

Teacher's Edition



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

K.4

SAVVAS

Teacher's Edition

COMMON CORE  
myView  
L I T E R A C Y

K.4

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



# Kindergarten 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 and Big Book Collection (5 Volumes Each)

Read **ALoud**

Mentor **STACK**



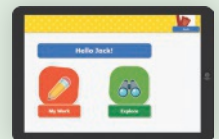
Trade Book Read Alouds



ABC Rhyme Time and Songs and Poems Big Books



Genre, Skill, and Strategy Videos



Savvas Realize™ Primary Student Interface

Small Group & Independent

**BOOK CLUB**  
with Trade Books



Includes Big Books

**WRITING CLUB**



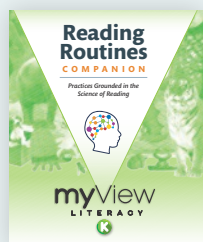
Digital Games

**SuccessMaker**



Leveled Content Readers with Access Videos

Foundational Skills



Reading Routines Companion



Decodable Stories



Decodable Readers



Letter Tiles



Picture Word Cards



Alphabet Cards



Kindergarten Letter Recognition Unit

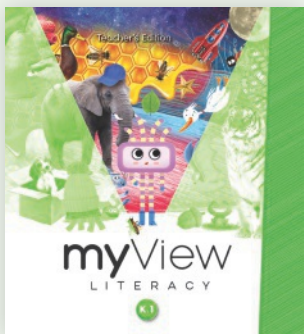


### Savvas Realize™

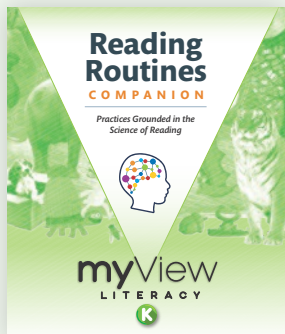
- Seamless Google Integration
- Interactive PDFs
- Distance Learning Teacher's Guide
- Downloadable/Printable Content
- Customizable Playlists
- Upload files and video
- Assign, Submit, and Grade
- Access to Realize Reader™ on and offline

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

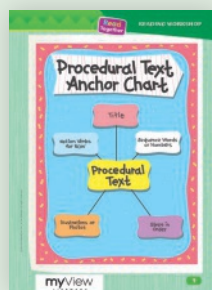
## TEACHER RESOURCES



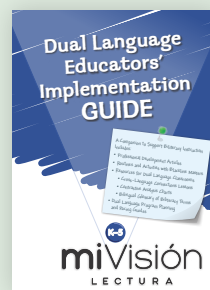
Teacher's Edition  
5 Volumes



Reading Routines Companion



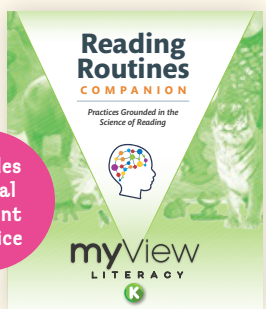
Anchor Charts



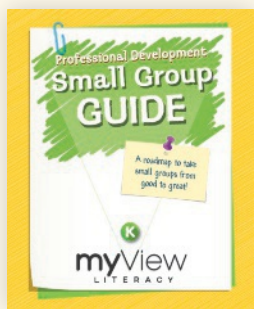
Dual Language Educators' Implementation Guide

### Printables Include:

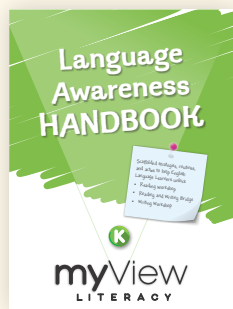
- Handwriting Practice
- Handwriting Models
- Writing Minilessons and Student Practice
- Language & Conventions Resources
- Spelling Resources
- Read Aloud Trade Book Lesson Plans



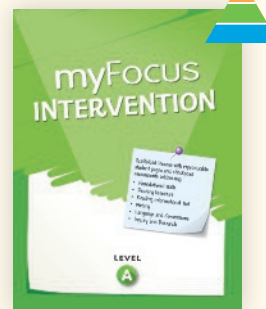
Reading Routines Companion



Small Group Professional Development Guide



Language Awareness Handbook

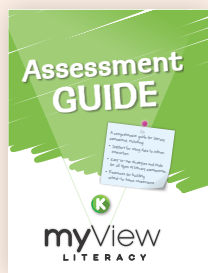


myFocus Intervention Teacher's Guide

### Printables Include:

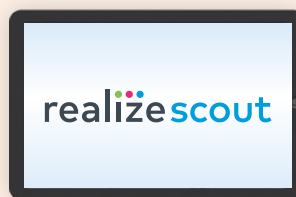
- Extension Activities
- Quest and uEngineer It! Cross-curricular projects
- Project-Based Inquiry Rubrics & Leveled Research Articles
- Writing Conference Notes & Student Feedback Template
- Leveled Literacy Stations
- Leveled Content Reader Teacher's Guide

## 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.

### Mentor STACK



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

### Read ALOUD



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

### 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.*





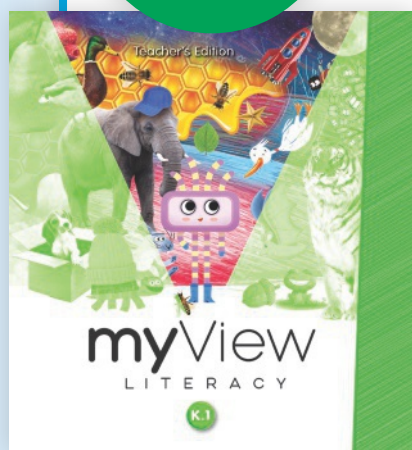
# A Continuum of Resources to Meet the Needs of Your Students



*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

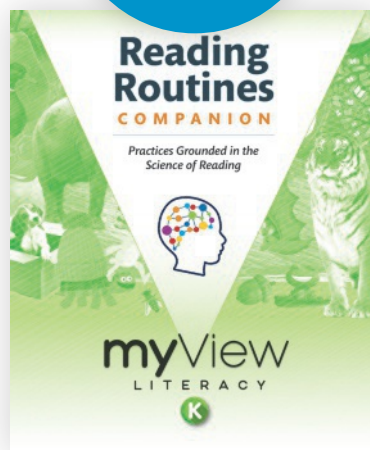
### Teacher's Edition



### 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



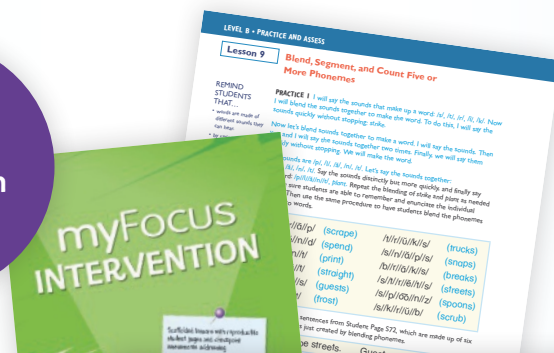
SuccessMaker



## SuccessMaker®

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

myFocus Intervention

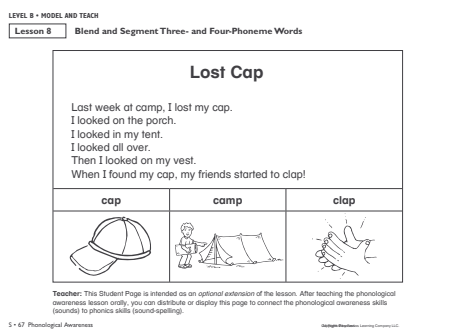


## myFocus Intervention

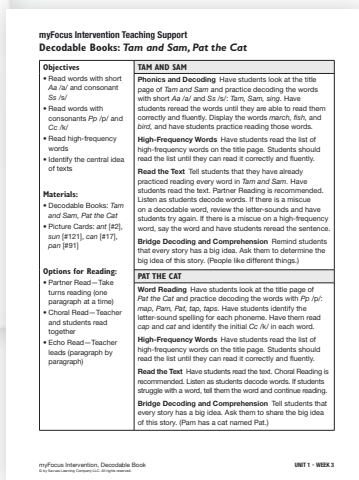
Small group instruction related to core lessons for students needing significant support to master key skills and concepts.

Lessons follow a routine of:

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



myFocus Reader



## myFocus Reader

Our youngest learners take a deeper dive into their decodable booklets for additional instruction and practice. Teachers have a comprehensive guide supporting decoding, high-frequency words, comprehension, and more.

# 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



52 **whale**

**myView Digital** **NOVEMBER**

**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 hutch

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

**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.

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

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

**WEEK 1 LESSON 2**  
READING-WRITING WORKSHOP BRIDGE

## Spelling Spell Words with Digraphs and Trigraphs

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

**LESSON 2**

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

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

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

**SPELLING WORDS**  
catch inch  
check inch  
chip while  
graph which  
high high

**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**

Dictation practice is included in the Student Interactive.


## A Systematic Reading Progression

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

**DECODABLE STORY** **FOUNDATIONAL SKILLS**

## On the Run

Highlight the words with the long o sound.



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

**AUDIO**  
Audio with highlighting

**ANNOTATE**

23

**Decodable Book 5**

## We Make It




Written by Hugo Delmar  
Illustrated by Sandy Brightman

**Decodable Reader** **21**

## Kate Wins the Game

Written by Moira McGinty



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


**Consonant Digraph sh**  
shade smash

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

**Decodable Reader** **14**

## The Bravest

Written by Ramona Vargas



**Comparative Endings**  
braver bravest  
taller tallest  
smarter smartest

**Other Words**  
know others  
live they  
move what

105

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

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

**Decodable Practice Passage** **6B**

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

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

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

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# Purposeful Assessments, Powerful Results

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

## Formative Assessments – Daily/Weekly

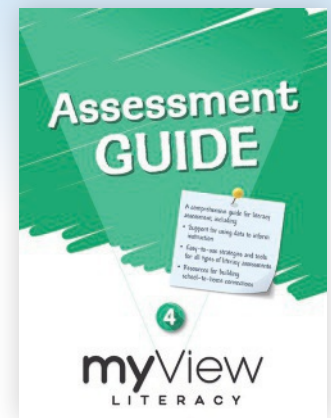
- Quick Checks
- Assess and Differentiate
- Assess Prior Knowledge
- Assess Understanding
- Observational Checklists
- Conferring Checklists
- Reading and Writing Rubrics for Student Self-Assessment
- Weekly Progress Check-Ups
- Weekly Cold Read Assessments for Fluency and Comprehension (Grades 1-5)

## Unit Assessments – 5x Year

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

## Summative Assessments – 3x Year

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



### Data-Driven Assessment Guide

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

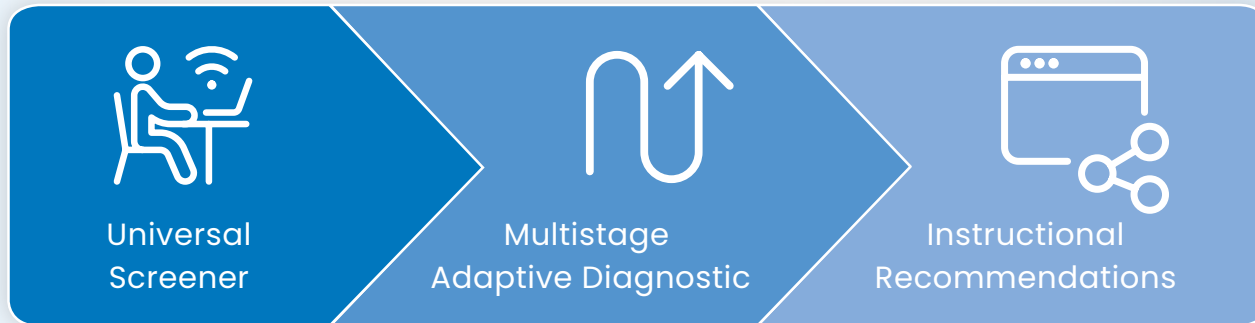
### Test Preparation (Grades 2–5)



