers to share their sentences with the class.

OBJECTIVES

Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.

Edit drafts using standard English conventions, including end punctuation, apostrophes in contractions, and commas with items in a series and in dates.

ELL Targeted Support

Write Remind students that a simple sentence starts with a capital letter and ends with an end mark. Write *dog, rabbit, run, runs, after, from, watches, the*. Then help students write using a variety of sentence lengths.

_____ dog _____. The rabbit _____ the dog _____. **EMERGING**

The _____ after the _____! Another _____ watches. **DEVELOPING**

A lonely cat _____ the _____ run _____ the _____. The cat _____ a window. **EXPANDING**

_____ rabbit _____ away _____ the _____. The dog _____ the rabbit _____ away and then _____ home. **BRIDGING**

FLEXIBLE OPTION

LESSON 1



Spiral Review: Simple Sentences

FLEXIBLE OPTION

LESSON 2

LESSON 3

LESSON 4

FLEXIBLE OPTION

LESSON 5

Oral Language: Subjects and Predicates

Teach Subjects and Predicates

Practice Subjects and Predicates

Standards Practice

FAST TRACK

Apply the Writer's Notebook

OBJECTIVE

Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.

Minilesson

Mentor STACK



TEACHING POINT Good writers develop their craft by writing and revising their work in a writing notebook.

MODEL AND PRACTICE Direct students to p. 87 in the *Student Interactive*. Review with students that they will fill their writer's notebooks with ideas that come from their daily experiences.

Pieces of writing grow from ideas like flowers grow from seeds. As if they were real plants, you have to take care of your writing seeds. In your writer's notebook, you'll feed them with facts and details. Here is where you'll write your drafts. A draft is an unfinished piece of writing. With each change or addition, your writing becomes a new draft.

Remind students that they already have ideas and observations in their notebooks. By developing these ideas or observations with facts and details, they will begin to create drafts. [You might return to a draft with more information, maybe after conducting research.](#)

Direct students to fill in the bottom of p. 87 in the *Student Interactive*.

Possible Teaching Point

Writing Process

Drafting | Use Specific Details

As students develop their ideas, encourage them to add interesting details, or small pieces of information, about a topic. If students need support to think of details, ask them to

- make a mental picture about the topic
- describe what they see

Reinforce that adding details about a topic will help them develop a draft and think of new ideas as they continue to write.

Independent Writing

FOCUS ON ADDING DETAILS During independent writing time, students should continue thinking about how they will use their notebooks to develop their topics and ideas.

- If students have difficulty, talk with them about the value of writing ideas for later consideration. Emphasize that the notebook is for ideas and drafts, not just polished pieces.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how to add more description to a piece of writing.
- **Shared** Read students' first drafts and ask questions that prompt them to add details.
- **Guided** Provide explicit instruction on how to develop an idea from a first sentence into a paragraph.

 **Intervention** Refer to the *Small Group Guide* for support.

- Students who show understanding may develop a first draft from an earlier idea.

See the **Conference Prompts** on p. T356.

Share Back

Ask students to share what they've added to an earlier draft. Encourage students to share thoughts about how writers get ideas for future drafts.

Spelling Spell Words with Long Vowels (CVCe)

OBJECTIVE

Spell one-syllable and multisyllabic words with closed syllables, open syllables, VCe syllables, and vowel teams.

SPELLING WORDS

time	rake
lake	made
home	erase
game	hose
nose	became

HIGH-FREQUENCY WORDS

long	called
------	--------

LESSON 2

Teach

FOCUS Explain that in CVCe words, the e is silent and the first vowel is long.

MODEL AND PRACTICE Display: *bite, made, cube, and exhale*. Discuss that these are CVCe words with one VCe syllable. Say and spell *bite* aloud. Have students do the same for the remaining words.

APPLY MyTURN

Have students complete *Student Interactive* p. 85 to spell one-syllable and multisyllabic CVCe words with VCe syllables.

Use the leveled supports on p. T360 for ELLs.

READING-WRITING BRIDGE

Spell Words with Long Vowels (CVCe)

Long vowels are often spelled with the pattern consonant-vowel-consonant-silent e.

MYTURN Write the Spelling Words that rhyme.

cake	take	rake	Spelling Words time lake home game nose rake made erase hose became	
rose	nose	hose		
name	game	became		
lime	time	dome		home
trade	made	chase		erase

Then write the My Words to Know.

long	called
------	--------

My Words to Know
called
long

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LESSON 2

Teach Spell Words with Long Vowels (CVCe)

FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION LESSON 3

Review and More Practice Spell Words with Long Vowels (CVCe)

FLEXIBLE OPTION LESSON 4

Spiral Review: Spell Words with Short Vowels

LESSON 5

Assess Understanding



Language & Conventions

Subjects and Predicates

FLEXIBLE OPTION

LESSON 2

Oral Language: Subjects and Predicates

FOCUS Answer any questions students have about simple sentences. Then introduce subjects and predicates. Explain that a subject tells who or what is doing something and a predicate tells what the subject is or does. A complete sentence has both a subject and a predicate.

MODEL AND PRACTICE Display these sentences: *Mom danced the cha-cha. They created something beautiful. New York is a big city.* Ask students to help you identify the subject and predicate.

APPLY Have students work with a partner to create oral sentences. They must be able to identify the subject and the predicate in all of their sentences. Have the partners share their sentences with the class. Have other classmates identify the subjects and predicates, and have partners confirm if their classmates are correct.

OBJECTIVE

Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.

FLEXIBLE OPTION
LESSON 2

Oral Language:
Subjects and
Predicates

FLEXIBLE OPTION
LESSON 1

Spiral Review:
Simple Sentences

LESSON 3

Teach Subjects and
Predicates

LESSON 4

Practice Subjects and
Predicates

FLEXIBLE OPTION
LESSON 5

Standards Practice

Explore Tools Authors Use

OBJECTIVE

Alphabetize a series of words and use a dictionary or glossary to find words.

STUDENT INTERACTIVE, p. 88

LAUNCHING WRITING WORKSHOP

Tools Authors Use

Authors use special tools to help them write well. Two tools are a dictionary and a thesaurus. You can use a **dictionary** to find how to spell a word. Think of how the beginning of the word is likely spelled. Look up those letters first. You may need to try different spelling patterns for the sounds in the word. You can use a **thesaurus** to find just the right word for what you want to say. The words in a thesaurus are in ABC order.

MY TURN Use a thesaurus to replace the underlined words. Write two possible words. Possible answers are shown.

1. There is a big park down the street.
large huge

2. On Sundays, the park is crowded with people.
busy packed

3. I am always happy to play there.
glad pleased

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Minilesson

Mentor STACK



TEACHING POINT Authors use dictionaries and thesauruses to revise their drafts by choosing the best words for their writing.

MODEL AND PRACTICE Direct students to p. 88 in the *Student Interactive*. Read aloud the first three paragraphs. Hold up a dictionary. You can use a dictionary to find out how words are spelled. First, decide how you think the beginning of a word is spelled. Look up those letters. If you cannot find the word, consider a different spelling. Continue searching until you find the correct spelling of the word. Then check that you know the word's definition. Model looking up a word.

Authors can choose from many different words to describe the same thing. Hold up a thesaurus. This is a thesaurus. Thesauruses group words with similar meanings into lists. These resources help writers find the exact word they want to use.

Read a sentence with adjectives from a stack text, and point out one adjective. Ask: What is another word the author could have used to mean the same thing? I'm going to use this thesaurus to find synonyms, or similar words. Turn to the section in the thesaurus that contains the author's word. Point out how thesaurus entries are arranged. Read the other options aloud.

Possible Teaching Point

Spelling | Words with Long Vowels (CVCe)

As students check words for correct spelling, guide them to look for words with the CVCe pattern. Then have them say those words aloud and listen for whether there is a long vowel sound. Similarly, if students read their work aloud and hear a long vowel, have them check to make sure that if the word has a CVCe pattern that they have included the final e.

Independent Writing

FOCUS ON SPELLING AND VOCABULARY Instruct students to use dictionaries to improve their spelling and vocabulary as they work independently.

- If students have trouble, help them find the words they need to spell correctly.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how to correct a misspelled word with the aid of a dictionary.
- **Shared** Place students in groups. Give each group a list of words, some spelled correctly, some misspelled, and ask groups to use dictionaries to fix the incorrect words.
- **Guided** Identify misspelled words in students' writing so they can consult dictionaries for help.

 **Intervention** Refer to the *Small Group Guide* for support.

- Students who complete the task should practice looking up unfamiliar words in dictionaries.

See the **Conference Prompts** on p. T356.

Share Back

Have several students share words they've looked up, along with their spellings and definitions.

Spelling Spell Words with Long Vowels (CVCe)

OBJECTIVE

Spell one-syllable and multisyllabic words with closed syllables, open syllables, VCe syllables, and vowel teams.

SPELLING WORDS

time	rake
lake	made
home	erase
game	hose
nose	became

HIGH-FREQUENCY WORDS

long	called
------	--------

FLEXIBLE OPTION

LESSON 3

Review and More Practice

FOCUS Remind students that the final e in a CVCe word makes the first vowel long.

MODEL AND PRACTICE Display the following CVCe words: *cute*, *name*, *nice*, *bone*, and *invite*. Read and spell the first word aloud. Have students repeat after you. Then have students read and spell the remaining words aloud.

APPLY Have students complete *Spelling* p. 24 from the *Resource Download Center* to spell one-syllable and multisyllabic CVCe words.

Name _____

Spelling
 Spell Words with Long Vowels (CVCe)
 The vowels in the alphabet are a, e, i, o, and u. The consonants are all the other letters. The spelling words this week all have this pattern: a vowel between two consonants, with a silent e at the end.

time	lake	game	erase	hose
home	nose	rake	made	became

MY TURN Read the words in the box above. Write a spelling word on the line that matches each clue below.

- A body of fresh water _____ **lake** _____
- Something kids play at recess _____ **game** _____
- Water comes out of this _____ **hose** _____
- To get rid of pencil marks _____ **erase** _____
- Clocks tell this _____ **time** _____

Grade 2, Unit 1, Week 2
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FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with Long Vowels (CVCe)

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Long Vowels (CVCe)

FLEXIBLE OPTION

LESSON 4

Spiral Review: Spell Words with Short Vowels

LESSON 5

✓ Assess Understanding



Language & Conventions

Subjects and Predicates

LESSON 3

Teach Subjects and Predicates

FOCUS Explain to students that subjects do something. Subjects are nouns or pronouns. The predicate tells what the subject is or does. A predicate has a verb. A complete sentence has a subject and a predicate. Explain that the subject and the verb in the predicate must agree in number.

MODEL AND PRACTICE Display the following sentence: *Lisa reads lots of books.* Say: *Lisa is the person who is doing something. Lisa is the subject. Reads lots of books tells us what she does. Reads lots of books is the predicate.* Have students write two sentences. Invite volunteers to write their sentences on the board. Have the class identify the subject and predicate in each sentence. Then have students check the displayed sentences to make sure that the subject and the verb agree in number.

OBJECTIVE

Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.

ELL Targeted Support

Edit Writing Review simple sentences and subjects and predicates.

Display simple sentences, such as: *Mary rides her bike in the park.* For each sentence, ask: *Who is doing something? What is she doing?* Circle the subject and underline the predicate. Remind students the subject does something and the predicate tells what the subject does. **EMERGING**

Tell students to write three simple sentences. Have them exchange papers with a partner and circle the subject and underline the predicate in each sentence. Tell students to retrieve their papers and check them. Then invite volunteers to read their sentences identifying the subjects and predicates. **DEVELOPING**

LESSON 3

Teach Subjects and Predicates

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Simple Sentences

FLEXIBLE OPTION

LESSON 2

Oral Language:
Subjects and
Predicates

LESSON 4

**Practice Subjects and
Predicates**

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Apply Tools Authors Use

OBJECTIVE

Alphabetize a series of words and use a dictionary or glossary to find words.

Minilesson

Mentor STACK



TEACHING POINT Dictionaries and thesauruses are valuable tools for choosing words and spelling them correctly in your writing.

MODEL AND PRACTICE Return to p. 88 in the Student Interactive. Review the purpose of both a dictionary and a thesaurus. Prompt students to complete the exercise on the bottom of p. 88 in the *Student Interactive*.

Write the following paragraph, using it as an example of writing that needs to be checked against a dictionary and a thesaurus:

I like to play in the big park. The park is very big. On Sundaes, the park was very packed. I like Mondays. The park is not packed.

Writers can use a dictionary to correct misspelled words. Can you find the misspelled word? If necessary, point out *Sundaes*. Hmmm, this spelling doesn't seem correct to me. Let's look it up. Have one or more students look up both *sundaes* and *Sunday* in a dictionary and read the definitions. Review the definitions, noting the correct spelling.

Reread the paragraph aloud. This paragraph repeats some words. Point out *big* and *packed*. Sometimes too many of the same words can make the text dull. An author could choose similar words to make writing more interesting.

Ask students to supply synonyms for *big* and *packed* using a thesaurus. Then, pick a sentence from a stack text and ask students to replace adjectives with synonyms.

Possible Teaching Point

Language & Conventions | Subjects and Predicates

As students look for places to improve their writing, remind them that a complete sentence includes a subject and a predicate. Explain that

- a subject is a noun or pronoun
- a predicate includes a verb

Encourage students to use a variety of sentence lengths when they write. Adding descriptive words to the subject, predicate, or both parts is one way to vary sentence style and length.

Independent Writing

FOCUS ON USING A THESAURUS Instruct students to use thesauruses to improve their writing as they work independently.

- If students have trouble, help them find synonyms for several key words in their drafts.

WRITING SUPPORT

- **Modeled** Do a Think Aloud that models how to find a synonym for a particular adjective.
- **Shared** Display a T-chart with a list of adjectives on the left. Direct students to use thesauruses to find synonyms for these words. Fill in their choices on the right.
- **Guided** Circle similar words in a student's writing. Point them to a thesaurus entry. Ask them to consider variations of these words.

 **Intervention** Refer to the *Small Group Guide* for support.

- Students who complete the task should use dictionaries to look up definitions for a set of synonyms they found so that they begin to understand the slight differences among similar words.

See the **Conference Prompts** on p. T356.

Share Back

Ask several students to share their new and improved sentences.

Spelling Spiral Review

OBJECTIVE

Spell one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

SPELLING WORDS

time	rake
lake	made
home	erase
game	hose
nose	became

HIGH-FREQUENCY WORDS

long	called
------	--------

Writing Workshop

As students proofread their writing, remind them to check the spelling of words with short vowel sounds.

FLEXIBLE OPTION

LESSON 4

Spiral Review


FOCUS Remind students that there are short vowel sounds as well as long vowel sounds. Tell students that if we take away the final *e*, the vowel becomes short and we have a different word.

MODEL AND PRACTICE Display or write the following words: *cap, bit, tot, cut*. Say the words and have students repeat them. Then add a final *e* to the words, say them, and have students repeat.

APPLY Have students think of words that have short vowel sounds. Ask volunteers to write their words on the board.


FLEXIBLE OPTION

LESSON 4

 **Spiral Review:**
 Spell Words with
 Short Vowels

FLEXIBLE OPTION

LESSON 1

 **Assess Prior Knowledge**

LESSON 2

Teach Spell Words with Long Vowels (VCe)

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Long Vowels (VCe)

LESSON 5

 **Assess Understanding**



Language & Conventions

Subjects and Predicates

LESSON 4

Practice Subjects and Predicates

APPLY MyTURN Have students complete the practice activity on p. 86 to edit drafts using complete sentences with subject-verb agreement. Use the leveled supports on p. T369 for ELLs.

LANGUAGE AND CONVENTIONS

Subjects and Predicates

A sentence has a subject and a predicate. The subject and the verb in the predicate agree in number.

The **subject** tells who or what does something.
Carmen rides the bus to school.

The **predicate** tells what the subject is or does.
Carmen rides the bus to school.

MYTURN Edit this draft. Make sure every sentence is a complete sentence with a subject and a verb that agree in number. Underline the sentence that is correct. Then write a subject or predicate for each sentence that needs one.

carries
Noah [^]a large backpack. ^{It i}Is very heavy.

Five books ^{are}in the backpack. His lunch is in the backpack also. Noah's friends ^{carry}heavy backpacks too.

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OBJECTIVE

Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.

Writing Workshop

Tell students to pay attention to subjects and predicates as they begin writing drafts during Writing Workshop. Remind them that the subject tells who or what does something and the predicate tells what the subject does. A complete sentence has a subject and a predicate.

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Simple Sentences

FLEXIBLE OPTION

LESSON 2

Oral Language:
Subjects and Predicates

LESSON 3

Teach Subjects and Predicates

LESSON 4

Practice Subjects and Predicates

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Digital Tools Authors Use

OBJECTIVE

Recognize characteristics of multimedia and digital texts.

STUDENT INTERACTIVE, p. 89

Digital Tools Authors Use
Digital, or computer, tools make writing more interesting. Examples are different fonts, colors, and images.

MY TURN Read both stories. Think about the ways the writer used digital tools in the second.

A Community Garden
People on my street planted a community garden. We planted sunflowers that grew very tall. We planted corn, lettuce, and tomatoes. Everything tasted yummy!

A Community Garden
People on my street planted a community garden. We planted sunflowers that grew very TALL. We planted corn, lettuce, and tomatoes. Everything tasted yummy!

TURN and TALK How does using digital tools make the writing interesting? What can you do with digital tools to improve your writing?

Minilesson

Mentor STACK



TEACHING POINT Authors may use different fonts, colors, and images to make their writing more interesting to readers.

MODEL AND PRACTICE Direct students to p. 89 of the *Student Interactive*. Read the first paragraph aloud.

Authors can design how they want their text to appear with the help of computer programs. They can add colors and images to the text. They can change the style of the text using fonts, which are sets of letters, numbers, and punctuation marks that are all the same size and style. With some fonts, words can appear bold, thick, thin, straight, curved, rounded, or boxy.

Hold up a text from the stack. Point out different fonts on the cover and interior pages. Identify bold and italicized words along with handwriting fonts. Tell students that the author chose certain fonts to make the text more interesting.

Point out photos and illustrations. Discuss how they connect to the content. Have students read the My Turn section on p. 89 in the *Student Interactive*. Guide students as they discuss how the text changed with the use of digital tools.

Have students spend a couple of minutes thinking about how they might use fonts and images to add more visual interest to their own writing. Suggest that they write ideas in their writer's notebooks.

WRITING CLUB

Place students into Writing Club groups. See p. T375 for details on how to run Writing Club.

Share Back

Ask students to share their ideas for using digital tools with their own writing.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share ideas they are developing in their writer's notebooks as well as any drafts they have written.

In their Writing Club groups, students should spend the first 5–10 minutes discussing the following:

- How to be an active listener
- The process for taking turns during discussion
- How to stay on topic during discussion

What Are We Sharing? Tell students to share writing from their notebooks. Group members should help one another brainstorm ways to make their writing clearer and more interesting using dictionaries and thesauruses.



How Do We Get Started? Conversation Starters

- You could replace the word ____ with the word ____ to make this part more interesting.
- What kind of image do you want to see with your story?
- What do you want to add for your next draft?



Spelling Spell Words with Long Vowels (CVCe)

OBJECTIVE

Spell one-syllable and multisyllabic words with closed syllables, open syllables, VCe syllables, and vowel teams.

SPELLING WORDS

time	rake
lake	made
home	erase
game	hose
nose	became

HIGH-FREQUENCY WORDS

long	called
------	--------

LESSON 5

✓ Assess Understanding

Read aloud the words and sentences. Have students listen for the words with long vowels and the high-frequency words. Then read each sentence again. Repeat each word and allow time for students to spell it.

Spelling Sentences

1. I took a **long** walk.
2. This is a fun **game**.
3. They **rake** the leaves.
4. The dog ran **home**.
5. We **made** a mask in art class.
6. A firefighter uses a big **hose**.
7. I don't have **time** today.
8. The puppy's **nose** is cold.
9. You **called** your mother.
10. Did he **erase** the answer?
11. Dave **became** a doctor.
12. The **lake** is blue.

LESSON 5

✓ Assess Understanding

FLEXIBLE OPTION LESSON 1

✓ Assess Prior Knowledge


LESSON 2

Teach Spell Words with Long Vowels (CVCe)

FLEXIBLE OPTION LESSON 3

Review and More Practice Spell Words with Long Vowels (CVCe)

FLEXIBLE OPTION LESSON 4

 Spiral Review: Spell Words with Short Vowels



Language & Conventions

Subjects and Predicates

FLEXIBLE OPTION

LESSON 5

Standards Practice

Display the following sentence and guide students to answer the question.

(1) My dog plays in the park.

Which words in the sentence are the predicate?

- A my dog
- B my dog plays
- C plays in the park
- D in the park

APPLY Have students complete *Language & Conventions* p. 30 from the *Resource Download Center*.

Name _____

Language and Conventions

Subjects and Predicates

All sentences have two parts. The subject tells who or what the sentence is about (My brother Bill). The predicate tells what the subject is or is doing in the sentence (climbed Mt. Everest). The subject and the verb in the predicate must agree in number.

MY TURN Circle the subject and underline the predicate in each sentence.

- Two dogs jumped in the lake.
- Uncle Bob flew on a plane.
- Red is my favorite color.
- Jason, Amanda, and Eric played ball.
- The giant turtle is over a hundred years old.
- Lacy and Calvin went to the races.

Grade 2, Unit 1, Week 2
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OBJECTIVE

Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.

FLEXIBLE OPTION

LESSON 5

Standards Practice

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Simple Sentences

FLEXIBLE OPTION

LESSON 2

Oral Language:
Subjects and
Predicates

LESSON 3

**Teach Subjects and
Predicates**

LESSON 4

**Practice Subjects and
Predicates**

Weekly Overview

Students will

- learn the structure of fiction books
- understand the structure of nonfiction books
- use digital tools to publish their 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.

	LESSON 1	LESSON 2	LESSON 3
MINILESSON 5–10 min.	Explore the Structure of Fiction T382	Apply the Structure of Fiction T386	Explore Nonfiction Text Structure T390
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T383	Independent Writing and Conferences T387	Independent Writing and Conferences T391
SHARE BACK FOCUS 5–10 min.	Plot Ideas T383	Reviewing Structure T387	Nonfiction Topics T391
READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T384 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Subjects and Predicates T385 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Teach Consonant Blends T388 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Compound Sentences T389 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Review and More Practice T392 • Language & Conventions Teach Compound Sentences T393



Mentor STACK



To support this week’s minilessons, choose stack texts that

- demonstrate the structure of fiction with easily definable plots
- demonstrate the structure of nonfiction with text features that support ideas
- reflect the use of digital publication tools

FAST TRACK

LESSON 4

Apply Nonfiction Text Structure T394

Independent Writing and Conferences T395

Main Ideas, Details, and Text Features T395

- FLEXIBLE OPTION** ↩
- **Spelling** Spiral Review T396
 - **Language & Conventions** Practice Compound Sentences T397

FAST TRACK

LESSON 5

Digital Tools Authors Use T398

Writing Club and Conferences T398–T399

Digital Choices T398

- **Spelling** *Assess Understanding* T400
- **FLEXIBLE OPTION** ↩
- **Language & Conventions** Standards Practice T401

ADDITIONAL RESOURCES

MINILESSON

5–10 min.

How to Use Illustrations

When to Start a New Paragraph

INDEPENDENT WRITING AND CONFERENCES

30–40 min.

Independent Writing and Conferences

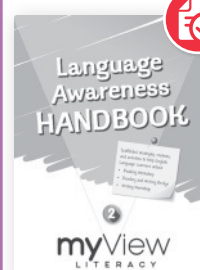
Independent Writing and Conferences

SHARE BACK FOCUS

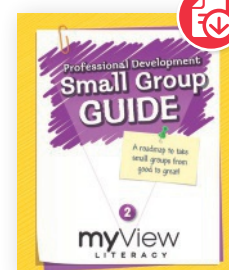
5–10 min.

Choice of Illustrations

New Paragraphs



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 understanding of fiction and nonfiction book structure in order to gauge where students need support in developing their drafts. Have stack books and minilessons available for reference.

FORMATIVE ASSESSMENT		Conference Prompts
Explore the Structure of Fiction		
If students need additional support,	 Then read a stack text together, pointing out characters, settings, and plot elements.	
If students show understanding,	Then ask how they will explore the elements of fiction as they move forward with their writing.	
Apply the Structure of Fiction		
If students need additional support,	 Then offer examples of real-life problems and solutions and discuss how to represent them in a story.	
If students show understanding,	Then remind them that their characters' strengths and weaknesses should influence how they solve problems.	
Explore Nonfiction Text Structure		
If students need additional support,	 Then explain how specific details can help support a main idea.	
If students show understanding,	Then ask them to identify supporting details in nonfiction texts.	
Digital Tools Authors Use		
If students need additional support,	 Then discuss the differences between printed and digital publications.	
If students show understanding,	Then have students write about why they chose a specific medium of publication.	

Conference Support for ELL

EMERGING

- Use a graphic organizer to show the structure of a stack text.
- Use modeled writing to show students how to write captions.
- Use visuals from the stack to discuss digital publication.

DEVELOPING

- Help students determine appropriate problems and solutions for their characters.
- Show students high-interest texts with many graphic features.
- Brainstorm real-life experiences to generate understanding of how characters resolve problems.

EXPANDING

- Explicitly identify problems and solutions in stack fiction texts.
- Place students in groups and instruct them to write captions for photos.
- Have students explain the digital tools they want to use in their writing.

BRIDGING

- Ask students to summarize a story's plot.
- Suggest text and graphic features students can use in their nonfiction work.
- Explicitly instruct students in the use of digital publishing tools.



Reading-Writing Workshop Bridge

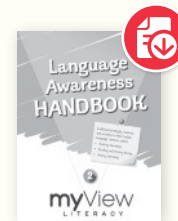
While conferring with students, refer back to the Bridge minilessons on **relevant details** and **compound sentences**.



ELL Minilesson Support

Week 3: Develop Structure

During this week, your ELLs will benefit from additional writing support that expands their awareness of fiction and nonfiction structures.



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

Use this note for the minilesson on pp. T382–T383.

ELL Targeted Support

EXPLORE THE STRUCTURE OF FICTION

Help students write using content-based grade-level vocabulary. Write *Characters*, *Settings*, *Plots* and have students copy the words in a vertical list.

Read aloud a fiction book from the stack. Name characters, the setting, and key plot events.

Have students repeat the characters. Then write character names and have students copy them next to the word *Characters*. **EMERGING**

Instruct partners to read fiction books from the stack together and discuss where the characters live. Have them write a sentence that describes this setting next to the word *Settings*. **DEVELOPING**

Instruct students to pick fiction books from the stack and read them individually. When they finish, ask them explicit questions about the plot. Then have them write three sentences next to the word *Plots* describing an event at the beginning, an event in the middle, and an event at the end. **EXPANDING**

Instruct students to pick fiction books from the stack. Ask them to write about what the characters' problems were and how they resolved them, using examples from the beginning, middle, and end of the book. **BRIDGING**

Use this note for the minilesson on pp. T390–T391.

ELL Targeted Support

EXPLORE NONFICTION TEXT STRUCTURE

Help students internalize new English words by having them speak using grade-level content area vocabulary in context. Remind students that nonfiction books are about real people and places. Tell them nonfiction books contain main ideas, details, and text and graphic features.

Read aloud a nonfiction text from the stack and point out pictures. Ask students to tell you what the book is about and describe several of the pictures. **EMERGING**

Have small groups of students read nonfiction books, then work together to identify and describe the books' main ideas and supporting details. **DEVELOPING**

Guide students as they read nonfiction books from the stack. As they do, have them stop and describe examples of graphic features that provide details. **EXPANDING**

Have students read a stack text and then name aloud all of its text and graphic features. **BRIDGING**

Explore the Structure of Fiction

OBJECTIVE

Recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

Minilesson

Mentor STACK



TEACHING POINT Fiction stories usually contain characters, settings, and plots. Over the course of most stories, the characters experience a problem and then search for a resolution.

MODEL AND PRACTICE Hold up a fiction book from the stack. Say: **This is a fiction book. Fiction means that the author made up the story. It is not true. Fiction stories have characters. Characters are animals or people. Let's meet this book's characters.** Page through the book. Identify the main characters by name.

Fiction stories have settings. The stories happen at specific times and places. **Let's explore the setting of this story.** Page through the book. Read aloud details about the story's setting. Point to images that depict where and when the story takes place.

Fiction stories have plots. The plot is what happens in a story from the beginning to the middle to the end. In the plot, readers discover a problem that the characters face and learn what the characters do to solve that **problem.** (If necessary, clarify that a "problem" is not always a negative situation.)

Read the story aloud and then review the plot. Ask: **What happens in the beginning of the story? How does the story end? What happens in the middle of the story, between the beginning and end? What problem did the characters solve?**

Independent Writing

Mentor **STACK**



FOCUS ON PLOTS Instruct students to think of plots for fiction stories.

- If students have difficulty, invite them to orally tell a story, and then help them describe the beginning, middle, and end.

WRITING SUPPORT

- **Modeled** Choose a stack text and do a Think Aloud to identify the plot, setting, and main character.
- **Shared** Have students choose fiction texts from the stack. Work with them to identify the plots, settings, or characters.
- **Guided** Provide explicit instruction on how to identify the plot, setting, and characters in a story.

 **Intervention** Refer to the *Small Group Guide* for support.

- Students who complete the task should begin to develop a plot in their writing notebooks.

See the **Conference Prompts** on p. T380.

Share Back

Ask several volunteers to share their plot ideas.



Spelling Spell Words with Consonant Blends

OBJECTIVE

Demonstrate and apply spelling knowledge.

SPELLING WORDS

nest	past
spend	spring
strong	scrap
frog	blog
stick	brick

HIGH-FREQUENCY WORDS

sound	things
-------	--------

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Use the example spelling sentences from Lesson 5 to monitor and examine students' familiarity in spelling words with consonant blends.

For students who excel at spelling words with consonant blends, incorporate the following Challenge Words with the spelling list.

Challenge Words

- classmate
- skeleton
- blanket

ELL Targeted Support

Spelling Patterns Review consonant blends with students.

Display the words: *stick* and *brick*. Say the two words aloud, emphasizing the consonant blends at the beginning of the words. Circle the consonant blend and have students identify the consonant sounds they hear. **EMERGING**

Have students search through a text they have read to find examples of words with the consonant blends *st*, *sp*, *bl*, *fr*, and *br* and record the words. **DEVELOPING**

Challenge small groups to write as many words with the consonant blends *st*, *sp*, *str*, *fr*, *spr*, and *scr* as they can. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with Consonant Blends


FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Consonant Blends

FLEXIBLE OPTION

LESSON 4

 Spiral Review: Spell Words with Long Vowels (CVCe)

LESSON 5

✓ Assess Understanding



Language & Conventions

Spiral Review

FLEXIBLE OPTION 

LESSON 1



Spiral Review: Subjects and Predicates

FOCUS Review subjects and predicates. Remind students that a complete sentence has a subject, which tells who or what, and a predicate, which tells what the subject is or does.

MODEL AND PRACTICE Write the following incomplete sentence on the board: *Jack lunch at noon.* Then guide students to edit the incomplete sentence so that it is a complete sentence with a subject and predicate. (*Jack eats lunch at noon.*)

APPLY Ask students to work together to edit the following incomplete sentence: *take the train to the city.* (*We take the train to the city.*)

OBJECTIVE

Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.

ELL Targeted Support

Edit Writing Review simple sentences and subjects and predicates. Display simple sentences, such as: *Mary rides her bike in the park.* For each sentence, ask: **Who is doing something? What is she doing?** Circle the subject and underline the predicate. Remind students the subject does something and the predicate tells what the subject does.

EMERGING

Tell students to write three simple sentences. Have them exchange papers with a partner and circle the subject and underline the predicate in each sentence. Tell students to retrieve their papers and check them. Then invite volunteers to read their sentences identifying the subjects and predicates. **DEVELOPING**

FLEXIBLE OPTION 

LESSON 1



Spiral Review:
Subjects and
Predicates

FLEXIBLE OPTION 

LESSON 2

LESSON 3

LESSON 4

FLEXIBLE OPTION 

LESSON 5

Oral Language:
Compound Sentences

Teach Compound
Sentences

Practice Compound
Sentences

Standards Practice

FAST TRACK

Apply the Structure of Fiction

OBJECTIVE

Recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

STUDENT INTERACTIVE, p. 125

The screenshot shows a page from a student interactive. At the top, it says 'LAUNCHING WRITING WORKSHOP' and 'WRITING WORKSHOP'. Below that is a 'My Learning Goal' icon with a cartoon character. The main heading is 'The Structure of a Fiction Text'. The text explains that authors can choose to write different kinds of texts and that fiction is a made-up story. It lists three traits: Characters (people or animals), Setting (time and place), and Plot (what happens). It also mentions that characters often have a problem and a resolution. A 'MY TURN' section asks students to choose a fiction book and complete sentences about it. The page number '125' is in the bottom right corner.

Minilesson

Mentor STACK 

TEACHING POINT A fiction book contains characters, a setting, and a plot. All of these elements are revealed throughout the structure of a story. Additionally, one or more characters are presented with a problem to resolve by the story's end.

MODEL AND PRACTICE Direct students to p. 125 in the *Student Interactive*.

Read the traits of a fiction story. Ask: **What is a character? What is a plot? What is a setting?** Tell students that all fiction stories share these traits.

Read aloud another fiction book from the stack. Pause to discuss details that identify character, setting, and plot. Pose the following questions:

- **What problem or conflict does the character/do the characters face?**
- **How does the character/do the characters resolve this conflict or solve this problem?**

Direct students to choose a fiction book from the stack and then complete the exercise at the bottom of p. 125 in the *Student Interactive*.

Possible Teaching Point

Language & Conventions | Compound Sentences

Point out that all stories contain ideas that relate to each other. Using compound sentences to express similar ideas helps writers vary their sentences, which makes a story more interesting for readers. Remind students to

- watch for sentences that seem repetitive
- look for ways to combine sentences with similar ideas

You might wish to focus on the ideas in compound sentences first, and then guide students to place commas and conjunctions appropriately.

Independent Writing

Mentor STACK



FOCUS ON PROBLEMS AND SOLUTIONS Students should continue to familiarize themselves with problems and solutions in fiction stories.

- If students are having trouble, refer them to texts from the stack and point out problems the authors introduce and solutions they use.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model introducing a problem to a fictional character.
- **Shared** Ask students to describe a real-life problem and solution. Then have them brainstorm a story they could write about it.
- **Guided** Provide explicit instruction about types of problems fictional characters may face.

 **Intervention** Refer to the *Small Group Guide* for support.

- Students with a strong understanding of fiction structure can begin writing their own stories.

See the **Conference Prompts** on p. T380.

Share Back

Invite students to explain the structure of fiction stories, using details from the books they've read.

Spelling Spell Words with Consonant Blends

OBJECTIVE

Demonstrate and apply spelling knowledge.

SPELLING WORDS

nest	past
spend	spring
strong	scrap
frog	blog
stick	brick

HIGH-FREQUENCY WORDS

sound	things
-------	--------

LESSON 2

Teach

FOCUS Explain that some words have two or three consonants whose sounds blend together.

MODEL AND PRACTICE Display the spelling words. Point out the consonant blend in each word. Say the consonant blend in each word before saying the whole word. Then have students spell words they know with consonant blends.

APPLY My TURN

Have students complete Student Interactive p. 123 to spell words with consonant blends. Use the leveled supports on p. T384 for ELLs.

SPELLING
READING-WRITING BRIDGE

Spell Words with Consonant Blends

Some words have two or three consonants whose sounds are blended together. For example, s and l are blended together in slip.

MY TURN Write a Spelling Word with the same beginning or ending consonant blend as each word.

brave <u>brick</u>	frame <u>frog</u>	Spelling Words nest past spend spring strong scrap frog blog stick brick
blip <u>blog</u>	fist <u>nest or past</u>	
stray <u>strong</u>	rust <u>nest or past</u>	
stop <u>stick</u>	spin <u>spend</u>	
spray <u>spring</u>	scrub <u>scrap</u>	
Write the word that rhymes with each word.		
pound <u>sound</u>	wings <u>things</u>	My Words to Know sound things

123

LESSON 2

Teach Spell Words with Consonant Blends

FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION LESSON 3

Review and More Practice Spell Words with Consonant Blends

FLEXIBLE OPTION LESSON 4

Spiral Review: Spell Words with Long Vowels (CVCe)

LESSON 5

Assess Understanding



Language & Conventions

Compound Sentences

FLEXIBLE OPTION

LESSON 2

Oral Language: Compound Sentences

FOCUS Introduce the lesson by discussing instances in which the ideas in two sentences are related. These sentences can be combined to make one compound sentence by inserting a comma and the word *and*, *but*, or *or*.

MODEL AND PRACTICE Write the words *and*, *but*, and *or* on the board before displaying this pair of sentences: *I play baseball. I play tennis.* Ask: **How can I combine these sentences into one compound sentence?** Guide students to choose an appropriate conjunction (*and* or *or*) and form a compound sentence. (*I play baseball, and I play tennis. I play baseball, or I play tennis.*)

APPLY Have students work in pairs to create three oral compound sentences, one using the word *and*, one using the word *but*, and one using the word *or*. Have pairs share their sentences with the class.

OBJECTIVE

Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.

FLEXIBLE OPTION
LESSON 2

Oral Language:
Compound Sentences

FLEXIBLE OPTION
LESSON 1

Spiral Review:
Subjects and
Predicates

LESSON 3

Teach Compound
Sentences

LESSON 4

Practice Compound
Sentences

FLEXIBLE OPTION
LESSON 5

Standards Practice

Explore Nonfiction Text Structure

OBJECTIVE

Recognize characteristics and structures of informational text, including features and graphics to locate and gain information.

Minilesson

Mentor STACK 

TEACHING POINT In nonfiction books, authors write about real events. Nonfiction books contain:

- names of real people and places
- a main idea and details
- text features: headings and captions
- graphic features: photographs, maps, and diagrams

Nonfiction books may be written in a story format, where all of the real information is presented in a way that engages and entertains the reader.

MODEL AND PRACTICE Hold up a nonfiction book from the stack. Say: **This is a nonfiction book. Nonfiction authors write about real places and people.** Explain that nonfiction books contain a main idea and details. Read the book aloud, pausing to identify details and the main idea.

Nonfiction books also contain text features, such as headings and captions. Page through the book, pointing out text features. Nonfiction books contain graphic features, too. Maps, diagrams, and photographs are all graphic features. Page through the book, pointing out graphic features.

Read another nonfiction text from the stack, following the routine above. Focus on the traits that make up the structure of a nonfiction book.

Possible Teaching Point

Writing Process

Drafting | Features and Graphics

Ask students to describe the types of features and graphics that they see in informational texts, including

- headings that identify the main idea in a section of text
- captions that give interesting details about photos
- graphics such as diagrams or charts that show information in a different way

Help students decide on the types of features they would like to include in an informational text. Ask them to explain how each feature will give readers information.

Independent Writing

Mentor STACK



FOCUS ON GRAPHIC FEATURES Students should begin experimenting with nonfiction text structure. If students have trouble, help them begin to develop an outline for writing on a nonfiction topic.

- Point out that they can create headings based on their outlines.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how to identify a stack book's text and graphic features.
- **Shared** Have students choose stack texts. Prompt students to identify their text and graphic features. Discuss why authors might choose to use these features.
- **Guided** Provide explicit instruction on how authors use text and graphic features in nonfiction texts.

 **Intervention** Refer to the *Small Group Guide* for support.

- Students with a strong grasp of nonfiction structures should brainstorm nonfiction topics.

See the **Conference Prompts** on p. T380.

Share Back

Ask students to share their topics for nonfiction writing. Instruct other students to offer any ideas they have about the topics presented.

Spelling Spell Words with Consonant Blends

OBJECTIVE

Demonstrate and apply spelling knowledge.

SPELLING WORDS

nest	past
spend	spring
strong	scrap
frog	blog
stick	brick

HIGH-FREQUENCY WORDS

sound	things
-------	--------

FLEXIBLE OPTION

LESSON 3

Review and More Practice

FOCUS Review two- and three-letter consonant blends. Remind students that consonant blends can appear at the beginning and/or end of a word. Emphasize that a blend is when you can hear the sound each consonant makes.

MODEL AND PRACTICE Display these consonant blends: *-st*, *s/-*, and *scr-*. Have students repeat each consonant blend aloud. Prompt students to spell the following words as you say them aloud: *best*, *sled*, and *scram*.

APPLY Have students complete *Spelling* p. 25 from the *Resource Download Center*.

Name _____

Spelling
 Spell Words with Consonant Blends
 A consonant blend has two or three consonants blended together. When you spell words with consonant blends, be sure to write each letter of the blend.

Spelling Words				
nest	past	spend	spring	strong
scrap	frog	blog	stick	brick

MY TURN Match the clues on the left to the words on the right by drawing a line. Then write the word on the line.

- Do this with money spend
- A bird lives in this nest
- What happened yesterday past
- A super hero can be strong
- A piece of something scrap

Grade 2, Unit 1, Week 3
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FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with Consonant Blends

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Consonant Blends

FLEXIBLE OPTION

LESSON 4

Spiral Review: Spell Words with Long Vowels (CVCe)

LESSON 5

✓ Assess Understanding



Language & Conventions

Compound Sentences

LESSON 3

Teach Compound Sentences

FOCUS Review compound sentences with students. Go over how two sentences with related ideas can be combined into one compound sentence. Remind students that they must insert a comma, followed by *and*, *but*, or *or*, to create a compound sentence.

MODEL AND PRACTICE Display this compound sentence: *Derek wants hamburgers, but Iris wants pizza.* Work with students to find a way to expand the sentence with details. (Possible response: *Derek wants hamburgers with pickles and ketchup, but Iris wants mushroom and onion pizza.*) Then work with students to rearrange the sentence. (Possible response: *Iris wants pizza, but Derek wants hamburgers.*)

OBJECTIVE

Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.

ELL Targeted Support

Language Structure Review compound sentences with the class.