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

# SAVVAS literacy Screener & Diagnostic Assessments

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



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

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

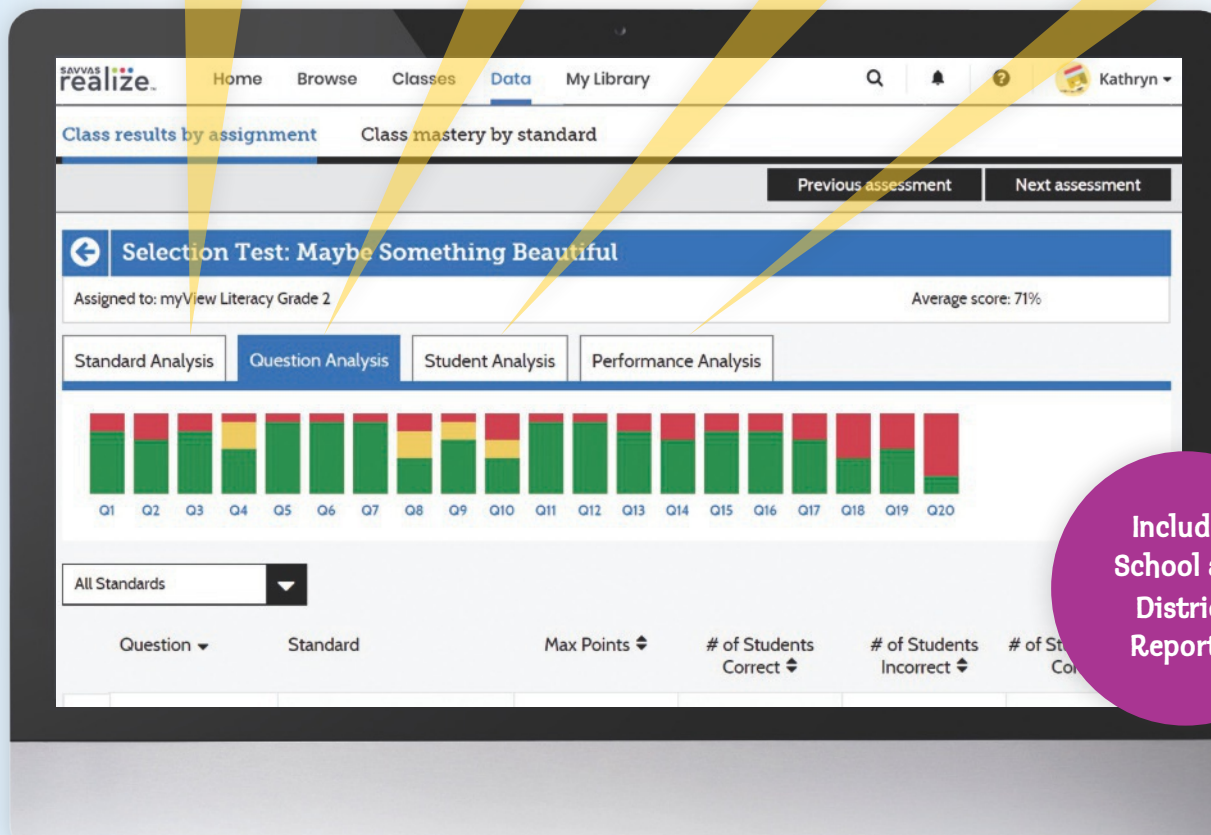
Student data connects skills to instructional supports and resources.

See progress by standard.

Drill into questions to see where students are struggling.

Focus on individual student performance.

Get small group recommendations with suggested next-step activities.



## Intuitive Data Reporting

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

Includes School and District Reports.

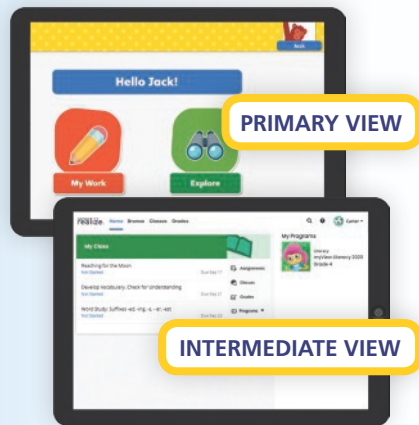
# The Digital Difference



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

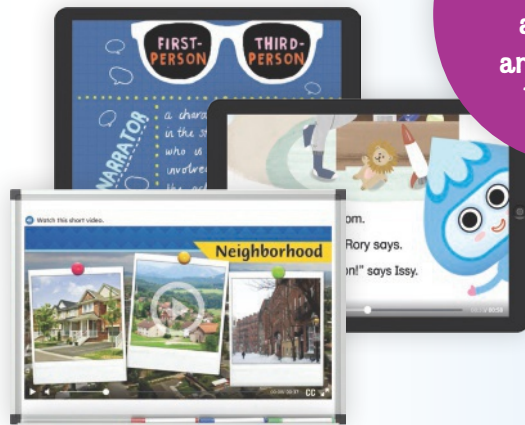
## The Student Experience

High-Interest resources capture attention and increase learning.



### Adaptive Dashboard

Adjust student view for ease of use!



### Engaging Videos

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

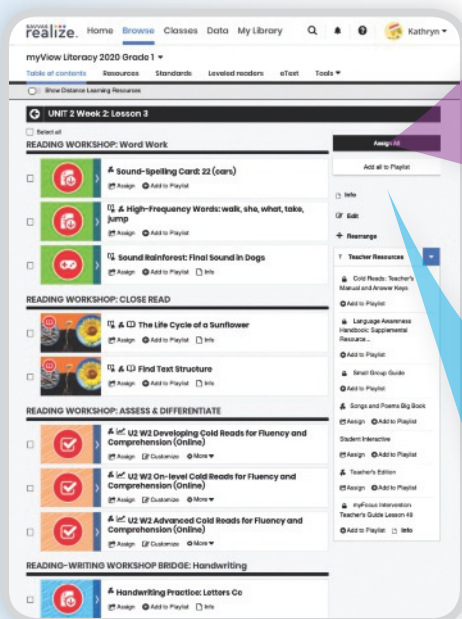


### Digital Games

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

## The Teacher Experience

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



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

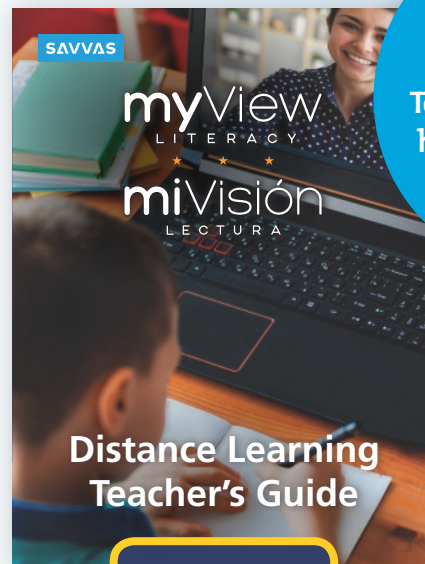
Add content, rearrange lessons, delete what you don't need—**make it your own!**

Create a Playlist

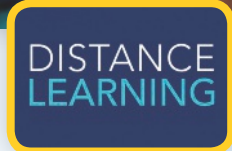
Title: Poetry Study

Description (Options):

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



Distance Learning Teacher's Guide



# Engaged, Motivated Classrooms

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



## Social-Emotional Learning

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



## Inclusive and Equitable Instruction

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

## Professional Learning and Program Implementation

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



### Program Activation

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

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

### Jump-start Your Teaching!

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

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



[mySavvasTraining.com](https://mySavvasTraining.com)

### Live Instructional Coaching Chat

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

### On-Demand Training Library

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

### Teacher Webinars

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



UNIT THEME

# Then and Now

## Essential Question

What can we learn from the past?

SAVVAS  
**realize**<sup>™</sup>

Go ONLINE for all lessons.

myView  
Digital



REALIZE  
READER



GAME



AUDIO



DOWNLOAD



ANNOTATE



RESEARCH



VIDEO



ASSESSMENT

# Spotlight on Narrative Nonfiction



## WEEK 1



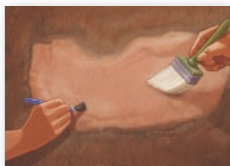
*Cars Are Always Changing* pp. T14–T69

Narrative Nonfiction

by Gary Miller

**WEEKLY QUESTION** Why is it important to make inventions better?

## WEEK 2



*Uncovering the Past* pp. T70–T125

Narrative Nonfiction

by Jennifer Torres

**WEEKLY QUESTION** How do we learn about the past?

## WEEK 3



*Grandma's Phone* pp. T126–T181

Fiction

by Ken Mochizuki

**WEEKLY QUESTION** How has communication changed over time?

## WEEK 4



*Changing Laws, Changing Lives:  
Martin Luther King, Jr.* pp. T182–T237

Narrative Nonfiction

by Eric Velasquez

**WEEKLY QUESTION** What was life like in the past?

## WEEK 5



*Tempura, Tempura* pp. T238–T293

Fiction

by Lyn Miller-Lachmann

**WEEKLY QUESTION** What can we learn from family traditions?

## WEEKS 1–5

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

**SEL** SOCIAL-EMOTIONAL LEARNING

## WEEK 6

**PROJECT-BASED INQUIRY** pp. T422–T455





UNIT THEME

# Then and Now

## Essential Question

What can we learn from the past?

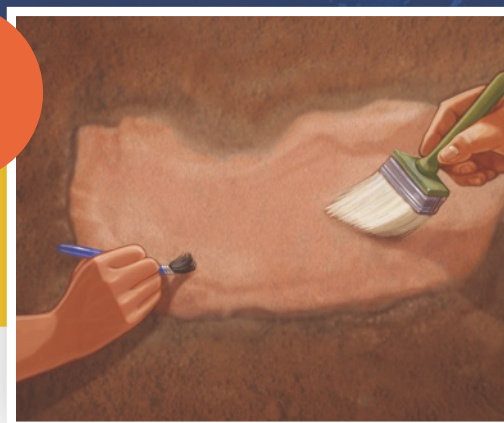
**Weekly Questions**  
Students relate the weekly questions to their reading.  
WEEKS 1-5



WEEK  
**2**

## Uncovering the Past

How do we learn about the past?



WEEK  
**1**

## Cars Are Always Changing

Why is it important to make inventions better?



WEEK  
**3**

## Grandma's Phone

How has communication changed over time?



## Changing Laws, Changing Lives: Martin Luther King, Jr.

WEEK  
**4**



What was life like in the past?



WEEK  
**5**

## Tempura, Tempera

What can we learn from family traditions?



## Project

WEEK  
**6**



### Project-Based Inquiry

At the end of the unit, students will get the chance to apply what they've learned about "Then and Now" in the **WEEK 6 PROJECT: Looking Back.**

UNIT THEME

# Then and Now

WEEK 1

WEEK 2

WEEK 3

READING WORKSHOP

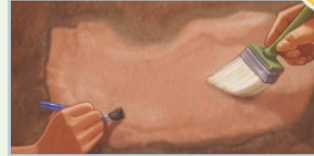
Narrative Nonfiction 



Cars Are Always Changing

Find important details about pieces of information in narrative nonfiction.

Narrative Nonfiction 



Uncovering the Past

Make inferences about the main idea in narrative nonfiction.

Fiction



Grandma's Phone

Visualize details about the setting in literary 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

*Farming Then and Now* by Charles R. Smith, Jr.  
What can we learn from the past?