Display examples of compound sentences. Read each sentence aloud. Ask students to copy the compound sentences on their own paper. Then have them underline the comma and word (*and*, *but*, or *or*) that connects the two

simple sentences into one compound sentence. Provide support as needed. **EMERGING/DEVELOPING**

Have students work with peers to form their own compound sentences that include commas and the words *and*, *but*, or *or*. Guide students to edit their work for grammar and spelling. **EXPANDING/BRIDGING**

LESSON 3

Teach Compound Sentences

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Subjects and
Predicates

FLEXIBLE OPTION

LESSON 2

Oral Language:
Compound Sentences

LESSON 4

Practice Compound Sentences

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Apply Nonfiction Text Structure

OBJECTIVE

Recognize characteristics and structures of informational text, including features and graphics to locate and gain information.

STUDENT INTERACTIVE, p. 126

The screenshot shows a page titled "LAUNCHING WRITING WORKSHOP" with the sub-heading "The Structure of a Nonfiction Text". It includes a definition of nonfiction, a list of features found in nonfiction books (names of real people and places, main ideas and details, text features like headings and captions, and graphic features like photos, maps, and diagrams), and a "MY TURN" activity. The activity asks students to choose a nonfiction book and complete sentences about it. A small cartoon character is also present.

Minilesson

Mentor **STACK**



TEACHING POINT A nonfiction book contains names of real people and places, a main idea and details, and text and graphic features.

MODEL AND PRACTICE Read aloud a nonfiction book from the stack. Have students identify its details and main idea. Point to its text and graphic features. Have students identify captions, headings, maps, photographs, and diagrams. Then explain how the text and graphic features that have been pointed out help communicate the author's main idea and supporting details.

Ask: **What is the structure of a nonfiction book?** Offer necessary corrections as volunteers answer the question.

Have students choose and read nonfiction books from the stack. Remind students that nonfiction authors write about whatever topics they want, and students can do the same as they work on their own nonfiction.

Direct students to p. 126 in the *Student Interactive*. Prompt them to complete the exercise at the bottom of the page.

Possible Teaching Point

Spelling | Consonant Blends

Students may drop some consonants in words with consonant blends. As you review students' writing, check that they are spelling words with consonant blends correctly. As needed, pronounce each word slowly and ask students to write each letter whose sound they hear in the blend. Reinforce the importance of correct spelling in written work.

Independent Writing

FOCUS ON MAIN IDEAS AND DETAILS Instruct students to develop main ideas and supporting details for nonfiction texts.

- If students have difficulty, remind them that authors use details to support their main ideas, and guide them to sources they can use to find details about their topics.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how to distinguish minor details from important details and to cite a nonfiction story's main idea.
- **Shared** Present a main idea to students and work with them to find key details that back it up.
- **Guided** Explicitly instruct students regarding how and where they should place supporting details into their nonfiction stories.

 **Intervention** Refer to the *Small Group Guide* for support.

- Students who show understanding should start adding text and graphic features to their work.

See the **Conference Prompts** on p. T380.

Share Back

Ask students to share the main idea, details, and text and graphic features they've crafted for their own writing.

Spelling Spiral Review

OBJECTIVE

Spell one-syllable and multisyllabic words with closed syllables, open syllables, VCe syllables, and vowel teams.

SPELLING WORDS

nest	past
spend	spring
strong	scrap
frog	blog
stick	brick

HIGH-FREQUENCY WORDS

sound	things
-------	--------

Writing Workshop

Ask students to edit their writing for long vowel words with the CVCe pattern.

FLEXIBLE OPTION

LESSON 4

Spiral Review


FOCUS Remind students how to spell long vowel words that have the consonant-vowel-consonant-silent e pattern.

MODEL AND PRACTICE As you read aloud the following words, have students spell them: *home, chase, dime, Pete, cute*.

APPLY Place students into pairs. Ask each pair to sort the words by their long vowel sounds. (long *a*: *chase*, long *e*: *Pete*, long *i*: *dime*, long *o*: *home*, long *u*: *cute*)

FLEXIBLE OPTION

LESSON 4

 **Spiral Review:**
 Spell Words with
 Long Vowels
 (CVCe)

LESSON 5

Assess Understanding

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach Spell Words with Consonant Blends

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Consonant Blends



Language & Conventions

Compound Sentences

LESSON 4

Practice Compound Sentences

APPLY MyTURN Have students complete the activity on p. 124 to edit drafts using compound sentences. Use the leveled supports on p. T393 for ELLs.

LANGUAGE AND CONVENTIONS

Compound Sentences

Sometimes the ideas in two sentences are related. The sentences can be combined to make one **compound sentence**, using a comma and the word **and**, **but**, or **or**.

Two sentences	Compound sentence
I have a library card. I use it every week.	I have a library card, and I use it every week.
We can bring a lunch to school. We can eat the school lunch.	We can bring a lunch to school, or we can eat the school lunch.

MYTURN Cross out the end mark between simple sentences that can be combined into a compound sentence. Add a **comma** and the connecting word **and**, **but**, or **or**. Change capital letters if you need to.

Our town has a park, ~~it~~ ^{and it} is near my house. I like to go there after school, ~~I~~ ^{but} must do my homework first. Then I meet my friends at the park, ~~we~~ ^{and we} have fun together. We play on the playground, ~~we~~ ^{or we} play ball.

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OBJECTIVE

Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.

Writing Workshop

Encourage students to look for opportunities in their writing to combine two related sentences into one compound sentence.

FLEXIBLE OPTION
LESSON 1

Spiral Review:
Subjects and
Predicates

FLEXIBLE OPTION
LESSON 2

Oral Language:
Compound Sentences

LESSON 3

**Teach Compound
Sentences**

LESSON 4

**Practice Compound
Sentences**

FLEXIBLE OPTION
LESSON 5

Standards Practice

FAST TRACK

Digital Tools Authors Use

OBJECTIVES

Recognize characteristics of multimedia and digital texts.

Publish and share writing.

Use a variety of digital tools to produce and publish writing, including collaboration with peers.

STUDENT INTERACTIVE, p. 127

Digital Tools Authors Use

You can write your stories and other texts on paper. There are also many ways to use a computer to publish your writing digitally. Here are some examples:

Digital Tool	Good to Use
computer printout	to give copies to classmates, friends, and family
e-book	to create a book, even including sound and video, to share with others digitally
classroom Web site	to share your writing with school friends and families digitally
blog	to share your writing with many people digitally

COLLABORATE With a partner, use a digital tool to publish your writing.

127

Minilesson

TEACHING POINT Authors use digital tools to share their work. Examples of digital tools are

- computer printouts, which allow them to share their writing with whomever they choose and make handwritten notes on their work
- e-books, which allow them to incorporate digital effects like sounds and images in their work
- classroom Web sites, which allow them to share their work with entire classes
- blogs, which allow anyone with Internet access to read what they write

MODEL AND PRACTICE Direct students to p. 127 of the *Student Interactive*. Say: *Writing on paper is only one way to publish your work. You can also use digital tools. Computers will help you publish your writing and share what you've written with more people.*

Review various digital tools with students, using examples as necessary. Discuss with students the advantages of each.

Remind students that they may use fonts, colors, and images when they digitally publish their work. Review the Week 2 lesson on these digital tools.

Have students work in pairs to collaborate on using a digital tool to publish a piece of writing.

WRITING CLUB

Place students into Writing Club groups. See p. T399 for details on how to run Writing Club.

Share Back

Ask students to tell what digital tools they chose to publish their writing and explain why they chose them.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share their ideas for fiction or nonfiction books and will also discuss ideas for digitally publishing them.

Have students spend the first 5–10 minutes in Writing Club discussing the following:

- How to build on each other's comments
- How to answer questions in full sentences, using details
- How to ask the speaker questions

What Are We Sharing? Students should take turns sharing fiction and nonfiction writing from their notebooks. Their classmates should help them make sure that their pieces contain the necessary fiction and nonfiction structures.

How Do We Get Started? Conversation Starters

- What is the character's problem?
- I enjoyed the details about _____.
- I need help understanding _____.
- The most helpful feature that you used was _____.
- I think you have more than one main idea because _____.

Spelling Spell Words with Consonant Blends

OBJECTIVE

Demonstrate and apply spelling knowledge.

SPELLING WORDS

nest	past
spend	spring
strong	scrap
frog	blog
stick	brick

HIGH-FREQUENCY WORDS

sound	things
-------	--------

LESSON 5


Assess Understanding

Use the following sentences to examine students' abilities to spell the two key high-frequency words of the week and words with two- or three-letter consonant blends. Say each word and then the sentence. Allow students enough time to spell the words. Repeat as needed.

Spelling Sentences

1. Drive down the **brick** road.
2. My dogs chase the **stick**.
3. Have you read my **blog**?
4. Do not **spend** too much cash.
5. What are those **things**?
6. The little bird is building a **nest**.
7. A shark has **strong** teeth.
8. Can I borrow some **scrap** paper?
9. Her pet **frog** can jump high!
10. We hear the **sound** of music.
11. Today is the first day of **spring**.
12. He walks **past** the store.

FLEXIBLE OPTION 
LESSON 1

 **Assess Prior Knowledge**


LESSON 2

Teach Spell Words with Consonant Blends

FLEXIBLE OPTION 
LESSON 3

Review and More Practice Spell Words with Consonant Blends

FLEXIBLE OPTION 
LESSON 4

 **Spiral Review:** Spell Words with Long Vowels (CVCe)

LESSON 5

 **Assess Understanding**



Language & Conventions

Compound Sentences

FLEXIBLE OPTION



LESSON 5

Standards Practice

Ask students to respond to the following question on their own. Remind them to choose just one answer.

Which of these is a compound sentence?

- A I want to play.
- B I have to go home.
- C I want to play and go home.
- D I want to play, but I have to go home.

APPLY Have students complete *Language and Conventions* p. 31 from the *Resource Download Center*.

Name _____

Language and Conventions

Compound Sentences

In a compound sentence, the words **and**, **but**, or **or** can connect two simple sentences.

MY TURN For 1–2, decide which word should be used to connect the compound sentence. Write the correct word on the line. Then follow the directions for 3–4.

1. Aunt Kit walked down the road, _____ **and** _____ she found a branch in her path. _____ **and** _____ **or** _____

2. Maria ran to school, _____ **but** _____ Chen walked to school. _____ **or** _____ **but** _____

3. Rearrange compound sentence 2.
Possible response: Chen walked to school, but Maria ran to school.

4. Expand compound sentence 1 by adding details.
Possible response: Aunt Kit walked down the dark, little road, and she found a large branch in her path.

Grade 2, Unit 1, Week 3
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OBJECTIVE

Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.

FLEXIBLE OPTION



LESSON 5

Standards Practice

FLEXIBLE OPTION



LESSON 1



Spiral Review:
Subjects and
Predicates

FLEXIBLE OPTION



LESSON 2

Oral Language:
Compound Sentences

LESSON 3

**Teach Compound
Sentences**

LESSON 4

**Practice Compound
Sentences**

Weekly Overview

Students will

- use end punctuation and apostrophes
- revise drafts by adding details
- delete words and sentences from their drafts

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.

	LESSON 1	LESSON 2	LESSON 3
MINILESSON 5–10 min.	Explore End Punctuation and Apostrophes T406	Apply End Punctuation and Apostrophes T410	Explore Adding Details T414
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T407	Independent Writing and Conferences T411	Independent Writing and Conferences T415
SHARE BACK FOCUS 5–10 min.	End Punctuation and Contractions T407	Revised Words and Sentences T411	Details T415
READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T408 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Compound Sentences T409 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Spell Words with <i>ch</i>, <i>sh</i>, <i>wh</i>, <i>th</i>, <i>ph</i>, and <i>tch</i> T412 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Sentences and End Punctuation T413 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Review and More Practice T416 • Language & Conventions Teach Sentences and End Punctuation T417



Mentor STACK



When selecting texts from the stack, make sure they meet these criteria.

- Texts use a variety of contractions and different kinds of end punctuation.
- Details offer readers relevant information about the subject.
- The work has few, if any, unnecessary words and sentences.

FAST TRACK

LESSON 4

Apply Adding Details
T418

Independent Writing
and Conferences T419

Revisions T419

- FLEXIBLE OPTION** ↩
- **Spelling** Spiral Review T420
 - **Language & Conventions** Practice Sentences and End Punctuation T421

FAST TRACK

LESSON 5

Revise Drafts by Deleting
Words T422

Writing Club and
Conferences T422–T423

Deleted Words T422

- **Spelling** *Assess Understanding* T424
- **FLEXIBLE OPTION** ↩
Language & Conventions Standards Practice T425

ADDITIONAL RESOURCES

MINILESSON

5–10 min.

Explore Genres

Capitalize Titles

INDEPENDENT WRITING AND CONFERENCES

30–40 min.

Independent Writing and Conferences

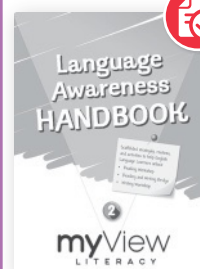
Independent Writing and Conferences

SHARE BACK FOCUS

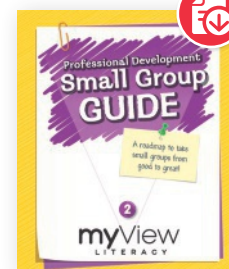
5–10 min.

Genre Classifications

Capitalized Titles



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences



Mentor STACK




Assess students' understanding of how to revise their work, and then engage them with the following conference prompts. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT

Conference Prompts

Explore End Punctuation and Apostrophes

If students need additional support,


 **Then** review a stack text together, pointing out contractions and explaining how to form them.

If students show understanding,

Then ask: What are some reasons to use exclamation points?

Apply End Punctuation and Apostrophes

If students need additional support,


 **Then** point out words in their writing that can be joined to form contractions.

If students show understanding,

Then discuss when to avoid contractions.

Explore Adding Details

If students need additional support,


 **Then** review the ways authors typically place details into their writing.

If students show understanding,

Then have students discuss why these details make the topic more interesting.

Revise Drafts by Deleting Words

If students need additional support,

 **Then** create examples of details that should be deleted from texts.

If students show understanding,

Then ask why they deleted the words and sentences they chose to delete.

Conference Support for ELL

EMERGING

- Speak to demonstrate the effect of various types of end punctuation.
- Read aloud a text, pausing to identify details.
- Use modeled writing to show students how to add details.

DEVELOPING

- Read a sentence aloud. Have students choose its proper end punctuation.
- Do a Think Aloud about adding a detail to a text.
- Use shared writing to help students add details to a sentence.

EXPANDING

- Guide students in writing sentences with proper end punctuation.
- Have students list details about a specific topic.
- Have students help one another add details to their writing.

BRIDGING

- Have students correct end punctuation for a passage that you provide.
- Invite students to discuss whether an author's details should be kept or removed.
- Use guided writing to show students how to add details to drafts.



Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **word choice (to convey feeling)** and **sentences and end punctuation**.



ELL Minilesson Support

Week 4: Writer's Craft

During the Writer's Craft week, your ELLs will benefit from additional writing support that expands their awareness of how to revise drafts by adding details and deleting words.

Use this note for the minilesson on pp. T418–T419.

ELL Targeted Support

APPLY ADDING DETAILS

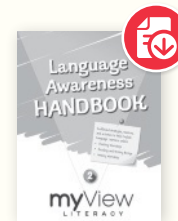
Let students know that to fulfill content area writing needs, they will use the English they have learned to explain their ideas with more specifics and details. Give an example of using specific details: *If I write, "I want the apple," how is it different than when I write, "I want the green apple in the red bowl."?* (I am writing about one green apple.)

Write: *My favorite flower has _____ petals.* Have students copy the sentence and add a detail in the blank from a list of words they have previously learned. **EMERGING**

Write: *The weather today is _____ because it is _____.* Have students copy the sentence. Tell them to explain with greater specificity and detail by filling in the blanks. **DEVELOPING**

Ask: *What do you like about reading? Why do you like that?* Instruct students to write their answers, using at least one detail to add specificity to their explanations. **EXPANDING**

Ask students to write several sentences that explain how they got to school today. Tell them to include details that add specificity to their explanations. Then have students exchange explanations and suggest ways to make the writing they receive even more specific. **BRIDGING**



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

Use this note for the minilesson on p. T422.

ELL Targeted Support

REVISE DRAFTS BY DELETING WORDS

Help students practice deleting unnecessary words from their writing.

Write: *The desk is tan, flat, happy, and clean.* Ask students to delete the word that is not needed (*happy*). **EMERGING**

Tell students to shorten this sentence by deleting words that are not needed: *The desk that I am writing about on this paper is my favorite desk.* Have them write the revised sentence. **DEVELOPING**

Dictate the following sentences to students. Have them shorten one or both sentences by deleting words that are not needed. *Monday is the first day of the school week, the day that starts the school week. On Monday people tell about the weekend, the two days just before Monday.* **EXPANDING**

Have student pairs collaborate to compose two sentences about desks in a classroom. Tell them to start with one long sentence and then shorten it by deleting words. Explain that both sentences have to make sense. **BRIDGING**

Explore End Punctuation and Apostrophes

OBJECTIVES

Use an apostrophe to form contractions and frequently occurring possessives.

Edit drafts using standard English conventions.

STUDENT INTERACTIVE, p. 155

LAUNCHING WRITING WORKSHOP WRITING WORKSHOP

I can plan, draft, and publish my writing.

My Learning Goal

End Punctuation and Apostrophes

Authors edit their writing to make it better.

<p>Authors use punctuation after sentences.</p> <p>I like cats more than dogs. Cats are the best! What pet do you like?</p>	<p>Authors use apostrophes in contractions.</p> <p>I'm = I am you're = you are he's = he is</p>
---	---

MY TURN Edit the paragraph. Fix mistakes in end punctuation and apostrophes. Then edit your writing for end punctuation and apostrophes.

I like to visit the city? There are so many really great things to do! Do you like museums? I like the history museum because it's got dinosaur bones. We take the train in. That's part of the fun.

155

Minilesson

TEACHING POINT Authors use punctuation marks as tools in their writing. These punctuation tools can affect the way words function or the way sentences are meant to be read. For example, authors:

- use apostrophes to create contractions.
- use appropriate end punctuation for clarity or effect.

MODEL AND PRACTICE Direct students to p. 155 in the *Student Interactive*. Say: Authors use apostrophes to make contractions. A contraction is when two words are joined together to become one word. For example, “I am” can be written as “I’m,” and it means the same thing. The apostrophe connects “I” and “am” and takes the place of “a.” Write: *you’re*. What two words does *you’re* stand for? What letter does the apostrophe take the place of? Repeat with *don’t*.

Say: Authors use correct end punctuation for their sentences. Sentences with periods state or tell something. A question mark asks a question. An exclamation point expresses a strong feeling.

Display sentences with different end punctuation. Point to a period. Say: Most times, authors use periods to end sentences. Point to a question mark. Ask: What does this sentence do? Point to an exclamation point. Why does the author use an exclamation point?

Independent Writing

FOCUS ON PUNCTUATION AND APOSTROPHES During independent writing time, students should try varying sentences with contractions and end punctuation.

- If students have difficulty, change end punctuation on a sample sentence and discuss how it changes the effect of the sentence.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how to add the correct end punctuation to a sentence.
- **Shared** Create a word wall of words that can be joined to make contractions, then work with students to create the contractions.
- **Guided** Provide explicit instruction on how to use apostrophes or end punctuation.

 **Intervention** Refer to the *Small Group Guide* for support.

- Students with a strong grasp of the conventions should incorporate them as they edit their drafts.

See the **Conference Prompts** on p. T404.

Share Back

Have students share examples of contractions and end punctuation that they edited into their drafts.



Spelling Spell Words with *ch, sh, wh, th, ph, and tch*

OBJECTIVES

Alphabetize a series of words and use a dictionary or glossary to find words.

Demonstrate and apply spelling knowledge by spelling one syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

Identify and read high-frequency words.

SPELLING WORDS

bunch	brush
chase	phone
patch	thank
math	when
what	dish

HIGH-FREQUENCY WORDS

great	before
--------------	---------------

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

Read aloud the words and sentences. Have students spell each bold word.

1. I ate a **bunch** of grapes.
2. The dog will **chase** the cat.
3. We will visit the pumpkin **patch**.
4. I like **math** class best.
5. **What** is your name?
6. Did you **brush** your hair?
7. Who is calling on the **phone**?
8. I'll **thank** her for the gift.
9. **When** does the party start?
10. Did you wash the **dish**?
11. A **great** wind blew the door open.
12. I will get my coat **before** I leave.

ELL Targeted Support

Spelling Patterns Review the spelling words.

Help students sort the words by their sounds.

EMERGING/DEVELOPING

Have one student say a spelling word for a partner to write. Then have the partner circle the consonants that produce one sound. Have pairs continue this process with the remaining spelling words. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach Spell Words with *ch, sh, wh, th, ph, and tch*

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with *ch, sh, wh, th, ph, and tch*

FLEXIBLE OPTION

LESSON 4

 **Spiral Review:** Spell Words with Consonant Blends

LESSON 5

Assess Understanding



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Compound Sentences

FOCUS Review by reminding students that ideas in two sentences are sometimes related, and these sentences can be joined to form a compound sentence.

MODEL AND PRACTICE On a display surface, write these sentences: *I have a dog brush. You may use it to brush your dog.* Read the sentence aloud. Then write: *I have a dog brush, and you may use it to brush your dog.* Point out the comma and the conjunction that you have used to join the sentences.

APPLY Have students write two related sentences of their own and then join those sentences to form a compound sentence.

OBJECTIVE

Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.

ELL Targeted Support

Language Structure Review compound sentences with the class.

Display examples of compound sentences. Read each sentence aloud. Ask students to copy the compound sentences on their own paper. Then have them underline the comma and word (*and*, *but*, or *or*) that connects the two

simple sentences into one compound sentence. Provide support as needed. **EMERGING/DEVELOPING**

Have students work with peers to form their own compound sentences that include commas and the words *and*, *but*, or *or*. Guide students to edit their work for grammar and spelling. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Compound Sentences

FLEXIBLE OPTION

LESSON 2

Oral Language:
Sentences and End Punctuation

LESSON 3

Teach Sentences and End Punctuation

LESSON 4

Practice Sentences and End Punctuation

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Apply End Punctuation and Apostrophes

OBJECTIVES

Edit drafts using standard English conventions, including end punctuation, apostrophes in contractions, and commas with items in a series and in dates.

Use an apostrophe to form contractions and frequently occurring possessives.

Minilesson

TEACHING POINT Authors vary their sentences by using appropriate end punctuation and making contractions with apostrophes. Punctuation marks at the ends of sentences can express statements, questions, or exclamations, while contractions can give text a more conversational tone.

MODEL AND PRACTICE Direct students to p. 155 in the *Student Interactive*. Ask: **How do authors use apostrophes in contractions?** Review how to make a contraction. Write: *I will take a walk. I'll take a walk.* Have students echo-read the sentences with you, and discuss whether the contraction makes the sentence sound less formal.

Give students pairs of words and ask them to turn them into contractions. When students answer correctly, ask them to spell the contractions.

Ask: **Why do authors use periods/question marks/exclamation points?** Then review using end punctuation. Note the different effects of periods, question marks, and exclamation points on sentences.

Have students complete the exercise at the bottom of p. 155.

Possible Teaching Point

Language & Conventions | End Punctuation

Point out that students can add interest to their writing by using different types of sentences. Remind students to use

- periods at the end of declarative sentences
- question marks at the end of interrogative sentences
- exclamation marks at the end of exclamatory sentences

Guide students to look for opportunities to use different types of sentences as they revisit their drafts. Discuss how the revised sentences improve the draft.

Independent Writing

FOCUS ON CONTRACTIONS AND END PUNCTUATION During independent writing time, students should revisit their drafts to see where they might use contractions and different forms of end punctuation.

- If students have difficulty, read their sentences aloud in tones that indicate specific end punctuation.

WRITING SUPPORT

- **Modeled** Do a Think Aloud that models how to choose between a period and an exclamation point.
- **Shared** Circle words and sentences in student writing that need to be revised. Have students revise using apostrophes or different end punctuation.
- **Guided** Provide explicit instruction on when and when not to use contractions.

 **Intervention** Refer to the *Small Group Guide* for support.

- Students who show understanding should experiment with using contractions to make dialogue sound authentic.

See the **Conference Prompts** on p. T404.

Share Back

Have students share their revised words and sentences. Instruct other students to offer feedback as appropriate.

Spelling Spell Words with *ch, sh, wh, th, ph, and tch*

OBJECTIVES

Alphabetize a series of words and use a dictionary or glossary to find words.

Demonstrate and apply spelling knowledge by spelling one syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

Identify and read high-frequency words.

SPELLING WORDS

bunch	brush
chase	phone
patch	thank
math	when
what	dish

HIGH-FREQUENCY WORDS

great	before
-------	--------

LESSON 2

Teach

FOCUS Explain that two or more letters can stand for one sound. When alphabetizing, use the first letter of the word.

MODEL AND PRACTICE Display: *bunch, phone, and patch*. Say each word, circling its digraph or trigraph. Underline the first two letters of each word and say: *In alphabetical order, this series of words is bunch, patch, phone.* Point out that *ch* and *tch* can stand for the same sound, /ch/. Explain that students must practice these spellings.

APPLY My TURN

Have students complete *Student Interactive* p. 153 to alphabetize words. Use the leveled supports on p. T408 for ELLs.

SPELLING **READING-WRITING BRIDGE**

Spell Words with *ch, sh, wh, th, ph, tch*

To alphabetize words, say the alphabet to yourself. Write the words in ABC order. If two words start with the same letter, look at the next letters for which comes first.

MY TURN Write the Spelling Words in ABC order. Then write the My Words to Know in ABC order.

1. <u>brush</u>	7. <u>phone</u>	Spelling Words bunch patch what phone when chase math brush thank dish
2. <u>bunch</u>	8. <u>thank</u>	
3. <u>chase</u>	9. <u>what</u>	
4. <u>dish</u>	10. <u>when</u>	
5. <u>math</u>	My Words to Know	
6. <u>patch</u>	<u>before</u>	
	<u>great</u>	

My Words to Know
great
before

153

LESSON 2

Teach Spell Words with *ch, sh, wh, th, ph, and tch*

FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION LESSON 3

Review and More Practice Spell Words with *ch, sh, wh, th, ph, and tch*

FLEXIBLE OPTION LESSON 4

Spiral Review: Spell Words with Consonant Blends

LESSON 5

Assess Understanding



Language & Conventions

Sentences and End Punctuation

FLEXIBLE OPTION

LESSON 2

Oral Language: Sentences and End Punctuation

FOCUS Remind students that a complete sentence begins with a capital letter and ends with a punctuation mark. Read aloud the information in the chart on *Student Interactive* p. 154.

MODEL AND PRACTICE Say these sentences: *I am lucky. Am I lucky? How lucky I am!* Read each sentence with appropriate expression, and write the end punctuation as you complete the oral statement of each type of sentence: declarative, interrogative, and exclamatory.

APPLY Say the following sentences and ask students to identify the end punctuation needed: *Where is the book? The book is on the table. The book is gone!* Then ask students to provide oral examples of declarative, interrogative, and exclamatory sentences.

OBJECTIVE

Edit drafts using standard English conventions, including end punctuation, apostrophes in contractions, and commas with items in a series and in dates.

FLEXIBLE OPTION

LESSON 2

Oral Language:
Sentences and End Punctuation

FLEXIBLE OPTION

LESSON 1

Spiral Review:
Compound Sentences

LESSON 3

Teach Sentences and End Punctuation

LESSON 4

Practice Sentences and End Punctuation

FLEXIBLE OPTION

LESSON 5

Standards Practice

Explore Adding Details

OBJECTIVES

Evaluate details read to determine key ideas.

Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.

STUDENT INTERACTIVE, p. 156

LAUNCHING WRITING WORKSHOP

Revise Drafts by Adding Details

Authors revise their writing to improve it. They add details to sentences to make the writing more interesting. Details give more information.

At the zoo, we saw a chimp ^{swinging in a tree}_A
 proud
 A ^{peacock}_A strutted around.

MY TURN Add words and phrases to make each sentence more interesting. Then revise your own writing by adding details.

We went for a hike.
 Possible responses are given.
 My family went for a mile-long hike in the country.
 We saw squirrels.
 We saw two bushy-tailed squirrels gathering acorns.

156

Minilesson

Mentor STACK 

TEACHING POINT Authors revise their writing to improve it. One way to revise it is to add details. Details supply more information about a topic and also make it more interesting.

Writers add details by

- including adjectives that describe their subjects
- giving more information about their subjects
- writing about where and when things happened

MODEL AND PRACTICE Direct students to p. 156 in the *Student Interactive*. Read aloud the first paragraph.

Hold up a text from the stack. Say: **This author started with a topic or idea. He or she wrote more about the topic or idea and then made revisions to the writing. The author wanted to make the writing interesting to readers and used details to do this. Details give more information.** Read the text aloud, pointing out interesting details throughout. Read sentences with details omitted, and then reread them with details restored. Ask: **How do these details make the sentence more interesting?**

Repeat the same routine using two or more texts from the stack, varying genre. Have students identify details as you read.

Possible Teaching Point

Writing Process

Revising and Editing | Adding Details

Remind students that details give interesting bits of information. Explain that students can ask themselves questions that focus on the senses to help them think of details. Encourage them to think about how something looks, smells, sounds, tastes, or feels. Talk about how these details can help readers understand more about a topic.

Independent Writing

Mentor **STACK**



FOCUS ON ADDING DETAILS During independent writing time, students should add details to their drafts.

- If students have difficulty, suggest a detail that would improve a draft and help them place it effectively.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model finding a detail that offers more information about a topic.
- **Shared** Put students in groups and assign each group a stack text. Instruct groups to list a detail from each page of the text.
- **Guided** Point out spots in students' writing where they can add details.

 **Intervention** Refer to the *Small Group Guide* for support.

- Students who grasp the concept should start working on adding details to their own writing.

See the **Conference Prompts** on p. T404.

Share Back

Ask two or three students to share interesting details they have read or added to their drafts.

Spelling Spell Words with *ch, sh, wh, th, ph, and tch*

OBJECTIVES

Alphabetize a series of words and use a dictionary or glossary to find words.

Demonstrate and apply spelling knowledge by spelling one syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

Identify and read high-frequency words.

SPELLING WORDS

bunch	brush
chase	phone
patch	thank
math	when
what	dish

HIGH-FREQUENCY WORDS

great	before
-------	--------

FLEXIBLE OPTION

LESSON 3

Review and More Practice

FOCUS Help students recall the single sound represented by the letters *ph*, *ch*, and *tch*.

MODEL AND PRACTICE Have students spell the following words: *chase*, *wash*, *bunch*. Afterward, ask how students knew the correct spelling (because they had practiced how to spell the words).

APPLY Have students complete *Spelling* p. 26 from the *Resource Download Center*.

Name _____

Spelling
 Spell Words with *ch, sh, wh, th, ph, tch*
 Sometimes two or three consonants make one sound. Be sure to write all the letters when you spell these words.

Spelling Words				
bunch	patch	what	phone	when
chase	math	brush	thank	dish

MY TURN Read the words in the box. Write the correct word in each blank below.

- We will choose a pumpkin from the pumpkin **patch**.
- My dad wants me to put my **dish** in the sink.
- Do you know **when** recess will start?
- Finley called to **thank** her grandma for the present.
- Julia doesn't like to **brush** her hair.

Grade 2, Unit 1, Week 4
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FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with *ch, sh, wh, th, ph, and tch*

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with *ch, sh, wh, th, ph, and tch*

FLEXIBLE OPTION

LESSON 4

📖 Spiral Review: Spell Words with Consonant Blends

LESSON 5

✓ Assess Understanding



Language & Conventions

Sentences and End Punctuation

LESSON 3

Teach Sentences and End Punctuation

FOCUS Remind students of the three types of sentences—declarative, interrogative, and exclamatory—and the correct end punctuation for each.

MODEL AND PRACTICE On a display surface, write these sentences: *Your friend is kind. Is your friend kind? Your friend is so kind!* Read the sentences aloud, pointing out the end punctuation for each type of sentence and explaining why it is correct. Then display two sentences with errors in end punctuation and have students edit the sentences for correct punctuation.

OBJECTIVE

Edit drafts using standard English conventions, including end punctuation, apostrophes in contractions, and commas with items in a series and in dates.

ELL Targeted Support

Edit Writing Review interrogative sentences, reminding students that an interrogative sentence asks a question. Help students recall that an interrogative sentence ends with a question mark.

Write a short declarative and a longer interrogative sentence. Ask yes/no questions about each sentence: Does this sentence ask a question? Does this sentence need a question mark? Have students copy the sentences and

circle the question mark at the end of the interrogative sentence. **EMERGING**

Tell students to brainstorm and write two questions of different lengths. Have them circle the question mark in each sentence and then share their sentences on the board. **DEVELOPING**

LESSON 3

Teach Sentences and End Punctuation

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Compound Sentences

FLEXIBLE OPTION

LESSON 2

Oral Language:
Sentences and End Punctuation

LESSON 4

Practice Sentences and End Punctuation

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Apply Adding Details

OBJECTIVES

Evaluate details to determine key ideas.

Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.

MinilessonMentor STACK 

TEACHING POINT Authors revise their drafts to add words, phrases, or sentences that provide more information and make their writing more interesting to readers.

MODEL AND PRACTICE Direct students to p. 156 in the *Student Interactive*. Ask: *Why do authors revise their drafts to add words, phrases, or sentences that provide more detail to their writing?* Review how authors revise their writing by adding interesting details that provide more information.

Read: *At the zoo, we saw a chimp.* A detail about the chimp can make this sentence more interesting. Let's add "swinging in a tree." *At the zoo, we saw a chimp swinging in a tree.* The detail "swinging in a tree" adds more information—it tells the reader what the chimp is doing. The detail makes the sentence more interesting. Read the second sentence aloud. Say: *Let's add a detail about the peacock to the sentence. A proud peacock strutted around. Proud* tells us more about the peacock's attitude. It is an interesting detail.

Read aloud a text from the stack. Ask students to point out sentences that have details and explain what purposes the details serve.

Have students complete the exercise on the bottom of p. 156. Reinforce how students can add details about the "we" in the sentence, how long the hike was, and where the hike took place.

Possible Teaching Point**Spelling | Digraphs and Trigraphs**

Consonant digraphs and trigraphs are groups of letters that represent a single sound. As students revise their drafts, have them

- find words with digraphs and trigraphs
- check the spellings of those words

Provide classroom dictionaries to help.

Independent Writing

FOCUS ON PROVIDING MORE DETAILS Instruct students to spend independent writing time revising their drafts to add words, phrases, or sentences that provide more detail.

- If students have trouble, ask them to verbally describe their topics and make notes while they do so.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how to add a detail to a sentence to make it more interesting and informative.
- **Shared** Create a list of sentences without details, then go around the room asking each student to add a detail to a sentence.
- **Guided** Provide explicit instruction on where to add details in students' sentences.

 **Intervention** Refer to the *Small Group Guide* for support.

- Students who show understanding should vary the kinds of details they add.

See the **Conference Prompts** on p. T404.

Share Back

Ask students to share their original sentences and their revised sentences with words, phrases, or sentences added to provide more detail.

Spelling Spiral Review

OBJECTIVE

Demonstrate and apply spelling knowledge.

SPELLING WORDS

bunch	brush
chase	phone
patch	thank
math	when
what	dish

HIGH-FREQUENCY WORDS

great	before
-------	--------

Writing Workshop

As students proofread their writing, remind them to check the spellings of words with *ch*, *sh*, *wh*, *th*, *ph*, and *tch*, as well as words with consonant blends.

FLEXIBLE OPTION

LESSON 4

Spiral Review


FOCUS Have students recall the spelling lesson from the previous week for words with consonant blends. Distinguish words that have consonant blends from this week's spelling words, explaining that in words with consonant blends, both letters are pronounced.

MODEL AND PRACTICE Display: *nest*, *spring*, and *strong*. Say each word aloud, circling the consonant blend (in bold) in each and stressing the pronunciation of each letter in the consonant blend.

APPLY Have students write: *past*, *spend*, and *frog*.

FLEXIBLE OPTION

LESSON 4

 **Spiral Review:**
Spell Words
with Consonant
Blends

LESSON 5

Assess Understanding

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach Spell Words with *ch*, *sh*, *wh*, *th*, *ph*, and *tch*

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with *ch*, *sh*, *wh*, *th*, *ph*, and *tch*



Language & Conventions

Sentences and End Punctuation

LESSON 4

Practice Sentences and End Punctuation

APPLY MyTURN Have students complete the practice activity on p. 154 to edit drafts using end punctuation. Use the leveled supports on p. T417 for ELLs.

LANGUAGE AND CONVENTIONS

Sentences and End Punctuation

A sentence begins with a capital letter and ends with a punctuation mark.

Type of Sentence	Example
A declarative sentence tells something and ends with a period.	Juan lives in the city.
An interrogative sentence asks a question and ends with a question mark.	Has Juan ever lived in the country?
An exclamatory sentence expresses strong feeling and ends with an exclamation point.	Juan is the best friend I ever had!

MYTURN Edit this draft. Cross out incorrect end punctuation. Write the correct punctuation above it.

Our city has a zoo? Do you like going to the zoo? You can see elephants there. They are my favorite animal? What is your favorite animal?
The zoo opens at 9:00! Is that too early for you?

154

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OBJECTIVE

Edit drafts using standard English conventions, including end punctuation, apostrophes in contractions, and commas with items in a series and in dates.

Writing Workshop

Tell students to note end punctuation when they write drafts. Remind them of the correct punctuation to use for declarative, interrogative, and exclamatory sentences.

LESSON 4

Practice Sentences and End Punctuation

LESSON 5

Standards Practice

LESSON 1

Spiral Review:
Compound Sentences

LESSON 2

Oral Language:
Sentences and End Punctuation

LESSON 3

Teach Sentences and End Punctuation

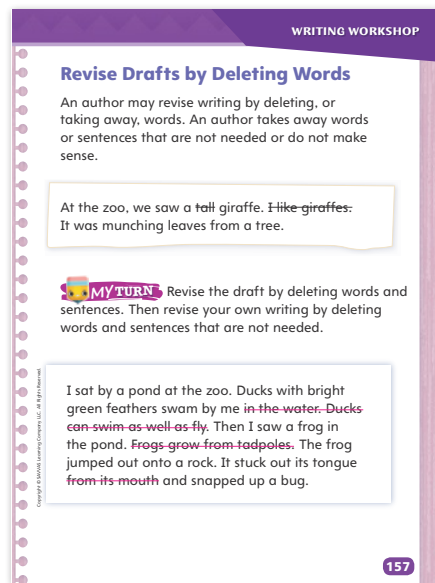
FAST TRACK

Revise Drafts by Deleting Words

OBJECTIVE

Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.

STUDENT INTERACTIVE, p. 157



Minilesson

TEACHING POINT While revising their work, authors often find that they can strengthen their writing by deleting words, phrases, or sentences. Authors might decide to delete parts of their work because

- they have included items that distract from their main point
- they have written something that readers already know
- they think that their ideas will be more powerful if expressed in fewer words
- they realize that something they wrote does not make sense

MODEL AND PRACTICE Direct students to p. 157 of the *Student Interactive*.

Say: Authors delete, or take away, words, phrases, or sentences when they revise their writing. They delete words that do not make sense. They delete words that are not needed.

Read the giraffe paragraph from the top of p. 157 without omitting *tall* and “I like giraffes.” Then reread the sentence without those words. Say: *Tall can be deleted because it is not needed in the sentence. Readers know that giraffes are tall.*

“I like giraffes” can be deleted too. The first sentence tells the reader what the author saw. The last sentence tells the reader what the giraffe is doing. Readers do not need to know how the author feels about giraffes here. The middle sentence is not needed.

Direct students to complete the exercise on the bottom of p. 157. Reinforce to students that authors want their writing to make sense to readers.

WRITING CLUB

Place students into Writing Club groups. See p. T423 for details of how to run Writing Club.

Share Back

Ask students to share revisions they made to their drafts to delete words, phrases, or sentences.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share ideas on how to revise one another's writing.

As students get settled in their Writing Club groups, they should spend the first 5–10 minutes discussing the following:

- How to listen to others fully before thinking up a response
- How to offer feedback that will help others with their writing

What Are We Sharing? Tell students that they should share their drafts. Group members should ask questions to help one another consider how to make their writing more interesting to readers.

How Do We Get Started? Conversation Starters

- You might think about using a period/question mark/exclamation point here.
- I don't think this _____ adds to your story.
- Could you explain why you used this detail?
- This sentence could use more details about _____.
- I like how you revised _____.

Spelling Spell Words with *ch, sh, wh, th, ph, and tch*

OBJECTIVES

Alphabetize a series of words and use a dictionary or glossary to find words.

Demonstrate and apply spelling knowledge by spelling one syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

Identify and read high-frequency words.

SPELLING WORDS

bunch	brush
chase	phone
patch	thank
math	when
what	dish

HIGH-FREQUENCY WORDS

great	before
-------	--------

LESSON 5


Assess Understanding

Read aloud the words and sentences. Have students spell the words with digraphs and trigraphs, as well as the two high-frequency words. Then read each sentence. Repeat each word, and allow time for students to spell it.

Spelling Sentences

1. I bought a **bunch** of bananas.
2. The dog will **chase** the ball.
3. It is fun to visit the pumpkin **patch**.
4. My favorite subject is **math**.
5. **What** is the time?
6. I will **brush** my hair.
7. Please answer the **phone**.
8. I'll **thank** him for his help.
9. **When** will you be home?
10. He will wash the **dish**.
11. A **great** flash of lightning filled the sky.
12. I will eat breakfast **before** I go to school.

FLEXIBLE OPTION 
LESSON 1

 **Assess Prior Knowledge**


LESSON 2

Teach Spell Words with *ch, sh, wh, th, ph, and tch*

FLEXIBLE OPTION 
LESSON 3

Review and More Practice Spell Words with *ch, sh, wh, th, ph, and tch*

FLEXIBLE OPTION 
LESSON 4

 **Spiral Review:** Spell Words with Consonant Blends

LESSON 5

 **Assess Understanding**



Language & Conventions

Sentences and End Punctuation

FLEXIBLE OPTION

LESSON 5

Standards Practice

Display the following sentences. Have students choose the sentence that is correctly written.

- A Are they here yet
- B Are they here yet?
- C Are they here yet.
- D Are they here yet!

APPLY Have students complete *Language & Conventions* p. 32 from the *Resource Download Center*.

Name _____

Language and Conventions

Sentences and End Punctuation

A sentence always has a punctuation mark at the end. A statement ends with a period (.). An exclamation ends with an exclamation point (!). A question ends with a question mark (?).

MY TURN Decide which punctuation mark belongs at the end of each sentence. Circle the correct mark.

- Juana wanted to carry the books _____
- Did you find your hairbrush _____?
- Watch out for the car _____!
- When are they going to get here _____?
- Jo asked for a new backpack _____.
- Get back here right now _____!

Grade 2, Unit 1, Week 11

OBJECTIVE

Edit drafts using standard English conventions, including end punctuation, apostrophes in contractions, and commas with items in a series and in dates.

FLEXIBLE OPTION

LESSON 5

Standards Practice

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Compound
Sentences

FLEXIBLE OPTION

LESSON 2

Oral Language:
Sentences and End
Punctuation

LESSON 3

**Teach Sentences and
End Punctuation**

LESSON 4

**Practice Sentences
and End Punctuation**

Weekly Overview

Students will

- edit one another’s work
- revise their writing, incorporating feedback
- create and publish a final draft

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer’s Craft
▶ 5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students’ writing, choose one minilesson from the options below for each day’s instruction.

	FAST TRACK LESSON 1	LESSON 2	FAST TRACK LESSON 3
MINILESSON 5–10 min.	Peer Edit T430	Incorporate Feedback T434	How to Write a Final Draft T438
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T431	Independent Writing and Conferences T435	Independent Writing and Conferences T439
SHARE BACK FOCUS 5–10 min.	Constructive Feedback T431	Revising Drafts Based on Feedback T435	Reflecting on Revision Process T439
READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T432 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Sentences and End Punctuation T433 	<ul style="list-style-type: none"> • Spelling Teach Spell Words with -s, -es, -ed, -ing T436 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Use Resources to Spell Words T437 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Review and More Practice T440 • Language & Conventions Teach Use Resources to Spell Words T441



Mentor STACK



Use these criteria to choose models of strong fiction and nonfiction writing:

- Texts have a clear focus.
- The texts have a well-developed structure.
- The texts offer effective use of language and details.

FAST TRACK


LESSON 4

LESSON 5

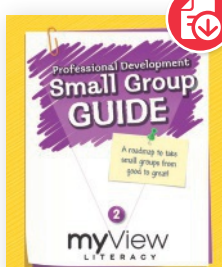
Publish and Celebrate T442	Assessment T446
Independent Writing and Conferences T443	Assessment T446–T447
Using Publishing Tips T443	
<p>FLEXIBLE OPTION →</p> <ul style="list-style-type: none"> • Spelling Spiral Review T444 • Language & Conventions Practice Use Resources to Spell Words T445 	<ul style="list-style-type: none"> • Spelling Assess Understanding T448 <p>FLEXIBLE OPTION →</p> <ul style="list-style-type: none"> • Language & Conventions Standards Practice T449

ADDITIONAL RESOURCES

MINILESSON		
5–10 min.	Use Editor's Marks	Choose Your Best Book
INDEPENDENT WRITING AND CONFERENCES		
30–40 min.	Independent Writing and Conferences	Independent Writing and Conferences
SHARE BACK FOCUS		
5–10 min.	Editing Marks	Book Choices



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 provide and incorporate peer feedback, revise writing, and produce and publish final drafts. Have stack texts and minilessons available.

FORMATIVE ASSESSMENT

Conference Prompts

Peer Edit

If students need additional support,


 **Then** ask: What is one question you can ask a writer to get more details about a draft?

If students show understanding,

Then ask: What is the purpose of peer editing?

Incorporate Feedback

If students need additional support,


 **Then** ask: Which suggestions are unclear to you?

If students show understanding,

Then ask: Which changes do you plan to make?

How to Write a Final Draft

If students need additional support,


 **Then** ask: Do the subjects and verbs in your sentences agree?

If students show understanding,

Then ask: Which step did you find most difficult?

Publish and Celebrate

If students need additional support,

 **Then** ask: What is one way you can publish and share your writing?

If students show understanding,

Then ask: Which tip about publishing your writing did you find most helpful?

Conference Support for ELL

EMERGING

- Learn key phrases in your students' home languages to help them offer effective feedback.
- Circle errors in students' writing.
- Use stack texts to demonstrate the use of print, margins, and pictures.

DEVELOPING

- Model peer editing by writing examples of clear comments.
- Use modeled writing to demonstrate making different types of revisions.
- Have students practice reading from their work.

EXPANDING

- Use shared writing to help students draft helpful feedback.
- Do Think Alouds to model making different types of revisions.
- Have pairs of students help each other choose modes of publishing.

BRIDGING

- Have students draft constructive comments.
- Use guided writing to help students make revisions.
- Have students use a stack text to practice reading aloud, using tips from the *Student Interactive*.



Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **how graphic features support a purpose** and **using resources to spell words**.



ELL Minilesson Support

Week 5: Publish, Celebrate, and Assess

During this week, your ELLs will benefit from additional writing support that helps prepare them to write a piece for assessment. These targeted supports were chosen to help students develop skills in peer editing and creating a final draft.

Use this note for the minilesson on pp. T430–T431.

ELL Targeted Support

PEER EDIT

Providing feedback on a classmate’s writing is a good way for learners to build effective communication skills in English.

Write: *The dog jumped over it.* Ask students how the sentence could be better. Pose questions such as: *What kind of dog? What is “it”?* to help students offer improvements. **EMERGING**

Read aloud one or two paragraphs from a stack text. Have students orally complete sentences such as: *This idea is _____ and I can better understand this if you _____.* Provide words and phrases to complete each sentence, such as: *clear* and *exciting* for the first sentence and *add details* for the second. Then have students write their sentences. **DEVELOPING**

Ask students questions such as: *What is something good you can say about a writer’s work?* and *What can you say that would make a piece of writing better?* Have students work in pairs to write comments. **EXPANDING**

Provide students a paragraph or two from a stack text. Have them write sentences that tell what they like about the writing and how to improve the writing. **BRIDGING**



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on pp. T438–T439.

ELL Targeted Support

HOW TO WRITE A FINAL DRAFT

Help students edit written sentences for pronoun agreement.

Guide students to identify and correct the pronoun agreement error in this sentence: *The men asked me to mail a letter for he.*

EMERGING

Have students identify and correct the pronoun agreement errors in these sentences: *The girl eats she cereal. Tomorrow her will eat cereal again.* **DEVELOPING**

Have students work in pairs to rewrite these sentences so that they have no errors: *The three cows want them food. It are hungry.* **EXPANDING**

Have students explain the error in each of the following sentences and then correct it: *Girls and boys are waiting for them bus. The driver waves their hand. The door does not open for they, though.* **BRIDGING**

FAST TRACK

Peer Edit

OBJECTIVE

Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.

STUDENT INTERACTIVE, p. 191

The screenshot shows a page from a student interactive. At the top, it says 'LAUNCHING WRITING WORKSHOP' and 'WRITING WORKSHOP'. Below that, a yellow box contains the text 'I can plan, draft, and publish my writing.' and a red box with a cartoon character says 'My Learning Goal'. The main title is 'Peer Edit' with the subtitle 'Peer editing means sharing your work with classmates.' Below this, there is a paragraph: 'When you peer edit a classmate's work, you give feedback to help the writer improve what he or she wrote. You should:' followed by a bulleted list: '• Start by saying something good about the writer's work. For example, say: I like the way you _____.', '• Tell the writer a clear idea to make the writing better. For example, say: If you added more details about the setting, I could picture it better.', and '• Ask the writer questions to clarify details. For example, say: What color is the bike in your story?'. At the bottom, there is a 'MY TURN' section with a cartoon character and the text: 'Choose a piece of your writing. Ask a classmate to peer edit your writing.' The page number '191' is in the bottom right corner.

Minilesson

TEACHING POINT Giving classmates thoughtful feedback to improve their writing is called peer editing. Peer editing includes

- pointing out strong points in the writing
- providing clear suggestions for improvement in a respectful way
- asking questions to clarify details

MODEL AND PRACTICE Say: You will make comments about your classmates' writing to help improve their work. This process is called peer editing. When you peer edit, you make comments on both strong points and weak points in the writing. You should give feedback in a positive and respectful way. For example, if someone tells me that my story is so boring it puts them to sleep, my feelings would be hurt. Also, that comment doesn't tell me how to make the story better. However, if the person says, "I do not really understand where the story is taking place," my feelings would not be hurt and I know that I have to explain more clearly where the action is happening. Point out that using negative language such as *boring*, *stupid*, and *dumb* is not useful or polite.

Direct attention to the bulleted list on p. 191 in the *Student Interactive*. Have students echo-read each item with you. Ask volunteers to offer suggestions on how to complete the comment in the first bullet. Emphasize that students should use these steps when giving their classmates feedback.

Redirect students' attention to the My Turn activity. Have them select a piece of writing for a classmate to peer edit. Pair students for this activity. Then transition students to independent writing.

Independent Writing

FOCUS ON PEER EDITING

- Have students use the approach on p. 191 to offer suggestions to classmates on how to improve their writing.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how to make a clear suggestion for improving a classmate's writing.
- **Shared** Read a page from a familiar text. Have students offer positive comments about the writing. Record students' responses as models for peer editing.
- **Guided** Provide explicit instruction on how to make positive comments that help a writer improve a draft.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T428.

Share Back

Have students share a positive comment they made to a classmate and a suggestion they received that will improve their writing.



Spelling Spell Words with *-s, -es, -ed, -ing*

OBJECTIVES

Identify and read high-frequency words.

Spell words with common prefixes and suffixes.

SPELLING WORDS

babies	boxes
dropped	dropping
lunches	notes
smiled	switches
taking	tunes

HIGH-FREQUENCY WORDS

follow	show
--------	------

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Use the sentences from Lesson 5 to assess students' prior knowledge of inflected endings *-s, -es, -ed, and -ing*.

For students who demonstrate understanding of these inflected endings, include the following Challenge Words with the spelling list.

Challenge Words

amazed
 bouncing
 arguing

ELL Targeted Support

Pronunciation Write the words *dropped* and *smiled* on the board. Say each word.

Put your finger under the inflectional ending as you say it. Then sound out each word and have students repeat after you. **EMERGING**

Explain the difference in pronunciation between *dropped* (/t/) and *smiled* (/d/). Have students repeat the words on the board. **DEVELOPING**

Challenge students to write down as many words as possible with both pronunciations of *-ed*. Then have students share their words with the class. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with *-s, -es, -ed, -ing*


FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with *-s, -es, -ed, -ing*

FLEXIBLE OPTION

LESSON 4

 **Spiral Review:** Spell Words with *ch, sh, wh, th, ph,* and *tch*

LESSON 5

✓ Assess Understanding



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Sentences and End Punctuation

FOCUS Review the types of sentences (declarative, interrogative, and exclamatory) and the corresponding end punctuation for each.

MODEL AND PRACTICE Share the following sentence with students: *What is your favorite food.* Then guide students to correct the sentence by adding the correct end punctuation and identifying the type of sentence as interrogative. (*What is your favorite food?*)

APPLY Have pairs work together to correct sentences, such as: *Cheese sandwiches are my favorite food?* (*Cheese sandwiches are my favorite food.*)

OBJECTIVE

Edit drafts using standard English conventions, including end punctuation, apostrophes in contractions, and commas with items in a series and in dates.

ELL Targeted Support

Edit Writing Review interrogative sentences, reminding students that an interrogative sentence asks a question. Help students recall that an interrogative sentence ends with a question mark. Write a short declarative and a longer interrogative sentence. Ask yes/no questions about each sentence: *Does this sentence ask a question?* *Does this*

sentence need a question mark? Have students copy the sentences and circle the question mark at the end of the interrogative sentence. **EMERGING**

Tell students to brainstorm and write two questions of different lengths. Have them circle the question mark in each sentence and then share their sentences on the board. **DEVELOPING**

FLEXIBLE OPTION

LESSON 1



Spiral Review: Sentences and End Punctuation

FLEXIBLE OPTION

LESSON 2

Oral Language:
Use Resources to Spell Words

LESSON 3

Teach Use Resources to Spell Words

LESSON 4

Practice Use Resources to Spell Words

FLEXIBLE OPTION

LESSON 5

Standards Practice

Incorporate Feedback

OBJECTIVE

Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.

Minilesson

TEACHING POINT Writers carefully review feedback from peers and then make revisions based on that feedback to improve their writing.

MODEL AND PRACTICE Direct students to p. 191 in the *Student Interactive*.

Review the types of feedback that result from peer editing: affirming positive qualities, offering clear suggestions to improve the writing, and asking questions to clarify details.

Point out that writers, even famous ones, improve their work by asking others to read it and make comments.

Say: *Sometimes, getting a lot of feedback can seem confusing. But following a few steps can help you understand and use the feedback so that you end up with a stronger piece of writing.*

Have students echo-read the following steps with you:

1. Read one comment at a time. Start with the first comment on the page.
2. Ask yourself whether you understand the comment.
3. As needed, politely discuss the comment with your classmate.
4. Once you understand the comment, make the change if you agree with it.

Ask questions, such as: *Why is it helpful to read one comment at a time? and What might you say to your classmate if you don't understand a comment?*

Possible Teaching Point

Language & Conventions | Using a Dictionary

As students incorporate feedback to their work, remind them to check the spelling of words.

Remind students that

- they can sound out the beginning sounds of a word to find it in a dictionary
- a dictionary will help them spell a known word whose spelling changes when an inflectional ending is added

Independent Writing

FOCUS ON FEEDBACK Have students think about the feedback they received from their peers.

- Tell students to write notes about any feedback they would like to have clarified. Suggest that they also note whether they agree with the feedback.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how to politely discuss comments with classmates.
- **Shared** Provide a sentence or two that could be improved by adding a detail. Invite volunteers to suggest revisions. Then make the revision and discuss how it improves the writing.
- **Guided** Provide explicit instruction on evaluating and understanding comments.

 **Intervention** Refer to the *Small Group Guide* for support.

- If they disagree, tell them to write an explanation of their response that they can use to explain changes they decide not to make.

See the **Conference Prompts** on p. T428.

Share Back

Invite one or two volunteers to describe their reactions to feedback they received. Ask them to explain how they plan to use the feedback.

Spelling Spell Words with -s, -es, -ed, -ing

OBJECTIVES

Identify and read high-frequency words.

Spell words with common prefixes and suffixes.

SPELLING WORDS

babies	boxes
dropped	dropping
lunches	notes
smiled	switches
taking	tunes

HIGH-FREQUENCY WORDS

follow	show
--------	------

LESSON 2

Teach

FOCUS When the inflectional endings *-s*, *-es*, *-ed*, and *-ing* are added to base words, the spelling of the base word may or may not change.

MODEL AND PRACTICE Display: *tune/tunes*, *drop/dropped*, *take/taking*, *box/boxes*. Help students identify the base words. Then explain how the spelling of each word changes when an ending is added, including the doubling of final consonants when the base word ends in a VC pattern. Have students practice each spelling.

APPLY My TURN Have students complete *Student Interactive* p. 189 to spell words with *-s*, *-es*, *-ed*, and *-ing*. Use the leveled supports on p. T432 for ELLs.

READING-WRITING BRIDGE

Spell Words with -s, -es, -ed, -ing

Notice the spelling changes in the Spelling Words when you add endings. Final consonants are often doubled when the base word ends in a VC pattern.

MY TURN Sort the Spelling Words by the endings that were added. Then write the My Words to Know.

-s	-ed	Spelling Words babies boxes dropped dropping lunches notes smiled switches taking tunes
notes	dropped	
tunes	smiled	
-es	-ing	
babies	dropping	
boxes	taking	
lunches	My Words to Know	My Words to Know follow show
switches	follow	
	show	

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LESSON 2

Teach Spell Words with *-s*, *-es*, *-ed*, *-ing*

FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION LESSON 3

Review and More Practice Spell Words with *-s*, *-es*, *-ed*, *-ing*

FLEXIBLE OPTION LESSON 4

Spiral Review: Spell Words with *ch*, *sh*, *wh*, *th*, *ph*, and *tch*

LESSON 5

Assess Understanding



Language & Conventions

Use Resources to Spell Words

FLEXIBLE OPTION

LESSON 2

Oral Language: Use Resources to Spell Words

FOCUS Explain that it is often helpful to use a dictionary or glossary to find and spell unfamiliar words. Words in both these resources are listed alphabetically.

MODEL AND PRACTICE Read the following sentence to students: *It was sweltering at the picnic.* Guide students to search for the word *sweltering* in a dictionary or glossary, sounding out the beginning of the word to help students search in the correct area of the resource under s. Review steps for looking at the second letter to find the word alphabetically under sw. After the class has located the word, spell the word with students. Then read the definition and discuss how it felt at the picnic.

APPLY Have student pairs look up the word *seemed* in a dictionary or glossary and spell the word to each other orally.

OBJECTIVE

Alphabetize a series of words and use a dictionary or glossary to find words.

FLEXIBLE OPTION

LESSON 2

Oral Language:
Use Resources to
Spell Words

FLEXIBLE OPTION

LESSON 1

Spiral Review:
Sentences and
End Punctuation

LESSON 3

Teach Use Resources
to Spell Words

LESSON 4

Practice Use
Resources to
Spell Words

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

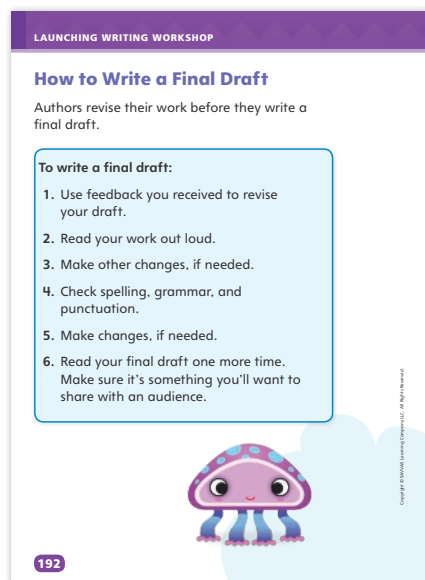
How to Write a Final Draft

OBJECTIVES

Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.

Publish and share writing.

STUDENT INTERACTIVE, p. 192



Minilesson

TEACHING POINT Authors revise their work to create a final, polished draft by incorporating feedback, making other changes that improve content and organization, and checking spelling, grammar, and punctuation.

MODEL AND PRACTICE Say: *Today, you will revise the piece of writing you selected for peer editing. To create a draft that is ready to share, you will incorporate revisions your classmates suggested and make other changes that you think are necessary.* Direct students to p. 192 in the *Student Interactive*. Have students echo-read the steps with you. After reading each step, pose the following question or questions:

Step 1: *Do you want to make changes based on the feedback from your classmate? Which ones?*

Steps 2 and 3: *How does reading your writing aloud to yourself help improve your work?* Elicit responses such as “I can identify where words are missing,” “I can identify confusing explanations or details,” “I can hear that the order of information is hard to follow.”

Steps 4 and 5: *How can you check the spelling of a word? What kind of grammar mistakes should you look for? Where should you use punctuation?*

Step 6: *Ask yourself, “Is my writing interesting to my audience? Can others understand what I am trying to say?”*

Remind students to use the steps as they revise.

Possible Teaching Point

Spelling | My Words to Know

Tell students that each week they learn to read some words commonly used in printed text that don't follow regular spelling patterns or spelling patterns they have learned. List the Unit 1 My Words to Know on the board:

- *which*
- *things*
- *than*
- *great*
- *long*
- *before*
- *called*
- *follow*
- *sound*
- *show*

If students have used words from the My Words to Know list in their writing, they should make sure the words are spelled correctly.

Independent Writing

FOCUS ON REVISIONS Have students make revisions to their writing using the steps on p. 192.

- Help them by listing the types of changes recorded in Step 3.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model reading a piece of writing aloud and identifying necessary revisions.
- **Shared** Have students read their writing aloud to a partner and then work together to identify text that is confusing or unnecessary.
- **Guided** Provide explicit instruction on reading aloud to catch mistakes and locate text that needs more clarification.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T428.

Share Back

Ask students to describe how using the steps helped them improve their writing.

Spelling Spell Words with -s, -es, -ed, -ing

OBJECTIVES

Identify and read high-frequency words.

Spell words with common prefixes and suffixes.

SPELLING WORDS

babies	boxes
dropped	dropping
lunches	notes
smiled	switches
taking	tunes

HIGH-FREQUENCY WORDS
 follow show

FLEXIBLE OPTION

LESSON 3

Review and More Practice

FOCUS Remind students that an inflectional ending changes a base word to show tense on a verb or amount on a noun. Write: *bones, watches, watched, and driving*. Underline each inflectional ending and discuss changes to the spelling of the base word *drive*.

MODEL AND PRACTICE Write: *drop + -ed, baby + -es, take + -ing, and note + -s*. Have students spell each base word and then spell each word with the added inflectional ending.

APPLY Have students complete *Spelling* p. 27 from the *Resource Download Center*.

Name _____

Spelling
 Spell words with -s, -es, -ed, -ing.
 Some of the most common word endings are -s, -es, -ed, and -ing. Final consonants are often doubled when the base word ends in a VC pattern.

Spelling Words				
babies	boxes	dropped	dropping	lunches
notes	smiled	switches	taking	tunes

MY TURN Read the sentences below. Write the Spelling Word on each line that best fits the sentence.

- We took _____ notes in science class.
- Sonja packed the books in two _____ boxes.
- She listened to the _____ tunes at the dance.
- All the light _____ switches were turned off.
- Tom _____ dropped his books by accident.

Grade 2, Unit 1, Week 5
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FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with -s, -es, -ed, -ing

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with -s, -es, -ed, -ing

FLEXIBLE OPTION

LESSON 4

📖 Spiral Review: Spell Words with *ch, sh, wh, th, ph, and tch*

LESSON 5

✓ Assess Understanding



Language & Conventions

Use Resources to Spell Words

LESSON 3

Teach Use Resources to Spell Words

FOCUS Remind students that they can use a dictionary or glossary to find and spell words. Tell them that if a word changes when an inflectional ending is added, this will be shown in a dictionary.

MODEL AND PRACTICE To reinforce the instruction, ask students to name a word they would like to find the spelling of. Ask students to find the correct spelling in a dictionary and then write that spelling on notebook paper, along with any forms of the word that contain inflectional endings.

OBJECTIVE

Alphabetize a series of words and use a dictionary or glossary to find words.

ELL Targeted Support

Use Spelling Resources Explain how to locate specific words in a dictionary or glossary. Have a grade-appropriate classroom dictionary or glossary available.

Display a word from the dictionary or glossary. Ask students to name the first letter in the word. Explain that words in a dictionary or glossary are in alphabetical order. Help students flip through the resource to find the word. Tell students they

can use a dictionary or glossary to help them spell unfamiliar words. **EMERGING/DEVELOPING**

Write three words from the dictionary or glossary on the board. Have student pairs find each word in the dictionary or glossary and tell each other the definitions and spellings of the words. **EXPANDING/BRIDGING**

LESSON 3

Teach Use Resources to Spell Words

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Sentences and
End Punctuation

FLEXIBLE OPTION

LESSON 2

Oral Language:
Use Resources to
Spell Words

LESSON 4

**Practice Use
Resources to
Spell Words**

FLEXIBLE OPTION

LESSON 5

Standards Practice

Publish and Celebrate

OBJECTIVE

Publish and share writing.

STUDENT INTERACTIVE, p. 193

Publish and Celebrate

There are many ways to publish your writing: in print, on a computer, or aloud in front of an audience.

Here are some tips to follow when you publish your writing on paper:

- Write your final draft neatly or type it on a computer.
- Keep margins (white space at the top and bottom and sides). Include a picture.

Here are some tips to follow when you read your writing aloud to an audience:

- Speak clearly and loudly enough to be heard (but not too loud!).
- Read at a normal pace (not too fast, not too slow).
- Look at your listeners now and then.
- Present a picture or other visual. Hold it so that all can see.

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Minilesson

Mentor STACK



TEACHING POINT Writers share their final drafts by publishing them. They take opportunities to celebrate their writing.

MODEL AND PRACTICE Explain to students that they will celebrate their writing by either publishing it on paper or a computer or by reading it aloud to an audience. Direct students to the first box on p. 193 in the *Student Interactive*. Say: **Follow these tips if you decide to write your final draft on paper or type it on a computer.** Have students echo-read the two tips with you. Use one or more stack texts to demonstrate print margins and pictures in text. Discuss how the pictures relate to the writing. Point out that students should select pictures that help explain their writing. Then ask: **Where can you find pictures to include with your writing?** Make sure students understand that they can also draw pictures or other visuals to use with their writing.

Redirect students' attention to the second box on p. 193. Say: **Follow these tips when you decide to read your writing aloud to an audience.** Have students echo-read the tips with you. Read aloud a passage from a familiar text to demonstrate using the tips. For each tip, first read the text improperly (too loudly and too slowly, too fast and too quietly, without making eye contact, and holding a picture where it is difficult to see) and discuss the effect of each improper reading. Then reread the text as directed in the tip and discuss the positive effect on listeners.

Have students decide how to publish and celebrate their writing. Remind students to write legibly if they decide to write a final draft on paper.

Possible Teaching Point

Writing Process

Publishing | Using a Computer

Some students may choose to use a computer to publish their writing. Share these points.

- Writers may use a particular font that helps to convey the tone of their writing. (Share examples of formal and informal fonts.)
- Writers may change the size or boldness of text for features such as headings.

Independent Writing

FOCUS ON PUBLISHING

- Students who plan to read their writing aloud should also create a clean final draft on paper, which will help make their reading successful.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model deciding whether to publish by writing or typing the final draft, or by reading aloud to an audience.
- **Shared** Have pairs of students work together to check margins and select visuals or to practice speaking clearly at an appropriate pace.
- **Guided** Provide explicit instruction on keeping margins when publishing on paper and on selecting or creating a visual.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T428.

Share Back

Call on students to explain why they chose to write their final draft on paper, type it on a computer, or present it orally.

Spelling Spiral Review

OBJECTIVES

Alphabetize a series of words and use a dictionary or glossary to find words.

Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

Identify and read high-frequency words.

FLEXIBLE OPTION

LESSON 4

Spiral Review

FOCUS Review the rules for spelling words with *ch*, *sh*, *wh*, *th*, *ph*, and *tch*. See pp. T412 and T416.

MODEL AND PRACTICE Read the following words and have students spell them: *patch*, *phone*, *thank*, *chase*, *dish*, *what*.

APPLY Have pairs work together to underline the consonants in each word that stand for one sound. (patch, phone, thank, chase, dish, what)

SPELLING WORDS

babies	boxes
dropped	dropping
lunches	notes
smiled	switches
taking	tunes


HIGH-FREQUENCY WORDS
 follow show

Writing Workshop

As students proofread their writing, remind them to check the spellings of words with *ch*, *sh*, *wh*, *th*, *ph*, and *tch*.

FLEXIBLE OPTION

LESSON 4

 **Spiral Review:**
 Spell Words with *ch*, *sh*, *wh*, *th*, *ph*, and *tch*

LESSON 5

Assess Understanding

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach Spell Words with *-s*, *-es*, *-ed*, *-ing*

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with *-s*, *-es*, *-ed*, *-ing*



Language & Conventions

Use Resources to Spell Words

LESSON 4

Practice Use Resources to Spell Words

APPLY MyTURN Have students complete the activity on p. 190 in the *Student Interactive* independently. Use the leveled supports on p. T441 for ELLs.

LANGUAGE AND CONVENTIONS

Use Resources to Spell Words

Use a dictionary to find correct spellings. If a word changes when **-s**, **-es**, **-ed**, or **-ing** is added, it is shown in the dictionary entry.

grin (GRIN), *VERB.* to smile. grins, grinned, grinning
hope (HOHP) *VERB.* to want something to happen. hopes, hoped, hoping
hurry (HER ee) *VERB.* to move quickly. hurries, hurried, hurrying
joke (JOHK) *VERB.* to say something funny. jokes, joked, joking

MYTURN Edit this draft. Cross out each word that is spelled incorrectly. Look it up in the dictionary, and write it correctly above the word.

My friend Jayden hurries to get ready for school.
 He jokes that I am always late. Today I hurried to get ready. I hoped to be on time, and I was. Jayden grinned. "I won't be joking today," he said.

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OBJECTIVE

Alphabetize a series of words and use a dictionary or glossary to find words.

Writing Workshop

As students begin drafts, remind them to use resources to help them spell words. You may wish to have partners look up words for each other.

FLEXIBLE OPTION
LESSON 1

Spiral Review:
Sentences and
End Punctuation

FLEXIBLE OPTION
LESSON 2

Oral Language:
Use Resources to
Spell Words

LESSON 3

**Teach Use Resources
to Spell Words**

LESSON 4

**Practice Use
Resources to
Spell Words**

FLEXIBLE OPTION
LESSON 5

Standards Practice

Assessment

OBJECTIVES

Develop drafts into a focused piece of writing by organizing with structure and developing an idea with specific and relevant details.

Use genre characteristics and craft to compose multiple texts that are meaningful.

Minilesson

TEACHING POINT Today you will be assessed on your skill in writing in a genre of your choice. You will use the writing skills you learned in this unit to successfully compose a piece in response to a prompt.

MODEL AND PRACTICE Provide the prompt that appears on p. T447 and have students echo-read it with you. As needed, discuss different genres. Point out that the prompt states the topic but not the type of writing students must do. Ask: **What is the topic in the prompt?** Circle “moving into a new house.” Invite students to suggest details about the topic that would be suitable for informational text or fictional text.

Pose the questions to help students generate ideas.

- What events can lead a family to move into a new house?
- What is involved in leaving one home and getting settled in a new home?
- How does it feel to be in a new place?

Have volunteers take turns reading aloud items in the list beneath the prompt. Tell students to refer to the list as they write, and advise them to check their finished draft against the list before submitting it for assessment.

Assessment

Tell students to use the skills they have learned in this unit to complete the writing assessment, or assess students’ published writing using the rubric on p. T447.



WRITING ASSESSMENT



Genre of Choice

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 Think about how it feels to visit a new place. Write about moving into a new house in the genre of your choice. For example, you may write a fictional story, a personal narrative, or an informational text.

Be sure to

- organize your writing
- include interesting details
- include specific concrete words
- edit for correct spelling, punctuation, and grammar

4-Point Writing Rubric



Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Writing is clearly focused and developed throughout.	The writing is clearly organized.	The writing effectively uses details and description in developing ideas.	The writing has concrete sensory language and precise vocabulary that is used correctly.	The writing employs correct grammar, usage, spelling, capitalization, and punctuation.
3	Writing is mostly focused and developed throughout.	The writing is mostly organized, but some details or events may be out of order.	The writing adequately uses details and description in developing ideas.	The writing has adequate sensory language and vocabulary that mostly is used correctly.	The writing contains a few errors but is completely understandable.
2	Writing is somewhat developed but may occasionally lose focus.	The writing is difficult to follow, and organization is weak or absent.	The writing includes only a few details and descriptions in developing ideas.	Language in the writing is not concrete or sensory; words are sometimes used incorrectly.	The writing contains some conventions errors that affect clarity.
1	Writing is unfocused and confusing, or too short.	The writing has no apparent organization.	The writing uses few or no details or descriptions in developing ideas.	Language is vague, unclear, or confusing.	The writing is difficult to understand because it contains many conventions errors.
0	Writing receives no credit if it does not demonstrate adequate command of writing structure, elements, and craft.				

Spelling Spell Words with *-s, -es, -ed, -ing*

OBJECTIVES

Identify and read high-frequency words.

Spell words with common prefixes and suffixes.

SPELLING WORDS

babies	boxes
dropped	dropping
lunches	notes
smiled	switches
taking	tunes

HIGH-FREQUENCY WORDS

follow	show
--------	------

LESSON 5


Assess Understanding

Read aloud the sentences and repeat each spelling word. Have students spell words with inflectional endings and also spell the high-frequency words. Then reread each sentence.

Spelling Sentences

1. I **dropped** my book.
2. The light **switches** on at night.
3. **Follow** me to the end of the trail.
4. How many **boxes** are in the basement?
5. She **smiled** at me from across the room.
6. Thank you for **taking** my sister to the game.
7. I left three **notes** on the kitchen counter.
8. Can you **show** me how to play soccer?
9. The **babies** are cute.
10. We all brought our **lunches** today.
11. I cannot stop **dropping** the wet football.
12. What are your favorite **tunes**?

FLEXIBLE OPTION 
LESSON 1

 **Assess Prior Knowledge**


LESSON 2

Teach Spell Words with *-s, -es, -ed, -ing*

FLEXIBLE OPTION 
LESSON 3

Review and More Practice Spell Words with *-s, -es, -ed, -ing*

FLEXIBLE OPTION 
LESSON 4

 **Spiral Review:** Spell Words with *ch, sh, wh, th, ph, and tch*

LESSON 5

 **Assess Understanding**



Language & Conventions

Use Resources to Spell Words

FLEXIBLE OPTION

LESSON 5

Standards Practice

Display the following question and have students respond independently.

Which of the following would be helpful when finding information about spelling?

- A a dictionary
- B an index
- C a table of contents
- D illustrations

APPLY Have students complete *Language & Conventions* p. 33 from the *Resource Download Center*.

OBJECTIVE

Alphabetize a series of words and use a dictionary or glossary to find words.

FLEXIBLE OPTION
LESSON 5

Standards Practice

FLEXIBLE OPTION
LESSON 1

Spiral Review:
Sentences and
End Punctuation

FLEXIBLE OPTION
LESSON 2

Oral Language:
Use Resources to
Spell Words

LESSON 3

**Teach Use Resources
to Spell Words**

LESSON 4

**Practice Use
Resources to
Spell Words**

Weekly Overview

Students will be introduced to book reviews. They will

- explore opinion writing through the genre of book review
- identify topics, opinions, and reasons
- generate ideas and plan their own book review

WEEK	WRITING PROCESS	FLEXIBLE PATH
▶ 1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

FAST TRACK

	LESSON 1	LESSON 2	LESSON 3
MINILESSON 5–10 min.	Book Review WW2	Book Review: Opinions WW3	Book Review: Reasons WW4
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences WW2	Independent Writing and Conferences WW3	Independent Writing and Conferences WW4
SHARE BACK FOCUS 5–10 min.	Common Features of Book Reviews WW2	Book Titles and Opinions WW3	Reasons WW4



Mentor STACK



You may choose to print or project examples of book reviews from

- *Stone Soup* periodical magazine
- *School Library Journal* periodical magazine
- *Publisher's Weekly* periodical magazine

Use the following criteria to add to your book review stack:

- The book being reviewed within the book review is appropriate for students.
- The opinion is clearly stated.
- The opinion is supported with strong reasons.

Preview these selections for appropriateness for your students.

FAST TRACK

LESSON 4

LESSON 5

Brainstorm Ideas WW5

Plan Your Book Review WW6

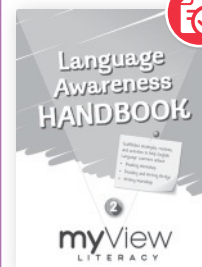
Independent Writing and Conferences WW5

Writing Club and Conferences WW6–WW7

Book Review Ideas WW5

Making a Plan WW6

ADDITIONAL RESOURCES






See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences Mentor STACK

During this time, assess for understanding of the elements of opinion writing within a book review to gauge students' ability to brainstorm and plan their own book review. Have stacks and minilessons available to reference during conferences.

FORMATIVE ASSESSMENT		Conference Prompts
Book Review		
If students need additional support,		Then show a stack text that students are familiar with. Ask: What does the writer think about the book? How do you know?
If students show understanding,		Then ask students to tell different opinions people might have about the book being reviewed.
Brainstorm Ideas		
If students need additional support,		Then ask about some of the students' favorite types of books. Provide examples of several options within that preferred genre.
If students show understanding,		Then ask students to investigate other books by that same author or other books on a related topic.
Plan Your Book Review		
If students need additional support,		Then have students practice stating their opinion and one reason aloud.
If students show understanding,		Then ask: Which reason is most important to you? Why?

Conference Support for ELL

EMERGING

- Read book reviews with a simple sentence structure.
- Create a sentence frame such as *One reason I liked this book is because ___*.
- Explain that reasons tell why.

DEVELOPING

- Use stack books students have heard before. Ask students to tell which words gave clues to tell if the writer enjoyed the book.
- Model language used to identify a reason. Use words such as *because* and *since*.
- Have students help create a word bank of useful words to describe a book.

EXPANDING

- Have students restate the opinion and at least one reason found in several book reviews.
- Discuss how their own opinion is similar to, or different from, the opinion in one of the reviews.
- Discuss additional reasons the writer might have given to explain what they enjoyed about a book.

BRIDGING

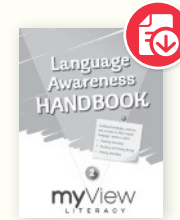
- Ask students to work with partners to plan their book reviews and generate additional reasons.
- Have students identify the opinion and reasons in a new book review.
- Have students make a word bank of specific words that help state opinions and reasons.



ELL Minilesson Support

Week 1: Introduce and Immerse

During the week, your ELLs will benefit from additional support that increases their ability to understand published book reviews and plan their own book review.



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW2.

ELL Targeted Support

BOOK REVIEW

Use the stack texts to help students identify the opinion and reasons in a book review.

Work individually with students to identify the opinion and reasons. Have them repeat or retell the opinion and reasons using a simple sentence frame such as *She likes the book ___ because ___*. **EMERGING**

Ask students to restate the opinion and a reason from the stack text with a sentence that includes the word *because* or *since*.

DEVELOPING

Have several students talk together about their favorite books on a similar topic. **EXPANDING**

Have students create a short audio commercial advertisement for a favorite book. **BRIDGING**

Use this note for the minilesson on p. WW5.

ELL Targeted Support

BRAINSTORM IDEAS

Students may need support generating words to identify reasons that explain why they enjoyed a book.

Display several of the group's favorite books. Help students generate adjectives that describe each book and put those words on sticky notes to place on each book cover. Model using those descriptive words in a sentence frame such as *We like this book because it is ___*. **EMERGING**

Have students choose two books on similar topics or of the same genre. Think aloud as you compare the two and select a favorite. Model different ways to identify your choice and reasons, such as *I like ___ better because it is ___*. **DEVELOPING**

Have students talk with a partner and state their preferences or opinions about several books. Remind students that they do not need to have the same opinion or the same reasons. **EXPANDING**

Have students talk together about books they have enjoyed. Then ask students to restate their partner's opinion of one of the books to the larger group. **BRIDGING**

FAST TRACK

Book Review

OBJECTIVE

Identify characteristics of opinion writing within a book review.

STUDENT INTERACTIVE 2.2, p. 681

The screenshot shows a page from a student interactive. At the top, it says "WRITING WORKSHOP" and "I can write a book review." There is a "My Learning Goal" icon. The main heading is "Book Review". Below it, a definition of an opinion is provided: "An opinion tells what you think about something. In a book review, the author tells readers about a book and states an opinion about the book. The author gives supporting reasons that help readers know if the book is one they might like to read." Below the definition is a table titled "Opinion Writing" with four rows: "Topic and Opinion", "Reason", "Reason", and "Conclusion". Each row has a corresponding icon and a sample sentence. The page number "681" is in the bottom right corner.

Opinion Writing	
Topic and Opinion	I think everyone will enjoy Amelia Bedelia.
Reason	Boys and girls will love this book because Amelia is so funny. She will make everyone laugh.
Reason	This book is also great because it teaches a lesson about following directions.
Conclusion	These are the reasons why I think you will love reading Amelia Bedelia.

Writing Support

- **Modeled** Choose a stack text. Do a Think Aloud to identify what book is being reviewed and what the author's opinion is.
- **Shared** With students' input, make a list of reasons given in one of the stack texts.
- **Guided** Use a stack text to provide explicit instruction on the elements of opinion writing within a book review.

Intervention Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK

TEACHING POINT An opinion tells what a person feels, thinks, or believes. A book review gives an opinion on a book the writer has read. A book review is one type of opinion writing. A book review includes

- an introduction that tells the title of the book and states an opinion.
- reasons that support and connect to the opinion.
- a conclusion that restates the opinion in a different way.

MODEL AND PRACTICE Tell students that they will be learning about opinion writing in book reviews and then writing a book review of their own. Introduce opinion writing in book reviews by selecting a text from the stack. Read the title aloud. Ask students: **How do you know this is a book review and not a book?** Ask students to raise their hands as soon as they can tell if the writer enjoyed the book or not. As you read, pause to reinforce the opinion and reasons.

After reading, tell students: **The writer gives an opinion about the book. What words does the author use to do that?** Ask for specific examples of a clear opinion from within the text. **Writers need to give reasons for the opinions. What are some of the reasons given in this text?** Help students identify the reasons that support the opinion.

Have students turn to p. 681 in *Student Interactive 2.2*. Review the parts of a book review: the clear introduction that gives the title of the book and an opinion, the supporting reasons, and a solid conclusion.

Independent Writing

Mentor STACK

After the immersion lesson, students can continue reading stack texts if they need more time to develop their understanding of opinion writing within a book review. If students demonstrate understanding, they can begin jotting down possible book titles for their own book review. See the **Conference Prompts** for suggestions.

Share Back

Call on students to tell an element one can find in a well-written book review. Ask students to site an example from one of the stack texts to demonstrate understanding. Correct any misconceptions as they arise.

Book Review: Opinions

Minilesson

Mentor STACK 

TEACHING POINT A book review includes an introduction that gives the title of the book and a clearly stated opinion. A book review also includes reasons that support and connect to the opinion. A strong conclusion in a book review should restate the opinion in a new way.

MODEL AND PRACTICE Select a text from the stack and read it aloud to the class. Ask students to tell why the text is an example of a book review. Encourage and model the use of the terms *introduction*, *title*, *opinion*, *reasons*, *support*, and *conclusion*.

When you have finished reading, remind students that an opinion is a person's thoughts or feelings about a topic and that not everyone will have the same opinion. Explain that even people who share the same opinion about a book may have different reasons to support that opinion.

Use similar questions to prompt discussion:


- Which words in the text let you know that this is an opinion?
- What reasons were given to support the opinion?
- Which reason did you think was the strongest?
- Did the review make you want to read this book? Why or why not?
- What question might you ask the person who wrote this review?

OBJECTIVE

Identify elements of book reviews.

Writing Support

- **Modeled** Read a stack text aloud and do a Think Aloud to point out the opinion and reasons given.
- **Shared** Prompt students to identify the opinion and supporting reasons from one of the texts from the stack.
- **Guided** Use the stack texts to provide explicit instruction on identifying the elements of opinion writing in book reviews.