WRITING WORKSHOP

Introduce Mentor Stacks and immerse in personal narratives.

Develop elements of personal narratives.

Develop the structure of personal narratives.



READING-WRITING WORKSHOP BRIDGE

Bridge reading and writing through:

- Spelling
- Language & Conventions

## UNIT GOALS

**SEL** SOCIAL-EMOTIONAL LEARNING

### UNIT THEME

- Talk with others to learn about the past.

### READING WORKSHOP

- Read narrative nonfiction and understand its elements.

### READING-WRITING WORKSHOP BRIDGE

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

### WRITING WORKSHOP

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

## WEEK 4

### Narrative Nonfiction



#### Changing Laws, Changing Lives: Martin Luther King, Jr.

Use text features to create new understandings about narrative nonfiction.

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 from the past?

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

Bridge reading and writing through:  
• Spelling • Language & Conventions

## WEEK 5

### Fiction



#### Tempura, Tempura

Ask and answer questions about the theme in literary text.

Publish, celebrate, and assess personal narratives.

## WEEK 6

### Inquiry and Research



#### Looking Back

### FOUNDATIONAL SKILLS

Phonics, Spelling,  
High-Frequency Words

### Project-Based Inquiry

- Generate questions for inquiry
- Research how people lived in the past
- Engage in productive collaboration
- Incorporate media
- Celebrate and reflect



# UNIT 4 SKILLS OVERVIEW

## UNIT THEME

# Then and Now

		WEEK 1		WEEK 2		WEEK 3		
		Narrative Nonfiction		Narrative Nonfiction		Fiction		
		Cars Are Always Changing		Uncovering the Past		Grandma's Phone		
		CCSS		CCSS		CCSS		
READING WORKSHOP	Foundational Skills	Phonological Awareness: Middle Sounds; Blend and Segment Sounds; Count Words	RF.K.2	Phonological Awareness: Middle Sounds; Identify and Count Words and Syllables	RF.K.2; RF.K.2.d	Phonological Awareness: Middle Sounds; Syllables	RF.K.2; RF.K.2.b; RF.K.2.d	
		Phonics: Short <i>Oo</i> /o/ and Long <i>Oo</i> /ō/	RF.K.3; RF.K.3.b	Phonics: Short <i>Uu</i> /u/ and Long <i>Uu</i> /ū/	RF.K.3.b; RF.K.3.d	Phonics: Short <i>Ee</i> /e/ and Long <i>Ee</i> /ē/	RF.K.3; RF.K.3.b	
		High-Frequency Words: <i>find, over, again</i>	RF.K.3.c	High-Frequency Words: <i>all, now, pretty</i>	RF.K.3.c	High-Frequency Words: <i>black, brown, white</i>	RF.K.3.c	
	Minilesson Bank	Infographic: Making Communication Better	RI.K.10	Infographic: Learning About the Past	RI.K.10	Time Line: Changing Phones	RI.K.1	
		Narrative Nonfiction: <i>Cars Are Always Changing</i>	RI.K.10	Narrative Nonfiction: <i>Uncovering the Past</i>	RI.K.10	Fiction: <i>Grandma's Phone</i>	RL.K.10	
		Words That Name Different Inventions	L.K.6	Words That Relate to Archaeology	RI.K.7	Words That Relate to Places	L.K.6	
		Describe Connections	RI.K.3	Find Main Idea and Supporting Details	RI.K.2	Describe Setting	RL.K.3	
		Find Important Details	RI.K.2	Make Inferences	W.K.8	Visualize Details	RL.K.10	
		Talk About It: Oral Response to Narrative Nonfiction	RI.K.2	Write to Sources: Write Using Text Evidence	RI.K.2	Talk About It: Oral Response to Literature	SL.K.4	
	READING-WRITING WORKSHOP BRIDGE	Academic Vocabulary	Related Words	L.K.5	Synonyms	L.K.5	Context Clues	L.K.6
Handwriting		Write the Letters <i>Hh</i> and Words	L.K.1.a	Write the Letters <i>Vv</i> and <i>Yy</i>	L.K.1.a	Write the Letters <i>Ww</i> and <i>Xx</i>	L.K.1.a	
Read Like a Writer/Write for a Reader		First-Person Text	RI.K.10	Visualize	RI.K.10	Analyze Third-Person Text	RL.K.10	
WRITING WORKSHOP	Weekly Focus	Introduce and Immerse		Develop Elements		Develop Structure		
	Minilesson Bank	Personal Narratives	RF.K.1.a	Setting	W.K.3	What Happens First	W.K.3	
		Personal Narratives: Characters and Setting	W.K.3	Explore Narrator	W.K.3	Explore What Happens Next	W.K.3	
		Personal Narratives: Plot	W.K.3	Apply Narrator	W.K.3	Apply What Happens Next	W.K.3	
		Generate Ideas	W.K.3	Explore Plot	W.K.3	Explore What Happens Last	W.K.3	
		Plan Your Personal Narrative	W.K.3	Apply Plot	W.K.3	Apply What Happens Last	W.K.3	
	READING-WRITING WORKSHOP BRIDGE	Spelling	Spell Words	L.K.2	Spell Words	L.K.2	Spell Words	L.K.2.d
		Language & Conventions	Complete Sentences	L.K.1.f	Kinds of Sentences	L.K.2	End Punctuation	L.K.2.b

# Essential Question

What can we learn from the past?

## WEEK 4

### Narrative Nonfiction

Changing Laws,  
Changing Lives:  
Martin Luther King, Jr.



## WEEK 5

### Fiction

Tempura, Tempura



## WEEK 6

### Inquiry and Research

Looking Back



	CCSS
<b>FOUNDATIONAL SKILLS</b>	
Phonological Awareness: Middle Sounds	RF.K.2.d
Review and Reinforce Phonics: Words for <i>Hh</i> and <i>Xx</i> ; Words for Short <i>Uu</i> /u/ and Long <i>Uu</i> /ū/	RF.K.3
Review and Reinforce Spelling: Spell Words	L.K.2.d
High-Frequency Words: <i>may, this, round</i>	RF.K.3.c
Compare Across Texts: Then and Now	RI.K.9
Inquire: What Was Life Like for Children in the Past?	W.K.7
Academic Words	L.K.6
Explore and Plan: Informational Writing	W.K.7
Conduct Research: Conduct an Interview	W.K.7
Refine Research: Take Notes	W.K.7
Collaborate and Discuss: Revise and Edit	W.K.7; W.K.5
Celebrate and Reflect	SL.K.5

	CCSS		CCSS
Phonological Awareness: Identify and Count Words in Sentences; Recognize Alliteration; Identify and Produce Rhyming Words	RF.K.2; RF.K.2.a	Phonological Awareness: Add Phonemes; Identify and Produce Rhyming Words; Identify and Count Words in Sentences	RF.K.2; RF.K.2.a; RF.K.2.e
Phonics: Review and Reinforce: Words for <i>Pp</i> /p/ and <i>Yy</i> /y/; Words for Short <i>li</i> /i/ and Long <i>li</i> /ī/	RF.K.3; RF.K.3.a	Phonics: Review and Reinforce: Words for <i>Dd</i> /d/, <i>Ff</i> /f/, <i>Vv</i> /v/; Words for Short <i>Ee</i> /e/	RF.K.3
High-Frequency Words: <i>good, open, could</i>	RF.K.3.c	High-Frequency Words: <i>want, every, please</i>	RF.K.3.c
Infographic: Then and Now	W.K.8	Poem: A Family Tradition	SL.K.4
Narrative Nonfiction: <i>Changing Laws, Changing Lives: Martin Luther King, Jr.</i>	RI.K.10	Fiction: <i>Tempura, Tempura</i>	RL.K.10
Words That Relate to Civil Rights	L.K.5.d; L.K.6	Words That Relate to Family Traditions	L.K.6
Find Text Features	RI.K.7	Determine Theme	RL.K.10
Create New Understandings	RI.K.10	Ask and Answer Questions	RL.K.1
Write to Sources: Write Using Text Evidence	SL.K.4	Talk About It: Oral Response to Literature	RL.K.2
Word Parts	L.K.4.b	Oral Language	L.K.6
Write the Letters <i>Kk</i> and <i>Zz</i>	L.K.1.a	Write Words and Numerals 1, 2	L.K.1.a
Supporting Information	RI.K.8	Graphic Features	RL.K.7
<b>Writer's Craft</b>		<b>Publish, Celebrate, Assess</b>	
Edit for Punctuation Marks	L.K.2	Edit for Capitalization	L.K.2
Explore Verbs	L.K.1	Edit for Spelling	L.K.2
Apply Verbs	L.K.1	Prepare for Celebration	L.K.2
Explore Subjective Possessive Pronouns	L.K.1	Celebration	SL.K.6
Apply Subjective Possessive Pronouns	L.K.1	Assessment	W.K.3
Spell Words	L.K.2.d	Spell Words	L.K.2
Question Words	L.K.1.d	Question Words	L.K.1.d

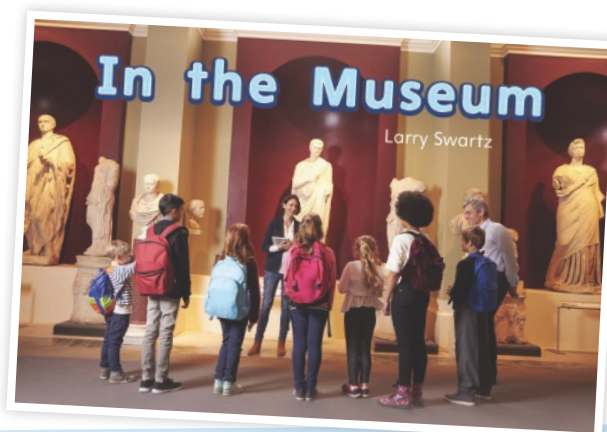
# UNIT 4 LEVELED READERS LIBRARY



## LEVEL B

### Leveled Readers for Unit 4

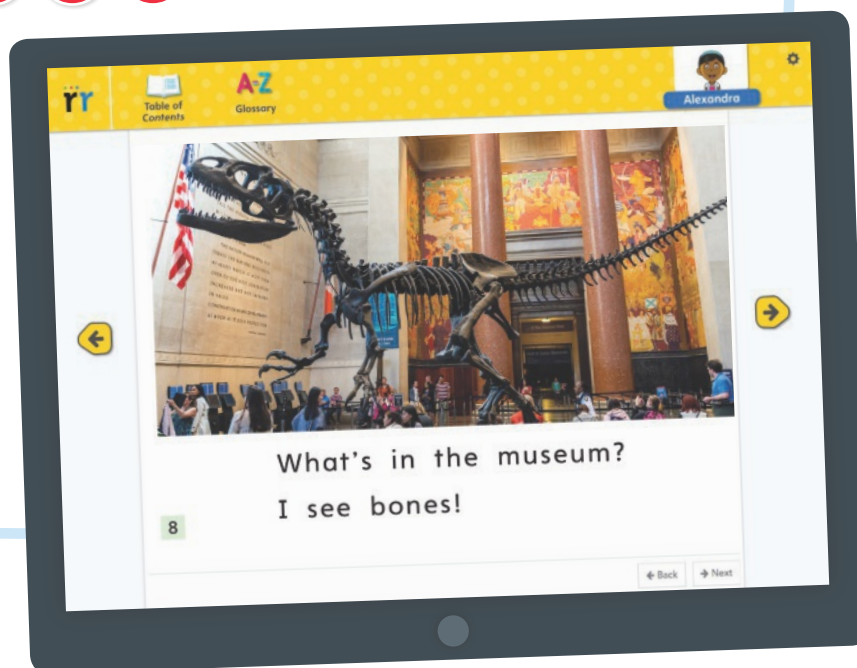
- Unit 4 guided reading levels range from Level B through Level D.
- Readers align to the unit theme, Then and Now, and to the unit Spotlight Genre, Narrative Nonfiction.
- See the Matching Texts to Learning pages each week for suggested texts aligned to the week's instruction and genre.