 **Intervention** Refer to the *Small Group Guide* for support.

Independent Writing

Mentor STACK 

As students begin their independent writing time, invite them to continue studying the stack texts if they need more time to learn about the elements found in book reviews. If some students are ready to write, they can use this time to write ideas about how they could introduce the book they are reviewing and what the opinion will be. See the **Conference Prompts**.

Share Back

Ask students to share the title of the books being reviewed and opinions from either stack texts or the book reviews they are starting to write. Ask listeners to restate the writer's opinion. Remind students to use their own words in their restatements.


Book Review: Reasons

OBJECTIVE

Retell the important details in book reviews.

Writing Support

- **Modeled** Read a stack text aloud and do a Think Aloud to retell the topic, opinion, and at least one supporting reason.
- **Shared** Have students choose a stack text, determine if the writer enjoyed the book, and retell several reasons given in the review.
- **Guided** Have students retell several reasons given in one of the stack texts, providing explicit instruction and support as needed.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT Well-written book reviews provide not just an opinion about the book, but solid reasons that support and explain the opinion. A clearly stated reason will help the reader understand, and perhaps even agree with, the opinion that is presented. A strong, positive review may make other people want to read the book.

MODEL AND PRACTICE Read aloud from a text in the stack. Ask: **How could you restate the opinion in your own words?** Write the opinion on a chart or the board. Ask: **How would you restate one of the reasons in your own words?** Write that reason on the chart as well. Have students tell you if the reason is a good connection to and support for the opinion. Draw a thin line connecting the reason and the opinion if the group thinks the reason is only somewhat strong and a bolder line if they think the reason is stronger and a better connection. Continue with other reasons given in the text, and have the class evaluate the strength of each reason. Read another stack text aloud. Invite students to suggest the strongest reason given and the weakest. Encourage them to explain their thinking.

Independent Writing

Mentor STACK 

If students need additional support before moving to writing independently, have them review the stack texts to see how writers include reasons to support their opinions. If students show understanding, have them begin writing reasons to support their opinions in their book reviews. See the **Conference Prompts** for suggestions.

Share Back

Invite students to share a reason from their book review that they think is very strong. Model how to offer feedback on the reason that may help the writer strengthen the reason even more.

Brainstorm Ideas

Minilesson

Mentor STACK 

TEACHING POINT Writers often brainstorm ideas before finalizing what they will write. Writers of opinion pieces and book reviews may generate many reasons and then choose only the strongest, most convincing, reasons to include in the final book review.

MODEL AND PRACTICE Show several book review examples from the stack. Help students recall the opinions and reasons in each review. Say: *We have read many books. When writing a book review, we must first decide on a book to review. I'm going to choose one of my favorite books.* Explain that the writer of a book review usually wants other people to read that book. Say: *I want to think about why I really liked this book and what parts of the book will help me explain that or be examples of that reason.*

Have students turn to p. 682 in *Student Interactive 2.2*. Explain that they will use this page to help them develop possible ideas for their book reviews. You may want to model completing the page using one of your favorite books.

OBJECTIVE


Plan a book review by selecting a book, an opinion, and reasons.

STUDENT INTERACTIVE 2.2, p. 682

BOOK REVIEW

Brainstorm Ideas

An author of a book review chooses what book to write about and decides if other people should read the book. Then an author thinks about why the book is a favorite and what parts of the book are examples of that reason.

 **MY TURN** Think of a book you have enjoyed. Write the title. Write two reasons why you think other people will like it too. What parts of the book are examples of each reason? Write what you could tell readers.

Book Title:		
Readers will enjoy this book because:	Readers will enjoy this book because:	
Tell readers about:	Tell readers about:	

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Independent Writing

Mentor STACK 


Students should determine a book to review and work on writing their book reviews. If students have difficulty, they should review one of the book reviews in the stack and identify what they might use as models. If students are comfortable with their opinions, they should continue developing their book reviews. See **Conference Prompts** for suggestions.

Share Back

Invite students to share the titles, opinions, and one of the reasons they have brainstormed. Ask them to explain why they made those choices. Point out that it is natural for different readers to have varying opinions about books.

Writing Support

- **Modeled** Use a Think Aloud to model brainstorming ideas for a book review.
- **Shared** Once students have brainstormed several titles, have them select a book and tell a partner one reason that book was chosen.
- **Guided** Provide explicit support as needed to help students stay focused on choosing one book. You might give them several choices from within their favorite genres or topics.

 **Intervention** Refer to the *Small Group Guide* for support.

FAST TRACK

Plan Your Book Review

OBJECTIVES

Listen actively, ask questions, and provide useful feedback.

Plan the elements for writing a book review.

STUDENT INTERACTIVE 2.2, p. 683

WRITING WORKSHOP

Plan Your Book Review

Authors need to plan their book reviews to be certain everything important is included.

MY TURN Develop ideas for your book review. List ideas you might want to include.

What is the book?

↓

What is my opinion of the book?

↓

What reasons will support my opinion?


↓

Why will readers enjoy this book?

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Writing Support

- **Modeled** Conduct a Think Aloud to model how to plan a book review.
- **Shared** Ask questions to help students think about how they might get someone interested in reading a book they enjoyed themselves.
- **Guided** Provide support and instruction as needed to ensure that all elements of the book review are covered in the planning.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

TEACHING POINT A book review focuses on an opinion about one book. Strong reasons and examples from the book can encourage people to want to read the book. A good conclusion reminds the reader of the title of the book and what the writer’s opinion was.

MODEL AND PRACTICE Remind students that all the writers of the book reviews in the stack made plans before beginning to write. When writing a book review, writers need to first decide what book will be the topic of the review.

Direct students to p. 683 in *Student Interactive 2.2*. Model selecting a title and writing in the graphic organizer. Think aloud as you state several ways you might word your opinion about the book. Say: *I could say that this is one of my favorite animal stories. Maybe I might say that people who love animal stories as much as I do will love reading this book.* Ask for more suggestions. When you are finished, talk about the suggestions students made and how the suggestions were helpful to you as you planned your book review. Follow the same process for the remaining parts of the graphic organizer.

Ask students to complete the page and talk about their decisions with a partner. Circulate around the room and comment on positive examples of collaboration.

WRITING CLUB

Place students in Writing Club groups. See p. WW7 for details on how to facilitate Writing Club.

Share Back

Invite students to share with the class the books they have selected and their opinions. Encourage them to tell how comments from others were helpful in making their choices. Ask for specific examples of changes or additions they made based on suggestions from others. Remind students that giving and receiving feedback is an important part of successful writing.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share their planning for their book reviews.

As students are in new Writing Club groups, they should spend the first 5–10 minutes discussing the following:

- How to listen actively to the speaker
- How to give a helpful suggestion
- How to make certain everyone contributes

What Are We Sharing? Students should share the topics, opinions, and reasons they are planning to use in their book review. Students who are familiar with the books may give helpful feedback by suggesting what they enjoyed about each book. This conversation will help the writer begin to evaluate the reasons he or she might include in the book reviews.



How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Clubs.

- Why did you choose that book?
- What would be important to tell someone who has never read that book?
- What else did you like or not like about that book?



Weekly Overview

This week students will continue to write their own book reviews. They will

- apply their knowledge of opinion writing to draft a book review
- choose a book to review
- state an opinion and supply reasons to support it

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	LESSON 2	FAST TRACK LESSON 3
MINILESSON 5–10 min.	Choose a Book WW12	Explore State an Opinion WW13	Apply State an Opinion WW14
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences WW12	Independent Writing and Conferences WW13	Independent Writing and Conferences WW14
SHARE BACK FOCUS 5–10 min.	Book Choices WW12	Identify Opinions WW13	State Opinions WW14

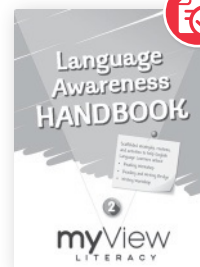
Mentor **STACK**

These criteria may be helpful in selecting texts to teach the elements of opinion writing within a book review.

- texts that introduce the book being reviewed
- texts that include a clearly stated opinion
- texts containing reasons that support the opinion

FAST TRACK**LESSON 4****LESSON 5**Explore Supply Reasons
WW15Apply Supply Reasons
WW16Independent Writing
and Conferences WW15Writing Club and
Conferences
WW16–WW17

Identify Reasons WW15

Supply Supporting
Reasons WW16**ADDITIONAL RESOURCES**

See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences



Mentor STACK




During this time, assess for understanding of the elements of book reviews to gauge the need for additional support and to address any misconceptions. Have stacks and minilessons available to reference during conferences.

FORMATIVE ASSESSMENT

Conference Prompts

Choose a Book

If students need additional support,


 **Then** ask leading questions to help students determine the types of books they enjoy reading.

If students show understanding,

Then ask: What are you looking for most when choosing a book to review?

State an Opinion

If students need additional support,


 **Then** read a book review together and help students identify the sentences that state an opinion.

If students show understanding,

Then have students use their writer's notebooks to try several different ways to state the same opinions.

Supply Reasons

If students need additional support,

 **Then** review a stack text and work together to identify and highlight the reasons that are given.

If students show understanding,

Then have students add details to their own book reviews to make the reasons stronger.

Conference Support for ELL

EMERGING

- Have students draw pictures showing something they especially liked, or did not like, about the books they are reviewing. Use the drawings to talk together about the books and how they felt about them.
- Create a simple sentence frame such as *_____ is my favorite book because _____*. Have students repeat the model with you as you help them state their opinions and reasons.

DEVELOPING

- Work with students to create a chart of what they look for in a good book.
- Provide sentence frames to help students write an opinion statement and reasons based on the chart.
- As students state opinions and reasons, transcribe what they have said.

EXPANDING

- Have students brainstorm a list of their favorite books.
- Choose one book from the list and model how to state an opinion with several supporting reasons.
- Ask specific questions to help students add more specific information to their reasons.

BRIDGING

- Have students work with partners to create a list of characteristics of books they enjoy.
- Ask partners to choose two books and then compare and contrast them using the characteristics they listed.



ELL Minilesson Support

Week 2: Develop Elements

During this week, your ELLs will benefit from additional writing support that helps them develop the elements of opinion writing within book reviews. These targeted supports help students better understand how to draft their own book reviews.

Use this note for the minilesson on p. WW13.

ELL Targeted Support

EXPLORE STATE AN OPINION

As students work on developing their opinions, have them work on making their opinion sentences clear and strong.

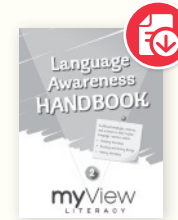
Show students a book they have read before. Have students say and then write one sentence that expresses an opinion about the book. Provide a sentence frame as needed.

EMERGING

Work individually with students as they draft an opinion sentence. Provide a word bank for reference, including words such as *favorite*, *like*, *enjoy*, *love*, *mysterious*, *funny*, *suspenseful*, and *best*. **DEVELOPING**

Have students discuss two books with partners. Encourage them to discuss which book they prefer and why they prefer one over the other. Encourage them to jot down notes on the discussion. **EXPANDING**

Have students state their own opinion about a book and then state the opposite opinion. Have students write several different ways to word each opinion. **BRIDGING**



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW16.

ELL Targeted Support

APPLY SUPPLY REASONS

Have students practice supplying reasons that support their opinions.

Have students choose a book they enjoy. Help students develop reason sentences that use the word *because* or *since*. **EMERGING**

Have students work with partners and take turns telling about a book they enjoy and why they enjoy it. Encourage students to ask questions of their partners and to restate their partner's reasons for enjoying the books.

DEVELOPING

Have students tell partners two reasons for their opinions about favorite books they have both read. Encourage the listener to then add a reason to those already given. **EXPANDING**

Ask students to state reasons someone may give who has the opposite opinion about a book they both reviewed. **BRIDGING**

FAST TRACK

Choose a Book

OBJECTIVE

Select and introduce a book as the subject for a book review.

STUDENT INTERACTIVE 2.2, p. 684

BOOK REVIEW

My Learning Goal I can write a book review.

Choose a Book
Book review authors often choose a book they feel strongly about. They usually choose books they enjoyed and think others should read.

MY TURN What are some books you have read? Give a book one star if you did not like it very much. Give a book two stars if you liked it. Give the book three stars if the book is your favorite.

Book Title	Stars ★ ★ ★

MY TURN Write the title of the book you will review.

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Writing Support

- **Modeled** Choose a book and model how to state the title and tell a little about the book.
- **Shared** Have students each choose a book they enjoy and talk with partners about the book.
- **Guided** Use a familiar book to provide explicit support to students as they identify the book title and share some information about the book.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT A book review is a type of opinion writing. Most often, authors choose books to review that they are especially interested in and enjoyed.

MODEL AND PRACTICE Explain to students that choosing a book as the subject of a book review may be the most important step and requires careful thought. Say: *I want to choose a book that I really enjoyed and that I hope other people will want to read. I think about the types of books I like and what books I have read recently. I like animal books and books that teach a lesson.* Choose two books you have shared with the class recently and display them. Review briefly what type of book each is and what you enjoyed about each as you model choosing the one you enjoyed more.

Review a book from the stack and note what the writer wrote to introduce the book. Choose several familiar books, and ask students to tell something about each book. Discuss how they could tell something about the book without telling how the book ends.

Read the activity instructions on p. 684 of *Student Interactive 2.2*. Remind students how to rate books to narrow their choices for the book review.

Independent Writing

During independent writing time, students should choose the book for their book reviews and write a sentence to tell about the book. Remind students to include the title of the book. If students have difficulty selecting a book, encourage them to choose one they hope their friends will read. If students have already taken these steps, they should review what they have written and then continue to write. See the **Conference Prompts** for suggestions.

Share Back

Invite several students to read aloud what they have written to introduce their books. If multiple students select the same book, discuss different words that are used to tell about it.

Explore State an Opinion

Minilesson

Mentor **STACK**



TEACHING POINT The writer of a book review gives an opinion about a book. The opinion tells what the writer thinks or feels about the book. Not everyone has the same opinion about a book.

MODEL AND PRACTICE Read aloud one of the book reviews from the stack. Say: *This writer tells about the book and gives an opinion. What did the writer say that told us an opinion?* Discuss the words the author chose to state the opinion.

On a flip chart or the board, create a two-column chart with *Book* written at the top of one column and *Opinion* written at the top of the other. Using the stack texts, do a Think Aloud to model identifying and then writing the titles of the books and the opinions. Work as a group to identify the books and opinions from several other book reviews and record the results on the chart. Encourage students to use words from the reviews that state the opinions. Point out any frequently used words or phrases.

OBJECTIVE

Identify and state an opinion.

Writing Support

- **Modeled** Read aloud a book review and talk through how to identify the stated opinion. On a chart, write the opinion sentences you find.
- **Shared** Have students talk together about two books they have both read. Invite students to tell their opinions of each and which they enjoyed more.
- **Guided** Use stack texts to provide explicit instruction to identify and discuss clear opinion sentences.



Intervention Refer to the *Small Group Guide* for support.

Independent Writing

Mentor **STACK**



During independent writing time, students should state an opinion about the book they have selected. Students needing suggestions may review the mentor stack for models. Students who can successfully write an opinion should continue writing their book reviews. Use **Conference Prompts** as needed.

Share Back

Ask several students to share their opinions. Point out words and phrases that are used to show a clear choice or preference. You may use some of those words to create a Book Review Word Bank for future use in their writing.

FAST TRACK

Apply State an Opinion

OBJECTIVE

State an opinion clearly when writing a book review.

STUDENT INTERACTIVE 2.2, p. 685

WRITING WORKSHOP

State an Opinion

An opinion tells how the author thinks or feels. The opinion in a book review tells if the author liked or did not like the book. The opinion should be stated clearly.

MY TURN Circle Yes or No to tell if each sentence clearly states an opinion.


1. I read *Note the Great*. Yes No
2. *Snowy Owl Invasion* was a wonderful book! Yes No
3. I think you will love *Rodent Rascals*. Yes No

MY TURN Write a strong opinion statement about your book for your book review.

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Writing Support

- **Modeled** Do a Think Aloud as you choose and then state an opinion about a book. Model both a weak and a strong opinion statement to point out the differences.
- **Shared** Have students practice stating their opinions about a book to a partner before writing it.
- **Guided** Provide explicit instruction to help students state opinions clearly. Create a bank of words that can be useful.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT Opinions state choices or preferences. People who read book reviews want to know the opinion of the review writer. Opinions should be stated clearly so readers know what the review writer thought of the book.

MODEL AND PRACTICE Opinions in book reviews tell how the reviewer thinks or feels about the book. Remind students that not everyone has the same opinion about a book, and those differences of opinion can be interesting to discuss. Using a book from the stack, ask students to identify the writer's opinion and then state whether or not they agree with the writer's opinion. Students should explain why they agree or disagree with the writer.

Say: Today you will be writing your opinion. When I write a book review, I tell about the book and state my opinion. You know I like this animal book. I could write that I loved it or that it is was extremely interesting. You will know right away what my opinion is. Write your opinion sentence on the board or a chart.

Tell students that they will be practicing writing an opinion on p. 685 of *Student Interactive 2.2*. Discuss why writers often use strong words like *best* and *favorite*. Encourage students to tell their opinions to partners before writing them.

Independent Writing

Mentor STACK 

During independent writing time, have students review their opinion pieces and write a sentence that states a clear opinion. Students needing examples should review the mentor stack for clear opinion statements to use as models. Students who can successfully write opinion statements should continue writing their book reviews. Use the **Conference Prompts** to guide conferences.

Share Back

Have a few students share their opinion statements with the class. Invite students who reviewed the same book to state whether their opinions are the same or different.

Explore Supply Reasons

Minilesson

Mentor STACK 

TEACHING POINT Reasons in a book review tell or explain why the writer has a certain opinion about a book. Writers include several reasons to help readers understand the opinion. Reasons should support and explain the opinion.

MODEL AND PRACTICE Read aloud one of the stack book reviews. After reading, model how to identify the reasons that were given to explain and support the opinion. Draw attention to words such as *because* or *since*. Work with students to identify reasons found in another book review. Pause while reading to ask why the writer has that opinion. Help students use the words *because* or *since* when retelling the reasons. Discuss reasons that are especially supportive of the opinion. Repeat with other book reviews and have students tell which reasons they found strongest and why.


Say: *When a person tells us their opinion, we might wonder why they made that choice. Some reasons may be stronger than others. I could write that I liked this animal book because I like animals or that I liked it because the photo of the tiger's teeth helped me imagine what it would be like to meet a tiger. Which reason is more interesting or makes you more likely to want to read this book?* Tell students that they may try listing many reasons to support their opinions before deciding on which ones to use in their book reviews.

OBJECTIVE

Identify and supply a reason that supports an opinion.

Writing Support

- **Modeled** Use other opinion books to model how to identify reasons.
- **Shared** Encourage students to help strengthen a reason by adding more details or specific information.
- **Guided** Provide explicit instruction and support as needed to help students supply reasons that connect to and support opinions.

 **Intervention** Refer to the *Small Group Guide* for support.

Independent Writing

Mentor STACK 

Following this minilesson, students should transition into independent writing. If students need support writing reasons, have them look for models in the mentor texts. Students who are writing confidently may begin generating lists of reasons to use in their book reviews. Use **Conference Prompts** to guide conferences.

Share Back

Invite students to share a reason that would explain their opinion about the book. Model how to ask questions that might make the reasons stronger or more detailed.

FAST TRACK

Apply Supply Reasons

OBJECTIVE

Supply reasons that support an opinion within a book review.

STUDENT INTERACTIVE 2.2, p. 686

BOOK REVIEW

Supply Reasons

Reasons help readers understand the opinion of a book review author. The reasons may include some examples that will make readers want to read the book.

MY TURN Read the text. Underline the reasons that support the opinion.

I read *Jumanji*. I think you would love to read this book if you like fun adventures. One reason is because the children in the book find a game and the excitement begins right away. It is also fun when the wild animals come to life and start running around. Will the children make it out of the game alive? You will need to read the book to find out.


MY TURN Add reasons that support your opinion to your book review.

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Writing Support

- **Modeled** Do a Think Aloud to model identifying and restating reasons found in a book review.
- **Shared** Display an opinion statement about a book students have read. Ask students to generate reasons that support that opinion.
- **Guided** Provide explicit instruction in supplying reasons that support an opinion using sentence frames as needed. *I enjoyed the book because _____.*

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT Book reviews need reasons to support and explain an opinion about a book. It is useful for reasons to be specific and detailed to help readers decide if they might enjoy reading the book.

MODEL AND PRACTICE Tell students that book reviewers state opinions and need to support those opinions with reasons. Reasons explain why the review writer liked or didn't like the book. Readers like to understand why a review writer holds an opinion.

Read aloud one of the book reviews from the stack. *What are some of the reasons the writer gives us to explain the opinion? What if the writer would have just written, "I like the book. It was good." Why wouldn't that be very helpful?* As you reread the review aloud, write the reasons on a chart or the board. Invite students to tell which reasons are the strongest and why. Tell students that they will help you write a book review, just like this author did. Model how to write an opinion and supply reasons as a class.

Have students look at p. 686 in *Student Interactive 2.2*. Talk together about the reasons given for enjoying the book. Ask students to underline each reason. Have students add reasons to their own book reviews.

WRITING CLUB

Use the following page to guide Writing Club. See the **Conference Prompts** for conducting individual conferences.

Share Back

When Writing Club ends, invite a few students to share their opinions and reasons with the group. Point out how the reasons support the opinion and answer why the writer has that opinion about the book.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will introduce their books, opinions, and reasons in their book reviews.

Students should spend the first 5–10 minutes of their Writing Club time reviewing the following:

- A process to make certain everyone has a chance to contribute
- Ways to ask clarifying questions
- The best volume and speed for reading what they have written

What Are We Sharing? Tell students that they will be introducing their books, opinions, and reasons to the Writing Club. Writing Club members may help them think of additional or stronger reasons to support their opinions.

How Do We Get Started? Conversation Starters

You may use these prompts to help students begin the discussion in Writing Club meetings.

- Why did you choose that book?
- You might add more information about ___ to make the reason stronger.
- What else did you especially like about the book?

Weekly Overview

Students will

- identify the parts of a book review
- organize and draft their own book review that includes introducing the book and opinion, stating reasons, and providing a conclusion

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	LESSON 2	FAST TRACK LESSON 3
MINILESSON 5–10 min.	Introduce a Book and Opinion WW22	Explore Organize Reasons WW23	Apply Organize Reasons WW24
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences WW22	Independent Writing and Conferences WW23	Independent Writing and Conferences WW24
SHARE BACK FOCUS 5–10 min.	Write Introductions WW22	Identify Supporting Reasons WW23	Write Supporting Reasons WW24

Mentor **STACK**

These criteria may be helpful in selecting texts to teach the structure of book reviews.

- The text clearly introduces the book being reviewed and the opinion.
- The author provides strong reasons to support the opinion.
- The text has an identifiable conclusion that restates the opinion.

FAST TRACK**LESSON 4****LESSON 5****ADDITIONAL RESOURCES**

Explore Provide a
Conclusion WW25

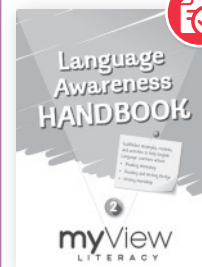
Apply Provide a
Conclusion WW26

Independent Writing
and Conferences WW25

Writing Club and
Conferences
WW26–WW27

Identify Elements of
Conclusions WW25

Write Strong Conclusions
WW26



See the online
*Language
Awareness
Handbook*
for additional
writing support.



See the *Small
Group Guide*
for additional
writing support.

Conferences

Mentor **STACK** 


During this time, assess for understanding of the structure and organization of a book review including introductions, reasons, and conclusions. Have stacks and minilessons available to reference during conferences.

FORMATIVE ASSESSMENT

Conference Prompts

Introduce a Book and Opinion

If students need additional support,


 **Then** work together to create a visual model of what should be included in a book review introduction.

If students show understanding,

Then ask: What is the most important thing to tell readers about the book using just a few words?

Organize Reasons

If students need additional support,


 **Then** help students use a web diagram to connect reasons to their opinions.

If students show understanding,

Then ask: Which of your reasons do you think is strongest? Why?

Provide a Conclusion

If students need additional support,

 **Then** work together to compare their conclusions to their introductions and note what is different and what is similar.

If students show understanding,

Then ask: How did you word your opinion differently in the conclusion?

Conference Support for ELL

EMERGING

- Create a color-coded diagram with illustrations to make the parts of a book review more visible.
- Have students point to parts of the book they are reviewing and give each part a “thumbs up” or “thumbs down” to show their opinions.
- Help students turn each of the “thumbs up” into a statement. Have students repeat each sentence with you.

DEVELOPING

- Have students retell the parts of a book review. Help students create their own anchor charts to remember how to organize a book review.
- Use a sentence frame to practice stating an opinion about a book with supporting reasons. *One reason I like this book is _____. This book is my favorite because _____.*

EXPANDING

- Have students explain how they will structure their book reviews.
- Discuss how the introduction to a book review is different from other types of writing.
- Prompt students to compare the structure of a book review to another type of writing they have done.

BRIDGING

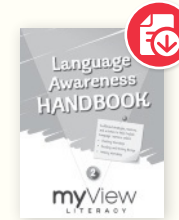
- Help students do their own Think Aloud with a partner as they plan their own book reviews.
- Use guided writing to help students write strong sentences in each part of their book reviews.
- Invite students to talk about how their introductions and conclusions are different.



ELL Minilesson Support

Week 3: Develop Structure

During this week, your ELLs will benefit from additional writing support that helps them become more aware of how a book review is structured. These targeted supports were chosen to help students better understand how to compose and organize their writing.



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW22.

ELL Targeted Support

INTRODUCE A BOOK AND OPINION

Tell students that writers begin book reviews by telling about the book and stating a strong opinion. Talk together about why all the parts are important.

Display a book from your class library. Have students point to where the title of the book is found. Have students repeat the title of the book with you. Help students create a sentence that tells a little about the book, such as: *This is an animal story.* **EMERGING**

Hold up two or three books students have read before. Ask them to choose which one they would like you to read aloud. Help students create a sentence that tells the title of the book and what type of book it is. Help them reword the sentence several different ways.

DEVELOPING

Help students grow their vocabularies by working together to create a bank of words that can be used to tell about a book. The words might tell the type of book or characteristics that make books enjoyable. **EXPANDING**

Challenge students to tell how they might tell a kindergarten student about one of their favorite books. Remind them that it is likely the child has never read the book they are reviewing.

BRIDGING

Use this note for the minilesson on p. WW24.

ELL Targeted Support

APPLY ORGANIZE REASONS

Remind students that reasons explain and support the opinion. Students may need support organizing and strengthening the reasons in their book reviews.

Learn the words *why* and *because* in your students' home languages. Ask a *why* question and answer with a *because* reason using gestures as needed. Remind students that the answers were the reasons. **EMERGING**

Hold up two or three books students have read before. Ask them to choose which one they would like you to read aloud. Discuss why they selected that one. Explain that their answer is a reason and tells why. **DEVELOPING**

Have one student state a reason for liking a particular book. Model different ways that the reason might be worded. Ask students to write a new reason and then work with partners to write a different way to word that reason.

EXPANDING

Have groups of students work together to list as many reasons for liking a book from your class library as possible. Review the list together and identify the strongest reasons. Talk about what makes a reason a strong reason. **BRIDGING**

FAST TRACK

Introduce a Book and Opinion

OBJECTIVES

Identify the elements of an introduction to a book review.

Develop drafts of the introduction to a book review that tells about the book and states an opinion.

STUDENT INTERACTIVE 2.2, p. 687

WRITING WORKSHOP

I can write a book review. **My Learning Goal**

Introduce a Book and Opinion

The beginning of a book review should let the reader know the title of the book and a detail about the book. The introduction needs to tell if the reviewer enjoyed the book or not.

Title	I read <u>Flossie and the Fox</u> . It is about a smart girl.
Opinion	I think this is one of my favorite books.

MY TURN Read the text. Circle the title. Draw a star by the sentence that tells the opinion.

I just read an animal book titled Freda the Cheetah. I think every person in my class will love ★ this book.

MY TURN Revise the introduction to your book review to include a detail about the book and your opinion.

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Writing Support

- **Modeled** Do a Think Aloud that models deciding what to tell about a book.
- **Shared** Have students read an opinion statement from a stack text. Discuss together what makes the opinion clear or what could be adjusted.
- **Guided** Provide explicit instruction on what to include in a book review introduction and have students create a reminder list.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT Authors of book reviews begin with an introduction that includes the title of the book being reviewed, tells a little about the book, and states an opinion about the book.

MODEL AND PRACTICE Choose a book review from the stack that has a strong introduction and read the introduction aloud. Say: *The introduction of a book review is very important. It needs to tell the reader what book is being reviewed and what the reviewer thought or felt about the book. Since some readers may not have read the book before, it is good to tell just a little about the book as well.* Write the elements of a good introduction on a flip chart or the board.

Help students understand that they are just going to use a few words to tell about the book, such as saying that it is a funny story or that the book has photographs of real animals. Have students identify the words used in the introduction that state an opinion.

Have students turn to p. 687 in *Student Interactive 2.2*. Read and discuss the page together and have them work with a partner to complete the page.

Independent Writing

Mentor STACK 

After completing the minilesson, students should transition to independent writing. If students have difficulty with introductions, have them review how introductions in the mentor stack have been written and use those as examples. Students who are confident about what an introduction should include may draft and revise introductions to their book reviews. Use the **Conference Prompts** as needed.

Share Back

Have students share what they wrote for the introductions to their book reviews. Show how to check that all parts of the introduction are included and model giving constructive feedback.

Explore Organize Reasons

Minilesson

Mentor STACK 

TEACHING POINT Before authors of book reviews develop their reviews, they plan the reasons that support their opinions. A reviewer who really enjoyed a book will often give his or her strongest reason first to help the reader quickly understand why the book was so enjoyable.

MODEL AND PRACTICE Talk about the value of supplying reasons to support opinions. Select a book review from the stack that contains well-organized reasons. Read the review aloud and have students give a “thumbs up” signal when they hear a reason in the book review. Say: *The best writers of book reviews will think about many reasons why they like the books before they begin writing. They choose what order to put the reasons. Often the strongest reason is given first to help the reader know right away why the reviewer liked the book.*

Choose a familiar book from your classroom library that your students have enjoyed. Work with the class to generate a list of reasons why they enjoyed and would recommend the book. Once there is a sizable list of reasons, have students choose two reasons they might use in a book review. Talk more about those two reasons and do a Think Aloud as you determine which is the stronger reason you might put first in a book review.

Independent Writing

Mentor STACK 

After the minilesson, students should transition to independent writing. If students need extra support drafting their reasons, have them reread book reviews from the stack for ideas. Encourage them to make a short list of reasons that support their opinions and work with them to prioritize the reasons. Students who understand how to develop strong reasons should be encouraged to continue writing their book reviews. See the **Conference Prompts** for additional suggestions.

Share Back

Invite several students to share the drafts of their reasons. Ask the students to explain why they decided to organize the reasons as they did. Reinforce key ideas as they are brought up.


OBJECTIVES

Identify and evaluate reasons that support an opinion.

Organize and draft reasons that support an opinion in a book review.

Writing Support

- **Modeled** Think aloud as you brainstorm reasons that support an opinion about a book.
- **Shared** Create a list of reasons why a person would enjoy a book. Talk with students about which reasons might be most important to each of them. Remind students that different reasons might matter more to different people.
- **Guided** Ask targeted questions to help students check that reasons strongly support their opinions.

 **Intervention** Refer to the *Small Group Guide* for support.

FAST TRACK

Apply Organize Reasons

OBJECTIVES

Draft reasons that support an opinion.

Accept and provide feedback to strengthen writing.

STUDENT INTERACTIVE 2.2, p. 688

BOOK REVIEW

Organize Reasons

Book review authors organize the reasons in a specific way. The writer might put the strongest reason first to get the reader's attention.

MY TURN Put a star by the reason you think is stronger.

The book has nice pictures.
The book is good.
★ The main character is so funny that you will laugh out loud.

MY TURN List the reasons you will include in your book review. Put a star by the strongest reason. Then number the reasons in the order you will use them in your book review.

688

Minilesson

Mentor STACK



TEACHING POINT The reasons given in an opinion piece need to explain and support the stated opinion. In a book review, those reasons explain why the reviewer enjoyed, and in some cases didn't enjoy, a book.

MODEL AND PRACTICE Refer to a book review from the stack and review the reasons given to support the reviewer's opinion. Help students understand that strong reasons help someone who hasn't read the book decide if they might like to read it.

Work through a shared writing activity as you craft a reason to explain your opinion in your book review. Say: **One reason I like this book is because it is about a dog who gets into lots of funny situations. I could write, "I like dogs" but that doesn't seem like a very strong reason. I need to tell more.** Work with the group to add words or phrases to write a compelling reason. Remind students that they can use their strongest example as the first reason in their book reviews. Tell students to be as specific as they can be in their reasons.

Direct students to p. 688 in *Student Interactive 2.2*. Read the text on the page and make certain students understand the task. Ask students to tell partners why they selected the reason they did as being the strongest.

Writing Support

- **Modeled** Talk through book reviews in the stack with students to help them identify strong reasons and why the reasons are effective.
- **Shared** Have students work with you to modify a reason to make the language stronger.
- **Guided** Provide explicit instruction if reasons do not support the stated opinion.

Intervention Refer to the *Small Group Guide* for support.

Independent Writing

Mentor STACK



Following the minilesson, have students continue working on adding reasons to their book reviews. Students who need additional support should review a stack book for examples of strong reasons. If students feel confident in their writing, encourage them to stretch and strengthen the reasons to make their book review more interesting. See **Conference Prompts** for suggestions.

Share Back

Invite students to share the reasons they have written. Ask them to share how they stretched and strengthened their original reasons. Model how to give feedback that restates and encourages the writer's efforts.

Explore Provide a Conclusion

Minilesson

Mentor STACK 

TEACHING POINT The conclusion of a book review gives the author one more chance to state his or her opinion of the book and perhaps get others interested in reading the book themselves. A good conclusion states the opinion in a new way, includes the title of the book, and reminds readers why they might enjoy reading the book.

MODEL AND PRACTICE Explain the importance of a strong conclusion in a book review. Choose a book review from the stack with an especially strong conclusion. Read a page aloud and discuss the role the conclusion plays. Say: *Let's see if this conclusion does what it needs to do. Does it remind us of the reviewer's opinion? Does it tell us the title of the book again? Does it remind us of a reason we might enjoy reading this book ourselves?* Repeat this process with several other book reviews from the stack.


As you review other book reviews with the class, note words and phrases that are used. Help students develop a bank of phrases that may serve as models when writing conclusions. Post these on a chart for all to see.

OBJECTIVE

Identify the parts of conclusions to book reviews.

Writing Support

- **Modeled** Conduct a Think Aloud as you reword your opinion in several different ways.
- **Shared** Challenge students to come up with at least five different ways to restate an opinion. Transcribe the group's suggestions.
- **Guided** Ask questions that guide students to check that they have provided all the elements needed for a strong conclusion.

 **Intervention** Refer to the *Small Group Guide* for support.

Independent Writing

Mentor STACK 

As students transition to independent writing, have them draft and revise possible conclusions to their book reviews. If students have difficulty, encourage them to modify one of the models or reread a book review from the stack as a jumpstart. If students feel confident with their conclusions, they should continue writing their book reviews. See the **Conference Prompts** for additional suggestions.

Share Back

Call on several students to share what they have written. Ask the listeners to check if the conclusions restate the opinion in a new way, include the book title, and review a reason others might enjoy the book. If an element is missing, invite the group to offer suggestions.

FAST TRACK

Apply Provide a Conclusion

OBJECTIVES

Draft a conclusion to a book review.

Accept and provide feedback to strengthen writing.

STUDENT INTERACTIVE 2.2, p. 689

WRITING WORKSHOP

Provide a Conclusion

The ending of a book review is called the **conclusion**. The conclusion should retell the writer's opinion in a new way. Also, the conclusion should suggest why others should read the book.

Restate your opinion. → Those are a few of the reasons I loved this book. If you like stories where the girl is smart and clever, I think you will really want to read *Flossie and the Fox*.

Remind readers of the title and why they should read the book. →


MYTURN Answer these questions and revise the conclusion to your book review.

1. What is your opinion of the book?
2. Why do you think other people will enjoy the book?

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Writing Support

- **Modeled** Think aloud as you check your model conclusion for a restatement of your opinion, the book title, and the review of a reason.
- **Shared** Have students make suggestions of changes that could be made to improve your shared conclusion.
- **Guided** Ask targeted questions to help students write stronger conclusions to their book reviews.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT The conclusion is a writer's last chance to make the opinion clear to the readers. It might even encourage some readers to want to read the reviewed book themselves.

MODEL AND PRACTICE Read aloud a book review with a strong conclusion from the stack. Ask students to tell what should be included in a strong conclusion in a book review and if they think the review you read aloud has a strong conclusion. Help students locate examples of strong conclusions from other book reviews. Invite a volunteer who has selected a book review to lead a group discussion about how strong or weak that conclusion is.

Conduct a shared writing activity as you write and polish the conclusion for a book review for a book your students have enjoyed. **I wrote part of a review about one of our favorite books. I need to write a conclusion. What ideas do you have to help me?** Work together to craft several options of conclusions that restate the opinion, include the book's title, and remind readers of one of the reasons they might also enjoy the book. Help students revise the conclusions to include stronger words.

Have students turn to p. 689 in *Student Interactive 2.2*. Read the page with the students. Review how to evaluate a conclusion.

WRITING CLUB

Use the Writing Club guide on the following page to guide discussions. Use the **Conference Prompts** when conferring with individual students.

Share Back

Have several students read their book reviews aloud and focus attention on the conclusions. Model how to give encouraging feedback. Invite listeners to tell which words in the conclusions they found strongest and if the review made them more likely to want to read the book.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share the book reviews they have been writing. They will talk about the inclusion of all the elements.

Students should spend the first 5–10 minutes of their Writing Club time reviewing the following:

- Behaviors of active listeners
- Process for making helpful suggestions
- Using the proper volume and speed when speaking

What Are We Sharing? Students can share how they organized their book reviews and how they checked that all the elements were included. Remind the group that people may have different opinions on the same book and to be respectful of those differences.

How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- How did you introduce your book and opinion?
- What other reasons did you think about using?
- How did you state your opinion differently in the conclusion?
- Which part of your book review are you most pleased with? Why?

Weekly Overview

Students will revise their book reviews with an eye on

- capitalization of book titles
- simple and compound sentences
- conjunctions

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	LESSON 2	FAST TRACK LESSON 3
MINILESSON 5–10 min.	Capitalize Book Titles WW32	Explore Simple and Compound Sentences WW33	Apply Simple and Compound Sentences WW34
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences WW32	Independent Writing and Conferences WW33	Independent Writing and Conferences WW34
SHARE BACK FOCUS 5–10 min.	Capitalization WW32	Discriminate Between Simple and Compound Sentences WW33	Revise to Include Simple and Compound Sentences WW34

Mentor **STACK**

These criteria may be helpful in selecting texts to add to your book review stack to provide models of the correct usage of capitalization in book titles, simple and compound sentences, and conjunctions.

- The text includes examples of both simple and compound sentences.
- The text contains examples of conjunctions.

FAST TRACK**LESSON 4****LESSON 5****ADDITIONAL RESOURCES**

Explore Conjunctions
WW35

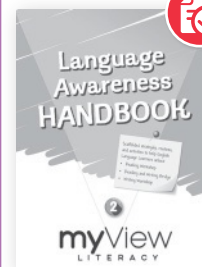
Apply Conjunctions
WW36

Independent Writing
and Conferences WW35

Writing Club and
Conferences
WW36–WW37

Identify How to Use
Conjunctions WW35

Revise to Include
Conjunctions WW36



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences



Mentor STACK




During this time, assess for understanding of how to use capitalization in book titles, simple and compound sentences, and conjunctions to determine where students need support. Have stacks and minilessons available to reference during conferences.

FORMATIVE ASSESSMENT

Conference Prompts

Capitalize Book Titles

If students need additional support,


 **Then** use a book from the classroom library or one of their book reviews. Have students point out capitalized words in a book title and review why each is capitalized.

If students show understanding,

Then ask: What rule did you follow when you capitalized this word?

Simple and Compound Sentences

If students need additional support,


 **Then** model how two simple sentences could be joined to make a compound sentence.

If students show understanding,

Then have students identify examples of both simple and compound sentences in their own writing.

Conjunctions

If students need additional support,

 **Then** use a stack text to show how conjunctions can be used to connect reasons to the opinion.

If students show understanding,

Then ask: How did you decide which conjunction to use here?

Conference Support for ELL

EMERGING

- Write two simple sentences on a chart or the board. Ask students to repeat them after you. Use a conjunction to create a compound sentence and have students repeat that sentence. Circle the conjunction that joined the two sentences.
- Make word cards with one conjunction on each card. Give each student a card and help them create and say a sentence that contains their conjunction.

DEVELOPING

- Work with students to create a visual anchor chart to help them remember the rules for capitalizing book titles.
- Ask one student to stand holding a card with an opinion written on it. Ask two students to stand holding cards with reasons on them. Ask a student to hold a conjunction word. Demonstrate how that conjunction could connect each reason to the opinion.

EXPANDING

- Transcribe sentences students suggest that include conjunctions. Have students circle each conjunction.
- Use shared writing to help students expand a simple sentence into a compound sentence.

BRIDGING

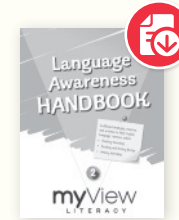
- Have students work with partners to create several compound sentences. Invite them to tell what the smaller sentences were that were joined together.
- Ask volunteers to conduct a Think Aloud for the group as they capitalize book titles.



ELL Minilesson Support

Week 4: Writer's Craft

During the Writer's Craft week, your ELLs will benefit from additional writing support that helps them focus on understanding grammar rules. These targeted supports were chosen to help students better understand the English language and build foundational writing skills.



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW33.

ELL Targeted Support

EXPLORE SIMPLE AND COMPOUND SENTENCES

Work with students to identify and write both simple and compound sentences.