### Complete Online Access to the Grade K Leveled Library

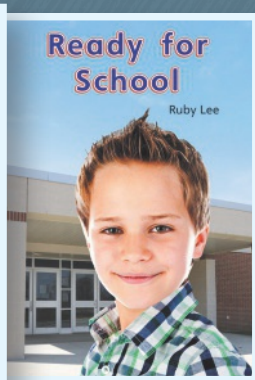


- A range of levels from Level A through Level D
- A variety of fiction and nonfiction genres
- Text structures and features aligned to the continuum of text levels
- Readers provide audio and word-by-word highlighting to support students as they read
- Leveled Reader Search functionality on SavvasRealize.com

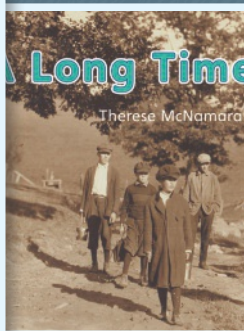




Level C



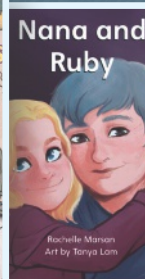
Level C



Level C



Level D



Level D



Level D



Level D



Level D

LEVEL D

## 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 Readers Library.
- additional support for incorporating guided reading in small group time.
- progress monitoring tools.



SMALL GROUP  
GUIDE

# Then and Now

## OBJECTIVES

Self-select text and interact independently with text for increasing periods of time.


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

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

Describe how his or her life might be different without modern technology.

## Essential Question

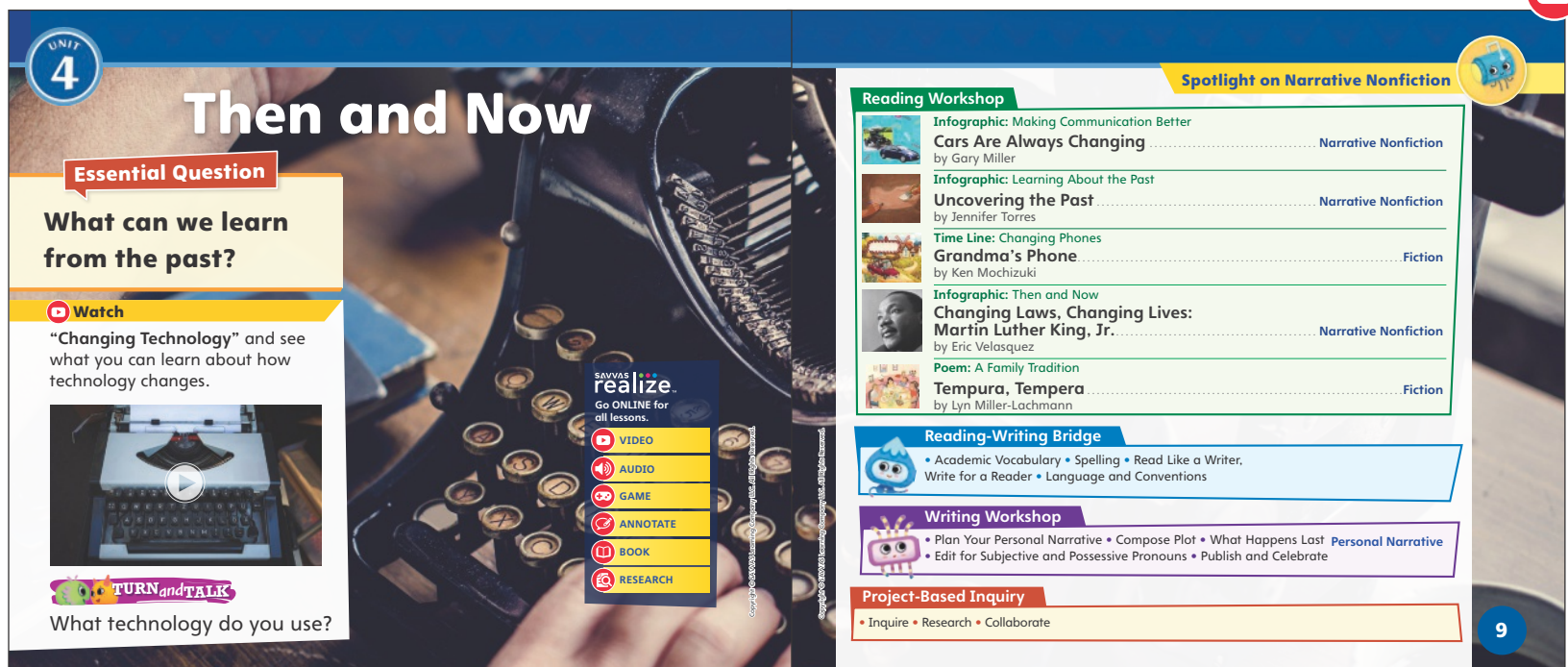
Introduce the Unit 4 Essential Question: *What can we learn from the past?* Tell students that they will be reading many narrative nonfiction and fiction texts about the past and the present. Explain the importance of reading two different types of texts; each author discusses the theme, or important idea, in his or her own way. For example, the author of a narrative nonfiction text can use real-life examples to explore the theme, while the author of a fiction text can use characters and made-up events to talk about the theme.

**Watch the Unit Video** Tell students that a video has both sound and pictures. It is important to pay close attention to both to get all of the information from the video. Have students listen to the sounds and watch the pictures as they view the Unit 4 video. 






**TURN, TALK, AND SHARE** Have pairs of students discuss what they learned about technology in the past and the present by watching the video. Guide their discussions using the following questions:

- What did you hear in the video?
- What did you see in the video?

STUDENT INTERACTIVE, pp. 8–9



The screenshot shows a digital student interactive page for Unit 4, titled "Then and Now". The page features a background image of a vintage typewriter. On the left side, there is a section titled "Essential Question" with the text "What can we learn from the past?". Below this is a "Watch" section with a video player showing a typewriter and the text "Changing Technology" and "see what you can learn about how technology changes." At the bottom left, there is a "TURN and TALK" section with the question "What technology do you use?". In the center, there is a vertical menu with icons for VIDEO, AUDIO, GAME, ANNOTATE, BOOK, and RESEARCH. On the right side, there is a "Reading Workshop" section with a table of activities:

Reading Workshop		Spotlight on Narrative Nonfiction
	Infographic: Making Communication Better <b>Cars Are Always Changing</b> ..... Narrative Nonfiction by Gary Miller	
	Infographic: Learning About the Past <b>Uncovering the Past</b> ..... Narrative Nonfiction by Jennifer Torres	
	Time Line: Changing Phones <b>Grandma's Phone</b> ..... Fiction by Ken Mochizuki	
	Infographic: Then and Now <b>Changing Laws, Changing Lives: Martin Luther King, Jr.</b> ..... Narrative Nonfiction by Eric Velasquez	
	Poem: A Family Tradition <b>Tempura, Tempura</b> ..... Fiction by Lyn Miller-Lachmann	

Below the reading workshop is a "Reading-Writing Bridge" section with the text: "Academic Vocabulary • Spelling • Read Like a Writer, Write for a Reader • Language and Conventions". Below that is a "Writing Workshop" section with the text: "Plan Your Personal Narrative • Compose Plot • What Happens Last • Personal Narrative • Edit for Subjective and Possessive Pronouns • Publish and Celebrate". At the bottom right, there is a "Project-Based Inquiry" section with the text: "Inquire • Research • Collaborate". The page number "9" is visible in the bottom right corner.

**ELL Targeted Support Use Visual Support** Help students use visual and contextual support to develop background knowledge about language from the video.

Display photographs that show each technological object from the video. Name the technology and have students repeat each word. **EMERGING**

Have students work with a partner. Ask one student to act out a form of technology from the video. Have the other student guess which word it is. **DEVELOPING**

Ask students to draw technology from the video. Then have students compare drawings to visuals from the video to verify understanding. **EXPANDING**

Ask students to draw technology from the video. Then tell them to describe it to a partner while the partner has his or her back turned. Ask the student to guess which technology is being described. **BRIDGING**

## Independent Reading

**Make Connections** Read aloud pp. 10–11 in the *Student Interactive*. Guide students to connect what they read to personal experiences, other books they have read, or society for a better understanding of the text. Tell them that setting a purpose, or reason, for reading will help them better understand the connections they can make. Have students:

- Set a purpose for reading the text.
- Practice making connections to personal experiences, ideas in other texts, or society when reading.
- Interact independently with the text and build stamina by reading a few more pages every day.

STUDENT INTERACTIVE, pp. 10–11

**UNIT 4**



INDEPENDENT READING

**Read Together**

**Independent Reading**













Ask questions to make connections when you read.

1. How is the text like other texts I have read?
2. How does the text remind me of my life?
3. How does the text remind me of my community?

Directions Read the information to students. Say: When you make connections, you think about how the text you are reading is like another text or real life. As students read texts independently, encourage them to make connections to other texts, to personal experiences, and to society.

**My Independent Reading Log**

Date	Book	Pages Read	My Ratings
			  
			  
			  
			  

Directions Have students self-select a text and interact independently with it for increasing periods of time. To build stamina, tell students to read a few more pages every day. Then have them tell about their independent reading by completing the chart.

# UNIT 4

## INTRODUCE THE UNIT

### OBJECTIVES

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

Respond using newly acquired vocabulary as appropriate.

Identify real-life connections between words and their use.

### ELL Language Transfer

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

- discover : *descubrir*
- tradition : *tradición*

### Word Wall

Display the beginning of a Word Wall of Academic Vocabulary. Add to the wall as you generate new vocabulary related to the theme during the unit.

## Unit Goals

- Read the Unit Goals on p. 12 in the *Student Interactive* to students.
- As you read aloud each goal, have students shade in the shape next to it using different colors.

Using the photos on p. 12, hold a class discussion about classrooms from long ago and classrooms today.

**TURN, TALK, AND SHARE** Have students talk to a partner about how the classrooms in the pictures are alike and different.

## Academic Vocabulary

**Oral Vocabulary Routine** Remind students that academic language is used when discussing ideas. Tell them that as they learn about the past and present throughout the unit, they will learn and use these words. Have students turn to p. 13 in the *Student Interactive*. Read aloud the words and the sentences below to model using the words. Then have students make up and say their own sentences using the new Academic Vocabulary words.

- Our **tradition** is eating dinner at the table every night.
- You can **discover** seashells at the beach.
- You **change** from a baby to a toddler.
- The clock shows the **time**.

**TURN, TALK, AND SHARE** Guide students to recognize the connection between the pictures and words on p. 13. Have partners take turns saying the words and acting them out.



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

“Current text complexity systems depend heavily on sentence length and/or text structure to determine the challenge of texts. Those features are important, but if you don't know the words, the length of the sentence or of the texts is not going to be what prevents comprehension. It's the ideas in a text, as represented by vocabulary, that influences the complexity of texts, not simply the length of sentences.”

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

**ELL Targeted Support Use Prior Experiences** Remind students that using and reusing academic vocabulary when speaking and writing is important. Use the Oral Vocabulary Routine to help students understand the past and present, and build academic language using prior experiences.

Display photographs similar to the pictures on p. 13 in the *Student Interactive*. Ask students to name the pictures in their home language. Say the words in English and have students repeat. **EMERGING**

Ask students to share where they have heard the Academic Vocabulary words before. Tell them to apply their experiences to use the words in simple sentences. **DEVELOPING**

Ask students to share where they have heard the Academic Vocabulary words before. Have them tell a story about their lives or about people they know, using at least two of the Academic Vocabulary words. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 12–13

**UNIT 4**

**INTRODUCTION**



**Read Together**

**Unit Goals**





In this unit, you will

- read narrative nonfiction
- write a personal narrative
- talk about what we can learn from the past

**TURN and TALK** Talk about how the classrooms are alike and different.

**Academic Vocabulary**

time	
change	
discover	
tradition	

**TURN and TALK** Say the words and act them out.

**12** Directions Read aloud the unit goals. Then have students look at the pictures. Ask them to talk about how the classroom from the past and the classroom today are alike and different.

**13** Directions Read the Academic Vocabulary to students and have them discuss the meanings of the words. Then have partners take turns saying a vocabulary word for the other partner to act out.



# UNIT 4 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 narrative nonfiction.
- I can use words to tell about narrative nonfiction.
- I can write a story about myself.

#### SEL SOCIAL-EMOTIONAL LEARNING

### Assessment Options for the Week

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

### Materials

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

#### LESSON 1

RI.K.1, RF.K.1.a, RF.K.3.b, W.K.3, SL.K.1, L.K.1.a

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T18–T19
  - » Phonological Awareness: Medial /o/ and Medial /ō/
  - » Phonics: Introduce Short o and Long o
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T20–T21
- Listening Comprehension: Read Aloud: “The Doctor’s Visit” T22–T23
- Narrative Nonfiction T24–T25
  - ☑ **Quick Check** T25

#### READING BRIDGE

- Academic Vocabulary: Related Words T26–T27
- Handwriting: Letters *Hh* 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

- Personal Narrative T304–T305
  - » Personal Narrative
  - » Share Back

##### INDEPENDENT WRITING

- Personal Narrative T305
- Conferences T302

#### WRITING BRIDGE

- Spelling: Spell Words T306
  - ☑ **Assess Prior Knowledge** T306
- Language & Conventions: Spiral Review: Prepositional Phrases T307

#### LESSON 2

RF.K.1.c, RF.K.3, RI.K.4, RI.K.7, W.K.3, SL.K.1

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T32–T33
  - » Phonics: Read and Write Words with Short o and Long o
  - ☑ **Quick Check** T33
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T34–T39
  - » Preview Vocabulary
  - » Print Awareness
  - » Read: *Cars Are Always Changing*
- Respond and Analyze T40–T41
  - » My View
  - » Develop Vocabulary
  - ☑ **Quick Check** T41
  - » Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Word Work Support T42
- Guided Reading/Leveled Readers T45
- Strategy and Intervention Activities T42, T44
- Fluency T44
- Conferring T45
- ELL Targeted Support T42, T44

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T43
- Independent Reading T45
- Literacy Activities T45

#### WRITING WORKSHOP

##### MINILESSON

- Personal Narrative T308–T309
  - » Personal Narrative: Characters and Setting
  - » Share Back

##### INDEPENDENT WRITING

- Personal Narrative T309
- Conferences T302

#### WRITING BRIDGE

- Spelling: Teach Spell Words T310
- Language & Conventions: Oral Language: Complete Sentences T311

## LESSON 3

RF.K.1.c, RF.K.2, RI.K.3,  
W.K.3, SL.K.1.a, L.K.1.b

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T46–T47
  - » Phonological Awareness: Segment and Blend Phonemes
  - » Phonics: Read and Write Words with Short *o* and Long *o*
  - » High-Frequency Words

#### CLOSE READ

- Describe Connections T48–T49
- Close Read: *Cars Are Always Changing*
  - ✔ **Quick Check** T49

### READING BRIDGE

- Read Like a Writer, Write for a Reader: First-Person Text T50–T51
- Handwriting: Write Words T50–T51

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T53
- Strategy and Intervention Activities T52
- ELL Targeted Support T52
- Conferring T53

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T53
- Literacy Activities T53

### WRITING WORKSHOP

#### MINILESSON

- Personal Narrative T312–T313
  - » Personal Narrative: Plot
  - » Share Back

#### INDEPENDENT WRITING

- Personal Narrative T313
- Conferences T302

### WRITING BRIDGE

- Spelling: Review and More Practice: Spell Words T314 **FLEXIBLE OPTION**
- Language & Conventions: Teach Complete Sentences T315

## LESSON 4

RF.K.3.b, W.K.8, SL.K.1.a,  
L.K.1, L.K.1.f

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T54–T57
  - » Phonics: Read and Write Words with Short *o* and Long *o*
    - ✔ **Quick Check** T55
  - » Decodable Story: Read *On the Run* T56–T57

#### CLOSE READ

- Find Important Details T58–T59
- Close Read: *Cars Are Always Changing*
  - ✔ **Quick Check** T59

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Word Work Support T60
- Guided Reading/Leveled Readers T63
- Strategy and Intervention Activities T60, T62
- Fluency T62
- Conferring T63
- ELL Targeted Support T60, T62

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T61
- Independent Reading T63
- Literacy Activities T63

### WRITING WORKSHOP

#### MINILESSON

- Personal Narrative T316–T317
  - » Generate Ideas
  - » Share Back

#### INDEPENDENT WRITING

- Personal Narrative T317
- Conferences T302

### WRITING BRIDGE

- Spelling: Spiral Review: Spell Words T318 **FLEXIBLE OPTION**
- Language & Conventions: Practice Complete Sentences T319

## LESSON 5

RF.K.2.e, W.K.3, W.K.8,  
SL.K.1.a, L.K.2.d

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T64–T65
  - » Phonological Awareness: Identify and Count Words in Sentences
  - » Phonics: Review Short *o* and Long *o*
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T66–T67
  - » Talk About It
    - ✔ **Quick Check** T67
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T69
- Strategy, Intervention, and On-Level/Advanced Activities T68
- ELL Targeted Support T68
- Conferring T69

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T69
- Literacy Activities T69

**BOOK CLUB** T69 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Personal Narrative T320
  - » Plan Your Personal Narrative
  - » Share Back

#### INDEPENDENT WRITING

- **WRITING CLUB** T320–T321 **SEL**
- Conferences T302

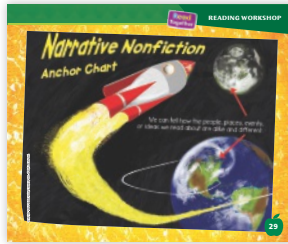
### WRITING BRIDGE

- Spelling: Spell Words T322
  - ✔ **Assess Understanding** T322
- Language & Conventions: Standards Practice T323 **FLEXIBLE OPTION**

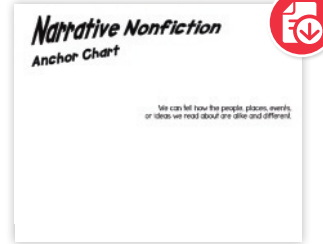
# Materials



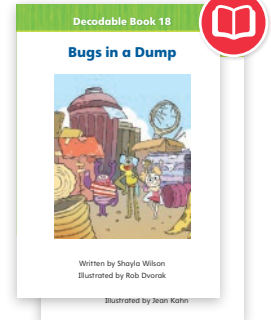
**INFOGRAPHIC**  
"Making Communication Better"



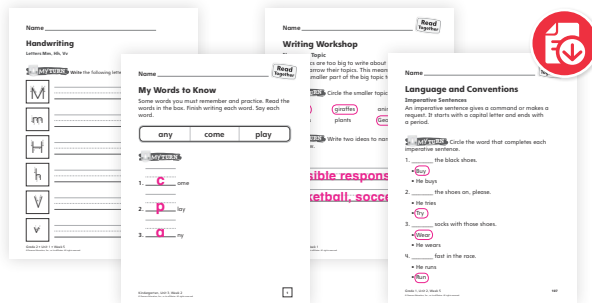
**READING ANCHOR CHART**  
Narrative Nonfiction



**EDITABLE ANCHOR CHART**  
Narrative Nonfiction



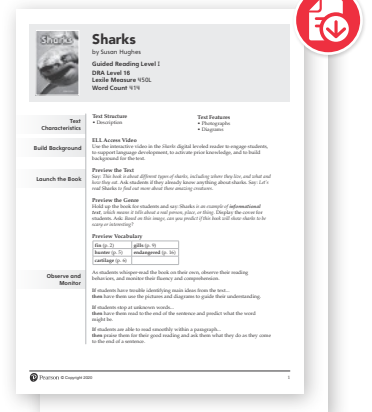
**DECODABLE BOOKS**



**RESOURCE DOWNLOAD CENTER**  
Additional Practice



**SONGS AND POEMS BIG BOOK**



**LEVELED READER TEACHER'S GUIDE**

## Words of the Week

### High-Frequency Words

find  
over  
again

### Develop Vocabulary

crank  
radio  
engine  
CD player

### Spelling Words

hop  
box  
mop  
dot  
find  
over

### Unit Academic Vocabulary

time  
change  
discover  
tradition



WEEK 1 LESSON 1 READING WORKSHOP GENRE & THEME

### Listening Comprehension

**OBJECTIVES**  
 Listen actively and use strategies to understand information and answer questions using main ideas and details of informational text.

**ELL Language Transfer**  
 Objectives: Understand the Spanish word: *temperatura*  
 • thermometer: *termómetro*  
 • temperature: *temperatura*  
 • infectious: *infectadísimo*

**THINK ALOUD** *Read Aloud*  
 Narrative nonfiction texts have a main idea, and they inform the reader about something. They are also told as a narrative story.

**Read Aloud**  
 Tell students that you are going to read a narrative nonfiction text about something. They are also told as a narrative story.

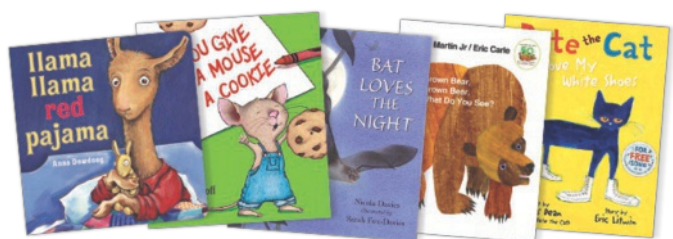
**START-UP**  
**READ-ALOUD ROUTINE**  
 Purpose: Have students hear actively for narrative elements in fiction text.

**READ** the entire text aloud without stopping for the Think Aloud callouts.  
**RE-READ** the text aloud, pausing to model Think Aloud strategies related to the genre.

**The Doctor's Visit**  
 I went to the doctor yesterday. The nurse used a thermometer to measure my temperature, or how hot or cold my body is. A healthy person's temperature is 98.6 degrees. A higher temperature may mean that a person is sick.

Many years ago, people did not have thermometers. They put their hand on a person's forehead to try to see if the person's temperature was too high. A thermometer is a better way to tell a person's temperature.

**READ ALOUD**  
 "The Doctor's Visit"



**READ ALOUD TRADE BOOK LIBRARY**

**Interactive Read Aloud**

**Fiction Lesson Plan**

**SWF**  
 Interactive Read Aloud  
 • Support students' comprehension.  
 • Encourage students' critical thinking and problem-solving skills.  
 • Provide an opportunity to model fluency and expressive reading.  
 • Foster a love and enjoyment of reading.

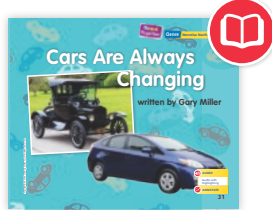
**PLANNING**  
 • Select a book from the Read Aloud Trade Book Library or the school or classroom library.  
 • Identify the key ideas of the story.  
 • Determine the Teaching Point.  
 • Write open-ended questions and include Think Alouds on sticky notes and digital sticky notes at the points where you plan to stop to think aloud.

**BEFORE READING**  
 • Show the cover of the book to introduce the title, author, illustrator, and genre.  
 • Discuss the title or cover of the book.  
 • Point out interesting elements in pictures.  
 • Gather prior knowledge and activate essential background necessary for understanding.  
 • Discuss the vocabulary essential for understanding.