Write two simple sentences on sentence strips. *I like trucks. They are big.* Have students read and repeat the sentences. Create a third sentence strip that says, *I like trucks because they are big.* Have students read and repeat the sentence. Repeat the procedure with sentences students suggest. **EMERGING**

Provide partners with sentences, some simple and some compound. Have partners discuss which type of sentences they have and how they know. **DEVELOPING**

Give each student a simple sentence written on a card. Have them walk from person to person to see if there is a way to join their sentences to form compound sentences. If students can make a compound sentence, partners should read the new sentence to the group.

EXPANDING

Challenge students to find compound sentences in books from the classroom library. Have them share their findings and tell which conjunction is used. **BRIDGING**

Use this note for the minilesson on p. WW35.

ELL Targeted Support

EXPLORE CONJUNCTIONS

Help students understand how to use conjunctions to write better sentences.

Write: *I enjoyed this book because it had many new facts about snakes.* Circle *because* and say: *Because is a conjunction. It joins these two parts together.* Help students read the sentence aloud. **EMERGING**

Write: *I loved this book and especially liked the snake photos.* Ask students to identify the conjunction and tell or show what it does. Help them identify the opinion and the reason.

DEVELOPING

Write: *I think you will like this book. It is full of photos of young animals.* Work with students to use a conjunction to connect the opinion and the reason. As students respond, write the new sentence for all to see. Invite volunteers to use the first sentence and join a new reason to it using a different conjunction. **EXPANDING**

Write: *I think _____ because _____.* Circle the conjunction *because*. Have students work in pairs to write sentences. Have pairs read the new sentences and tell which part is the opinion and which is the reason. **BRIDGING**

FAST TRACK

Capitalize Book Titles

OBJECTIVES

Correctly capitalize book titles.

Edit drafts using standard English conventions including capitalization of book titles.

STUDENT INTERACTIVE 2.2, p. 690

BOOK REVIEW

My Learning Goal I can write a book review.

Capitalize Book Titles
In a book title, you should capitalize:

- the first word and the last word
- important words

MY TURN Circle the letters that should be capitalized in these book titles.

the Boxcar children
Seeds and trees
Billy the bug
the last puppy

MY TURN Edit your book review to make sure you have capitalized the book title correctly.

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Writing Support

- **Modeled** Use classroom library books and stack texts to point out capitalization in book titles.
- **Shared** Have partners work together to check for correct capitalization of the book titles in their book reviews.
- **Guided** Use stack texts to provide explicit instruction on capitalization.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT The titles of books follow special rules for capitalization. They check to be certain that the first and last word in the title begin with capital letters. They also check that any important words, such as verbs, nouns, pronouns, adverbs, and adjectives are capitalized.

MODEL AND PRACTICE Display several books from the stack that demonstrate proper capitalization. Tell students that the titles of books follow different rules for capitalization than sentences follow. Guide students to determine that the first and last words should be capitalized. Important words such as verbs, nouns, pronouns, adjectives, and adverbs should also be capitalized. Write a book title on a chart or the board using only lowercase letters. Work together to determine which words to capitalize based on the rules students have learned. Repeat the process with several titles.

Have students turn to p. 690 in *Student Interactive 2.2*. Have students tell a partner what capitalization rules they should remember. When students have completed the page, talk about the capitalization rules they used.

Independent Writing

Mentor STACK 

After the minilesson, students may begin checking their book reviews for the correct usage of capital letters in book titles. If students need extra support, suggest that they identify the capitalization rules that are followed in a stack text. Students who are confident in capitalizing book titles may continue writing their book reviews. See the **Conference Prompts** on p. WW30 for more suggestions.

Share Back

Have students share how they capitalized the book titles in their book reviews and tell what capitalization rules they used.

Explore Simple and Compound Sentences

Minilesson

Mentor STACK 

TEACHING POINT Authors use a combination of some simple sentences and some compound sentences to make their writing more interesting.

MODEL AND PRACTICE Select a text from the stack that has several examples of compound sentences. Choose one simple sentence and one compound sentence and read them aloud. Write both sentences on a chart or the board. Say: *We know that a sentence is a complete thought and has a naming part and an action part. This sentence is called a simple sentence because it has one naming part and one action part. This sentence is different. It is called a compound sentence. When we look at it carefully, we see that it is made up of two complete thoughts that are joined together. The complete thoughts are separated by a comma.* Have students tell what the two complete thoughts are.

Explain that using a mixture of simple and compound sentences in writing can make the text more interesting. Model how to take two short sentences and create a compound sentence. Write several compound sentences and note the two complete thoughts that are separated by commas.

OBJECTIVE

Identify and create simple and compound sentences.

Independent Writing

Mentor STACK 

During independent writing time, have students write several compound sentences. If students are uncertain about how to combine complete thoughts, guide them to create models they can follow. When students are comfortable writing compound sentences, they should proceed to adding a compound sentence or sentences to their book reviews. See the **Conference Prompts** on p. WW30 for additional suggestions.

Writing Support

- **Modeled** Demonstrate how to join two smaller sentences. *I have a dog. His name is Max. I have a dog, and his name is Max.*
- **Shared** Work with students to practice creating compound sentences by supplying the two simple sentences and having students join them together.
- **Guided** Ask targeted questions to help students identify how simple and compound sentences differ.



Intervention Refer to the *Small Group Guide* for support.

Share Back

Call on students to share compound sentences they have written. Invite other classmates to tell the two complete thoughts that were combined.

FAST TRACK

Apply Simple and Compound Sentences

OBJECTIVE

Identify and create simple and compound sentences.

STUDENT INTERACTIVE 2.2, p. 691

WRITING WORKSHOP

Simple and Compound Sentences

A **compound sentence** is made of two simple sentences that are joined by a comma and the word *or*, *so*, *and*, or *but*.

Simple Sentences
I liked this book. I hope you enjoy it too.

Compound Sentence
I liked this book, and I hope you enjoy it too.

MY TURN Write S next to the sentence if it is a simple sentence. Write C next to the sentence if it is a compound sentence.

S The girl in the story is brave.

C The fox runs away, but he does not go far.

C Flossie can give up, or she can try to trick the fox.


S The fox thought he was very clever.

MY TURN Revise your book review to include at least one compound sentence.

691

Writing Support

- **Modeled** Walk through the combining of two complete thoughts to make a compound sentence and the breaking apart of a compound sentence to identify the two complete thoughts.
- **Shared** Have students work with partners to identify the two complete thoughts in compound sentences.
- **Guided** Ask focused questions as students work with partners to write compound sentences.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT Compound sentences are made of two complete thoughts that are joined together. A mixture of simple and complex sentences within a book review can make it more interesting for the readers.

MODEL AND PRACTICE Remind students that each simple sentence has both a naming part and an action part. A compound sentence contains two complete thoughts. Read aloud a compound sentence from a stack book or other source. Say: *Is that a simple or compound sentence? How do you know? What are the two complete thoughts you heard in that sentence? What word joined those two thoughts together?* Repeat the steps with several other simple and complex sentences, asking students to explain how they determined if the sentence was simple or compound.

Direct students to p. 691 in *Student Interactive 2.2*. Read the text on the page and review what students are asked to do to complete the page. Guide students to complete the activity and check for understanding. Tell students that they will be looking for ways to include compound sentences in their book reviews.

Independent Writing

Mentor STACK 

Have students continue working on their book reviews. Remind them to write an interesting compound sentence. It might be formed from combining two existing sentences or created as a new sentence. If students are having difficulty, they may review mentor texts for ideas. Students who can successfully write compound sentences should continue writing their book reviews. Confer with students using the **Conference Prompts** on p. WW30.

Share Back

Invite a student to share sentences from his or her book review. Ask listeners to tell if the sentences are simple or compound and how they know.

Explore Conjunctions

Minilesson

Mentor STACK 

TEACHING POINT A conjunction is a type of word. Conjunctions connect words or parts of sentences. The words *and* and *because* are both conjunctions. Writers of book reviews and other opinion pieces often use conjunctions to connect reasons to the opinions they support.

MODEL AND PRACTICE Write the words *and* and *because* on a chart or the board. Invite a student to say a sentence that uses one of these words. Tell students that *and* and *because* are conjunctions. Explain conjunctions connect words or parts of sentences. Explain that conjunctions can be especially useful in opinion writing because they can help connect reasons to the opinions they support. Use an example sentence from one of the stack texts that uses *and* or *because* to connect a reason to the opinion.

State an opinion about a book you have read as a class. Invite students to suggest a reason that supports that opinion. Say: **We have an opinion and a reason. Let's use the word *because* to create one sentence that connects them.** Model your thinking as you draft a new sentence. Circle the word *because* and draw attention to how it connects the reason to the opinion. Repeat the procedure with a sentence using *and* to connect the reason and opinion.

Independent Writing

Mentor STACK 

Have students write sentences that clearly connect a reason to the opinion. Students who are not yet confident using conjunctions may review a stack text to help identify where conjunctions might be used in their book reviews. Students who are confident using conjunctions should continue writing their book reviews. See the **Conference Prompts** on page WW30 for additional suggestions.

Share Back

Ask a student to read a sentence that contains a conjunction. Talk together about how the conjunction helps join the reason and opinion.

OBJECTIVES

Use conjunctions correctly.

Connect reasons to the opinions they support when writing opinion pieces.

Writing Support

- **Modeled** Conduct a Think Aloud as you talk about using a conjunction to connect a reason to an opinion.
- **Shared** If students are uncertain if they have used conjunctions correctly, encourage them to read the sentence aloud to a partner. Have the partners tell if the reason connects to the opinion.
- **Guided** Use leading questions to guide students to determine if the conjunction helps connect the reason and opinion.



Intervention Refer to the *Small Group Guide* for support.

FAST TRACK

Apply Conjunctions

OBJECTIVES

Use conjunctions correctly.

Connect reasons to the opinions they support when writing opinion pieces.

STUDENT INTERACTIVE 2.2, p. 692

BOOK REVIEW

Conjunctions

Conjunctions are words that join parts of sentences. *And* and *because* are examples of conjunctions. When writing a book review, you can use conjunctions to connect the opinion and reasons.

I think you will enjoy this book **because** it is full of surprises.

MY TURN Circle the conjunctions in each sentence.

This book is interesting **and** includes photos of all the coins I like to collect.

I learned about interesting jungle animals **and** about wild animals near where we live.

One reason I think this book is funny is **because** the hero keeps getting lost.

MY TURN Revise your book review to include conjunctions that connect your opinion and reasons.

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Minilesson

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TEACHING POINT Conjunctions, such as *and* and *because*, connect words and ideas in sentences. Authors may use one sentence containing *and* rather than writing two short sentences. Authors of book reviews and other opinion pieces often use the conjunction *because* to connect a reason to the opinion it supports.

MODEL AND PRACTICE Read a sentence containing *because* from one of the stack books. Demonstrate how using *because* helps signal to the reader that the sentence contains a reason. Say: **I might write, "I thought this book was terrific because it helped me learn about how to care for puppies." The word *because* helps let you know that I'm giving a reason why I thought the book was terrific. The conjunction *because* connects the reason to the opinion.** Have students help you think of another sentence about a book they are reviewing that uses the conjunction *and*.

Direct students to p. 692 in *Student Interactive 2.2*. Read the text on the page and review what students are asked to do to complete the page. Guide students to complete the activity. Then they should begin to look for ways to improve their opinion pieces with the inclusion of conjunctions.

Writing Support

- **Modeled** Think aloud as you revise your writing and explain how you will use a conjunction to join a reason to the opinion.
- **Shared** Help students locate conjunctions in mentor texts. Talk together about how the conjunctions are used.
- **Guided** Remind students to read their sentences aloud or to partners and check if the sentences make sense.

 **Intervention** Refer to the *Small Group Guide* for support.

WRITING CLUB

Use the Writing Club guide on the following page to guide discussions. Use the **Conference Prompts** on p. WW30 when conferring with individual students.

Share Back

Have several students select one of their book reviews to read aloud. Ask questions to be certain the pieces have been checked for the correct capitalization of book titles, simple and compound sentences, and conjunctions.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share their writing to demonstrate understanding of capitalization of book titles, simple and compound sentences, and conjunctions.

Students should spend the first 5–10 minutes of their Writing Club time reviewing how they will follow these listening and speaking rules:

- Listen actively and do not interrupt others
- Build on ideas stated by others
- Give feedback that is helpful

What Are We Sharing? Tell students that they will share the drafts of their book reviews with the Writing Club members. Group members should make helpful suggestions for revisions that might make the book review even stronger with correct usage of capitalization and conjunctions.

How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- Do you have some simple sentences and some compound sentences?
- Have you thought about connecting this reason to your opinion using a conjunction?
- Should this letter in the title should be capitalized?

Weekly Overview

This week, students will publish and celebrate their writing. They may also be assessed on what they have learned about opinion writing. Students will

- edit their writing for the correct capitalization of book titles
- edit their writing for conjunctions
- present their book reviews to the class
- review what they have learned about writing a book review

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	FAST TRACK LESSON 2	LESSON 3
MINILESSON 5–10 min.	Edit for Capitalization of Book Titles WW42	Edit for Conjunctions WW43	Prepare for Celebration WW44
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences WW42	Independent Writing and Conferences WW43	Independent Writing and Conferences WW44
SHARE BACK FOCUS 5–10 min.	Capitalization of Book Titles WW42	Use Conjunctions to Connect Reasons and Opinions WW43	Revise Book Reviews WW44

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These criteria may be helpful in selecting book review texts to reinforce the skills of using capital letters in book titles and using conjunctions.

- book reviews that are strong examples of opinion writing with reasons closely connected to opinions
- texts that include conjunctions

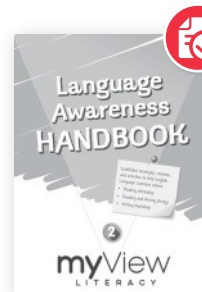
FAST TRACK**LESSON 4****LESSON 5****ADDITIONAL RESOURCES**

Celebration WW45

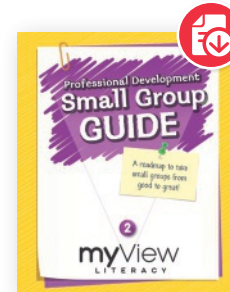
Assessment WW46

Independent Writing
and Conferences WW45Assessment
WW46–WW47

Celebration WW45

Assessment
WW46–WW47

See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences



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During this time, assess for understanding of capitalization of book titles, and using conjunctions to connect reasons and opinions. Determine where students may need extra support. Have stacks and minilessons available to reference during conferences.

FORMATIVE ASSESSMENT

Conference Prompts

Edit for Capitalization of Book Titles

If students need additional support,

Then show and explain the capitalization of book titles using stack texts or books in your classroom library.

If students show understanding,

Then ask: What rules did you follow when deciding which words in this title to capitalize?

Edit for Conjunctions

If students need additional support,

Then point out the use of *because* in a stack text. Discuss how it connects the reason and the opinion.

If students show understanding,

Then have students edit their own book reviews to include conjunctions.

Prepare for Celebration

If students need additional support,

Then ask: Which skill do you feel most confident using in your book review?

If students show understanding,

Then ask: What would you do differently when writing another book review?

Conference Support for ELL

EMERGING

- Model revising a sentence involving a reason so that it now includes the word *because*.
- Use books from your classroom library to provide models of capitalization in book titles.

DEVELOPING

- Have students point out conjunctions in stack texts and their own book reviews to demonstrate how to connect reasons to opinions.
- Do a Think Aloud to decide how to capitalize a book title.
- Have students tell what they enjoyed most about opinion writing in their book reviews.

EXPANDING

- Have students tell how they know which words in book titles should be capitalized.
- Ask students to find examples of conjunctions *and* and *because* in a stack text. Have them then tell how the conjunctions are used.
- Use guided writing to help students reflect on their opinion writing skills in their book reviews.

BRIDGING

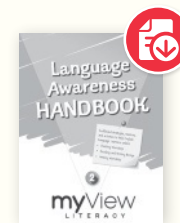
- Challenge students to work with partners to create an anchor chart to remind themselves and others how to capitalize book titles.
- Have students practice reading their book reviews fluently and with expression.



ELL Minilesson Support

Week 5: Publish, Celebrate, Assess

During this week, your ELLs will benefit from additional writing support that helps them focus on capitalization of book titles and using conjunctions to connect reasons to opinions. These targeted supports help students build confidence when sharing their book reviews.



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW43.

ELL Targeted Support

EDIT FOR CONJUNCTIONS

As students focus on the sentences in their book reviews, they should note on how to use the conjunctions *and* and *because* to connect reasons and opinions.

Point to the words *and* and *because* in sentences written on a chart or the board. Read the sentences together. Help students use those sentences as models for their own writing. **EMERGING**

Work together to connect a reason to an opinion using *and* or *because*. Have students read the resulting sentences aloud. **DEVELOPING**

Have students find sentences in stack texts that contain the conjunction *because*. Determine if it helps connect the reason to the opinion. **EXPANDING**

Have students create sentence frames that can be used to connect reasons to an opinion. Have students exchange frames and complete the sentences. **BRIDGING**

Use this note for the minilesson on p. WW44.

ELL Targeted Support

PREPARE FOR CELEBRATION

Help students practice giving feedback to writers by using positive comments and helpful suggestions.

Read a volunteer's book review aloud. Post several sentence starters to model and guide feedback. *I like the way you _____. You did a good job when _____. You could also _____.* **EMERGING**

Read a volunteer's book review aloud. Ask for comments that point out something that is well written. Discuss how the comments show the listener is paying attention and gives the writer information about what worked well. **DEVELOPING**

Have partners give feedback on each other's book review. Listen in and compliment comments that were positive and helpful. **EXPANDING**

Invite writers to share their book reviews with partners. Have writers share comments that were very helpful and why those comments were helpful. **BRIDGING**

FAST TRACK

Edit for Capitalization of Book Titles

OBJECTIVE

Edit writing for proper capitalization of book titles.

STUDENT INTERACTIVE 2.2, p. 693

WRITING WORKSHOP

I can write a book review.

My Learning Goal

Edit for Capitalization of Book Titles

Book titles follow special rules for capitalization. Always capitalize the first and last word in a book title. Capitalize all the important words.

MYTURN Write the titles of three of your favorite books. Circle the capital letters.

MYTURN Edit your book review for the correct use of capital letters.

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Writing Support

- **Modeled** Use books from the classroom library or stack texts to model how to determine which words in a book title should be capitalized.
- **Shared** Without using any capital letters, write several book titles on a chart or the board. Discuss with students which words should be capitalized and why.
- **Guided** Provide specific support for capitalization using book titles in students' book reviews.

Intervention Refer to the *Small Group Guide* for support.

Minilesson

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TEACHING POINT Before publishing their book reviews, writers check to see that the titles of the books they are reviewing are capitalized correctly. The first and last words in a book title should be capitalized. Important words (nouns, pronouns, verbs, adjectives, and adverbs) should also be capitalized.

MODEL AND PRACTICE Tell students that authors double-check that they have capitalized the correct words in the book titles of the books they are reviewing. Point out examples of correct capitalization of titles using stack books. Write the title of a book on the chart or the board using all lowercase letters. Say: *Here is the title of the book I am reviewing. I need to check to make sure I capitalize the correct words in the title.* Review the rules for capitalizing book titles as you work together to decide which words should be capitalized. Repeat the process with several titles the students suggest.

After discussing the titles, have students turn to p. 693 in *Student Interactive 2.2*. Talk together about what they need to do to complete the activity. Remind them that they may use books from your classroom library if they need help thinking of book titles. Ask partners to check each other's titles and discuss the rules they used.

Independent Writing

After the minilesson, students should edit their book reviews to correctly capitalize the book titles. Students who have a strong understanding of capitalizing book titles should continue to make revisions to their book reviews. If students need extra support, remind them to go word by word, checking for capitalization rules that apply. See the **Conference Prompts** on p. WW40 for more suggestions.

Share Back

Have students write the title of the book they are reviewing on the board. Invite others to tell what rules were used to determine which words should be capitalized.

FAST TRACK

Edit for Conjunctions

Minilesson

Mentor STACK



TEACHING POINT Authors of book reviews check to make certain readers will understand why they liked or did not like the books they reviewed. They often help readers by using conjunctions to connect the reasons to the opinion. Conjunctions such as *and* and *because* join words or parts of sentences together.

MODEL AND PRACTICE Read part of a book review from the stack that contains conjunctions. Point out the conjunctions and discuss what they connect. Write: *I like this book very much. It is full of maps.* Say: *I wrote that the book is full of maps, but the reader may not understand that having a lot of maps is one reason I liked the book. How could I use a conjunction to help connect the reason to the opinion?* Guide students to craft a new sentence using *because*. They might make the sentence even stronger by adding *and*. Write: *I like this book because it is full of maps, and I love maps.*

Direct students to the activity on p. 694 in *Student Interactive 2.2*. Remind students that conjunctions have many uses and that one of the uses may be to help readers connect a reason to the opinion. If students need extra support, work together to complete a model and discuss what the conjunctions join.

Independent Writing

Students should spend independent writing time editing their book reviews for conjunctions that link the reasons to the opinion. If students have difficulty linking the reasons to the opinion, encourage them to draw a line from the first word of each reason to the opinion the reason supports. Students working confidently may add additional reasons linked to their opinions. See the **Conference Prompts** on p. WW40 for additional suggestions.

Share Back

Call on students to read aloud a sentence that includes a conjunction. Prompt students to tell what the conjunction joins. Remind students that editing is one of the most important steps in writing because it helps readers clearly understand the opinions.

OBJECTIVES

Use conjunctions properly.

Edit drafts with adult assistance using standard English conventions, including usage of conjunctions.

STUDENT INTERACTIVE 2.2, p. 694

BOOK REVIEW

Edit for Conjunctions

A conjunction is a word that joins together words and parts of sentences. *And* and *because* are conjunctions.

MY TURN Write the conjunction that makes sense in each sentence.

One reason I like this book is because it is about snakes.

The book has photos and charts to help you learn more.

The snake photos are great because they have labels.

MY TURN Edit your book review for conjunctions.

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Writing Support

- **Modeled** Do a Think Aloud to model how to use a conjunction to link a reason to the opinion.
- **Shared** Point out a conjunction in a sentence. Ask students to tell how the conjunction is used and what it joins.
- **Guided** Look for places in students' book reviews that could benefit from the use of a conjunction. Provide focused instruction to create the new sentence.



Intervention Refer to the *Small Group Guide* for support.

Prepare for Celebration

OBJECTIVES

Edit drafts using standard English conventions including capitalization and conjunctions.

Edit drafts to include both simple and compound sentences.

Minilesson

TEACHING POINT Authors revise and edit their book reviews to make certain they include all the elements of a well-written opinion. Strong book reviews use both simple and compound sentences, link reasons to the opinion clearly, and use capitalization correctly.

MODEL AND PRACTICE Say: *You have worked hard writing book reviews that state your opinions about books you have read. We are almost ready to celebrate your efforts. Now is the time to check your writing to be certain it is ready to share.*

Review with students what they have learned about opinion writing. Invite students to put what they have learned in their own words. As you write each of their statements, ask students to look through their opinion books and find examples of each of the items.

Reread each statement. Ask if there are any questions about the items listed. Display the statements as students move to independent writing.

Writing Support

- **Modeled** Do a Think Aloud to model how to practice reading a book review aloud. Focus on reading clearly with enthusiasm.
- **Shared** Help students look for common grammar and punctuation errors in their book reviews.
- **Guided** Provide explicit instruction on what students should look for as they revise and edit.



Intervention Refer to the *Small Group Guide* for support.

Independent Writing

Have students revise and edit their book reviews. Students needing support should review the list of statements the class created. Encourage students who are ready to practice reading their book reviews aloud quietly. See **Conference Prompts** on p. WW40 for suggestions.

Share Back

Invite students to share examples of changes they made to their book reviews. Reinforce the value of revising and editing.

Celebration

Minilesson

TEACHING POINT When writers publish their work, they are excited and pleased. They have worked hard and look forward to sharing their writing with others. They may think back on what they did well and what they might improve when they do more writing.

MODEL AND PRACTICE Tell students that the time has come to celebrate and share the work they have done with the book reviews. You may want to video record the book reviews. Model how to prepare for the presentation. Do a Think Aloud before sharing, by stating what you need to remember when speaking to a group. Say: *I want to do my best when presenting my book review. I need to stand still and look up from my paper from time to time. I want to read clearly and with expression. I love this book and want listeners to know that I'm excited for them to read it also.* Model reading aloud your book review. Provide time for students to practice reading their book reviews. Remind them to think about how they will read with expression.

Independent Writing

Have students share their book reviews. Celebrate their efforts. When sharing is completed, invite students to reflect on the experience.

OBJECTIVE

Publish and share book reviews.

Writing Support

- **Modeled** Do a Think Aloud as you reflect on the experience of writing your book review.
- **Shared** Ask questions to help students to think more deeply about what they did well and the areas where they want to improve their writing.
- **Guided** Provide sentence prompts to help them reflect on their writing.

FAST TRACK

Assessment

OBJECTIVE

Compose book reviews in which they introduce the book, state an opinion, support the opinion with reasons, and include a conclusion.

Minilesson

TEACHING POINT Assessing writing helps students identify all that they have learned and see where they may still need more practice.

MODEL AND PRACTICE You will be assessed on what you have learned about writing a book review. You will use all of the skills you have learned to respond to a writing prompt. You will need to remember to

- introduce the book and state your opinion.
- supply reasons that are connected to and support your opinion.
- write a strong conclusion.
- capitalize words correctly.

Have students turn to p. 695 in *Student Interactive 2.2*. Review the list as a class to remind them what they have learned about expressing an opinion in a book review. Have students check each skill they have learned and included in their book reviews. Remind students that they should look back at the book reviews they have written to find evidence that they understand and have used that skill.

STUDENT INTERACTIVE 2.2, p. 695

WRITING WORKSHOP

Assessment

Congratulations! You have learned how to write a book review.

MY TURN Read the list. Put a check next to what you can do.

- I can introduce the book I am writing about.
- I can clearly state my opinion.
- I can supply reasons that support my opinion.
- I can write a strong conclusion.
- I can correctly capitalize a book title.
- I can use both simple and compound sentences in my writing.
- I can use conjunctions to connect the opinion and reasons.

695

Assessment

See the unit assessment on p. WW47 and tell students that they will be taking a writing assessment. Explain that they should respond to the writing prompt and use all they have learned in this unit. As another form of assessment, you may score students' writing using the rubric on p. WW47.



WRITING ASSESSMENT

**Opinion Writing: Book Review**

Provide students with the assessment prompt below. The prompt may be displayed for students or printed from SavvasRealize.com.

Prompt Write an opinion piece about a book you enjoyed. Introduce the book and state your opinion. Supply reasons to support your opinion. Use words that link or connect the reasons to the opinion. Write a conclusion. Capitalize the book title correctly. Use both simple and compound sentences.

4-Point Opinion Writing Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	The opinion is clearly stated and well supported.	Organization is clear and effective, creating a sense of cohesion.	The reasons closely connect to, and clearly support, the opinion.	The ideas are clearly conveyed using precise language. There is a good variety of simple and complex sentences.	The command of conventions is clearly shown.
3	The opinion is clear and adequately supported.	Organization is generally clear, though some ideas are not well connected.	The reasons connect to, and somewhat support, the opinion.	The ideas are adequately conveyed using more general language. There are mostly simple sentences.	The command of conventions is somewhat shown.
2	The opinion is stated and somewhat supported.	Organization is inconsistent and some elements are missing.	The reasons somewhat connect to the opinion.	The ideas are unevenly conveyed using very simple language. There are only simple sentences.	The command of conventions is weak or uneven.
1	The opinion is not clearly stated and not well supported.	Organization is poor or nonexistent.	The reasons do not connect to the opinion or are missing.	The ideas are conveyed in a vague or confusing manner. Some sentences are incomplete.	There is very little use of correct conventions.
0	Book review gets no credit if it does not demonstrate adequate command of opinion writing traits.				

Week 6

Project Focus

This week students will

- use search engines for research
- write a persuasive paragraph about a favorite place

Lesson 1

Foundational Skills

T456–T457, T458
T466–T467

- Phonics: Decode Words with *r*-Controlled Vowels
- Spelling

RI.2.9, RF.2.3.b,
RF.2.4.a, W.2.1

Compare Across Texts

- Answer the Essential Question

Inquire

- Introduce Inquiry Project
- Read “Exploring Museums”
- Use Academic Vocabulary

Lesson 2

Foundational Skills

T456–T457, T458
T468–T471

- Phonics: Decode and Spell Words with *r*-Controlled Vowels
- Spelling: Spell Words with *ar, or, ore, oar*

RF.2.3.b, RF.2.4.a,
W.2.1, W.2.8, SL.2.3

Explore and Plan

- Introduce Persuasive Writing
- Read “Save Our Movie Theater”

Conduct Research

- Interview an Expert

Lesson 3

Foundational Skills

T462–T463, T459
T472–T473

- Phonics: *r*-Controlled Vowels *ar, or, ore, oar*
- High-Frequency Words
- Spelling

RF.2.3, RF.2.3.b,
RF.2.4.a, W.2.1,
W.2.8

Collaborate and Discuss

- Analyze Student Model
- Read “The Wonders of the Grand Canyon”
- Primary and Secondary Sources
- Persuasive Paragraph

Refine Research

- Examine Primary and Secondary Sources

Lesson 4

Foundational Skills

T464–T465, T459
T474–T475

- Phonics: Review *r*-Controlled Vowels
- Spelling

RF.2.3.b, W.2.5,
W.2.6, SL.2.5, L.2.2

Extend Research

- Include Media

Collaborate and Discuss

- Revise and Edit

Lesson 5

Foundational Skills

T464–T465, T459
T476–T477

- Phonics: Spiral Review: Inflected Endings *-s, -es, -ed, -ing*
- Spelling

RF.2.3, SL.2.1,
SL.2.1.a, SL.2.4, L.2.3

Celebrate and Reflect

- Share your persuasive paragraphs
- 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.
- Use search engines for research and write a persuasive paragraph about a favorite place.

Quest SOCIAL STUDIES



For alternative inquiry projects with a social studies focus, go online to SavvasRealize.com.

Social Studies

- Gather and evaluate sources.
- Communicate conclusions and identify ways to take action.

4-Point Research Project Rubric



Score	Focus	Research	Organization	Conventions	Delivery
4	The argument is clearly stated.	One or more relevant sources are used to discover applicable facts.	The organization is clear. Text begins with an argument and has supporting reasons.	There are no spelling errors. Capitalization and end punctuation are correct.	Student reads clearly and at an understandable rate.
3	The argument is mostly clear.	The topic is developed with at least one relevant source consulted.	The organization is mostly clear. The argument is supported with some reasons.	Spelling, end punctuation, and capitalization are mostly correct.	Student reads fairly clearly and at an understandable rate.
2	The argument is weak or confusing.	The topic is minimally developed. Research is often missing or irrelevant.	The organization is unclear. Some reasons may be missing.	Writing includes several errors in spelling, punctuation, and capitalization.	Student struggles to read clearly and/or with appropriate rate.
1	The argument is confusing or not present.	No outside sources were used.	The organization is confusing. Reasons are absent, irrelevant, or inaccurate.	Writing contains numerous errors in spelling, punctuation, and capitalization.	Student's speech is unclear.
0	Possible characteristics that would warrant a 0: <ul style="list-style-type: none"> • No response is given. • Response does not demonstrate adequate command of writing or delivery of persuasive text. • Response is unintelligible, illegible, or off-topic. 				



Have students complete the student-friendly Research Project Checklist, p. 57, from the *Resource Download Center*.

Compare Across Texts

OBJECTIVES

Evaluate details read to determine key ideas.

Compare and contrast the most important points presented by two texts on the same topic.

Synthesize information to create new understanding.

Use text evidence to support an appropriate response.

You Are Here

In a class discussion, remind students of the unit theme, *You Are Here*, and the Essential Question, *How do different places affect us?* Tell students they will be reading informational texts that relate to the theme in different ways. They will be synthesizing, or putting together, the information from the texts to gain new understanding about the theme.

TURN, TALK, AND SHARE **Different Questions** Have students work in pairs to look back at weekly questions. Circulate as pairs discuss and answer these questions. Tell them to use their answers to answer the Essential Question. Prompt students to push their thinking further and ask follow-up questions with their partners.

Compare Across Texts

Remind students that all of the readings in this unit are connected by the unit theme, *You Are Here*. Then use the questions below to help students find text evidence to help them compare themes.

- **How is a city like the countryside? How is a city different from the countryside?** (Possible response: Alike: They are both places where people can live or visit, and animals and plants can live in both the city and the country. Different: Cities are home to many more people than the countryside, and there are many more buildings in cities.)
- Point out that the readings *You Can't Climb a Cactus* and *Places We Go* describe different places that people might visit. **How do you think these two readings could connect to the theme of *You Are Here*?** (Possible response: Both readings provide settings. One is the desert, and one is a library.)
- **Which place would be the most interesting to visit? To live?** (Possible response: I like visiting the library because there are so many books to read. I would like to live in a desert because of all the interesting animals.)

Essential Question

My TURN Have students answer the Unit 1 Essential Question: *How do different places affect us?*



ELL Targeted Support Use Routine Language Help students internalize English vocabulary by using routine language to compare places.

Read aloud the Essential Question: *How do different places affect us?* Ask students what places they like to go to in their neighborhoods. List names for these places, and prompt students to discuss how they feel in these settings. Encourage them to use routine language such as *happy, good, and excited*. **EMERGING**

Have students name a place in the community. Have them tell a partner what they know about the place using common, routine words. Tell partners to compare their places and list words they both used. **DEVELOPING**

Have students make a T-chart on a sheet of paper. Direct them to write words in each column that describe one place in the community. Have them discuss how the places are alike and different using these comparison words: *both, but, and*. **EXPANDING**

Have students make a three-column chart on a sheet of paper. Have them write words in each column that describe one place in the community. Ask them to compare and contrast the three places with a partner using routine language. **BRIDGING**



Use the *ELL Observational Assessment Checklists* to monitor student progress for this unit.



STUDENT INTERACTIVE, pp. 194-195

COMPARE ACROSS TEXTS

UNIT THEME
You Are Here

TURN and TALK
Connect to the Question
With your partner, look back at each text. Write one location from each and tell how it makes you feel. Discuss why the place affects you that way. Use this information to help you answer the Essential Question.

WEEK 1
How Many Stars in the Sky?
Location: country | Feeling: amazed

WEEK 2
Maybe Something Beautiful
Location: city | Feeling: proud

WEEK 3
Places We Go
Location: library | Feeling: peaceful

WEEK 4
Poetry
Location: city | Feeling: cramped

WEEK 5
You Can't Climb a Cactus
Location: desert | Feeling: interested

WEEK 6
Project
Now it is time to apply what you learned about places in your WEEK 6 PROJECT: The Best Place!

Essential Question
MY TURN
In your notebook, answer the Essential Question: How do different places affect us?

194 195

Word Work

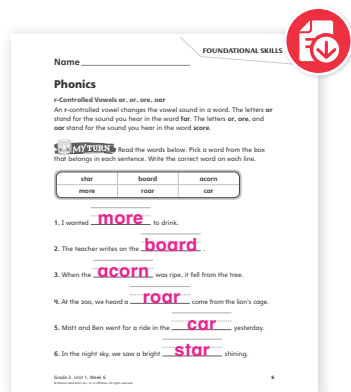
OBJECTIVE

Decode multisyllabic words with closed syllables; open syllables; VCe syllables; r-controlled syllables; and final stable syllables.

ADDITIONAL PRACTICE



For additional practice with r-controlled vowels, use *Phonics* p. 6 from the *Resource Download Center*.



Phonics p. 6

FOUNDATIONAL SKILLS EXTENSION

See Lesson 10, pp. T75–T78 in the *myFocus Intervention Teacher's Guide*, for an r-controlled vowel extension activity students can use while reading the text in Lessons 2 and 3.

Phonics: Decode Words with r-Controlled Vowels

Minilesson

FOCUS Point to the picture of the car at the top of p. 196 in the *Student Interactive*. Let's say the sounds of the word: /k//ar/. Point to the letter combination *ar* and explain that this is an example of an r-controlled vowel group. Tell students this lesson is about r-controlled vowels with the sounds /ar/ and /or/.

MODEL AND PRACTICE Explain that when students see the letter combination *ar* they should read, or decode, it as /ar/, as in the word *car*. Have students look again at *SI* p. 196 and run their fingers under the *ar* in *car* while saying /ar/. Repeat the process with *fork*, pointing out that the letter combination *or* generally spells the sound /or/. Continue with the two remaining words at the top of the page (*shore/oar*) and emphasize that these r-controlled vowel words also should be read as /or/.

APPLY TURN, TALK, AND SHARE Have students complete the rest of the page by underlining the r-controlled vowel groups and decoding the words on *SI* p. 196.

Phonics: Decode and Spell Words with r-Controlled Vowels

Minilesson

FOCUS Explain that *ar* is the most common way of spelling the sound /ar/, but that there are other ways of spelling the sound /or/. Point out three different ways to students: *or*, *ore*, and *oar*. Tell students that they will need to practice which words go with which spellings.

MODEL AND PRACTICE Read the words in the box on *SI* p. 197. Point out that the first word, *board*, contains the sound /or/ and that the spelling of that sound is *oar*. For the remaining words, have students identify whether the word contains the r-controlled vowel sound /ar/ or /or/. Then have them identify the letter combination that stands for the vowel sound and decode the word.



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for decoding and spelling words, including multisyllabic words, with *r*-controlled vowel groups.

OPTION 1 MyTURN Have students complete *SI* p. 197 by writing the correct word with an *r*-controlled vowel group under each picture. Have students decode the words aloud to you or to a partner.

OPTION 2 Independent Activity Make index cards with words that have the /*ar*/ sound spelled with the *r*-controlled vowel group *ar* and the /*or*/ sound spelled with the *r*-controlled vowel groups *or*, *ore*, and *oar*. Make sure to include some multisyllabic *ar*, *or*, *ore*, and *oar* words. Have partners take turns showing each other the cards and decoding the words.











QUICK CHECK

Notice and Assess Are students able to decode words with *r*-controlled vowels?

Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T460–T461.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T460–T461.

STUDENT INTERACTIVE, pp. 196–197

PHONICS	FOUNDATIONAL SKILLS																		
<p>r-Controlled Vowels ar, or, ore, oar</p> <p>When the letter <i>r</i> comes after a vowel or vowel team, the vowel has a different sound. These letter groups are called r-controlled vowels.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  car </div> <div style="text-align: center;">  fork </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  shore </div> <div style="text-align: center;">  oar </div> </div> <p>MYTURN Read, or decode, these words.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>star</td> <td>born</td> <td>core</td> <td>soar</td> </tr> <tr> <td>spark</td> <td>thorn</td> <td>chore</td> <td>board</td> </tr> <tr> <td>carpet</td> <td>forty</td> <td>before</td> <td>roaring</td> </tr> </table> <p>TURNandTALK Reread the words in the chart with a partner. <u>Underline</u> the <i>r</i>-controlled vowel groups in each word.</p>	star	born	core	soar	spark	thorn	chore	board	carpet	forty	before	roaring	<p>r-Controlled Vowels ar, or, ore, oar</p> <p>MYTURN Write a word from the box to name each picture. Then read each word you wrote.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>board</td> <td>corn</td> <td>horse</td> </tr> <tr> <td>store</td> <td>shark</td> <td>garden</td> </tr> </table> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  corn </div> <div style="text-align: center;">  store </div> <div style="text-align: center;">  shark </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  garden </div> <div style="text-align: center;">  board </div> <div style="text-align: center;">  horse </div> </div>	board	corn	horse	store	shark	garden
star	born	core	soar																
spark	thorn	chore	board																
carpet	forty	before	roaring																
board	corn	horse																	
store	shark	garden																	

Spelling: Spell Words with *ar*, *or*, *ore*, *oar*

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

SPELLING WORDS

cart	core
mark	tore
garden	chore
forest	fort
roar	board

HIGH-FREQUENCY WORDS

also	large
small	

ELL Targeted Support

Display the spelling words in a four-column chart: *ar* words, *or* words, *ore* words, and *oar* words.

Have partners discuss how the words in the columns are alike, using sentence frames such as *The words in the first column all have _____.*

EMERGING/DEVELOPING

Have pairs create their own sentences to compare and contrast the words in the columns.

EXPANDING/ BRIDGING

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

Read aloud the words and sentences. Have students spell each word with *r*-controlled vowels and the two high-frequency words.

Spelling Sentences

- The horse pulls a **cart**.
- There is a **mark** on the wall.
- We have a **garden** in the yard.
- The bear is in the **forest**.
- Mice do not **roar**.
- The apple has a **core**.
- We **tore** the paper in half.
- I do a **chore** each night.
- They build a **fort** in the tree.
- Do you like to write on the **board**?

HIGH-FREQUENCY WORDS

- There is **also** a car on the street.
- That house is **large**.
- My new kitten is **small**.

LESSON 2

Teach

FOCUS ON STRATEGIES Explain that spelling an *r*-controlled syllable means writing the letter *r* after the vowel.

MODEL AND PRACTICE Write *bore*, *corn*, and *cellar*. Say and spell each word aloud and have students repeat the spelling. Point out that /r/ makes the vowel in each word sound neither long nor short.

APPLY MyTURN Have students complete S/ p. 199 to spell one-syllable and multisyllabic words with *r*-controlled syllables.

Use the leveled support in the side column for additional support for ELLs.



FLEXIBLE OPTION

LESSON 3

Review and More Practice

FOCUS ON STRATEGIES Explain that the letter combination *ar* is the most common way to spell the sound /ar/, and that the sound /or/ is usually represented by *or*, *oar*, or *ore*.

MODEL AND PRACTICE Write these words: *part*, *horn*, *boar*, and *restore*. Say each word aloud and point out how the *r* changes the vowel sound. Have students identify the letter combinations. Then have them say and spell each word.

APPLY Have students complete *Spelling p. 28* from the *Resource Download Center* to spell one-syllable and multisyllabic words with *r*-controlled vowels.

Name _____

Spelling
Spell Words with *ar*, *or*, *ore*, *oar*
The letter *r* changes the way a vowel sounds in a word.

Spelling Words				
core	fart	chore	mark	forest
cart	tore	board	roar	garden

MY TURN Read the spelling words in the box above. Write the word that belongs to each clue below on the line next to it.

- A place to defend an area **fort**
- You can write on this **board**
- Tall trees and animals live here **forest**
- The seeds of an apple are in this **core**
- You can use a pencil to make this **mark**

Grade 2, Unit 1, Week 6
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FLEXIBLE OPTION

LESSON 4

Spiral Review

FOCUS ON STRATEGIES Review with students how to read and write words with the endings *-s*, *-es*, *-ed*, and *-ing*. Stress that the final consonant of the base word may need to be doubled.