**DURING READING**  
 • You can choose to do a first reading so students get the gist of the story and apply Think Alouds and open-ended questioning for a deeper understanding of the text.  
 • Read with expression to draw in listeners.  
 • Ask questions to guide the discussion and draw attention to the teaching point.  
 • These Think Alouds to model strategies skilled readers use to monitor comprehension and construct meaning from text.  
 • Help students make connections to their own experiences, how they have used the text in the past, or the world.

**AFTER READING**  
 • Summarize and allow students to share thoughts about the story.  
 • Support deeper comprehension by modeling the format of SWF, SWF, or SWF.  
 • Discuss and assign a Student Response Form available on Readaloud.com.

**INTERACTIVE READ ALOUD LESSON PLAN GUIDE**



**SHARED READ**  
*Cars Are Always Changing*

**BOOK CLUB**

Titles related to Spotlight Genre and Theme: T460-T465

**Mentor STACK**

Writing Workshop T301



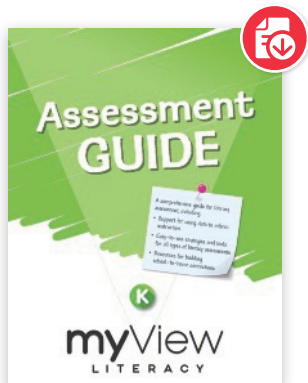
**LITERACY STATIONS**



**SCOUT**

## Assessment Options for the Week

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



**ASSESSMENT GUIDE**

# Word Work

## OBJECTIVES

Demonstrate phonological awareness.

Identify and match the common sounds that letters represent.

Identify and read common high-frequency words by sight.



Picture Cards

## FOUNDATIONAL SKILLS EXTENSION

See p. T36 for a short o extension activity that can be used as the text is read on Days 2 and 3.

## Phonological Awareness: Medial /o/ and Medial /ō/

**FOCUS AND MODEL** Tell students that today they will learn a new sound. The new sound is /ō/. Let's say it together: /ō/ /ō/ /ō/. Say the word *tot*. Let's say this word together: /t/ /o/ /t/. The word is *tot*. The word *tot* has the sound /o/. If we change that sound to /ō/, we get the word *tote*. Let's say it together: /t/ /ō/ /t/.

**SEE AND SAY** Have students turn to p. 16 in the *Student Interactive*. Circle the picture words that have the sound /o/, and underline the picture words that have the sound /ō/. Let's look at the first pair of pictures. I see a *log* and a *home*. In which word do you hear the sound /o/? Students should circle the picture of the log. In which word do you hear the sound /ō/? Students should underline the picture of the home. Then have them finish the activity.

## Phonics: Introduce Short o and Long o

### Minilesson

**FOCUS** Hold up the *top* Picture Card and point to the picture of the top. Have students say *top* with you. Turn the card over and read the word *top* with students. Let's say the sound in the middle of the word: /o/ /o/ /o/. The middle sound /o/ can be spelled with the letter *o*.

Hold up the *nose* Picture Card, and point to the picture of the nose. Have students say *nose* with you. Turn the card over and read the word *nose* with students. Let's say the sound in the middle of the word: /ō/ /ō/ /ō/. The middle sound /ō/ is spelled with the pattern *o\_e*.

**MODEL AND PRACTICE** Write *o* and *o\_e* on different sides of the board. Tell students that you will read a group of words, and they will listen for the sound /o/ or /ō/ in each one. They will walk to where the spelling for the sound they hear is written on the board. Use the following words: *rob, robe, jog, bone, joke, log, mom, home, dot*.

**APPLY My TURN** Have students complete p. 17 in the *Student Interactive*.

**ELL Targeted Support** Practice with the Sounds /o/ and /ō/ Provide students with a word web graphic organizer.

Review the sounds /o/ and /ō/ with students. Then say the word *cot*. Ask students if the word *cot* has either the sound /o/ or /ō/. If it does, they should write it into one of the web circles. If it does not, they should not write it. Use the following words for this activity, pausing briefly between words: *dot*, *home*, *rat*, *rope*. **EMERGING**

Say the word *robe*. Have students repeat after you. Then have students write the word in one of the web circles if it has the long o sound. Continue the activity with the following words: *dot*, *home*, *hop*, *hope*, *tone*. **DEVELOPING**

Have students look through the pages in the *Student Interactive* to find words with /o/ and /ō/. Have them fill in the web circles with the words. **EXPANDING**

Have students work in pairs to create a word web for short o words and a word web for long o words. Have them say short o and long o words aloud. Then have students categorize the words by writing them in the web for the correct middle sound. **BRIDGING**

**HIGH-FREQUENCY WORDS**

Display the high-frequency words *find*, *again*, and *over*. Show students familiar letter sounds, such as *f/f/* in *find*, in these words.

- Point to the word *find* and read it.
- Have students point to the word *find* and read it.
- Repeat for *again* and *over*.

find

again

over

STUDENT INTERACTIVE, pp. 16-17

**Middle Sounds**

**SEE and SAY** Circle and underline



Tell students that images represent log, home.



Tell students that images represent fox, stone.



Tell students that images represent phone, top.



Tell students that images represent stop, hose.

**Short o and Long o**

**MY TURN** Circle

rod



Tell students that images represent box, map, pot.

rode



Tell students that images represent lake, rope, home.

Directions Tell students that the letter o can make the sound /o/ and the vowel pattern o\_e can make the sound /ō/. Say: You will see the letter o in many words that have the short or long o sound. Trace the letter in the first word and tell me the sound that o makes in the word. Now circle the picture words in the first row that have the same o sound in the middle. Continue with the second row and the long o sound.

# Interact with Sources

## OBJECTIVES

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

Recognize characteristics of multimedia and digital texts.

Use vocabulary related to time and chronology, including *before*, *after*, *next*, *first*, *last*, *yesterday*, *today*, and *tomorrow*.

## ELL Language Transfer

**Cognates** As you discuss the infographic, point out the cognates for Spanish speakers.

- communication : *comunicación*
- computer : *computadora*

## ACADEMIC VOCABULARY

**Language of Ideas** Academic Vocabulary helps students access ideas. Use these words as you teach the lesson. For example, you might ask: [What is one change in the way we communicate?](#)

- time
- discover
- change
- tradition



Songs and Poems Big Book

See the *Songs and Poems Big Book* for selections that relate to the unit's theme.

## Explore the Infographic

Prompt students to think about the Essential Question for Unit 4: *What can we learn from the past?* Then point out the Weekly Question: *Why is it important to make inventions better?* Explain to students that improving inventions is one way that things change over time. We can understand how inventions have changed by learning what they were like in the past.

Have students turn to p. 14 of the *Student Interactive*. Read the title aloud. Engage students in the topic by asking them what *communication* means. Guide them to recognize that communication is any way that people share information with each other.

- Point to the picture on p. 14. Ask: [What do you see on this page?](#) (a pen that looks like a feather) [Raise your hand if you have ever seen a pen that had to be dipped in ink. It is called a quill.](#)
- Point to the image on p. 15. Ask: [What do you see on this page?](#) (a tablet) [Raise your hand if you have ever used a tablet. Did you use it to send an e-mail?](#)

Read aloud the text on pp. 14–15. Tell students that the tablet is an example of a digital text. Explain that a digital text is text we can read on a screen. An e-mail is a characteristic form of digital text that provides a way to communicate by writing messages electronically. Ask students to think of other ways people communicate, such as talking face to face, talking on the telephone, texting on a smartphone, and using a webcam. Encourage students to share how they and their families communicate with relatives or friends who live far away.

**My TURN** Reread and discuss the e-mail in the picture on p. 15. Ask students to recognize characteristics of the digital text by circling parts of the e-mail, such as the lines showing who the message is going to, who it is from, the subject line, and icons to attach things.

**WEEKLY QUESTION** Read aloud the Week 1 Question: *Why is it important to make inventions better?* Ask students why communicating by e-mail might be better than communicating with a quill and ink. Guide them to understand that current communication strategies are faster and more convenient. Then explain that this week they will read more about how inventions make life easier and how different forms of communication have changed over time.

**ELL Targeted Support Understand Environmental Print** Help students derive meaning from environmental print. Display a blank e-mail on a computer or tablet.

Help students read the environmental print shown on the screen, such as: *To*, *From*, *Subject*, and *Send*. Have students repeat the words after you as you point to them. **EMERGING**

Repeat the Emerging activity. This time, discuss the meaning of the environmental print with students in addition to having them read and say the words. **DEVELOPING**

Work with students to read the environmental print on the screen. After reading the words, ask questions to prompt discussion about their meanings. For example, ask: *What does Send mean? What happens when you push Send?* **EXPANDING**

Repeat the Expanding activity, but this time have partners discuss the meanings of the words on their own and then share their ideas with the group. **BRIDGING**

STUDENT INTERACTIVE, pp. 14-15

WEEKLY LAUNCH: INFOGRAPHIC

**Read Together**

## Making Communication Better

Long ago people used a quill to write messages.

They dipped the quill in ink. Then they wrote the message on paper.

**Weekly Question** **1**  
Why is it important to make inventions better?

Today we can use computers to write messages.

We can send electronic messages, or e-mail. People can get our messages right away!

**MY TURN** Circle

**Directions** Read the text as students look at the pictures. Explain that a digital text is a text we read on a screen, such as a computer or tablet. Have them recognize and discuss characteristics of an e-mail, such as the subject line. Then ask students to circle the parts of an e-mail in the picture.

14 15



# Listening Comprehension

## OBJECTIVES


Listen actively and ask questions to understand information and answer questions using multi-word responses.

Recognize characteristics and structures of informational text.

## ELL Language Transfer

**Cognates** Point out the Spanish cognates in the Read Aloud.

- visit : *visitar*
- thermometer : *termómetro*
- temperature : *temperatura*
- stethoscope : *estetoscopio*

 **THINK ALOUD** Analyze Narrative Nonfiction After you reread the first sentence, say: I can tell from the beginning that the person is telling about his or her experiences. I know this because the narrator uses the word *I*.

## Read Aloud

Tell students that you are going to read a narrative nonfiction text aloud. Narrative nonfiction texts have a main idea, and they inform the reader about something. They are also told as a narrative story.

Have students listen as you read aloud the narrative nonfiction text, “The Doctor’s Visit.” Tell students that they should listen actively by keeping their eyes on you and thinking about what you are reading aloud. Tell them to think about what they are learning as you read. Encourage students to ask and answer questions about key details in the story.

### START-UP

#### READ-ALOUD ROUTINE

**Purpose** Have students listen actively for narrative elements in nonfiction text.

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

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

## The Doctor’s Visit

I went to the doctor yesterday. The nurse used a thermometer to measure my temperature, or how hot or cold my body is. A healthy person’s temperature is 98.6 degrees. A higher temperature may mean that a person is sick.

Many years ago, people did not have thermometers. They put their hand on a person’s forehead to try to see if the person’s temperature was too high. A thermometer is a better way to tell a person’s temperature.



“The Doctor’s Visit,” continued

The nurse took me to a room to see the doctor. Dr. Martin used a stethoscope to listen to my chest. Dr. Martin put one part of the stethoscope on my chest. The other part of the stethoscope went into his ears, like earbuds. He was able to listen to my heart and my breathing. He told me that he can hear if a person is sick.

Dr. Martin told me that I am healthy. I’m glad because it means I can come to school!

**THINK ALOUD** Analyze Narrative Nonfiction After you reread this paragraph, say: *This story seems like a real story. The words / and my help me to know that someone is writing about a real trip to the doctor.*

## WRAP-UP

### The Doctor’s Visit

1. Who is the text about?
2. Where and when does it take place?
3. Are the people, places, and things real?

Use the chart to help students identify elements of narrative nonfiction.

**ELL Targeted Support Understand Meaning** Provide visual aids to help students understand meaning. Show pictures of a nurse, doctor, thermometer, and stethoscope.

Pause to allow students to repeat the words after you. **EMERGING**

Have students point to the picture that best illustrates each paragraph. **DEVELOPING**

Stop when you come to any references to body parts. Point to the part of the body, and ask students to fill in the correct word. **EXPANDING**

Stop when you come to these words in the text: *nurse, doctor, thermometer, and stethoscope*. Ask students which word fits the sentence. **BRIDGING**

## FLEXIBLE OPTION INTERACTIVE Trade Book Read Aloud

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

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





## SPOTLIGHT ON GENRE

# Narrative Nonfiction

## LEARNING GOAL

I can read narrative nonfiction.

## OBJECTIVE

Recognize characteristics and structures of informational text.

## LANGUAGE OF THE GENRE

As you review the Anchor Chart, check that students understand the elements of narrative nonfiction.

- Does narrative nonfiction focus on real events? (yes)

## ELL Language Transfer

**Cognates** Encourage Spanish speakers to apply knowledge of their native language as you discuss the elements of narrative nonfiction.

- narrative : *narrativo*
- real : *real*
- event : *evento*

## FLEXIBLE OPTION ANCHOR CHARTS

Continue to add to your narrative nonfiction anchor chart.

- Ask students to tell you the definition of *details*.
- Add details about real people, places, and events.

## Minilesson

**FOCUS ON STRATEGIES** Tell students that narrative nonfiction tells a story. However, narrative nonfiction is different from some stories because the characters, places, and events are not made up.

- The people are real people.
- The places are real places.
- The events really happened.

Narrative nonfiction can tell about people, places, and events from a long time ago or from today.

**MODEL AND PRACTICE** Ask students to raise their hand if they have heard of Neil Armstrong. Tell students that he was an astronaut. **An astronaut is a man or woman who explores space. As I read, listen carefully. How can you tell this is a true story?**

Have students turn to p. 28 of the *Student Interactive* and follow along as you read aloud. Guide students to recognize that the model text is about a real person and real events. If the story were about a dog flying a plane or people living on the moon, it would be fiction—or a made-up story.

**ELL Targeted Support Academic Vocabulary** Have students talk about the difference between fiction and nonfiction. Encourage them to use the words *fiction* and *nonfiction* in the discussion.

Guide students to brainstorm examples of fiction and nonfiction. **Neil Armstrong taking a step on the moon is real. It is nonfiction. A story about our class landing a school bus on the moon would be fiction.** Invite students to share other examples. **EMERGING**

Provide sentence frames for students to complete orally: \_\_\_\_\_ *would be [fiction/nonfiction.]* Model an example: **Mr. Lee walking on the sun would be fiction.** **DEVELOPING**

Pair students and provide sentence frames for them to complete orally: \_\_\_\_\_ *would be [fiction/nonfiction] because \_\_\_\_\_.* Model an example: **Mr. Lee walking on the sun would be fiction because the sun is too hot.** **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies to think about the people, places, and events of narrative nonfiction.

**OPTION 1 TURN, TALK, AND SHARE** Have students turn and talk with a partner about how they know the story about Neil Armstrong is narrative nonfiction. Then have volunteers share their ideas with the class.

**OPTION 2 Use Independent Text** Help students find a book that is narrative nonfiction. Ask them to use sticky notes to mark pages that have pictures or text that indicate it is a true story.

### QUICK CHECK

**Notice and Assess** Can students identify narrative nonfiction texts?

#### Decide

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

## STUDENT INTERACTIVE, pp. 28–29

GENRE: NARRATIVE NONFICTION Read Together READING WORKSHOP

**My Learning Goal** I can read narrative nonfiction.

**SPOTLIGHT ON GENRE**

### Narrative Nonfiction

Narrative nonfiction tells a story about real people, places, and events.

**Real People** → Neil Armstrong was an astronaut.

**Real Places** → He went to the moon.

**Real Events** → The rocket ship landed. Neil took a step. He was the first person on the moon!

**TURN and TALK** Talk about how you know this is narrative nonfiction.

**Directions** Read aloud the genre information. Say: Narrative nonfiction can have characters, a setting, and main events, just like a story. Read the model text and have students talk about how they know it is narrative nonfiction.

**Narrative Nonfiction Anchor Chart**

We can tell how the people, places, events, or ideas we read about are alike and different.

28 Read Together 29

# Academic Vocabulary

## LEARNING GOAL

I can use words to tell about narrative nonfiction.

## OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

## ELL Access

**Affixes** Some languages, including Cantonese, Hmong, and Vietnamese, are characterized by one-syllable words. Speakers of these languages may need additional practice with adding affixes.

## Related Words

### Minilesson

**FOCUS ON STRATEGIES** Remind students that related words are words that have similar meanings or word parts in common.

- How are the two words alike? Do they share a word part?
- How do the meanings of word parts affect the meanings of the related words?

**MODEL AND PRACTICE** Write the words *happy* and *unhappy* on the board. I know these words are related because *unhappy* has the word *happy* in it. The word part *un-* means “not.” *Unhappy* means “not happy.” Knowing related words can help readers figure out the meanings of new words. Discuss the meanings of the words *discover*, *discovered*, and *discovery*. Use the words in oral sentences.

# Handwriting

## OBJECTIVE

Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

## Letters Hh

**FOCUS** Show students the alphabet and challenge them to find the letters *Hh*. Notice that the capital *H* looks different from the lowercase *h*. Do you see any letters that look like either of these letters? Guide students to recognize that a lowercase *h* is similar to an *n*, which they already learned how to write.

**MODEL** Draw an uppercase *H* on the board as you explain how to make it. Remind students that a letter should always start at the top. Then draw a lowercase *h* on the board as you explain how to form it. Have students practice making the letters in the air, following your examples.



## ASSESS UNDERSTANDING

## Apply

**My TURN** Read aloud the sentence on p. 45 of the *Student Interactive* and have students write in the word that makes sense.

STUDENT INTERACTIVE, p. 45

VOCABULARY

Read Together

READING-WRITING BRIDGE

I can use words to tell about narrative nonfiction.

My Learning Goal

### Academic Vocabulary

time
change
discover
tradition

MY TURN Write

---

Ali **discovered** \_\_\_\_\_ a new park in her neighborhood.

discovered
discovery

**Directions** Read aloud the sentence and the answer choices. Review the meaning of *discover* with students and discuss the meanings of the related words *discovered* and *discovery*. Then have students write the word that best completes the sentence on the lines.

**PRACTICE** Have students use *Handwriting* p. 200 from the *Resource Download Center* to practice writing the letters *Hh*.

Name \_\_\_\_\_

Read Together

### Handwriting

Letters Hh

MY TURN Write

H

h

H

h

**Directions** Model the accurate formation of the letters H and h, pointing out the starting points, direction, types of lines made, and ending points. Have students practice tracing the letters, and then practice writing the letters on their own.

Grade K • Unit 4 • Week 5

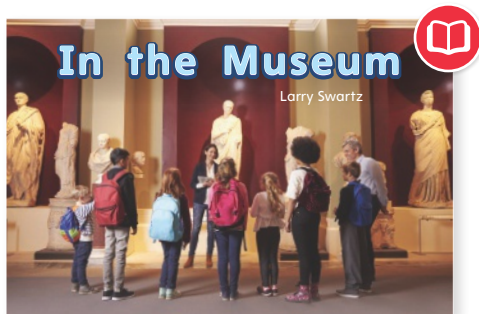
*Handwriting*, p. 200

Cars Are Always Changing

T27

# 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.



LEVEL B

**Genre** Narrative Nonfiction

**Text Elements**

- Simple sentences
- Text and pictures

**Text Structure**

- Simple Factual



LEVEL B

**Genre** Narrative Nonfiction

**Text Elements**

- Simple sentences
- Two lines of text per page

**Text Structure**

- Simple Factual



LEVEL B

**Genre** Narrative Nonfiction

**Text Elements**

- Simple sentences
- Two lines of text per page

**Text Structure**

- Simple Factual

## Guided Reading Instruction Prompts

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

### Identify Narrative Nonfiction

- What is the title? How does this help you know what the text will be about?
- Are there pictures or graphics that help you know what the text is about? Are the people, places, and events in the story real?
- Does the author put the events in the text in the order they happened?

### Develop Vocabulary

- Which words are important for you to understand the text?
- Are there any photographs or illustrations that help you understand what a word means?
- What does the word \_\_\_\_ tell us about the main idea of the text?
- Why would an author use this word?

### Describe Connections

- What do you already know about the topic?
- How are the ideas shown in the pictures related to the text?
- What other books have you read about this topic?



LEVEL C

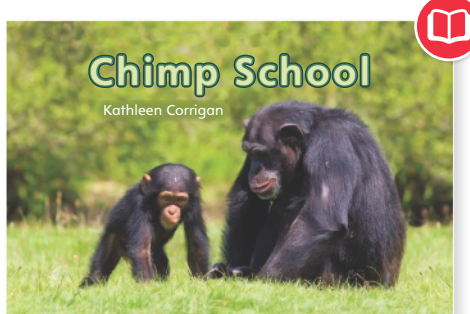
**Genre** Informational Text

**Text Elements**

- Prepositional phrases
- Two lines of text per page

**Text Structure**

- Simple Factual



LEVEL C

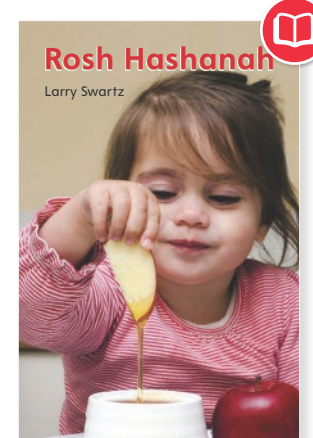
**Genre** Informational Text

**Text Elements**

- Exclamation points
- Two to three lines of text per page

**Text Structure**

- Simple Factual



LEVEL D

**Genre** Narrative Nonfiction

**Text Elements**

- Familiar, easy content
- Two to five lines of text per page

**Text Structure**

- Simple Factual

**Find Important Details**

- What is the main idea of the text?
- What details do you notice that relate to the main idea?
- How can you tell important details from unimportant ones?

**Compare Texts**

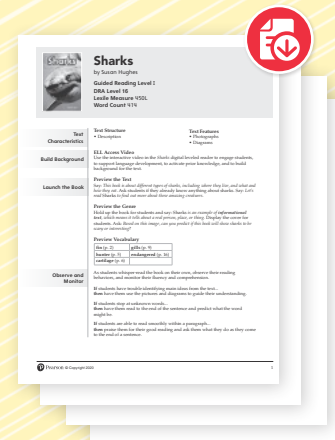
- What is the title of each text?
- What is the main idea of each text?
- How are the texts the same? How are they different?

**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 to [SavvasRealize.com](http://SavvasRealize.com).





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

# Teacher-Led Options

## Strategy Group



### IDENTIFY NARRATIVE NONFICTION

**Teaching Point** Today I want to talk about narrative nonfiction. As we have learned, narrative nonfiction tells a story. The people, places, and events in narrative nonfiction are real. Review the anchor chart on p. 29. Then read aloud the model text on p. 28. Work with students to identify the elements that make this narrative nonfiction.

### ELL Targeted Support

Gather books that are narrative nonfiction or fiction. Hold them up one at a time. Ask students to raise their hands if the book you are holding up is about real people, places, and events. Reinforce understanding and language by saying as you hold up a narrative nonfiction text: **This is narrative nonfiction. \_\_\_\_ was a real person who \_\_\_\_.** **EMERGING**

Ask simple questions about each of the books: **Is this nonfiction or fiction? Does it tell facts or a made-up story?** **DEVELOPING**

Have students explain why the texts you show them are or are not narrative nonfiction.