MODEL AND PRACTICE Write or display these words with endings *-s*, *-es*, *-ed*, and *-ing*: *foxes*, *grades*, *rugs*, *patches*, *smiled*, *making*, *gripped*, and *mopped*. Have students read the words aloud.

APPLY Have students sort the words by ending. Then have them sort the words according to whether the base word needs to be changed before the ending is added.

Project-Based Inquiry As students proofread their work, remind them to check the spellings of words with endings *-s*, *-es*, *-ed*, and *-ing*.

LESSON 5

Assess Understanding

Read aloud the words and sentences. Have students spell each word with *r*-controlled vowels, and the three high-frequency words.

Spelling Sentences

- We put the groceries in the **cart**.
- He ate the apple all the way to the **core**.
- He made a **mark** on the paper.
- She **tore** the bread in half.
- We will plant a **garden** in the spring.
- I had to do a **chore** for my mom.
- The rabbit lives in the **forest**.
- They built a **fort** this summer.
- I heard a lion **roar**.
- She wrote a word on the **board**.

HIGH-FREQUENCY WORDS

- There is **also** a toy for my brother.
- The flower is **large**.
- Our dad let us have a **small** treat.

Use the  **QUICK CHECK** on p. T457 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group

r-CONTROLLED VOWELS

Sound-Spelling

Cards Display Sound-Spelling Card 55. Point to the picture and remind students that the word *artist* has an *r*-controlled vowel. Say: **The vowel in this word sounds different because of the *r* that is after it. This is called an *r*-controlled vowel. What other words have *r*-controlled vowels in them?**



Work with students to think of other *r*-controlled vowel words. Record them on a poster.

ELL Targeted Support

Have students read the italicized sentence aloud, choosing the correct *r*-controlled word. Instruct them to monitor their oral language and self-correct if they believe they might have made an incorrect choice. If the student reads incorrectly, have him or her try again by paying attention to meaning.

The teacher told the students to farm/form a line.

EMERGING

You have to pull the cord/card to turn on the light.

DEVELOPING

Kim is limping because of a sore/sort toe.

EXPANDING

I will get more milk far/for lunch at the store/star.

BRIDGING



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

Intervention Activity

IDENTIFY *r*-CONTROLLED VOWELS

Use Lesson 10, pp. T75–T78, in the *MyFocus Teacher's Guide* for instruction on reading words with *r*-Controlled Vowels.

LEVEL C • MODEL AND TEACH

Lesson 10 Syllable Patterns

INTRODUCE Remember that some words can be broken into smaller parts called syllables. You already learned how to divide some words into syllables. Today we will learn how to divide words that contain some common syllable patterns.

MODEL Read aloud "Apple Pie" from Student Page S75.

Apple Pie

Sam saw a hot apple pie on the table. Sam loved apple pie. He wanted to gobble it up. But he had to control himself. The pie was for his uncle. Sam's parents were having a party for Uncle Jim later. It was going to be a complete surprise!

So, Sam left the apple pie on the table. He didn't take a bite. He ate an apple from the fruit bowl instead.

TEACH Reread the passage with students. Point out *hot* in sentence 1. Let's say this word: *hot*. *Hot* has one syllable that ends in a consonant. Syllables that end in a consonant usually have a short vowel sound. *Hot* has a short *o* sound. Point out *going* (sentence 7) and say it with students. *Gang* has two syllables. The first syllable ends in a vowel. A syllable that ends in a vowel usually has a long vowel sound. The first syllable of *going* has a long *o* sound. Point out *bite* (sentence 9) and have students say it. *Bite* has one syllable that is made up of a vowel, a consonant, and a final *e*, which is silent. The vowel that comes before the final *e* has a long vowel sound. *Bite* has a long *i* sound.

Point out *table* (sentence 8) and *control* (sentence 4). Let's say these words: *table*, *control*. *Table* has the consonant *b* followed by the letters *le*. *Control* has a vowel (*o*) followed by three consonants (*n*, *t*, and *r*) and another vowel (*o*).

Point out *later* in sentence 6. Let's say this word: *later*. *Later* has a vowel + *r*. The letter *r* changes the sound of the vowel *e*. Together the letters make the sound /er/.

Help students identify other passage words with the patterns described above.

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Fluency

PROSODY

Assist students in selecting a short passage in an appropriate leveled reader. Pair students and have them read their selections aloud to each other, practicing reading slowly and clearly, with appropriate pace. Use the *Fluency Progress Chart* to track student progress.



Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Distribute letter tiles to students. Have students practice forming words with *r*-controlled vowels: *farm, cord, oar, shark, garden, board, store.*

Students can also play the letter tile game in the *myView* games on SavvasRealize.com



Decodable Reader



Have students read the decodable reader, *Farm Chores*, to practice reading words with *r*-controlled vowels. After students have read the text once, tell partners to take turns reading *r*-controlled words aloud while the other partner writes the words.

High-Frequency Words

Have students make their own word cards for this week's high-frequency words: *large, also, and small*, as well as two or three words from the previous week. Students can practice reading words with a partner.

Centers



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

Decodable Reader

Farm Chores
Written by Andrea Erwin

Decodable Reader
6

r-Controlled ar, or, ore, oar
arm dark farm part Durling rabbits
barn Darling hard porch Durling's
before Darling's horses roared kitten
chores far more sore Patrick

Syllables VC/CV
before far much went
do more this

41

Patrick went to Jon Darling's farm. Patrick had not gone to this farm before. "Is it far?" Patrick asked. "Not much more," Mom said.

42

Patrick spotted Jon's farm. "His farm has a big red barn!" Patrick roared. "Are there horses, mules, and pigs?" His mom grinned.

43

Jon Darling sat on his porch with his kitten. Patrick jumped out. Patrick ran up to Jon.

44

"Are you set to work hard?" Jon asked. "We do chores on this farm." Patrick will do his part as well as he can.

45

Patrick swept pens. Patrick fed chicks and rabbits. Jon fixed his barn.

46

Jon Darling stretched his sore back and patted Patrick's arm. "You did a nice job," Jon said.

47

When it got dark, Patrick went home. "That was fun!" Patrick said.

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Word Work

OBJECTIVES

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

Decode multisyllabic words with closed syllables; open syllables; VCe syllables; r-controlled syllables; and final stable syllables.

Identify and read high-frequency words.

Phonics: *r*-Controlled Vowels *ar*, *or*, *ore*, *oar*

PREPARE Have students play the following game to help them read and spell words with *r*-controlled vowels *ar*, *or*, *oar*, and *ore*. Have students work in pairs. Provide pairs with a list of spelling words with *r*-controlled vowels.

PLAY THE GAME Have students work in pairs. Instruct one student in each pair to choose a word from the list of spelling words with *r*-controlled vowels. The first student says the word, and the second student says the *r*-controlled vowel and tells how that vowel is spelled. For example, if the first student says *roar*, the second student says *or* and then spells *oar*. Players then switch roles until all ten words have been used. Players score one point for each word they spell correctly.



High-Frequency Words

Minilesson

FOCUS ON STRATEGIES Students will practice the high-frequency words from this week: *also*, *small*, and *large*.


MODEL AND PRACTICE Read each high-frequency word aloud. Use it in a sentence. Have students work with partners to read and spell the words and use them in sentences of their own.

APPLY MyTURN Have students complete the three sentences on p. 198 of the *Student Interactive*.

TURN TALK AND SHARE Have students answer the Turn and Talk questions on p. 198 of the *Student Interactive* with a partner.

ADDITIONAL PRACTICE

For additional practice with high-frequency words, see *My Words to Know* p. 12 in the *Resource Download Center*.

FOUNDAATIONAL SKI 

Name _____

My Words to Know

Read the words below. Pick a word to finish each sentence. Write the word in the blank. Reread the sentence.

also	small	large
------	-------	-------

MYTURN

- My older brother always says I am too small to play.
- The building down the street is large and painted red.
- Tom also wanted to visit the fire station today.

Use the words above to answer the questions below. Write the words on the lines.

- Which two words are opposites of each other?
small and large
- Which word means too? also

Grade 2, Unit 1, Week 6 12

My Words to Know p. 12

STUDENT INTERACTIVE, p. 198

HIGH-FREQUENCY WORDS

My Words to Know

MYTURN Find and underline the boxed words in the story. Then read the story.

also	large	small
------	-------	-------

Dad made a large pizza for him and a small pizza for me. He also made a large salad for both of us. Yum!

Use the boxed words to complete the sentences.

- A hippo is a large animal.
- An ant is a small insect.
- Jen is a girl, and Kate is also a girl.

TURN and TALK Answer these questions with a partner.

- What are some other **large** animals?
- What are some other **small** insects?
- What do you have that your partner **also** has?

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Word Work

OBJECTIVES

Decode words with short, long, or variant vowels, trigraphs, and blends.

Decode multisyllabic words with closed syllables; open syllables; VCe syllables; r-controlled syllables; and final stable syllables.

Decode words with common prefixes and suffixes.

Phonics: Review *r*-Controlled Vowels

Minilesson

FOCUS Remind students of each type of *r*-controlled vowel they learned about in this lesson.

MODEL AND PRACTICE Write an example word for *ar*, *or*, *oar*, and *ore* on chart paper or the board. For example, write: *ar* (*cart*), *or* (*corn*), *oar* (*soar*), and *ore* (*shore*). Then have students write their own word for each *r*-controlled vowel phonogram.

APPLY When students have completed writing their own words, have them circle the letters in each word that form *r*-controlled vowels. Have students read their words to a partner.

Phonics: Spiral Review Inflected Endings *-s*, *-es*, *-ed*, *-ing*

Minilesson

FOCUS Review with students that the endings *-s*, *-es*, *-ed*, and *-ing* can be added to words to change tense or show amounts.

MODEL AND PRACTICE Remind students that in many cases, inflected endings are simply added to a base word as in *house/houses* and *cook/cooked/cooking*. In some cases the base word needs to be changed slightly, as in *face/facing* (a final *e* is dropped when *-ing* is added) and *tap/tapped* (doubling a final consonant when *-ed* is added). Work with students to read the following words aloud and identify any spelling changes in the base words: *stopping*, *itches*, *looked*, *packs*, *hugged*, *caring*, and *marching*.

APPLY Have students add the following endings to these base words independently: *call* + *ed* (*called*), *fit* + *ing* (*fitting*), *dish* + *es* (*dishes*), and *park* + *s* (*parks*). Ask students to read aloud the words and tell a partner how they knew how to write the completed word.



ELL Targeted Support High-Frequency Words Work together to help students understand how to read and write the three high-frequency words *also*, *large*, and *small* in order to build comprehension. Write the three words on chart paper or the board.

Have each student draw a picture of an object that is large and another object that is small. Have students describe their pictures to classmates using sentence frames, such as: *This ____ is large.* and *This ____ is small.* Have students write the words *large* and *small* to demonstrate vocabulary comprehension. **EMERGING**

Have students draw a picture of an object that is large and another of an object that is small. Have students write the labels *large* and *small*. Then have students describe the objects to a partner in a single sentence that uses the words *large* and *small*, such as: *The horse is large, and the mouse is small.* Check students' usage for vocabulary comprehension. **DEVELOPING**

Have students make a T-chart with the headings *Large* and *Small*. They should list at least three objects that are large and three that are small. Then have them play a guessing game with a partner to demonstrate comprehension. The first player thinks of one of the objects and describes it to the second player, beginning with: *This object is large/small.* The second player guesses the object. Players reverse roles and repeat the game. **EXPANDING**

Have students identify objects in the classroom that are large and small. Then have them use the high-frequency words to write five sentences about the objects they identified demonstrating a high level of comprehension. Have students read aloud their sentences to a partner. **BRIDGING**

HIGH-FREQUENCY WORDS



Remind students that high-frequency words are words that they will hear and see over and over in texts. Use the words *also*, *large*, and *small* in example sentences. Have students write each word three times: once with pencil, once with crayon, and once with marker.

Inquire

OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others.

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



Exploring Museums	420L, 510L, 600L
Save Our Movie Theater	390L, 510L, 600L
The Wonders of the Grand Canyon	430L, 510L, 600L

See the *Small Group Guide* for additional support on how to distribute the articles.

ELL Language Transfer

Cognates Point out the Spanish cognates related to the project:

- opinion : *opinión*
- favorite : *favorito*
- museum : *museo*

Introduce the Project

This week, each student will write and present a persuasive paragraph about a favorite place in his or her community. Students will do research and interview a person who works at this place. Read the prompt at the top of p. 200 of the *Student Interactive* aloud. Motivate students by activating prior knowledge, asking questions about their favorite places, and setting a purpose for the project.

CRITICAL LITERACY

Build Background

Read-Pause-Make Connections Distribute copies of “Exploring Museums.” Use the article to help students build background for the topic. Have partners take turns reading the article aloud, switching off every few sentences. After each paragraph, partners should share their connections to the text. Write these stems on the board to start conversations.

- This section of the text reminds me of ...
- When I went to a museum, I saw ...
- I would like to go to a museum that had lots of ...

COLLABORATE

Have pairs brainstorm lists of things found in museums. As students work, circulate and ask questions about their lists: *What object interests you? Why? What would you like to learn about this object?* Tell students that these are questions for formal inquiry, and explain what that means. To help partners think of their own questions for formal inquiry, assist them in generating similar questions and research ideas about a place in their community.

Use Academic Words

COLLABORATE

Guide students to read and define the academic words on p. 201 in the *Student Interactive*. Students should incorporate some of this newly acquired vocabulary in their discussions of places they like. Tell students that they will use some of these words in their persuasive paragraphs.



EXPERT'S VIEW Alfred Tatum, University of Illinois at Chicago

“Motivation and engagement are about children having meaningful literacy exchanges with text. At the end of any particular lesson, there should be evidence that children are smarter and that there has been personal development because of that lesson.”

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

DIFFERENTIATED SUPPORT

OPTION 1 Intervention Have pairs of students read the article together, with pauses between paragraphs. Make a T-chart with students. Label the columns “Things I Have Seen in a Museum” and “Things I Would Like to See in a Museum.” Begin by putting an item of your own in each category. Then have students suggest additions to the chart, telling you which column each item belongs in and using, if possible, some Academic Vocabulary. Review the list with students and have them complete the stem sentences with you.

OPTION 2 Advanced If pairs read and answer the stem statements quickly, have them begin to generate ideas about their favorite places, whom they might interview to find out about those places, and what words make for engaging language to build a persuasive essay.

ELL TARGETED SUPPORT

Help students think of positive and interesting words that will be effective in persuasive writing. Offer examples as needed, such as *beautiful*, *ancient*, *mysterious*, or other descriptive words that can describe a place. Start a Word Wall and have students add to it.

NEXT STEPS Tell students that they will develop and follow a research plan in order to complete the project in a week. Walk students through the Favorite Place Research Plan on p. 201. Students should begin by choosing their favorite place. Then have students check off the first step by generating and writing questions for research, using some Academic Vocabulary if possible.

STUDENT INTERACTIVE, pp. 200–201

INQUIRE
PROJECT-BASED INQUIRY

The BEST Place

Activity

Your community is having a contest to choose the best place in town. Write a persuasive paragraph telling why your favorite place should win.

Let's Read!

This week you will read three texts about places in a community. Today's article gives information about a museum.

Generate Questions

COLLABORATE With a partner, choose a place you think is the best place in town. To generate questions for inquiry, list what you want to know and what you need to research.

1 Exploring Museums

2 Save Our Movie Theater

3 The Wonders of the Grand Canyon

Use Academic Words

COLLABORATE The picture shows one place in a community. With a partner, talk about a place in the community that you like. Respond using the academic vocabulary you learned in the unit. Be sure to use these words in your paragraph.

Academic Vocabulary

affect	location
compare	region
different	

Favorite Place Research Plan

Follow this research plan with help from your teacher.

Day 1 Think of questions for research.

Day 2 Conduct an interview with someone who knows the place well.

Day 3 Write a persuasive paragraph for the contest.

Day 4 Revise and edit your paragraph.

Day 5 Present your paragraph to your classmates.

200
201

Explore and Plan

OBJECTIVES

Evaluate details to determine key ideas.

Recognize characteristics of persuasive text, including stating what the author is trying to persuade the reader to think or do.

Write opinion pieces that introduce a topic, state an opinion, supply reasons that support that opinion, use linking words to connect opinion and reasons, and provide a conclusion.

Demonstrate understanding of information gathered.

RESEARCH ARTICLES



Exploring Museums	420L, 510L, 600L
Save Our Movie Theater	390L, 510L, 600L
The Wonders of the Grand Canyon	430L, 510L, 600L

For additional support on how to distribute the articles, see the *Small Group Guide*.

Introduce Persuasive Writing

Use the article “Save Our Movie Theater” to help students recognize the characteristics of persuasive texts, including stating what the author is trying to persuade the reader to think or do. Review with students that writing to persuade is about giving an opinion. Read aloud the information about persuasive writing at the top of *SI* p. 202 while students follow along. Point out that the word *argument*, in this case, means “opinion.” Remind students to include persuasive words in their persuasive paragraphs.

CRITICAL LITERACY

Challenge the Text

Distribute copies of “Save Our Movie Theater.” Use the research article to help students identify the characteristics that make this a persuasive text. Have students take turns reading paragraphs from the article to a partner. After each paragraph, have students discuss what they learned and share the connections they made to the text. Have students use sticky notes to highlight important information. Write the following tasks on the board:

- Identify what you find most interesting about the article.
- Determine the audience for this article.
- Find a word you think the class should know.
- Find words that persuade you to believe the author.

After reading, have students discuss their answers. Remind them that this article is an example of persuasive writing, and they will need to use persuasive language and strong arguments in their own writing for the week.

COLLABORATE After recording their ideas, have pairs complete the **What Do You Think?** chart on *SI* p. 202 about “Save Our Movie Theater.” Call on each pair to state what the author of the article is trying to persuade the reader to think or do.

Write for a Reader

Audience Remind students to use formal language for their persuasive writing to show that they are serious about their opinions. Offer questions to stimulate critical thinking about audience: *How do you think your audience would feel about your favorite place? What events does your favorite place offer? Would your audience like these things? Why?*



ELL Targeted Support Reasons Help students identify the author’s opinion and the reasons used to support this opinion.

Have pairs practice using the word *because* in simple sentences. Then have them complete the sentence frame: *The author wants to save the movie theater because _____.*

EMERGING/DEVELOPING

Have students state the author’s opinion and two reasons the author gives to support this opinion. Ask students if they agree or disagree with the author. Have them support their opinions using sentence frames such as: *I agree/disagree because _____.* **EXPANDING**

Have students describe the author’s opinion on the topic and summarize the author’s reasons for the opinion. Ask students how convincing the author’s reasons are. Have them use complex sentences to explain their thinking. **BRIDGING**

NEXT STEPS

Check students’ recognition of the characteristics of persuasive texts by asking them to state what they as the author want to persuade the audience to think or to do. Do they want to convince the audience to visit their favorite place? Do they want to convince the audience to donate money or time to keep the place running? These questions should help guide their research.

STUDENT INTERACTIVE, p. 202

COLLABORATE AND DISCUSS

What Do YOU Think?

People write persuasive paragraphs to convince, or persuade, someone to think or do something. A persuasive text includes these characteristics:

- the author’s **argument**. This is the main idea that the author wants you to agree with.
- **reasons** the author gives to support the argument and persuade you.

COLLABORATE With a partner, read “Save Our Movie Theater.” Then fill in the chart.

Author’s argument
Old movie theaters are important.

Author’s reasons to support the argument
**People make memories at old movie theaters.
They are a part of history.**

What the author is trying to persuade the reader to think or do
Notice old movie theaters. Ask about them. Don’t tear them down.

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Conduct Research

OBJECTIVES

Write opinion pieces that introduce a topic, state an opinion, supply reasons that support that opinion, use linking words to connect opinion and reasons, and provide a conclusion.

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

Generate questions for formal and informal inquiry with adult assistance.

Identify and gather relevant sources and information to answer the questions.

Demonstrate understanding of information gathered.

CUSTOMIZE IT!

Differentiate instruction by offering students the opportunity to be creative in the information they find in their research. Encourage students to create an audio recording or draw an illustration related to their topic of research. Consider having them present their creations together with their persuasive paragraphs. Remind them of the theme of *You Are Here*. Encourage them to express this theme in their creation.

Interview an Expert

TEACHING POINT Tell students that their community includes many people who know a lot about the places they visit and enjoy. Use the following Model and Practice on interviewing to help students identify questions and gather relevant information about their topics.

MODEL AND PRACTICE Model the process for conducting interviews.

Interview an Expert

There was an old movie theater in a town where I used to live. It was called the Crestwood Theater. I wanted to know more about the theater. I knew a woman named Ms. Lee. Ms. Lee had been a girl when the theater was built, and she knew a lot about it. I decided to interview Ms. Lee about the theater.

First, I made a list of questions for her. I wanted to know what the theater had looked like when it was built. I wanted to know what she liked about the theater and what it was like to go to a show there.

Then, I talked to Ms. Lee. I read from my list of questions. She told me that the Crestwood had been one of the tallest buildings in town when it was built. I learned a lot from Ms. Lee, and I wrote down all her answers.

Have pairs use the process you modeled to interview each other about a favorite place in the community.

APPLY MyTURN Tell students to read the top of *SI* p. 203 in the *Student Interactive*. Then have them begin writing questions to ask an expert.

COLLABORATE Have student pairs complete *SI* p. 203.



EXPERT'S VIEW Julie Coiro, University of Rhode Island

“Trying to locate information on the Internet involves many steps, but it starts with questioning. It means having the ability to generate interesting questions in order to learn more about a task or text. It also means using the Internet to find information that answers those questions. To do that, children need practice using appropriate search engines, generating relevant key words, and making inferences about search results to figure out which might be the most relevant or appropriate for their questions.”

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



DIFFERENTIATED SUPPORT

OPTION 1 Intervention Give struggling students sentence frames to support writing research and interviews, such as: *My favorite place is _____. I like this place because _____. Does this place need help to stay open? What is it like to work at this place? What does this place look like?*

OPTION 2 Advanced If students readily grasp the process of asking questions to find out more information, offer them the opportunity to fill in a graphic organizer, such as a Main Idea grid. Have them list what they know about their favorite place and then add new information in the space provided.

ELL TARGETED SUPPORT

Review proper question form with students. Point out that many questions in English begin with *wh-* words, such as *where* and *why*. Show students that the verb generally follows the *wh-* word, as in: *When was the theater built?* Give students opportunities to practice asking *wh-* questions with a partner before conducting an actual interview.

NEXT STEPS If students struggle with deciding who they might interview, give them a list of potential people and have them decide whether each might be a good source. Possibilities include a person who has just moved to the community (no), a person who works at the place they have chosen (yes), a person who has lived in the community for many years (yes), a student's younger brother or sister (no). If students know who they would like to interview, encourage students to reach out or make an appointment for an interview.

STUDENT INTERACTIVE, p. 203

CONDUCT RESEARCH
PROJECT-BASED INQUIRY

Interview an Expert

Think of someone who knows a lot about your chosen place in the community. It may be someone who works there or has lived in the community for a long time.

Ask the person questions about the place. Be sure to plan your questions before the interview.

Ask each question clearly and allow time for the person to answer. You can take notes or record the person's answers.

MY TURN Questions I want to ask an expert to learn facts or details about my favorite place:

1. _____
2. _____

COLLABORATE How will you find an expert on your location? Who might it be?

203

Collaborate and Discuss

OBJECTIVES

Write opinion pieces that introduce a topic, state an opinion, supply reasons that support that opinion, use linking words to connect opinion and reasons, and provide a conclusion.

Identify and gather relevant sources and information to answer the questions.

Identify primary and secondary sources.

RESEARCH ARTICLES

Exploring Museums	420L, 510L, 600L
Save Our Movie Theater	390L, 510L, 600L
The Wonders of the Grand Canyon	430L, 510L, 600L

See the *Small Group Guide* for additional support on how to distribute the articles.

CUSTOMIZE IT!

Instead of a formal essay, allow students to create a word and image collage. They may find images in magazines or online if printing is available. Students may also include their own drawings. Through words and images they can present their opinions, reasons, and facts. Help them structure their collages by having them fill in these labels:

- We think . . . because...
- One reason is ...
- One fact is ...
- We learned...

Analyze Student Model

TEACHING POINT Say: A persuasive paragraph states a point of view or opinion of an author. This is the argument. The author supports the argument by giving good reasons for the opinion or point of view. The author also uses strong words to convince the reader. Read aloud the student model on p. 204 in the *Student Interactive*.

MODEL AND PRACTICE Use the paragraph on p. 204 to model the parts of a persuasive paragraph. Say: The paragraph begins with an argument, or strong opinion about the art museum. The body lists reasons to support the argument. Toward the end, the student includes some persuasive words. What persuasive words do you see? Have partners discuss the model and identify the argument, the reasons, and persuasive words. Be sure they understand what the author wants readers to do or to believe.

CRITICAL LITERACY

Compare Viewpoints

Distribute copies of “**The Wonders of the Grand Canyon.**” Use the article to help students recognize characteristics of an informational text. Have partners read one paragraph at a time. After each paragraph, have students recap it and ask one question about it.

Write the stems below. Have students use the stems to compare what they have learned about museums (from the first research article, “Exploring Museums”) and the Grand Canyon.

- The information about museums reminds me of...
- The information about the Grand Canyon reminds me of ...
- Museums are like the Grand Canyon because ...
- Museums are different from the Grand Canyon because ...

Primary and Secondary Sources

COLLABORATE Discuss what makes a source relevant. Then remind students that a primary source, such as a letter or interview, is made by someone who witnessed the event or has first-hand knowledge about a topic. Secondary sources, such as textbooks, are based on information from other sources. Help students see that who made the source is important. Explain that their interview is a primary source because they made it. Help partners identify one relevant primary source and one relevant secondary source to use.

ELL Targeted Support Sensory Details Explain that sensory details are words that help readers know the way things smell, look, feel, sound, and taste. Explain that adding sensory details can make their persuasive paragraphs more convincing.

Provide sentence frames for students to describe their places, such as: *In my place, I hear _____. I see _____. I smell _____.* **EMERGING**

Have students work with a partner to list sensory words that describe their places. Have students sort the words by the sense they describe (hearing, sight, and so on) and use them in sentences. **DEVELOPING**

Have students generate as many sensory words as possible that could describe their chosen place. Have them use the words in complex sentences. **EXPANDING**

Have students write sentences about their favorite places, using sensory words to describe how the places look, sound, and smell. **BRIDGING**

NEXT STEPS Check in with student pairs as they begin writing their paragraphs. Emphasize that the paragraph should begin with an opinion, such as: *I think _____ is the best place in my neighborhood.* Be sure students keep in mind that they are trying to get their readers to do or think something when they have finished the paragraph.

STUDENT INTERACTIVE, pp. 204–205

COLLABORATE AND DISCUSS	REFINE RESEARCH	PROJECT-BASED INQUIRY				
<p>Persuasive Paragraph</p> <p>Writers use persuasive words to get the reader to think or do something.</p> <p>The art museum is the best place in town! Everyone must visit it. You will see all kinds of beautiful artwork there. You can learn about artists and how they made their art. There is even a kids' room where kids can have fun making their own art. If you have not been to the art museum, you are missing out! Everyone knows it is the best place in town.</p> <p>Argument</p> <p>Reasons</p> <p>Persuasive Words</p> <p>204</p>	<p>Primary or Secondary?</p> <p>COLLABORATE You can use relevant primary and secondary sources to learn more about your favorite place. Your interview is a primary source you can use.</p> <table border="1"> <thead> <tr> <th>Primary Sources</th> <th>Secondary Sources</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> made by someone who is or was there <p>Examples interviews photos or videos diaries letters maps</p> </td> <td> <ul style="list-style-type: none"> made by someone who got information from other sources <p>Examples books magazine articles encyclopedias many Web sites</p> </td> </tr> </tbody> </table> <p>Relevant sources are sources that will make your project better. They are only relevant if they are about your topic and add useful information.</p> <p>COLLABORATE With a partner, identify a relevant primary source and secondary source to learn more about your favorite place. Gather your sources.</p> <p>205</p>	Primary Sources	Secondary Sources	<ul style="list-style-type: none"> made by someone who is or was there <p>Examples interviews photos or videos diaries letters maps</p>	<ul style="list-style-type: none"> made by someone who got information from other sources <p>Examples books magazine articles encyclopedias many Web sites</p>	
Primary Sources	Secondary Sources					
<ul style="list-style-type: none"> made by someone who is or was there <p>Examples interviews photos or videos diaries letters maps</p>	<ul style="list-style-type: none"> made by someone who got information from other sources <p>Examples books magazine articles encyclopedias many Web sites</p>					

Extend Research

OBJECTIVES

Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.

Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.

Edit drafts using standard English conventions, including correct spellings of words with grade-appropriate orthographic patterns and rules and high-frequency words.

Create audio recordings of stories or poems; add drawings or other visuals to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Identify and gather relevant sources and information to answer the questions.

Demonstrate understanding of information gathered.

CUSTOMIZE IT!

Instead of a formal persuasive essay, allow students to create an electronic multimedia presentation. Use a virtual bulletin board to gather images from the Web, scans of student drawings and handwriting, and recordings of students presenting their opinions and facts. Create a template or graphic organizer with labels such as: *Opinion: We think . . .*, *Reasons: Because . . .* and *Facts: We learned . . .*

Primary Source SOCIAL STUDIES



Go to SavvasRealize.com for primary sources that will help students with their research.

Include Media

COLLABORATE Authors can make their writing stronger and their arguments more convincing by incorporating relevant media sources, such as pictures, drawings, videos, and other graphic sources, into their work.

Use the examples on *SI* p. 206 to model how students can identify, gather, and incorporate relevant media sources and information that answers questions.

- Writers use images to help readers visualize, or see, their topic. In an argumentative text, a writer might use an image to illustrate a point.
- A map can show where a place is or what the different parts of the place are. Say: *The map shows the different rooms in an art museum. Which part of the museum would you most like to visit? Why?*
- Labels in a diagram should relate to the point the writer is making in the text.

Explain that relevant sources and relevant information relate directly to the topic of an argument and answer a writer's questions. Have students identify and gather relevant media sources. Then have them identify and gather relevant information from those sources. Guide them to include information that answers their questions and supports their arguments.

Revise and Edit

COLLABORATE Writers should use words and phrases that will help convince their audience. Remind students to use words that will make their arguments sound serious and credible.

Model how writers revise and edit their work by going over the Revise and Edit activities on *SI* p. 207. Show students how they can use the checklist to ensure that they have used conventions correctly. Review the phrases on *SI* p. 207 and discuss how they help persuade readers that the argument is correct. Have students check their own work and ask themselves what word choices will make their writing more vivid and persuasive.

Write for a Reader

Remind students that their essays are formal, and that they should include vocabulary words and engaging language to convince the audience of their arguments. Be sure students understand that their purpose is to convince their audience to do or think something in particular.

DIFFERENTIATED SUPPORT

OPTION 1 Intervention If students struggle to use the Edit checklist, write a few sentences on the board that contain several spelling mistakes, a sentence fragment, and at least one sentence without final punctuation. Model how to look for and fix each error. Then work with students as they check their own writing.

OPTION 2 Advanced Have students circle the words and phrases in their paragraphs that they think are the most persuasive. Then have pairs tell another pair what makes these words and phrases so convincing.

ELL TARGETED SUPPORT

Word Bank Guide students to create a simple word bank of persuasive words and phrases. Begin with the ones listed on *SI* p. 207 and have students help you add others. Display the list for students to refer to as they work.

NEXT STEPS Remind students that they will have to finish dictating or composing their essays so that they can read them to the class the next day.

STUDENT INTERACTIVE, pp. 206–207

EXTEND RESEARCH

Include Media

Media can be audio, photos, drawings, maps, and other visuals. When you gather sources, identify and include only relevant, or useful, sources that will make your writing interesting and answer questions a reader might have. If you choose carefully, media can help you persuade readers to agree with your opinion.



COLLABORATE With a partner, talk about the photos and map. Will this information help persuade a reader to visit the art museum? Then, choose a photo, a diagram, a map, or other relevant media source to use with your presentation.

COLLABORATE AND DISCUSS

Revise

COLLABORATE When you revise a persuasive paragraph, make sure you clearly state your opinion and include reasons that support it. Does your paragraph convince readers to agree with you? Look for places to add persuasive words and phrases to make your position more convincing.

You need to Everyone knows
You should Everyone agrees
You must It is important that

Should you add one of these?



Edit

COLLABORATE Read your persuasive paragraph again. This time be sure you used correct conventions.

Check your paragraph to be sure

- you spelled words correctly
- you wrote complete sentences
- your sentences end with a period or question mark

Celebrate and Reflect

OBJECTIVES

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

Share information or recount an experience with appropriate facts and relevant, description details while speaking audibly in coherent sentences.

Develop social communication such as distinguishing between asking and telling.

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

Describe personal connections to a variety of sources.

Publish and share writing.

Use a variety of digital tools to produce and publish writing, including collaboration with peers.

ELL Access

ELL students will continue to acquire language as they become more comfortable within the classroom. If students do not yet seem ready to speak in front of the class, have them carry out other tasks (such as displaying photos or maps) while a partner who is more comfortable with English does the bulk of the oral presentation.

Share

COLLABORATE Before final publication, discuss appropriate modes of delivery, such as posting essays on the school Web site, creating multimodal presentations with video or graphics, and reading essays aloud to an audience. Explain that the mode identified in the text is appropriate because arguments are often presented orally. Provide examples, such as speeches. Tell students that pretending there are judges in the audience will help them present arguments in a convincing way. Then have pairs share information and ideas by presenting their essays orally to another team. Tell students who have incorporated media to use an appropriate mode for delivering the media.

Read aloud the Student Model on *S/* p. 204. When you finish, point out the traits of effective speech. Say:

- *When I read the essay aloud, I did not stare down at my paper. Once in a while, I looked up to make eye contact with my audience.*
- *I shared my ideas by speaking clearly at an appropriate pace. I did not rush. I read a little more slowly than I usually talk so the audience could hear and understand every word.*
- *To make sure others understood the information and ideas I shared, I followed language conventions, including speaking in complete sentences. I pronounced each word correctly.*

Allow students time to practice their oral delivery and make adjustments.

Remind students that they need to be active, respectful listeners as well as effective speakers. To help students share ideas, tell them to focus on the topic of the paragraph, speak clearly at an appropriate pace, and use the conventions of language.

Reflect

MyTURN Students should evaluate their own work using the questions on *S/* p. 208. Ask them to consider what worked well, what surprised them, what was most challenging, and what they might do differently next time.

Wrap up by reminding students that they learned new persuasive language, checked their work for spelling, punctuation, and other conventions, and learned to research using primary and secondary sources. Ask students what they learned about working with a partner and how they formulated the questions they wanted to have answered.



Reflect on the Unit

Reflect on Your Goals Direct students' attention to the Unit Goals page at the beginning of this unit. Ask students to reflect on how they would assess their own reading and writing skills. Reread the Essential Question, and invite volunteers to respond to it. Have them use information they learned in this unit in their responses. Next, ask them to address their progress in relation to the unit goals.

MyTURN Reflect on Your Reading Ask student volunteers to discuss each reading selection. Have them summarize the text they are discussing to remind the class what it was about. Then ask them to share a specific fact or detail about the selection, such as its author or title or what it said about the unit theme *You Are Here*. Finally, ask them to share their opinion of the selection, including something specific that they liked or did not like about it (the topic, the pictures, the characters, and so on).

Reflect on Your Writing Have students look back at the writing they have done in this unit. Have them identify their favorite piece of writing. Ask them to discuss what inspired them or what they modeled their writing after. Finally, instruct each student to identify one thing they learned about writing in this unit.

Reading and Writing Strategy Assessment Checklists



The *Reading and Writing Strategy Assessment Checklists* will help you monitor student progress.



STUDENT INTERACTIVE, pp. 208–209

CELEBRATE AND REFLECT

Share

COLLABORATE Read your persuasive paragraph to a small group. Imagine they are the contest judges. Use a lively voice to convince them to agree with your choice for the best place in town.

- Speak clearly at an appropriate pace. Do not speak too fast or too slow.
- Follow the conventions of language. Use complete sentences.
- Listen actively when another speaker takes a turn. Look at the speaker and pay attention.

Reflect

MYTURN Complete the sentences.

In my persuasive paragraph, I think I did a good job of

Something I will change next time is

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REFLECT ON THE UNIT

Reflect on Your Goals

Look back at your unit goals at the beginning of this unit. Use a different color to rate yourself again.

MYTURN Complete the sentences.

Reflect on Your Reading

My favorite selection in the unit is

Reflect on Your Writing

My best writing from this unit is

209

BOOK CLUB

OBJECTIVES

Establish purpose for reading assigned and self-selected texts.

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

Describe personal connections to a variety of sources.

FLEXIBLE OPTION TRADE BOOK LESSON PLAN



To teach this unit's trade book during Small Group or Whole Group, see the lesson plan for *Friends Around the World*, 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. T479.
- 2 KNOW THE BOOK** Have a clear idea of what the book is about so that you can helpfully participate in groups' conversations.
- 3 PREVIEW THE BOOK** Present your chosen book to the assembled groups. Give a brief preview of the book's format 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've been introduced to in the *Student Interactive*, but the focus will be on their interactions with the book and with other club members.



CONNECT TO THE THEME So that students can make text connections, help them choose a book related to the theme, *You Are Here*, or the Essential Question for the unit: *How do different places affect us?* As a class, discuss how the book relates to both.

CONNECT TO THE SPOTLIGHT GENRE To help students further practice their reading strategies for realistic fiction and to focus on character and setting, help them choose a book in that genre.



READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK

***Friends Around the World*** by Ana Galan***One Green Apple*** by Eve Bunting***Eating Enchiladas*** by Phyllis Reynolds Naylor***Rain School*** by James Rumford***Work and More Work*** by Linda Little***The Crossing*** by Donna Jo Napoli

Preview these selections for appropriateness for your students and for title availability.

Each Day

DISCUSSION CHART Display a blank Discussion Chart (see p. T481 for an example). Explain that after each session with their Book Clubs, they 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 develop enjoyment, the teacher's role should be as an observer and occasional facilitator, helping 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 listen to those of others. Offer examples of how to phrase ideas productively and respectfully. **SEL**

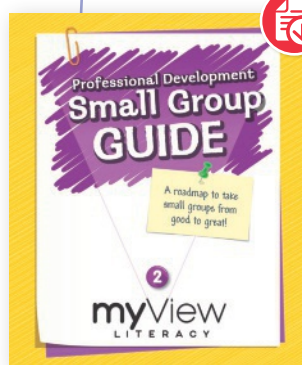
- I notice _____.
- I agree with _____ because _____.
- Why do you say that?
- What can we agree on?



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.



BOOK CLUB

OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others.

Describe personal connections to a variety of sources.

Book Club Routine

READ ALOUD At each Book Club session for Unit 1, 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 three 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?
- Some photographs are large, and others are small. Why do you think this is?
- How did the designer use different shapes and colors? Which ones grab your attention?



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 class.

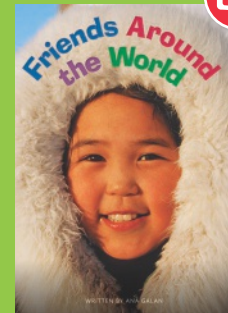
Connections Encourage students to make connections between the text, illustrations, and design and their experiences.

Wonderings What questions do the text, images, and design bring up? Record wonderings for the whole class to consider.

Talk about each Book Club's ideas when the whole class is together.

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK

- Friends Around the World** by Ana Galan
- One Green Apple** by Eve Bunting
- Eating Enchiladas** by Phyllis Reynolds Naylor
- Rain School** by James Rumford
- Work and More Work** by Linda Little
- The Crossing** by Donna Jo Napoli

Preview these selections for appropriateness for your students.

BOOK CLUB

OBJECTIVES

Establish purpose for reading assigned and self-selected texts.

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

Describe personal connections to a variety of sources.

MODEL LESSON PLAN

For Weeks 1–3, Book Club offers instruction specific to this unit’s book, *Friends Around the World*. For Weeks 4 and 5, you can use a book from the list provided or a book of your own choosing. On pp. T478–T481 you will find a full description of the elements of Book Club with instruction that can be adapted to the book of your choice.

Friends Around the World

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 message?

Week 3: Design Students examine the layout of the book, including the visual relationship between words and pictures, the size of the text, and other ways the author and designer use the page to get a message across.

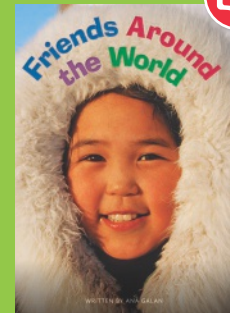
TEACHER’S ROLE Since Book Club is a time for students to get enjoyment out of reading, the teacher’s role should be as an observer and occasional facilitator, helping start stalled conversations or direct groups to specific understandings.





READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK

- Friends Around the World** by Ana Galan
- One Green Apple** by Eve Bunting
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- Rain School** by James Rumford
- Work and More Work** by Linda Little
- The Crossing** by Donna Jo Napoli

Preview these selections for appropriateness for your students.

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

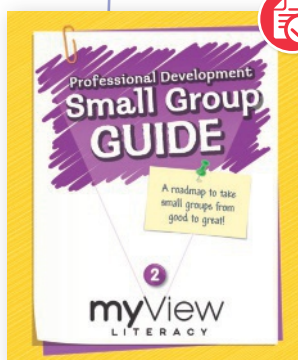
COLLABORATION Each session of Book Club features reminders and sentence starters to give students opportunities to practice their collaborative conversation skills. **SEL** SOCIAL-EMOTIONAL LEARNING



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 students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



BOOK CLUB

OBJECTIVES

Establish purpose for reading assigned and self-selected texts.

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

Describe personal connections to a variety of sources.

Week 1

Launch *Friends Around the World*

INTRODUCE Tell students that Book Club is a time to enjoy books. They will listen to *Friends Around the World* as you read it aloud.

READ ALOUD Tell students to listen closely as you read aloud from *Friends Around the World*. Then they will meet with their Book Club groups to explore more deeply what was read. Today, they will focus on understanding what the text says, or what it is about.

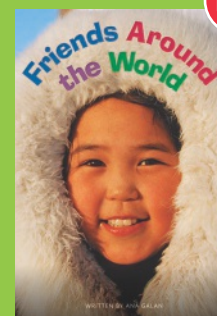
CONNECT TO THE THEME Tell students that *Friends Around the World* connects both to the unit theme, You Are Here, and to the Essential Question for the unit: *How do different places affect us?* As a class, discuss how the book relates to both.

CONNECT TO THE SPOTLIGHT GENRE Remind students that realistic fiction is made up by the author, but it features realistic characters, places, and events. Explain that *Friends Around the World* gives lots of information, the way informational text does, but it does so from the point of view of a made-up narrator.

- This book has two purposes: It tells the story of a child who finds e-pals around the world, and it gives information about places the characters live.
- *Friends Around the World* has a made-up narrator and made-up characters. The places it tells about are real, and the people act like real people do.

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 groups should be prepared to share their ideas with the whole class.



CHOOSE YOUR

BOOK

 Friends Around the World by Ana Galan

 One Green Apple by Eve Bunting

 Eating Enchiladas by Phyllis Reynolds Naylor

 Rain School by James Rumford

 Work and More Work by Linda Little

 The Crossing by Donna Jo Napoli

Preview these selections for appropriateness for your students.

Focus on Text: Noticings

Session 1

GUIDE BOOK CLUB

Allow students time to discuss the book in their groups. If necessary, introduce the following points to get groups talking about their noticings based on the text.

- What surprise did Ms. Thomson give the class?
- What did you notice about where Isabel lives?
- What did you notice about the things the e-pals like to do for fun?

Bring the class back together. Display a new discussion chart and tell students that today they will fill in the Noticings column. Allow each Book Club to share an idea about the text. What did they notice?

Noticings

COLLABORATION Remind students that there is a purpose for talking about texts. Students should listen carefully and build on the ideas of others. Offer sentence frames like these as examples of how students should phrase their ideas productively and respectfully. **SEL**

- I notice _____ about this group's ideas.
- I don't agree with _____ because _____.

BOOK CLUB

OBJECTIVES

Establish purpose for reading assigned and self-selected texts.

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

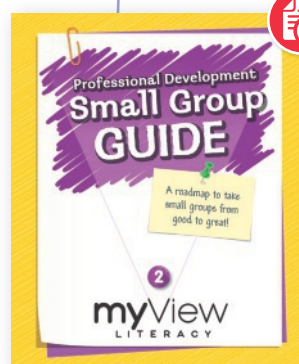
Describe personal connections to a variety of sources.

Week 1

Focus on Text

Today, students will continue to focus on understanding what the text of *Friends Around the World* says, or what the story is about. They will listen closely during Read Aloud time. They will explore the text further in their Book Clubs using the Discussion Chart, focusing 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 characters in *Friends Around the World*. Discuss the noticings that they shared. Display the class 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 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.

- Which of the places mentioned in the book would you like to visit most? Why?
- What would it be like to have an e-pal who lives far away?

Bring the class back together. Display the Discussion Chart and tell students that today they will fill in the Connections and Wonderings columns. Allow each Book Club to share something they connect to or wonder about in the text.

Connections	Wonderings

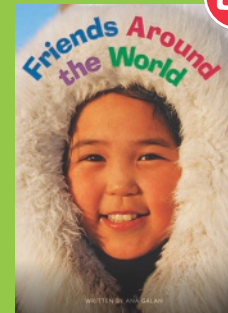
COLLABORATION Remind students to take turns when having a group discussion and not to interrupt. **SEL** SOCIAL-EMOTIONAL LEARNING

As students share their connections and wonderings, ask them to keep these points in mind:

- Am I treating my classmates with respect?
- Am I making my point clearly?
- Do I have something to add to what someone else has said?






READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK

- Friends Around the World** by Ana Galan 
- One Green Apple** by Eve Bunting 
- Eating Enchiladas** by Phyllis Reynolds Naylor 
- Rain School** by James Rumford 
- Work and More Work** by Linda Little 
- The Crossing** by Donna Jo Napoli 

Preview these selections for appropriateness for your students.

BOOK CLUB

OBJECTIVE

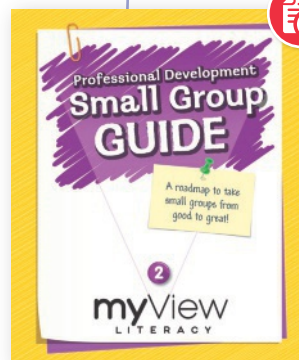
Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others.

Week 2

Focus on Pictures

Today, students will focus on understanding how the photographs in *Friends Around the World* tell about people's lives in other places. They 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, focusing today on their noticings.

RETELL Review the reading and discussion from Session 2 by having students take turns retelling some connections they made to places in *Friends Around the World*. Restate and validate the connections and wonderings students share. 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 students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



Noticings

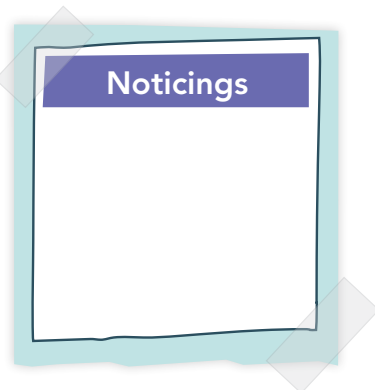
Session 3

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.

- What do you notice about the size of Ho Chi Minh City?
- What differences do you notice about weather in the places pictured in the book?

Bring the class back together. Display the Discussion Chart and tell students that today they will fill in the Noticings column. Allow each Book Club to share something they noticed about the photographs.



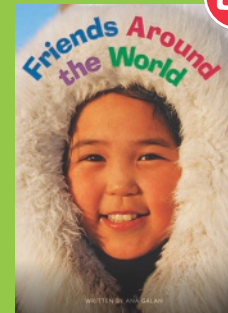
COLLABORATION Remind students to listen quietly as others are speaking. **SEL** SOCIAL-EMOTIONAL LEARNING

As students share their noticings, ask them to keep these points in mind.

- Did someone already say this?
- Am I staying on track and talking about what I noticed in photographs?

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK



Friends Around the World by Ana Galan



One Green Apple by Eve Bunting



Eating Enchiladas by Phyllis Reynolds Naylor



Rain School by James Rumford



Work and More Work by Linda Little



The Crossing by Donna Jo Napoli



Preview these selections for appropriateness for your students.

BOOK CLUB

OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others.

Describe personal connections to a variety of sources.

Week 2

Focus on Pictures

Today, students will focus on the meaning of the photographs in *Friends Around the World*. Students will explore the photographs in their Book Clubs using the Discussion Chart, focusing today on their connections and wonderings.

RETELL Review the reading and discussion from Session 3 by having several volunteers retell what they saw in the photographs of *Friends Around the World*. 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 students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



EXPERT'S VIEW Frank Serafini, Arizona State University

“For Reading Workshop, there isn't a script to follow, but rather an organizational framework. The components should include reading aloud, discussing literature, independent reading, small group instruction, and Book Clubs. The focus of classroom reading instruction should be a response to students' needs and interests. It is more important to follow the children than it is to follow a curriculum.”

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



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.

- Which photograph looks most like where you live?
- Which photograph makes you wonder what it's like to live in that place?

Bring the class back together. Display the Discussion Chart and tell students that today they will fill in the Connections and Wonderings columns. Allow each Book Club to share something they connected to and something they wondered about from the photographs.

Connections	Wonderings

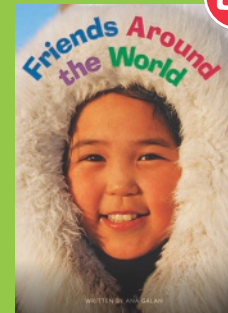
COLLABORATION Remind students of the rules for good listeners, and point out that speaking clearly will help the group. **SEL**

As students share their connections and wonderings, ask them to keep these points in mind:

- Am I speaking slowly and loudly enough?
- Have I formed my ideas in my head before saying them out loud?
- Are my classmates understanding what I am trying to say?

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK

- Friends Around the World** by Ana Galan
- One Green Apple** by Eve Bunting
- Eating Enchiladas** by Phyllis Reynolds Naylor
- Rain School** by James Rumford
- Work and More Work** by Linda Little
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Preview these selections for appropriateness for your students.

BOOK CLUB

OBJECTIVE

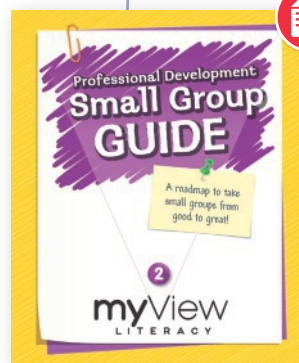
Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others.

Week 3

Focus on Design

Today, students will focus on understanding how the book's design aids their enjoyment of *Friends Around the World*. Tell them that the design includes the book's layout, or the arrangement of words in relation to images. 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, focusing today on their noticing.

RETELL Review the reading and discussion from Session 4 by having students compare and contrast settings in *Friends Around the World* and discussing the connections and wonderings 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 students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



Noticings

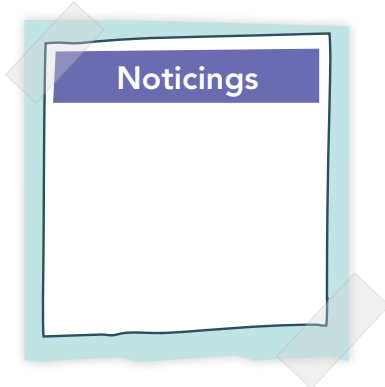
Session 5

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 the design of the book.

- I see that small photos are placed on top of bigger photos on some pages.
- I notice that some e-pal letters appear on what looks like a cell phone shape.

Bring the class back together. Display the Discussion Chart and tell students that today they will fill in the Noticings column. Allow each Book Club to share something they noticed about the design.



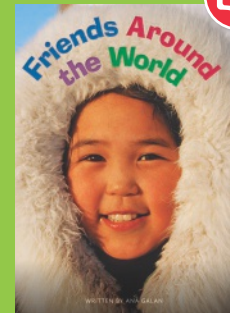
COLLABORATION Remind students that they may respond to something another group member says. **SEL**

As students share their connections and wonderings, ask them to keep these points in mind:

- Can I add my idea to someone else's idea?
- Do I agree or disagree with what is being said?
- How can I politely share my confusion about what someone says?







READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK

- Friends Around the World** by Ana Galan 
- One Green Apple** by Eve Bunting 
- Eating Enchiladas** by Phyllis Reynolds Naylor 
- Rain School** by James Rumford 
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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, making appropriate contributions, and building on the ideas of others.

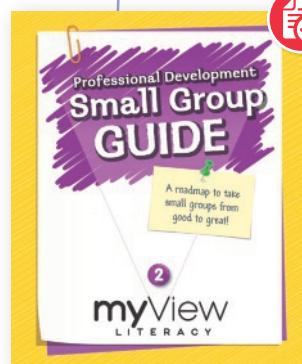
Describe personal connections to a variety of sources.

Week 3

Focus on Design

Today students will continue to focus on understanding how the design of *Friends Around the World* 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, focusing today on their connections and wonderings.

RETELL Review the reading and discussion from Session 5 by having students take turns saying what they noticed in the design of *Friends Around the World*. 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 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.

- Why do you think the book has a map as a background near the beginning?
- I wonder why the designer used a unique color around the pictures of each character and his or her words.

Bring the class back together. Display the Discussion Chart and tell students that today they will fill in the Connections and Wonderings columns. Allow each Book Club group to share something they connected to and something they wondered about in the design.

Connections	Wonderings

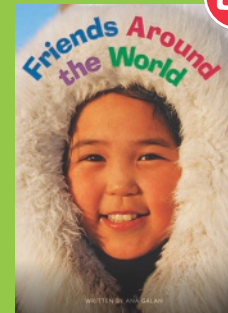
COLLABORATION Encourage participation by reminding students that everyone has something to offer. **SEL**

As students share their connections and wonderings, ask them to keep these points in mind:

- Have I already shared, or should I join the conversation?
- How do my ideas fit into what we are discussing?

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK

Friends Around the World by Ana Galan

One Green Apple by Eve Bunting

Eating Enchiladas by Phyllis Reynolds Naylor

Rain School by James Rumford

Work and More Work by Linda Little

The Crossing by Donna Jo Napoli

Preview these selections for appropriateness for your students.

Glossary

OBJECTIVES

Alphabetize a series of words and use a dictionary or glossary to find words.

Use print or digital resources to determine meaning and pronunciation of unknown words.

How to Use a Glossary

Minilesson

FOCUS ON STRATEGIES Explain that a glossary is in the back of a book. It tells what words in the book mean and how to say them. A glossary lists words in ABC order.

Point out the guide words. Explain that these show the first and last words on the page. To find a word, students can think about how it is spelled. Students can use ABC order to look up a word.

Remind students that, if a word does not appear in the glossary, they can use a print or digital dictionary. Print and digital dictionaries include the meaning of a word as well as its pronunciation. A print dictionary also uses ABC order. For an online dictionary, students can type the word into the search box.

MODEL AND PRACTICE Model how to use a glossary entry using the example glossary entry from p. 430 in the *Student Interactive*.

- When I look up a word in a glossary, I am looking for an entry word. The entry words are bold. I look for the entry word based on its starting letter. In this case, *flock* begins with the letter *f*.
- In parentheses, I see how *flock* is pronounced.
- Next, I find the word's definition, or what the word means.

Ask students to work with a partner to locate a different word in the glossary. Have them explain what they learned from the entry and then use the word in a sentence.

ASSESS UNDERSTANDING

Apply

TURN, TALK, AND SHARE Have students turn and talk to a partner about how they would use the glossary to find the meaning of the word *climate*. First, have them write its meaning and a sentence using the word. Then, have them pronounce it. Finally, have pairs find a new word in an online dictionary, pronounce it, and determine its meaning. Challenge students to alphabetize *climate* and the new word.

STUDENT INTERACTIVE, p. 430

GLOSSARY INSTRUCTION

How to Use a Glossary

This **glossary** tells you what a word in this book means and how to say it. The words are in ABC order. **Guide words** at the top of each page show the first and last words on the page. To find a word, think about how it is spelled. Look up the first letter of the word to find it. If a word you are looking for is not in this glossary, use a print or online **dictionary**. To use an online dictionary, type the word in the search box.

The diagram shows a glossary entry for the word "flock" with callout boxes explaining its components:

- Ff**: A green box points to the first and last letters of the word.
- flock (FLOK)**: A blue box points to the word and its pronunciation.
- A flock is a group of animals of the same kind. NOUN**: A blue box points to the definition and part of speech.
- All words that begin with f will be after Ff.**: A green box points to the first letter of the word.
- This sentence tells you what the word means.**: A blue box points to the definition.

TURN and TALK Find the word **climate** in the glossary. On a piece of paper, write its meaning. Write a sentence using the word. Decide how to say it. Then work together to find a word in an online dictionary. Find its meaning and how to say it.

GLOSSARY

STUDENT INTERACTIVE, p. 431

GLOSSARY

affect • carefully

Aa

affect (uh FEKT) To **affect** something is to have an effect on it or to change it in some way. VERB

arrange (uh RAYNJ) When you **arrange** something, you put it in some kind of order. VERB

Bb

backyard (BAK YARD) A **backyard** is a yard behind a house or building. NOUN

behavior (bi HAY vyer) The **behavior** of a person or animal is how that person or animal acts. NOUN

burrows (BER ohz) **Burrows** are holes or tunnels in the ground that are made by a small animal. NOUN

Cc

carefully (KAIR fuhl ee) If you do something **carefully**, you do it with thought and close attention. ADVERB

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STUDENT INTERACTIVE, p. 432

GLOSSARY

certain • decorates

certain (SERT uhn) **Certain** can mean some, but not all. ADJECTIVE

climate (KLY mit) **Climate** is the type of weather in one place. NOUN

colonies (KOL uh neez) **Colonies** are groups of animals that live in one place. NOUN

community (kuh MYOO nuh tee) A **community** is a place where people live, work, and play. Stores, houses, and libraries are all part of a community. NOUN

compare (kuhm PAIR) When you **compare** people or things, you find out or point out how people or things are alike and how they are different. VERB

Dd

daylight (DAY lyt) **Daylight** is the natural light of day. NOUN

decorates (DEK uh rays) If someone **decorates**, he or she makes something look pretty by putting something on it. VERB

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STUDENT INTERACTIVE, p. 433

design • flock

design (di ZYN) A **design** is an arrangement of details, form, and color in a painting, building, or part of nature. NOUN

different (DIF er uhnt) When two things are **different**, they are not alike. ADJECTIVE

Ee

evidence (EV uh duhns) **Evidence** is anything that proves what happened. NOUN

excited (ek SY tid) When you are **excited**, you have very strong, happy feelings about something that you like. ADJECTIVE

explore (ek SPLOR) When you **explore**, you look around a place to learn things. VERB

Ff

favorite (FAY ver it) Your **favorite** thing is the one you like better than all the others. ADJECTIVE

flock (FLOK) A **flock** is a group of animals of the same kind. NOUN

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STUDENT INTERACTIVE, p. 434

GLOSSARY

generation • huddled

Gg

generation (jen uh RAY shuhn) A **generation** is a group of people or animals that is born at the same time. NOUN

glow (GLOH) To **glow** is to shine or put out light. VERB

grazers (GRAY zerz) **Grazers** are animals that feed on growing grasses. NOUN

guide (GYD) A **guide** is a person who shows people around. NOUN

Hh

habitat (HAB uh tat) A **habitat** is a place where a plant or an animal usually lives. NOUN

hospital (HOSS pi tuhl) A **hospital** is a place where doctors and nurses care for sick or injured people. NOUN

huddled (HUD uhld) If you **huddled**, you moved very close to something or someone else. VERB

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STUDENT INTERACTIVE, p. 435

identify • lonely

Ii

identify (eye DEN tuh fy) To **identify** is to recognize, tell, or prove who or what something is. VERB

insects (IN sektz) **Insects** are small animals with six legs and three main parts to their bodies. NOUN

Jj

joy (JOI) **Joy** is a feeling of great happiness. NOUN

Ll

librarian (ly BRAIR ee uhn) A **librarian** is a person who is in charge of or helps to run a library. NOUN

location (loh KAY shuhn) A **location** is a position or place. NOUN

lonely (LOHN lee) If you are **lonely**, you feel sad because you are alone. ADJECTIVE

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STUDENT INTERACTIVE, p. 437

place • scolding

place (PLAYSS) To **place** something is to put or set it down. VERB

prairie (PRAIR ee) A **prairie** is a large, open grassland with very few trees. NOUN

Qq

quietly (KWY uht lee) To do something **quietly** is to do it so that it does not make noise. ADVERB

Rr

region (REE juhn) A **region** is any place, space, or area. NOUN

rhythm (RITH uhm) **Rhythm** is the strong beat that some music or poetry has. NOUN

rustle (RUS uhl) To **rustle** is to make a soft sound of things rubbing together. VERB

Ss

scolding (SKOHLD ing) **Scolding** is speaking in an angry way. VERB

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STUDENT INTERACTIVE, p. 436

GLOSSARY

mammals • penguin

Mm

mammals (MAM uhlz) **Mammals** are warm-blooded animals, often covered with fur, that feed their young with their milk. NOUN

might (MYT) **Might** is power or strength. NOUN

migration (my GRAY shuhn) **Migration** is the movement of animals from one habitat to another. NOUN

moist (MOIST) Something that is **moist** is slightly wet. ADJECTIVE

Oo

oval (OH vuhl) Something that is **oval** has the shape of an egg. ADJECTIVE

Pp

penguin (PEN gwin) A **penguin** is a short-legged, black-and-white seabird that cannot fly and that lives in or near the Antarctic. NOUN

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STUDENT INTERACTIVE, p. 438

GLOSSARY

scurried • stamp

scurried (SKER eed) **Scurried** means moved quickly. VERB

searchlights (SERCH lyts) **Searchlights** are powerful lights that can shine in any direction. NOUN

services (SER vis iz) **Services** are things that people do to help others. NOUN

shadows (SHAD ohz) **Shadows** are shaded places away from light. NOUN

similar (SIM uh ler) Two things are **similar** if they are alike or almost alike in some way. ADJECTIVE

soggy (SOG ee) If something is **soggy**, it is very wet. ADJECTIVE

splattered (SPLAT erd) To be **splattered** means to be splashed by dots of something. ADJECTIVE

spread (SPRED) To **spread** is to stretch out or apart. VERB

stamp (STAMP) When you **stamp**, you put a foot down forcefully. VERB

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STUDENT INTERACTIVE, p. 439

supermarkets • waddle

supermarkets (SOO per mar kits) **Supermarkets** are large stores that sell food and other goods.
NOUN

Tt

tour (TUR) A **tour** is a visit to see things. NOUN

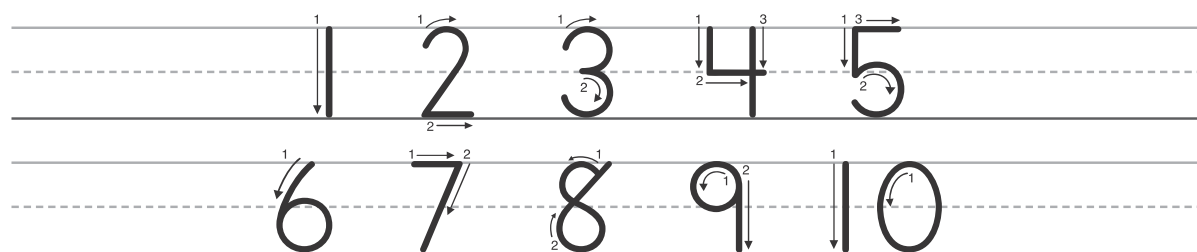
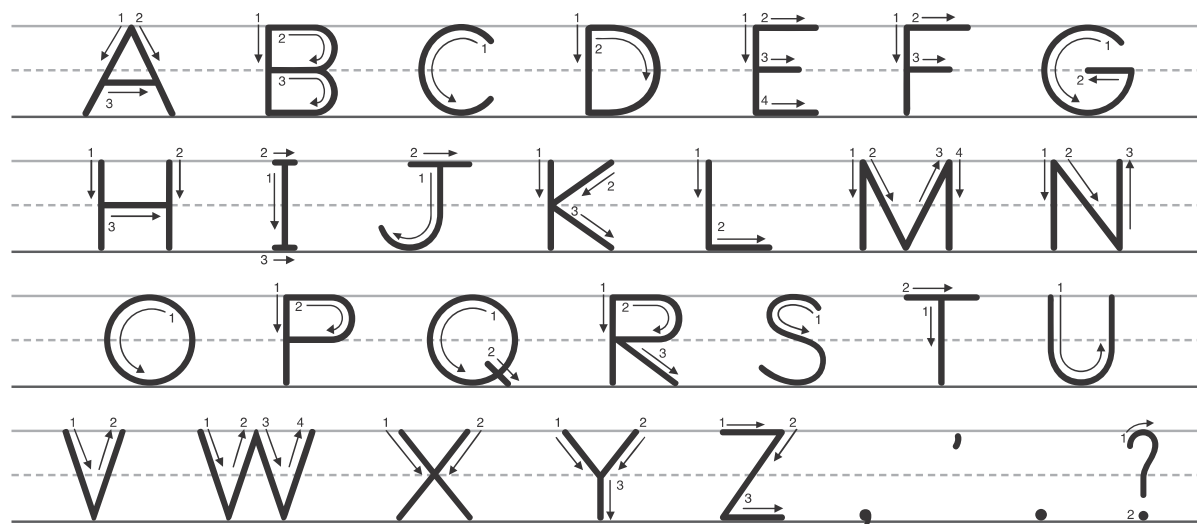
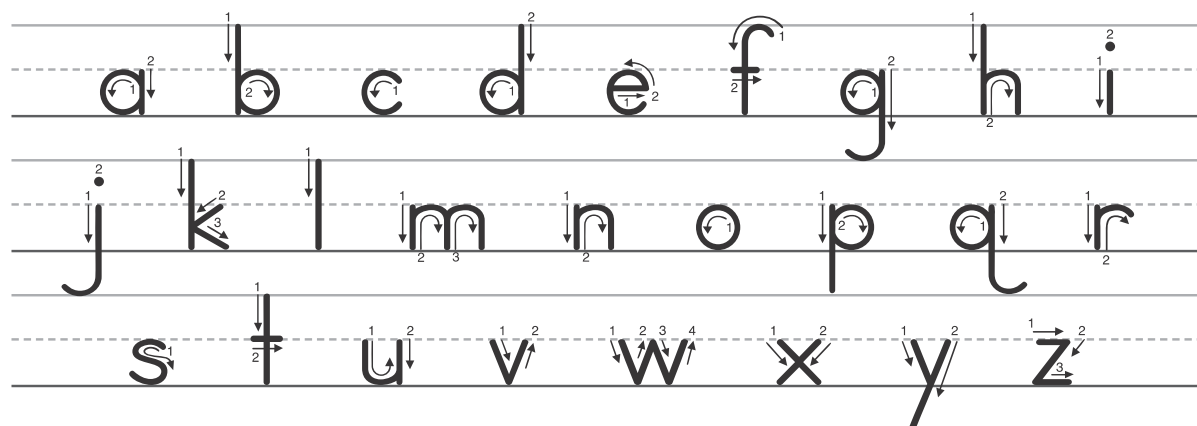
treehouse (TREE howss) A **treehouse** is a small space built in the branches of a tree for children to play in or on. NOUN

Ww

waddle (WAD uh) To **waddle** is to walk with short steps while swinging the body from side to side. VERB

Handwriting Model

Manuscript



Handwriting Model

D'Nealian™ Alphabet

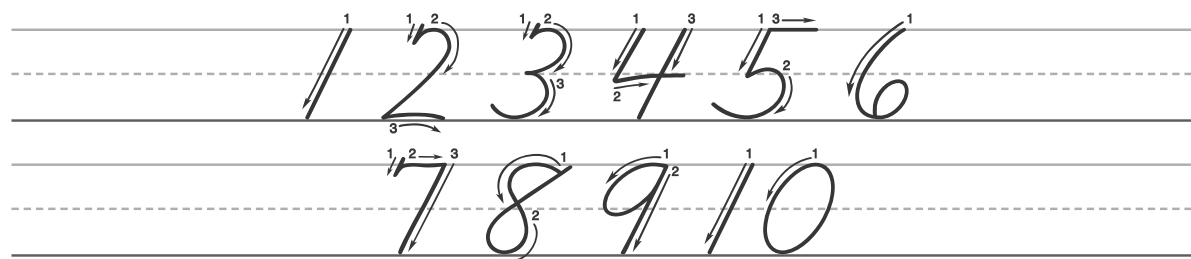
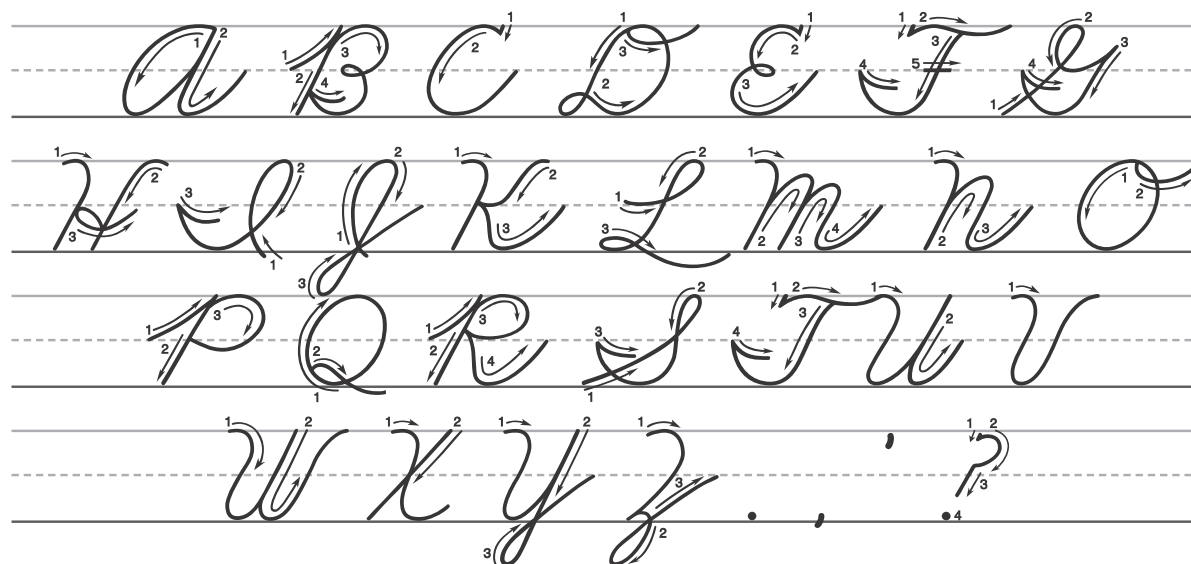
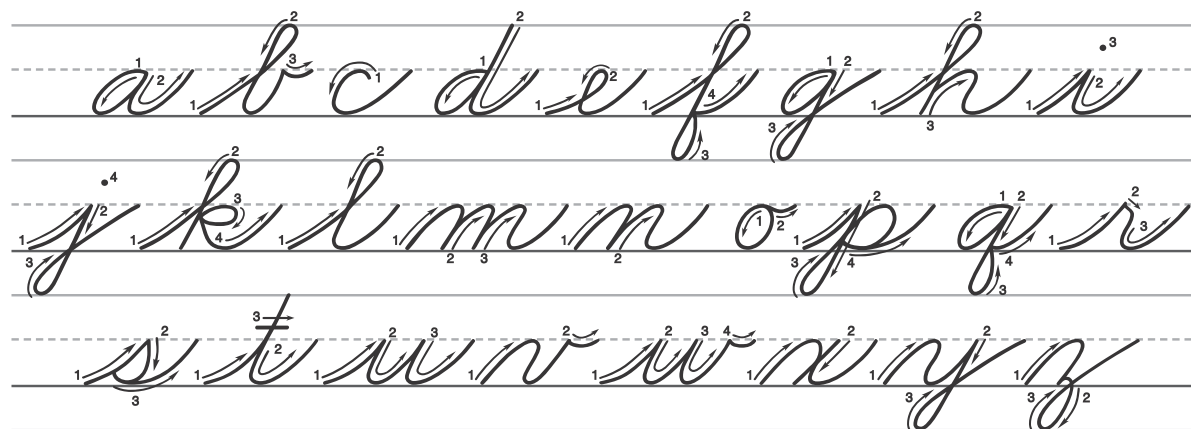
a b c d e f g h i
j k l m n o p q r s t
u v w x y z

A B C D E F G
H I J K L M N O
P Q R S T U V
W X Y Z . , ' ?

1 2 3 4 5 6
7 8 9 10

Handwriting Model

Cursive



Handwriting Model

D'Nealian™ Cursive

a b c d e f g h i
j k l m n o p q r
s t u v w x y z

A B C D E F G
H I J K L M N O
P Q R S T U V
W X Y Z . , ' ?

1 2 3 4 5 6
7 8 9 10

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TEXT COMPLEXITY CHARTS

How Many Stars in the Sky?

By Lenny Hort

Genre: Realistic Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Language: Descriptive language
- Knowledge Demands: Stars and the sun; why we see stars only at night

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: 530L

Average Sentence Length: 9.041

Word Frequency: 3.834

Word Count: 669

Complexity Level

Levels of Meaning



Text Structure



Language Conventinality and Clarity



Knowledge Demands



Qualitative Measures

The text's **multiple levels of meaning** are subtle and **difficult to separate**; the constancy of family is echoed and reinforced by the idea that the stars are in the sky even when you can't see them. Students may focus on scientific ideas and miss the implied family themes.

The first-person narrative is **chronological**; though it moves through three different settings, it is easy to follow. The illustrations **directly support** an understanding of the text by showing characters, settings, and events in the story.

The language is **largely explicit and easy to understand**, and the vocabulary is mostly **conversational**; however, students may need support with informal and idiomatic language (*I bet she'd know*) as well as **unusual verbs in descriptive language** (*Powerful searchlights beamed from the roofs of the skyscrapers*).

The story includes **themes of varying levels of complexity** as it engages both science concepts and family relationships. There are no references to other texts, but students will find some **background knowledge** about stars helpful. Elements of setting (*department stores*) may be unfamiliar.

Reader and Task Considerations

English Language Learners

Language List the following verbs from the story, and have students work together to find synonyms for each: *hop, gaze, beam* (examples: *jump, look, shine*). Then, use the **sentence frames** below to increase comfort with these vivid verbs.

- I ____ at the beautiful sunset.
- The actors ____ onto the stage.
- I ____ my flashlight at the tent.

Intervention

Knowledge Demands Use a quick **demonstration** to show students why it is easy to see stars when and where it is dark. Turn off the room lights and turn on a flashlight. Then turn on the room lights. Point out that you did not change the amount of light coming from the flashlight. Have students **discuss** the following:

- When did the flashlight seem brighter?
- If you took the flashlight outside on a sunny day, would it be easy or hard to see the beam of light?

On Level/Advanced

Meaning Read the first two pages with students and have them infer how the narrator feels. **Say:** *Who do we learn is away? What else is far away in this part of the story? How do you think the boy feels about his mama and about the stars?*

- Have students discuss their ideas with a partner.
- Tell students to look for other ways Mama and the stars are alike.

**Maybe Something Beautiful:
How Art Transformed a
Neighborhood**

By F. Isabel Campoy and
Theresa Howell
Genre: Realistic Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Figurative language
- Meaning: Understanding the themes of the story, both explicit and subtly expressed

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **580L**

Average Sentence Length: **7.825**

Word Frequency: **3.593**

Word Count: **493**

Complexity Level

Qualitative Measures

Levels of Meaning



The text's **theme** of working together to create color and joy is **clear and revealed explicitly**: *Together they created something more beautiful than they had ever imagined*. Yet the **subtler** theme that this collective creativity is like magic or art that can transform reality may confuse readers.

Text Structure



The third-person narrative is **chronological** but the ending is not realistic if taken literally: *Mira added one more bird, way up in the sky*. Students may need support making sense of this imaginative ending. The illustrations **directly support a literal understanding** of the text but do not help readers interpret deeper meaning.

Language Conventationality and Clarity



The sentences are **simple** and the vocabulary is mostly **familiar**; however, students may need support making sense of sound effects, figurative language (*The world is your canvas*), and sentence fragments (*Salsa, merengue, bebop!*).

Knowledge Demands



The story includes **themes of varying levels of complexity**. **Cultural references** such as types of music (*merengue, bebop*) and dances (cha-cha-cha) may need explanation. Students **may not be familiar** with the practice of painting murals. They may not know why it might be surprising that a police officer approves of the painting.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
<p>Meaning Summarize the literal plot of the story for students: <i>Led by an artist and a young girl, people work together to paint colorful pictures all over their city. This makes people happy</i>. Then, use the sentence frames below to help students talk about working together.</p> <ul style="list-style-type: none"> • When people work together, they can _____. • Working with others makes the work _____. 	<p>Language Explore figurative language in the story by discussing the following sentences, using movements to illustrate meaning:</p> <ul style="list-style-type: none"> • <i>The shadows scurried away.</i> (run quickly away) • <i>Sky blue cut through the gloom.</i> (make a cutting motion) <p>Have students share what they think each sentence means and why.</p>	<p>Knowledge Demands Say: <i>Have you ever listened to salsa music, or bebop? Have you danced the cha-cha?</i></p> <ul style="list-style-type: none"> • Have students share their knowledge of these forms of music and dance. • Then listen to or show examples of each. • Say: <i>How do these forms of music and dance probably make people feel?</i>

TEXT COMPLEXITY CHARTS

from *Places We Go*
By Rachelle Kreisman
Genre: Informational Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Language: Pronoun antecedents
- Author’s Purpose: Using main ideas to understand author’s purpose

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **580L** Average Sentence Length: **8.269** Word Frequency: **3.64** Word Count: **860**

Complexity Level

Qualitative Measures

Author’s Purpose



Simple Very Complex

The author’s purpose is **implied but easy to identify** because the main idea is clear. Students should see that the first section defines a community while the following sections describe places within the community, and use this to infer that the author’s purpose is to inform readers about these places.

Text Structure



Simple Very Complex

The informational text has a **description text structure** that is made clear by the use of headings. The photographs are **simple and support readers** in understanding the text. Text features such as sidebars and headings **help the reader navigate** but are not essential.

Language Conventinality and Clarity



Simple Very Complex

The sentences are **simple** and the vocabulary is mostly **familiar and conversational** in tone; students may need support understanding the author’s direct address of readers and with **pronoun-antecedent agreement**: *They provide goods and services.*

Knowledge Demands



Simple Very Complex

Subject matter includes **everyday, practical knowledge** that students will relate to, such as going to school or the grocery store, while offering new details about these places and discussing some places less familiar to some readers, such as the hospital. There are no references to other texts or needed background knowledge.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Language Use a **T-chart** to preteach the words *places* and *people*. Guide students to sort several words into the two categories (*workers, library, librarian, store, shoppers, etc.*). Then, use the **sentence frames** below to help teach the pronouns *they* and *it* and identify their antecedents:

- _____ is a place. It is where you _____.
- _____ help you _____.

Purpose Have students identify the topic of the book, using the title. Ask them why they think the author wrote a book on this topic.

- Remind students that the purpose of an informational text is to inform or explain.
- Have students identify what is shown in the photo on page 106. Have them **discuss** why the author included this photo on the page.

Structure Say: *Preview the places you will read about by reading the headings and looking at the pictures. Are there other places to go in your community?*

- Have students think of two places.
- Have students name different workers in a community. **Ask:** *Who works at a library? Who works at a store? Who works at a school?*

Poetry Collection

By Gwendolyn Brooks
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

- Meaning: Inferring themes
- Language: Multiple-meaning words

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Complexity Level	Qualitative Measures
<p>Levels of Meaning</p> <p>Simple Very Complex</p>	<p>Each poem has a different speaker and a different theme, which must be inferred based on the identity of the speaker and the poem's tone. There are multiple levels of meaning that are easy to separate.</p>
<p>Text Structure</p> <p>Simple Very Complex</p>	<p>Each poem is short, focuses on one topic or thought, and has a simple and easily identifiable rhyme scheme: <i>And sometimes when the wind is rough / I cannot get there fast enough.</i> Illustrations directly support readers in interpreting each poem.</p>
<p>Language Conventionality and Clarity</p> <p>Simple Very Complex</p>	<p>The language is contemporary, familiar, and conversational, but there are some multiple-meaning words as well as word choices that introduce occasions for more complex meaning. The poems also include some unconventional sentence constructions: <i>Then, all the hours left I'd go / A-SPREADING out-of-doors.</i></p>
<p>Knowledge Demands</p> <p>Simple Very Complex</p>	<p>Experiences of visiting the zoo, looking at trees, having a secret place, and thinking about what it would be like to live in a different place are common to many readers, although the speakers' thoughts in relation to these common experiences are often unique.</p>

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
<p>Language Tell students that these poems include some multiple-meaning words, such as <i>against</i>, <i>stall</i>, and <i>pack</i>. Help students find different definitions of each word in a dictionary. Have students use sentence frames to use these words in different ways:</p> <ul style="list-style-type: none"> • The painting leaned ____ the wall. • My friend liked the idea, but I was ____ the idea. • I ____ my suitcase to go on vacation. • Wolves live and hunt in a ____. 	<p>Knowledge Demands Ask questions about the topics covered in the poems to help students bring their own experiences to the poems.</p> <ul style="list-style-type: none"> • Have you ever seen an elephant at the zoo? What did you think about it? • Do you have a special or secret place where you like to go? What does it feel like to be there? • What is it like to live in the city? The country? • How is your life different from a tree's life? 	<p>Meaning Point out the title and illustration for "Rudolph Is Tired of the City." Ask students what they can tell about what the poem will be about. Then, have partners read and discuss the first stanza. Ask:</p> <ul style="list-style-type: none"> • Who is the speaker of the poem? • What do you think the theme, or message, of the poem is? • What is the speaker's attitude? Do you agree with his attitude?

TEXT COMPLEXITY CHARTS

You Can't Climb a Cactus

By Derrick Barnes

Genre: Realistic Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Complex sentences
- Meaning: Identifying a theme based on lesson learned by a main character

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: 530L

Average Sentence Length: 7.635

Word Frequency: 3.609

Word Count: 565

Complexity Level

Levels of Meaning



Simple

Very Complex

Text Structure



Simple

Very Complex

Language Conventinality and Clarity



Simple

Very Complex

Knowledge Demands



Simple

Very Complex

Qualitative Measures

The **theme** of having a good time despite one's initial reluctance to try something new is easily discerned from the main character's change of heart; a related **theme** that learning new information can be fun is developed through the high-interest animal and plant life in the Arizona desert.

The third-person narrative is **chronological** and very easy to follow. The illustrations **directly support** an understanding of the text by showing characters, settings, and events in the story.

The language is **easy to understand**, the vocabulary is mostly **familiar**, and new vocabulary words such as *javelinas* are explained **explicitly**. Though the text is **mainly simple sentences**, students may need support with the few complex sentences: *As the plane started to land ...; When it was time to go home...*

Story includes **experiences common to most readers**, such as going on a plane/vacation, visiting a museum or nature center, and participating reluctantly in a family event. There are no references to other texts or cultural elements.

Reader and Task Considerations

English Language Learners

Language Preview these complex sentences found in the story: *As the plane started to land in Arizona, Erica looked out the window; When it was time to go home to Seattle, the guide gave Erica a gift.* Focus on how the first part of the sentence tells when the action happened. Then, use the **sentence frames** below to help students understand how *when* and *as* can be used in complex sentences.

- When I wake up, I _____.
- As the movie started, I _____.

Intervention

Meaning Remind students that sometimes a story's theme is the lesson learned by a character in the story.

- Read the first four paragraphs with students and ask them what Erica's main problem is.
- Have them **predict** what lesson Erica might learn in the story. After reading, have students evaluate their predictions.

On Level/Advanced

Knowledge Demands Say: *Have you visited a nature center or nature museum? What did you see and do there? What kinds of things are in a nature center?*

- Have students share their experiences with a small group.
- Have students page through the book to find out what Erica might see at the nature center.

SCOPE AND SEQUENCE	K	1	2	3	4	5
FOUNDATIONAL SKILLS						
Print Concepts						
Hold a book upright and turn from page to page	•	•				
Track print from left to right, top to bottom of a page, and from front to back of a book	•	•				
Know uppercase and lowercase letters	•	•				
Understand that words are separated by spaces	•	•				
Identify the correspondence between oral words and printed words	•	•				
Show awareness of information in different parts of a book	•	•				
Recognize the upper- and lowercase letters of the alphabet	•	•				
Alphabetize to the first or second letter		•	•			
Phonological Awareness						
Recognize and produce rhyming words	•	•	•			
Count syllables in spoken words	•	•				
Segment and blend syllables in words	•	•				
Segment and blend onset and rime	•	•				
Identify the same and different initial sounds in words	•	•				
Identify the same and different ending sounds in words	•	•				
Identify the same and different medial sounds in words	•	•				
Isolate the initial, medial, or ending sounds in words	•	•				
Add or delete beginning or ending phonemes in words	•	•	•			
Segment a word or syllable into sounds	•	•				
Phonics						
Connect sounds and letters to consonants	•	•	•	•	•	•
Know sound-letter relationships and match sounds to letters	•	•	•	•	•	•
Generate sounds from letters and blend those sounds to decode	•	•	•	•	•	•
• Consonants, consonant blends, and consonant digraphs	•	•	•	•	•	•
• Short and long vowels	•	•	•	•	•	•
• <i>r</i> -controlled vowels, vowel digraphs, and other common vowel patterns	•	•	•	•	•	•
Decode multisyllabic words	•	•	•	•	•	•
Recognize common letter patterns in words and use them to decode syllables (CVC, VCCV, VCV, VCCCV)	•	•	•	•	•	•
High-Frequency Words						
Read common high-frequency words (sight words)	•	•	•	•	•	•
Read irregularly spelled words	•	•	•	•	•	•

SCOPE AND SEQUENCE	K	1	2	3	4	5
Word Structure and Knowledge						
Use a dictionary to find words, determine word origin, syllabication, and pronunciation	•	•	•	•		
Recognize and know the meaning of common prefixes and suffixes		•	•	•	•	•
Recognize and know common inflectional endings (-s, -es, -er, -est, -ed, -ing)		•	•	•	•	•
Decode words with common suffixes (-ly, -ful, -able, -ible, -ment, -less)		•	•	•	•	•
Learn and recognize irregular spellings of words		•	•	•	•	•
Identify and decode compound words and contractions	•	•	•	•		
Fluency						
Read aloud with accuracy		•	•	•	•	•
Read aloud with appropriate pace and expression		•	•	•	•	•
Read aloud with prosody (stress, intonation)		•	•	•	•	•
Read aloud grade-level poetry and prose with fluency, accuracy, and comprehension		•	•	•	•	•
READING COMPREHENSION						
Genre Characteristics						
Identify and understand types of fiction (e.g., historical, realistic, traditional)	•	•	•	•	•	•
Identify and understand types of informational texts (e.g., science, social studies, technical)	•	•	•	•	•	•
Identify and understand characteristics of informational texts (e.g., headings, illustrations, maps, captions, tables, sidebars)	•	•	•	•	•	•
Identify and understand structures of informational texts (e.g., cause and effect, problem and solution, compare and contrast)	•	•	•	•	•	•
Identify and understand characteristics of opinion writing or persuasive texts (facts, opinions, claim, supporting evidence, counterclaim)	•	•	•	•	•	•
Identify and understand characteristics of poetry and drama	•	•	•	•	•	•
Identify and understand characteristics of digital and multimedia texts	•	•	•	•	•	•
Identify the audience of a text					•	•
Key Ideas and Details						
Ask and answer questions about what is read	•	•	•	•	•	•
Identify details to help determine key ideas and themes	•	•	•	•	•	•
Use text evidence to support a response	•	•	•	•	•	•
Retell and paraphrase text	•	•	•	•	•	•
Make inferences or draw conclusions about a text, character, or theme	•	•	•	•	•	•
Set a purpose for reading	•	•	•	•	•	•
Make predictions	•	•	•	•	•	•

SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	Analysis						
	Evaluate details to determine the main idea	•	•	•	•	•	•
	Retell, paraphrase, or summarize a text	•	•	•	•	•	•
	Make connections (to a text, to other texts, to personal experiences, to society)	•	•	•	•	•	•
	Identify cause and effect				•	•	•
	Compare and contrast details and information	•	•	•	•	•	•
	Recognize facts and opinions				•	•	•
	Confirm or correct predictions	•	•	•	•	•	•
	Create mental images to build understanding of a text	•	•	•	•	•	•
	Monitor comprehension and make adjustments to improve understanding		•	•	•	•	•
	Describe the relationships between ideas, events, characters, people	•	•	•	•	•	•
	Explain the effect of various elements of poetry (rhyme, imagery, line breaks, stanzas)			•	•	•	•
	Analyze elements of fiction and drama (characters, setting, plot, dialogue, theme)	•	•	•	•	•	•
	Identify and analyze the parts of a plot (rising action, conflict, falling action, resolution)	•	•	•	•	•	•
	Identify the use of literary elements and devices (e.g., alliteration, hyperbole, imagery, symbolism)			•	•	•	•
	Synthesize information to create a new understanding	•	•	•	•	•	•
	Distinguish and analyze author's point of view	•	•	•	•	•	•
	Determine the meaning of specific words or phrases used in a text	•	•	•	•	•	•
	Recognize the characteristics of persuasive or argumentative text		•	•	•	•	•
	Analyze graphic elements and features (e.g., illustrations, diagrams, graphs, maps)	•	•	•	•	•	•
Response to Sources							
Reflect on reading and respond by speaking or writing	•	•	•	•	•	•	
Use text or text evidence to write about what is read	•	•	•	•	•	•	
Interact with sources in meaningful ways	•	•	•	•	•	•	
Make connections to personal experiences, ideas in other texts, society	•	•	•	•	•	•	
Comparison Across Texts							
Compare two or more texts	•	•	•	•	•	•	
Compare two or more genres	•	•	•	•	•	•	
Compare two or more authors	•	•	•	•	•	•	
Appreciate texts across a broad range of genres	•	•	•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	Independent and Self-Selected Reading						
	Read independently for an extended period of time	•	•	•	•	•	•
	Self-select texts for independent reading	•	•	•	•	•	•
	Oral Language						
	Work collaboratively with others	•	•	•	•	•	•
	Listen actively, ask relevant questions, and make pertinent comments	•	•	•	•	•	•
	Express an opinion supported by reasons	•	•	•	•	•	•
	Use eye contact and speak with appropriate rate and volume	•	•	•	•	•	•
	Follow or restate oral directions				•	•	•
	Develop social communication skills, such as conversing politely	•	•	•	•	•	•
Report on a topic or give a presentation using an appropriate mode of delivery	•	•	•	•	•	•	
READING-WRITING WORKSHOP BRIDGE	VOCABULARY ACQUISITION						
	High-Frequency Words						
	Identify and read high-frequency (sight) words	•	•	•	•	•	•
	Word Study						
	Identify and learn words that name actions, directions, positions, sequences, and other categories and locations	•	•				
	Alphabetize words to the third letter			•	•		
	Identify and use context clues to learn about unfamiliar words	•	•	•	•	•	•
	Understand synonyms and antonyms			•	•	•	•
	Identify and understand the meaning of common prefixes	•	•	•	•	•	•
	Identify and understand the meaning of common suffixes	•	•	•	•	•	•
	Use knowledge of word roots, prefixes, and suffixes to determine the meaning of new words		•	•	•	•	•
	Use knowledge of word relationships to determine the meaning of new words		•	•	•	•	•
	Learn and understand common abbreviations			•	•		
	Identify and learn about compound words			•	•		
	Identify and learn homographs and homophones	•	•	•	•	•	
	Learn and understand idioms and figurative language, including word nuances (i.e., shades of meaning) and literal and nonliteral meanings of words and phrases	•	•	•	•	•	•
	Learn and understand transitions or signal words (e.g., time order, chronological order, cause-and-effect order, compare-and-contrast order)				•	•	•
	Learn about word origins and word histories						•
	Understand adages and proverbs						•

SCOPE AND SEQUENCE	K	1	2	3	4	5
Word Learning Strategies						
Use picture cues and other graphics to help determine the meaning of new words	•	•				
Recognize and learn selection vocabulary	•	•	•	•	•	•
Use print and digital references to determine the meaning of new words	•	•	•	•	•	•
Learn academic language	•	•	•	•	•	•
Learn and understand domain-specific vocabulary and specialized vocabulary				•	•	•
Academic Language						
Learn the language of ideas used in academic discourse				•	•	•
Understand the difference between informal spoken language and the conventions of formal written language			•	•	•	•
ANALYZE AUTHOR'S CRAFT						
Analyze and describe an author's use of imagery and figurative language	•	•	•	•	•	•
Identify and analyze an author's use of simile and metaphor			•	•	•	•
Analyze an author's use of illustrations	•	•	•	•	•	•
Analyze an author's use of print and graphic features (e.g., titles, headings, charts, tables, graphs)	•	•	•	•	•	•
Analyze an author's use of text structure (e.g., time order, compare and contrast, cause and effect)	•	•	•	•	•	•
Analyze how an author's language and word choice contribute to voice		•	•	•	•	•
Analyze an author's use of point of view	•	•	•	•	•	•
Analyze and explain an author's purpose and message in a text	•	•	•	•	•	•
DEVELOP WRITER'S CRAFT						
Introduce a topic or opinion	•	•	•	•	•	•
Use a clear and coherent organization		•	•	•	•	•
Provide reasons and evidence to support a claim or opinion		•	•	•	•	•
End with a concluding or final statement		•	•	•	•	•
Use linking words and phrases (i.e., transitions) to connect and organize ideas		•	•	•	•	•
Describe experiences with facts and descriptive details in a clear sequence		•	•	•	•	•
Use dialogue and description to develop situations and characters		•	•	•	•	•
Use description to show the reaction of characters or real persons to situations and events			•	•	•	•
CONVENTIONS OF LANGUAGE						
Spelling						
Use and apply knowledge of spelling to spell grade-level words	•	•	•	•	•	•
Consult reference materials (glossaries, dictionaries) as needed to correct spelling	•	•	•	•	•	•

SCOPE AND SEQUENCE	K	1	2	3	4	5
Spelling (cont.)						
Use and apply knowledge of base words and affixes to spell words with inflections, prefixes, or suffixes		•	•	•	•	•
Spell words with blends, digraphs, silent letters, and unusual consonant combinations	•	•	•	•	•	•
Spell words with short vowels, long vowels, <i>r</i> -controlled vowels, the schwa sound, and other vowel combinations		•	•	•	•	•
Use knowledge of Greek and Latin roots to spell words					•	•
Use knowledge of syllable patterns (e.g., VCV, VCCV, VCCCV) to spell multisyllabic words	•	•	•	•	•	•
Spell words with irregular plurals		•	•	•	•	
Learn and spell high-frequency words	•	•	•	•	•	•
Grammar and Usage						
Learn about the parts of speech, including						
• nouns and pronouns	•	•	•	•	•	•
• adjectives and adverbs		•	•	•	•	•
• prepositions and prepositional phrases	•	•	•	•	•	•
• conjunctions, interjections, and articles		•	•	•	•	•
Use and form irregular plurals of nouns		•	•	•	•	
Use and form verb tenses with regular and irregular verbs		•	•	•	•	•
Use and form comparative and superlative forms of adjectives and adverbs				•	•	•
Use coordinating, correlative, and subordinating conjunctions			•	•	•	•
Form and use contractions			•	•		
Use an apostrophe and form singular and plural possessives		•	•	•	•	
Identify and use declarative, interrogative, exclamatory, and imperative sentences	•	•	•	•		
Identify and use simple, compound, and complex sentences		•	•	•	•	•
Write sentences with subject-verb agreement		•	•	•	•	•
Avoid common sentence errors (e.g., misused words, misplaced modifiers, double negatives, shifts in verb tense)					•	•
Capitalization and Punctuation						
Capitalize the beginnings of sentences, proper nouns and adjectives, the pronoun <i>I</i> , days of the week and months of the year, holidays	•	•	•	•	•	•
Use end punctuation with sentences (period, question mark, exclamation mark)	•	•	•	•		
Use common conventions for commas (e.g., in dates and addresses; with items in a series; in compound sentences; with greetings and closings; in dialogue)		•	•	•	•	•
Use an apostrophe to form contractions and possessives, when appropriate		•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
WRITING WORKSHOP	Capitalization and Punctuation (cont.)						
	Learn how and when to use quotation marks with dialogue				•	•	•
	FOUNDATIONAL SKILLS FOR WRITING						
	Letter Formation, Handwriting, Cursive						
	Develop handwriting by printing words legibly	•	•	•			
	Write legibly by leaving appropriate spaces between words		•	•	•		
	Write cursive letters legibly			•	•	•	•
	Ways of Writing						
	Create writing in both printed and digital forms	•	•	•	•	•	•
	Write regularly both short and longer products			•	•	•	•
	Revise and edit drafts of writing		•	•	•	•	•
	Develop keyboarding skills				•	•	•
	Use technology to produce and publish writing	•	•	•	•	•	•
	Use technology to interact and collaborate with others	•	•	•	•	•	•
	Speaking and Listening						
	Participate in discussions with partners and groups about writing	•	•	•	•	•	•
	Work with a peer or group to revise and edit writing	•	•	•	•	•	•
	COMPOSITION						
	The Writing Process: Plan, Draft, Revise, Edit, Publish						
	Prewrite and plan using a variety of strategies	•	•	•	•	•	•
	Develop drafts into organized pieces of writing	•	•	•	•	•	•
	Revise drafts for coherence and clarity	•	•	•	•	•	•
	Edit drafts for the conventions of standard English	•	•	•	•	•	•
	Publish written work for audiences	•	•	•	•	•	•
	Genre Immersion: Modes and Products						
	Write in a variety of modes						
	• Informative or explanatory	•	•	•	•	•	•
	• Narrative	•	•	•	•	•	•
• Opinion	•	•	•	•	•	•	
Write and produce a variety of forms of writing							
• Letters, thank-you notes, emails		•	•	•	•	•	
• Editorials, presentations, speeches, essays, brochures	•	•	•	•	•	•	
• News stories, reports, summaries, how-to articles, informational articles	•	•	•	•	•	•	
• Poems, stories, plays, and other creative writing	•	•	•	•	•	•	
Write in self-selected forms			•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
ORAL LANGUAGE	SPEAKING						
	Retell an experience or story	•	•	•	•	•	•
	Summarize a text or experience with descriptive details and relevant facts	•	•	•	•	•	•
	Discuss politely and respectfully in groups	•	•	•	•	•	•
	Speak clearly and coherently about a topic or text	•	•	•	•	•	•
	Speak with sufficient volume and appropriate rate	•	•	•	•	•	•
	Communicate effectively while following the conventions of English	•	•	•	•	•	•
	Ask and answer questions	•	•	•	•	•	•
	Ask for and provide clarification or elaboration	•	•	•	•	•	•
	Connect ideas to those of others in a group	•	•	•	•	•	•
Report on a topic or text		•	•	•	•	•	
Include media in an oral presentation or report			•	•	•	•	
ORAL LANGUAGE	LISTENING						
	Listen to others when working in groups or with partners	•	•	•	•	•	•
	Use active listening strategies (e.g., making eye contact, facing the speaker, asking questions)	•	•	•	•	•	•
	Work collaboratively with others by following agreed-upon rules, norms, and protocols	•	•	•	•	•	•
PROJECT-BASED INQUIRY	COLLABORATION						
	Engage in discussions (e.g., one-on-one, in groups, teacher-led) on collaborative projects	•	•	•	•	•	•
	Work in pairs or with partners for inquiry projects		•	•	•	•	•
	RESEARCH SKILLS AND PROCESS						
	Conduct Short Research Projects						
	Develop and follow a plan for research	•	•	•	•	•	•
	Compose correspondence that requests information		•	•	•	•	•
	Take notes on sources and organize information from notes		•	•	•	•	•
	Generate questions for formal or informal inquiry	•	•	•	•	•	•
	Use an appropriate mode of delivery to present results		•	•	•	•	•
Paraphrase information from research sources		•	•	•	•	•	
Identify and Gather Information							
Use primary and secondary sources for research			•	•	•	•	
Avoid plagiarism				•	•	•	
Find information for research from both print and online sources	•	•	•	•	•	•	
Cite research sources (including print and online sources) and develop a bibliography			•	•	•	•	
Review sources critically for relevance and reliability		•	•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
	Identify and Gather Information (cont.)						
	Demonstrate understanding of information gathered	•	•	•	•	•	•
	Make appropriate use of media and technology	•	•	•	•	•	•
	Interact with sources in meaningful ways	•	•	•	•	•	•
ASSESSMENT	TEST PREPARATION						
	Editing						
	Edit for complete sentences (avoid sentence fragments, run-on sentences, and comma splices)				•	•	•
	Edit for capitalization (e.g., proper nouns and adjectives, first word in a sentence, pronoun <i>I</i> , days of the week, months of the year) and punctuation (periods, question marks, apostrophes, quotation marks)	•	•	•	•	•	•
	Edit for end punctuation (periods, question marks, exclamation marks) and other punctuation, including commas, apostrophes, and quotation marks, where appropriate	•	•	•			
	Edit for commas in dates, addresses, compound sentences, and quotations			•	•	•	•
	Edit to avoid spelling mistakes		•	•	•	•	•
	Edit to maintain consistent verb tense		•	•	•	•	•
	Edit to maintain subject-verb agreement		•	•	•	•	•
	Extended Writing Prompts						
	Develop a personal narrative		•	•	•	•	•
	Develop an informational or explanatory paragraph or essay		•	•	•	•	•
	Develop poetry or fiction		•	•	•	•	•
	Develop a persuasive paragraph or essay				•	•	•
	Develop correspondence		•	•	•	•	•
	Author's Craft and Structure						
Identify the author's purpose and craft	•	•	•	•	•	•	



Academic vocabulary

integrate/integration, **U1**:T60, T68, T74, T124, T132, T138, T188, T196, T202, T244, T258, T306, T314, T320; **U2**:T62, T70, T73, T122, T130, T136, T192, T200, T206, T262, T270, T276, T324, T332, T338; **U3**:T56, T64, T70, T126, T134, T140, T196, T204, T210, T256, T264, T270, T324, T332, T338; **U4**:T64, T72, T78, T132, T140, T146, T202, T210, T216, T272, T280, T286, T334, T342, T348; **U5**:T62, T70, T76, T130, T144, T194, T202, T208, T262, T270, T276, T324, T332, T338

language of ideas, **U1**:T20, T84, T148, T212, T268; **U2**:T20, T86, T146, T216, T286; **U3**:T20, T80, T150, T220, T280; **U4**:T20, T88, T156, T226, T296; **U5**:T173, T86, T138, T154, T218, T286

oral language, **U1**:T274

synonyms, **U1**:T90, T100

use/using academic vocabulary, **U1**:T466; **U2**:T484; **U3**:T484; **U4**:T494; **U5**:T484

Word Wall, **U1**:T12; **U2**:T16; **U3**:T12; **U4**:T12; **U5**:T12

See also Vocabulary skills/strategies, academic vocabulary strategies, context clues

Accuracy. See Fluency, reading

Achieving English proficiency. See ELL (English Language Learners)

Adjectives, U4:T40, T53, T369, T373, T377, T458

comparative, **U4**:T393, T397, T401, T405

descriptive, **U3**:T428–T429, T432–T433

superlative, **U4**:T393, T397, T401, T405

Advanced-high learners. See ELL (English Language Learners)

Advanced learners. See ELL (English Language Learners)

Adverbs, U3:T302, T315, T455, T459, T463, T467; **U4**:T40, T53, T365, T369, T373, T377, T381, T458–T459; **U5**:T424–T425

Affixes. See Word Work, prefixes; Word Work, suffixes

Agreement, subject-verb, U2:T424–T425, T452–T453
U3:T245, T431, T435, T439, T443

Alliteration. See Literary devices/terms, alliteration; Sound devices and poetic elements, alliteration

Analyzing. See Higher-order thinking skills

Anchor chart, U1:T24, T88, T152, T272; **U2**:T24, T90, T150, T220, T290; **U3**:T24, T84, T154, T224, T284; **U4**:T24, T92, T160, T230, T300; **U5**:T24, T90, T158, T222, T290

Answering questions. See Questioning

Antonyms, U3:T86–T87, T109, T112, T115; **U4**:T94–T95, T118

Apostrophe, U1:T406–T407, T410–T411

Appreciating literature. See Literary response, Reflect and Share

Asking questions. See Questioning

Assess and Differentiate

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Quick Check, **U1**:T25, T33, T53, T61, T69, T75, T97, T89, T117, T125, T133, T139, T161, T153, T181, T189, T197, T203, T225, T217, T237, T245, T253, T259, T281, T273, T299, T307, T316, T321, T457; **U2**:T25, T33, T55, T63, T71, T77, T87, T91, T115, T123, T131, T137, T159, T151, T185, T193, T201, T207, T229, T221, T255, T263, T271, T277, T291, T299, T317, T325, T333, T339, T475; **U3**:T25, T33, T49, T57, T65, T71, T85, T93, T119, T127, T135, T141, T163, T155, T189, T197, T205, T211, T225, T233, T249, T257, T265, T271, T285, T293, T317, T325, T333, T339, T475; **U4**:T25, T33, T57, T65, T73, T79, T93, T101, T125, T133, T141, T147, T169, T161, T195, T203, T211, T217, T239, T231, T265, T273, T281, T287, T301, T327, T335, T343, T349, T485; **U5**:T25, T33, T55, T63, T71, T77, T91, T99, T123, T131, T139, T145, T159, T167, T187, T195, T203, T209, T223, T231, T255, T263, T271, T277, T291, T299, T317, T325, T333, T339, T475

Small Group, **U1**:T28–T31, T54–T57, T64–T65, T70–T71, T76–T77, T92–T95, T118–T121, T128–T129, T134–T135, T140–T141, T156–T159, T182–T185, T192–T193, T198–T199, T204–T205, T220–T223, T238–T241, T248–T249, T254–T255, T260–T261, T276–T279, T300–T303, T310–T311, T316–T317, T322–T323, T460–T461; **U2**:T28–T31, T56–T59, T66–T67, T72–T73, T78–T79, T94–T97, T116–T119, T126–T127, T132–T133, T138–T139, T154–T157, T186–T189, T196–T197, T202–T203, T208–T209, T224–T227, T256–T259, T266–T267, T272–T273, T278–T279, T294–T297, T318–T321, T328–T329, T334–T335, T340–T341, T478–T479; **U3**:T28–T31, T50–T53, T60–T61, T66–T67, T72–T73, T88–T91, T120–T123, T130–T131, T136–T137, T142–T143, T158–T161, T190–T193, T200–T201, T206–T207, T212–T213, T228–T231, T250–T253, T260–T261, T266–T267, T272–T273, T288–T291, T318–T321, T328–T329, T334–T335, T340–T341, T478–T479; **U4**:T28–T31, T58–T61, T68–T69, T74–T75, T80–T81, T96–T99, T126–T129, T136–T137, T142–T143, T148–T149, T164–T167, T196–T199, T206–T207, T212–T213, T218–T219, T234–T237, T266–T269, T276–T277, T282–T283, T288–T289, T304–T307, T328–T331, T338–T339, T344–T345, T350–T351, T488–T499; **U5**:T28–T31, T56–T59, T66–T67, T72–T73, T78–T79, T94–T97, T124–T127, T134–T135, T140–T141, T146–T147,

T162–T165, T188–T191, T198–T199, T204–T205, T210–T211, T226–T229, T256–T259, T266–T267, T272–T273, T278–T279, T294–T297, T318–T321, T328–T329, T334–T335, T340–T341, T478–T479

Independent/Collaborative, **U2**:T79, T127

Book Club, **U1**:T31, T77, T95, T141, T159, T205, T223, T261, T279, T323; **U2**:T31, T79, T97, T139, T157, T209, T227, T279, T297, T341; **U3**:T31, T73, T91, T143, T161, T213, T231, T273, T291, T341; **U4**:T31, T81, T99, T149, T167, T219, T237, T289, T307, T351; **U5**:T31, T79, T97, T147, T165, T211, T229, T279, T297, T341

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Conferring, **U1**:T31, T57, T65, T71, T77, T95, T121, T129, T135, T141, T159, T185, T193, T199, T205, T223, T241, T249, T255, T261, T279, T303, T311, T317, T323; **U2**:T31, T59, T67, T73, T79, T97, T119, T127, T133, T139, T157, T189, T197, T203, T209, T227, T259, T267, T273, T279, T297, T321, T329, T335, T341; **U3**:T31, T53, T61, T67, T72, T91, T123, T131, T137, T143, T161, T193, T201, T207, T213, T231, T253, T257, T267, T273, T291, T321, T329, T335, T341; **U4**:T31, T61, T69, T75, T81, T99, T129, T137, T143, T149, T167, T199, T207, T213, T219, T237, T269, T277, T283, T289, T307, T331, T339, T345, T351; **U5**:T31, T59, T67, T73, T79, T97, T127, T135, T141, T147, T165, T191, T199, T205, T211, T229, T259, T267, T273, T279, T297, T321, T329, T335, T341

Decodable Reader, **U1**:T55, T119, T183, T239, T301, T461; **U2**:T57, T117, T187, T257, T319, T479; **U3**:T51, T121, T191, T151, T319, T479; **U4**:T59, T127, T197, T267, T329, T489; **U5**:T57, T125, T189, T257, T319, T479

High-Frequency Words, **U1**:T55, T119, T183, T239, T301, T461; **U2**:T57, T117, T187, T257, T319, T479; **U3**:T51, T121, T191, T151, T319, T479; **U4**:T59, T127, T197, T267, T329, T489; **U5**:T57, T125, T189, T257, T319, T479

Independent Reading, **U1**:T31, T57, T65, T71, T77, T95, T121, T129, T135, T141, T159, T185, T193, T199, T205, T223, T241, T249, T255, T261, T279, T303, T311, T317, T323; **U2**:T31, T59, T67, T73, T79, T97, T119, T127, T133, T139, T157, T189, T197, T203, T209, T227, T259, T267, T273, T279, T297, T321, T329, T335, T341; **U3**:T31, T53, T61, T67, T72, T91, T123, T131, T137, T143, T161, T193, T201, T207, T213, T231, T253, T257, T267, T273, T291, T321, T329, T335, T341; **U4**:T31, T61, T69, T75, T81, T199, T129, T137, T143, T149, T167, T199, T207, T213, T219, T237, T269, T277, T283, T289, T305, T331,

T339, T345, T351; **U5**:T31, T59, T67, T73, T79, T97, T127, T135, T141, T147, T165, T191, T199, T205, T211, T229, T259, T267, T273, T279, T297, T321, T329, T355, T341

Leveled Readers, **U1**:T29, T31, T57, T65, T71, T77, T93, T95, T121, T129, T135, T141, T157, T159, T185, T193, T199, T205, T221, T223, T241, T249, T255, T261, T277, T279, T303, T311, T317, T323; **U2**:T29, T31, T59, T67, T73, T79, T95, T97, T119, T127, T133, T139, T155, T157, T189, T197, T203, T209, T225, T227, T259, T267, T273, T279, T295, T297, T321, T329, T335, T341; **U3**:T31, T53, T61, T67, T72, T91, T123, T131, T137, T143, T161, T193, T201, T207, T213, T231, T253, T257, T267, T273, T291, T321, T329, T335, T341; **U4**:T29, T31, T61, T69, T75, T81, T97, T99, T129, T137, T143, T149, T165, T167, T199, T207, T213, T219, T235, T236, T269, T277, T283, T289, T305, T307, T331, T389, T339, T351; **U5**:T29, T31, T59, T67, T73, T79, T95, T97, T127, T135, T141, T147, T163, T165, T191, T199, T205, T211, T227, T229, T259, T267, T273, T279, T295, T297, T321, T329, T335, T341

Literacy Activities, **U1**:T23, T53, T65, T71, T77, T95, T121, T129, T135, T141, T159, T185, T193, T199, T205, T223, T241, T249, T255, T261, T279, T303, T311, T317, T323; **U2**:T31, T59, T67, T73, T79, T97, T119, T127, T133, T139, T157, T189, T197, T203, T209, T227, T259, T267, T273, T279, T297, T321, T329, T335, T341; **U3**:T31, T53, T61, T67, T73, T91, T123, T131, T137, T143, T161, T193, T201, T207, T213, T231, T253, T261, T267, T273, T291, T321, T329, T335, T341; **U4**:T31, T59, T69, T73, T77, T199, T129, T137, T143, T149, T167, T199, T207, T213, T219, T237, T326, T277, T283, T289, T307, T331, T387, T391, T395; **U5**:T31, T59, T67, T73, T79, T115, T127, T135, T141, T147, T165, T191, T199, T205, T211, T229, T259, T267, T273, T279, T297, T321, T329, T335, T341

Word Work Activity, **U1**:T55, T119, T183, T239, T301, T461; **U2**:T57, T117, T187, T257, T319, T479; **U3**:T51, T191, T251, T319, T479; **U4**:T59, T127, T197, T267, T329, T489; **U5**:T57, T125, T189, T257, T319, T479

Teacher-Led Options, **U1**:T30–T31, T54–T57, T64–T65, T70–T71, T76–T77, T94–T95, T118–T121, T128–T129, T134–T135, T140–T141, T158–T159, T182–T185, T192–T193, T198–T199, T204–T205, T222–T223, T238–T241, T248–T249, T254–T255, T260–T261, T278–T279, T300–T303, T310–T311, T316–T317, T322–T323, T460–T461; **U2**:T30–T31, T56–T59, T66–T67, T72–T73, T78–T79, T96–T97, T116–T119, T126–T127, T132–T133, T138–T139, T156–T157, T186–T189, T196–T197, T202–T203,

T208–T209, T226–T227, T256–T259, T266–T267, T272–T273, T278–T279, T296–T297, T318–T321, T328–T329, T334–T335, T340–T341, T478–T479; **U3**:T30–T31, T50–T53, T60–T61, T66–T67, T72–T73, T90–T91, T120–T123, T130–T131, T136–T137, T142–T143, T160–T161, T190–T193, T200–T201, T206–T207, T212–T213, T230–T231, T250–T253, T260–T261, T266–T267, T272–T273, T290–T291, T318–T321, T328–T329, T334–T335, T340–T341, T478–T479; **U4**:T30–T31, T58–T61, T68–T69, T74–T75, T80–T81, T98–T99, T126–T127, T136–T137, T142–T143, T148–T149, T166–T167, T196–T199, T206–T207, T212–T213, T218–T219, T236–T237, T366–T369, T276–T277, T282–T283, T288–T289, T306–T307, T328–T331, T338–T339, T344–T345, T350–T351, T488–T489; **U5**:T30–T31, T56–T59, T66–T67, T72–T73, T78–T79, T96–T97, T124–T127, T134–T135, T140–T141, T146–T147, T164–T165, T188–T191, T198–T199, T204–T205, T210–T211, T228–T229, T256–T259, T266–T267, T272–T273, T278–T279, T296–T297, T318–T319, T328–T329, T334–T335, T340–T341, T478–T479

Fluency, **U1**:T54, T56, T64, T70, T118, T120, T128, T134, T182, T184, T192, T198, T238, T240, T248, T254, T300, T302, T310, T316, T460; **U2**:T56, T58, T66, T72, T116, T118, T126, T132, T186, T188, T196, T202, T256, T258, T266, T272, T318, T320, T328, T334, T478; **U3**:T50, T52, T60, T66, T120, T122, T130, T136, T190, T192, T200, T206, T250, T252, T260, T266, T318, T320, T328, T334, T478; **U4**:T58, T60, T68, T72, T126, T128, T136, T142, T196, T198, T206, T212, T266, T268, T276, T282, T228, T330, T338, T344; **U5**:T56, T58, T66, T72, T124, T126, T134, T140, T188, T190, T198, T204, T256, T258, T266, T272, T318, T320, T328, T334

Intervention Activity, **U1**:T30, T54, T56, T64, T70, T76, T94, T118, T120, T128, T134, T140, T158, T182, T184, T192, T198, T204, T222, T238, T240, T248, T254, T260, T278, T300, T302, T310, T316, T322, T460; **U2**:T30, T56, T58, T66, T72, T78, T96, T116, T118, T126, T132, T138, T156, T186, T188, T196, T202, T208, T226, T256, T258, T266, T272, T278, T296, T318, T320, T328, T334, T340 T478; **U3**:T30, T50, T52, T60, T66, T72, T90, T120, T122, T130, T136, T142, T160, T190, T192, T200, T206, T212, T220, T250, T252, T260, T266, T272, T290, T318, T320, T328, T334, T340, T478; **U4**:T30, T58, T60, T68, T74, T80, T98, T126, T128, T136, T142, T148, T166, T196, T198, T206, T212, T218, T236, T266, T268, T276, T282, T288, T306, T328, T330, T338, T344, T350, T488; **U5**:T30, T56, T58, T66, T72, T78, T96, T124, T126, T134, T140, T146, T164, T188, T190, T198, T204, T210, T228, T256, T258, T266, T272, T278, T296, T318, T320, T328, T334, T340, T478

On-Level and Advanced, **U1**:T30, T76, T94, T140, T158, T204, T222, T260, T278, T322; **U2**:T30, T78, T96, T138, T156, T208, T226, T278, T296, T340; **U3**:T30, T72, T90, T142, T160, T212, T230, T272, T290, T340; **U4**:T30, T80, T98, T148, T166, T218, T236, T288, T306, T350; **U5**:T30, T78, T96, T146, T164, T210, T228, T278, T296, T340

Strategy Group, **U1**:T30, T56, T64, T70, T76, T94, T120, T128, T134, T140, T158, T184, T192, T198, T204, T222, T240, T248, T254, T260, T278, T302, T310, T316, T322; **U2**:T30, T58, T66, T72, T78, T96, T118, T126, T132, T138, T156, T188, T196, T202, T208, T226, T258, T266, T272, T278, T296, T320, T328, T334, T340; **U3**:T30, T52, T60, T66, T72, T90, T122, T130, T136, T142, T160, T192, T200, T206, T212, T230, T252, T260, T266, T272, T290, T320, T328, T334, T340; **U4**:T30, T60, T68, T74, T80, T98, T128, T136, T142, T148, T166, T198, T206, T212, T218, T236, T268, T276, T382, T288, T306, T330, T338, T344, T350; **U5**:T30, T58, T66, T72, T78, T96, T126, T134, T140, T146, T164, T190, T198, T204, T210, T228, T258, T266, T272, T278, T296, T320, T328, T334, T340

ELL Targeted Support, **U1**:T30, T56, T64, T70, T76, T94, T120, T128, T134, T140, T158, T184, T192, T198, T204, T222, T240, T248, T254, T260, T278, T302, T310, T316, T322; **U2**:T30, T58, T66, T72, T78, T96, T118, T126, T132, T138, T156, T188, T196, T202, T208, T226, T258, T266, T272, T278, T296, T320, T328, T334, T340; **U3**:T30, T52, T60, T66, T72, T90, T122, T130, T136, T142, T160, T192, T200, T206, T212, T230, T252, T260, T266, T272, T290, T320, T328, T334, T340; **U4**:T30, T60, T68, T74, T80, T98, T128, T136, T142, T148, T166, T198, T206, T212, T218, T236, T268, T276, T282, T288, T306, T330, T338, T344, T350; **U5**:T30, T58, T66, T72, T78, T96, T126, T134, T140, T146, T164, T190, T198, T204, T210, T228, T258, T266, T272, T278, T296, T320, T328, T334, T340. *See also* ELL (English Language Learners)

Word Work Strategy Group, **U1**:T54, T118, T182, T238, T300, T460; **U2**:T56, T116, T186, T256, T318, T478; **U3**:T50, T120, T190, T250, T318, T478; **U4**:T58, T126, T196, T266, T328, T488; **U5**:T56, T124, T188, T256, T318, T478

ELL Targeted Support, **U1**:T54, T118, T182, T238, T300, T460; **U2**:T56, T116, T186, T256, T318, T478; **U3**:T50, T120, T190, T250, T318, T478; **U4**:T58, T126, T196, T266, T328, T488; **U5**:T56, T124, T188, T256, T318, T478. *See also* ELL (English Language Learners)

Whole Group, **U1**:T31, T57, T65, T71, T77, T95, T121, T129, T135, T141, T159, T185, T193, T199, T205, T223, T241, T249, T255, T261, T279, T311, T317, T323; **U2**:T31, T59, T67, T73, T79, T97, T119, T127, T133, T139, T157, T189, T197, T203, T209, T227, T259, T267, T273, T279, T297, T321, T329, T335, T341; **U3**:T31, T53, T61, T67, T73, T91, T123, T131, T137, T143, T161, T193, T201, T207, T213, T231, T253, T261, T267, T273, T291, T321, T329, T335, T341; **U4**:T31, T61, T69, T75, T81, T99, T129, T137, T143, T149, T167, T199, T207, T213, T219, T237, T269, T277, T283, T289, T307, T331, T339, T345, T351; **U5**:T31, T59, T67, T73, T79, T97, T127, T135, T141, T147, T165, T191, T199, T205, T211, T229, T259, T267, T273, T279, T297, T321, T329, T335, T341

Assessment

formative, **U1**:T25, T33, T53, T61, T69, T75, T89, T97, T117, T125, T133, T139, T153, T161, T181, T189, T197, T203, T217, T225, T237, T245, T253, T259, T273, T281, T299, T307, T315, T321, T332, T356, T380, T404, T428, T457; **U2**:T25, T33, T55, T63, T71, T77, T91, T99, T115, T123, T131, T137, T151, T159, T185, T193, T201, T207, T221, T229, T255, T263, T271, T277, T291, T299, T317, T325, T333, T339, T350, T374, T398, T422, T446, T475; **U3**:T25, T33, T49, T57, T65, T71, T85, T93, T119, T127, T135, T141, T155, T163, T189, T197, T205, T211, T233, T249, T255, T257, T265, T271, T285, T293, T317, T325, T333, T339, T350, T374, T398, T422, T446, T475; **U4**:T25, T33, T57, T65, T73, T79, T93, T101, T125, T133, T141, T147, T161, T169, T195, T203, T211, T217, T231, T239, T265, T273, T281, T287, T301, T309, T327, T335, T343, T349, T360, T384, T408, T485, T432; **U5**:T25, T33, T55, T63, T71, T77, T91, T99, T123, T131, T139, T145, T159, T167, T187, T195, T203, T209, T223, T231, T255, T263, T271, T277, T291, T299, T317, T325, T333, T339, T350, T374, T398, T422, T446, T475

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First-read strategies

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Online student resources. Go to SavvasRealize.com to access Realize Reader and all other digital content.

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S

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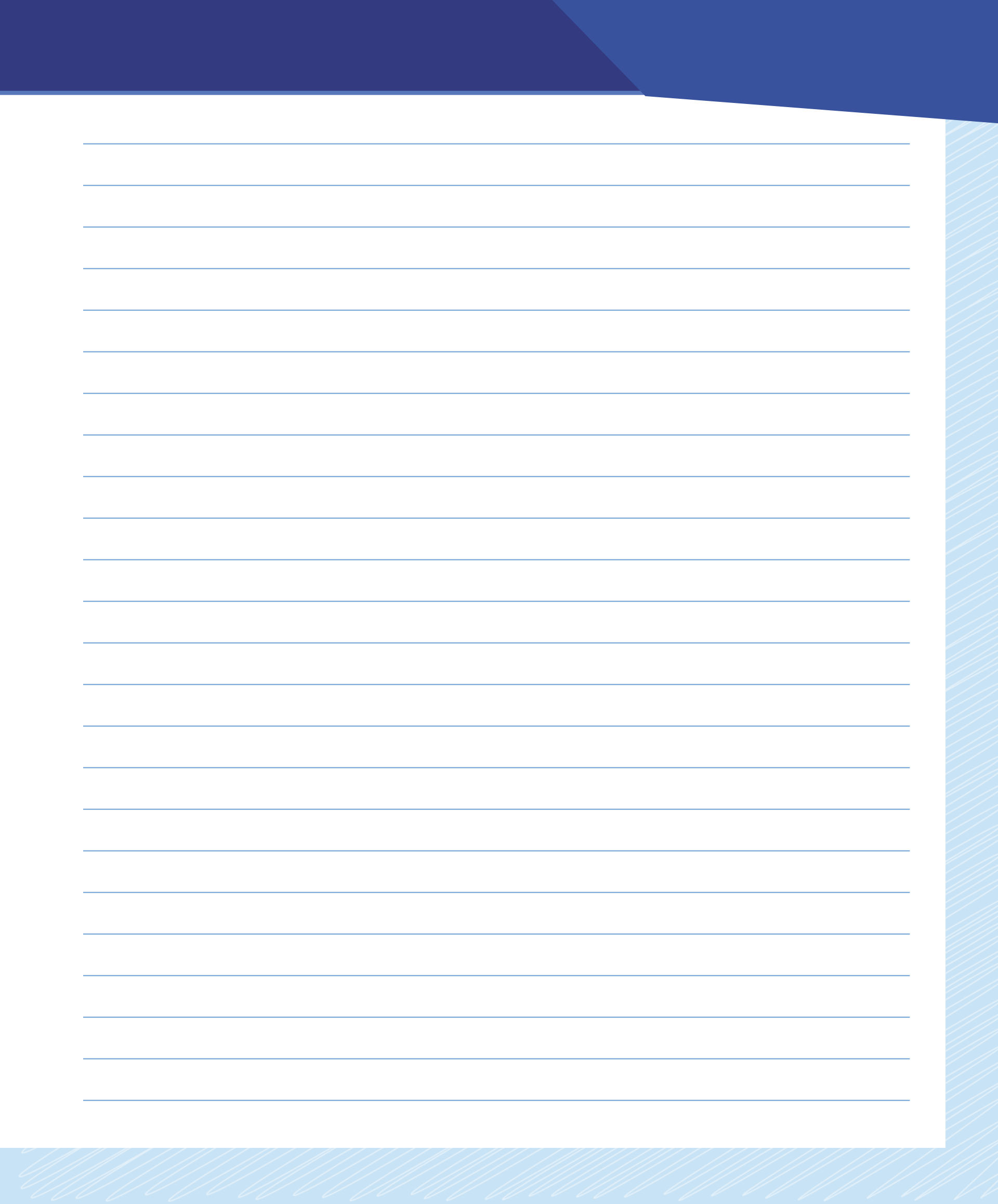
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