### EXPANDING

Have each student show a narrative nonfiction text to the group and explain why it is a real story. **BRIDGING**



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

## Intervention Activity



### NONFICTION TEXTS

Use Lesson 46 in the *myFocus Intervention Teacher's Guide* for instruction on recognizing the characteristics of nonfiction texts.

LEVEL A • READ

**Lesson 46** Genre: Nonfiction Texts

**DIRECTIONS** Follow along as your teacher reads aloud "Why Cats Are the Best Pets." Think about why the author wrote this text.

**Why Cats Are the Best Pets**

I think cats are the best pets. Let me tell you why.


First, cats like to snuggle. My cat is so soft!

Cats are also fun to play with. It is funny just to see them play too.

Cats do not eat too much. So it does not cost a lot to have a cat.

Please think about getting a cat. Many cats need a safe place to live.

Now you see why cats are such good pets. If you want a pet, I say get a cat like mine!



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T • 278 Reading Informational Text

## On-Level and Advanced



### INQUIRY

**Question and Investigate** Have partners use the infographic on pp. 14–15 to generate questions about inventions or technology and then choose one to investigate. Throughout the week, have them conduct research about the question. See *Extension Activities* pp. 243–247 in the *Resource Download Center*.



## Conferring

3 students / 3–4 minutes  
per conference

### IDENTIFY NARRATIVE NONFICTION

**Talk About Independent Reading** Ask students to look back at their sticky notes and tell you about the elements of narrative nonfiction and how they know it tells a true story.

#### Possible Conference Prompts

- How do you know this is about real people, places, and events?
- What is the title? How does the title help you know what the book will be about?
- What do the pictures on the cover tell you the book will be about?

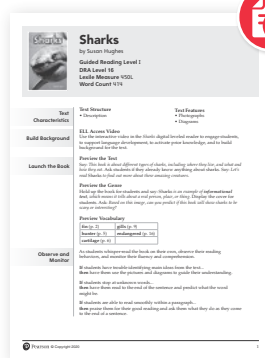
**Possible Teaching Point** Look for words or pictures that show the story is about real people, places, and events.

## Leveled Readers



### IDENTIFY NARRATIVE NONFICTION

- For suggested titles, see “Matching Texts to Learning,” pp. T28–T29.
- For instructional support on how to identify narrative nonfiction, see *Leveled Reader Teacher's Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite students to share information about a book they are reading. Ask them to share something interesting that they learned about the people, places, and events in the book.

## Independent/Collaborative

### Independent Reading



Students can

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

### Centers



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

### Literacy Activities



Students can

- write or draw about their reading in a reading notebook.
- play the myView games.
- use an anchor chart like the one on *Student Interactive* p. 29 to tell about a book they are reading.

## BOOK CLUB



See Book Club, pp. T460–T465, for

- ideas about launching Book Club.
- suggested texts to support the unit theme and Spotlight Genre.
- support for group collaboration.
- facilitating use of the trade book *Farming Then and Now*.

# Word Work

## OBJECTIVES

Identify and match the common sounds that letters represent.

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

Spell high-frequency words.



Picture Cards

## ELL Language Transfer

The vowel sounds for *o* exist in many languages. In Spanish the letter *o* is frequently at the end of words, and it is a long sound. Examples are *mano* for *hand*, *tío* for *uncle*, and *niño* for *son*.

## Phonics: Read and Write Words with Short *o* and Long *o*

### Minilesson

**FOCUS** Display the *box* Picture Card. This is a picture of a box. Listen to the sounds in the word: /b/ /o/ /ks/. I hear the sound /o/ in the middle of *box*. Flip the card over and have students read the word with you. What letter spells the sound /o/? Students should say the letter *o*.

Hold up the *hose* Picture Card. This is a picture of a hose. Listen: /h/ /ō/ /z/. What sound do you hear in the middle? (/ō/) Flip over the card and have students read the word with you. What pattern spells the sound /ō/ in *hose*? Students should identify *o\_e*.

**MODEL AND PRACTICE** Write the word *Rob* on the board. Let's read this word together. What is the sound for *R*? What is the sound for *o*? What is the sound for *b*? Now let's blend the sounds together: /r/ /o/ /b/, *Rob*. Continue with these words: *robe*, *joke*, *jot*, *smoke*, *mom*.

**ELL Targeted Support Spelling Rules** Explain to students that understanding spelling rules will help them write English words correctly. Tell students that when a word ends with vowel-consonant-*e*, the first vowel makes the long vowel sound and the *e* is silent.

Give each student a note card with *r\_p\_* written on it. Show a picture of a rope. Have students say the picture word and then use the spelling rule to help them complete the word. **EMERGING**

Repeat the Emerging activity, but this time write only the initial letter *r* on the note card. Have students use the spelling rule to help them complete the word. **DEVELOPING**

Give partners Letter Tiles *e*, *o*, *p*, and *r*. Have them spell *rope*. Then have them write the word. Continue with *home* and *cone*. **EXPANDING**

Say these words: *rope*, *home*, *cone*. Have students use the vowel-consonant-*e* spelling rule to help them write the words. **BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

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

**OPTION 2 Independent Activity** Have students fold a piece of paper into four sections. In two sections, they should draw a picture word with the sound /o/ spelled o. In the other two sections, they should draw a picture word with the sound /ō/ spelled o\_e. Have them write the picture word in each section.

### QUICK CHECK

**Notice and Assess** Can students read and write words with long and short o?

#### Decide

- **If students struggle**, revisit instruction for long and short o in Small Group on pp. T42–T43.
- **If students show understanding**, extend instruction for long and short o in Small Group on pp. T42–T43.

## HIGH-FREQUENCY WORDS

Tell students that high-frequency words are words that they will hear and see over and over in texts. Write and read the words *find*, *again*, and *over*. Have students

- read each word.
- spell each word, clapping as they say each letter.

## STUDENT INTERACTIVE, p. 18

PHONICS | PHONOLOGICAL AWARENESS

### Short o and Long o

**MYTURN** Write and read

**top**

**dot**

**rope**

**18**

**Directions** Have students name each picture and trace the letter on the line. Then have them write each picture word and read it. Remind students that if the word has a long o sound, they will need to add a silent e.

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## ADDITIONAL PRACTICE

For additional student practice with short and long o, have students complete *Phonics* p. 182 from the *Resource Download Center*.

FOUNDATIONAL SKILLS  
**Read Together**

Name \_\_\_\_\_

### Phonics

Short o and Long o

**MYTURN** Match

Tell students that images represent cone, box, mop, globe, rope.

**hot**

**home**

**Directions** Have students name each picture on the left. Then have them draw a line from the picture to the word on the right that has the same vowel sound as the picture name.

Grade K, Unit 4, Week 1

**182**

*Phonics*, p. 182

# Introduce the Text



## OBJECTIVES

Recognize that sentences are comprised of words separated by spaces and recognize word boundaries.

Ask and answer questions about unknown words in a text with adult assistance.

## ELL Language Transfer

Students who speak nonalphabetic languages, such as Chinese, Korean, or Japanese, may not be familiar with identifying sentences by looking for capital letters and ending punctuation. Allow them extra practice in mastering this skill.

## 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

- Tell students that before you read, you will look at some of the words they will see in the text. Introduce the words *crank*, *radio*, *engine*, and *CD player* on p. 30 of the *Student Interactive*. As you read each word, have students point to the picture.
- Prompt students to share what they already know about the words. Ask questions such as: *What can you hear on a radio? What do you put in a CD player? Name something with an engine.*

## Print Awareness

Have students look at p. 30 in the *Student Interactive*. Guide them to recognize that sentences are comprised of words separated by spaces and recognize word boundaries. Have them point to the sentence under “Read.” Explain that the spaces help readers understand where one word ends and the next word begins. Have students point to each word in the sentence as you read it aloud. Then have them point to the spaces between the words. Continue with the sentences in the section “Meet the Author.”

## Read

Discuss the First Read Strategies. For this first read, tell students to listen for what the text is mostly about.

After students complete the First Read, ask: *What did you like? What surprised you?*

### FIRST READ STRATEGIES

**READ** Read or listen to the text. During the first read, students should work to understand what the text is mostly about.

**LOOK** Look at the pictures to better understand the text.

**ASK** Ask questions about the text to deepen understanding.

**TALK** Talk to a partner about the text.

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



**ELL Targeted Support Internalize New Vocabulary** Provide support as students learn new vocabulary words. Print out pictures of a crank, a radio, an engine, and a CD player. Give each student or pair of students a set of pictures.

Hold up each picture, and say the vocabulary word that names the picture. Have students write the word to label their picture. **EMERGING**

Have students work with a partner to discuss what their pictures show. Then have them write the vocabulary word to label each picture. **DEVELOPING**

Have partners discuss the meanings of the words based on the pictures. Then have them work together to write a short sentence about each picture. **EXPANDING**

Have students work individually to write a sentence about each picture, using the vocabulary word in the sentence. **BRIDGING**

STUDENT INTERACTIVE, pp. 30–31

VOCABULARY 

## Cars Are Always Changing

### Preview Vocabulary

			
crank	radio	engine	CD player

**Read**  
Read the text and look at the pictures to learn about how cars have changed.

**Meet the Author**



**Gary Miller** loves to hike, kayak, and fish. When he is not exploring the outdoors, you will probably find him reading a mystery novel or playing his guitar.

 30

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 Genre Narrative Nonfiction 

# Cars Are Always Changing

written by Gary Miller



 AUDIO  
Audio with  
Highlighting

 ANNOTATE

31

STUDENT INTERACTIVE, pp. 32-33

**crank** a handle  
you turn to start a  
machine



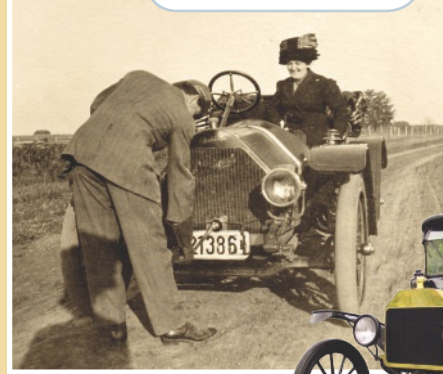
CLOSE READ

How did the first cars start? Underline the words that tell the answer.



My mother took me to the car museum.  
I learned a lot about cars.  
They are always changing.

32




The first cars did not start with a key.  
Instead, you turned a crank.

33

## First Read

### Look

 **THINK ALOUD** I can see from these pictures that the museum has old cars. The pictures show me how these old cars are different from cars today. Looking at the pictures helps me better understand the text.

## Foundational Skills Extension

### Short o Spelled o

As you read aloud pp. 32-33, have students identify, or point to, words with the short o sound. (*lot, not*) Ask them which letter spells the sound /o/.



## STUDENT INTERACTIVE, pp. 34-35

**engine** a machine that makes something work



This car was made in 1913.  
Its engine was small.  
It could not go very fast.

34



The next cars started with a key.  
This car is from 1921.  
It had a big engine. It could go fast!



## CLOSE READ

How did the next cars start? Underline the words that tell the answer.

35

## Possible Teaching Point

**Read Like a Writer | Analyze First-Person Text**

Tell students that writers sometimes write about their own experiences. After reading aloud p. 32, ask: **Is the author telling about his own experiences? How do you know?** Guide students to recognize that the author is telling about a trip he and his mother took to the museum. Point out the use of the pronouns *my* and *I*.

## Close Read



## Describe Connections

Tell students that authors connect information in a text. Read aloud the Close Read questions on p. 33 and p. 35. Guide students to find and underline the answers. This text evidence will help them describe connections in the text. **DOK 2**

## OBJECTIVE

Use text evidence to support an appropriate response.

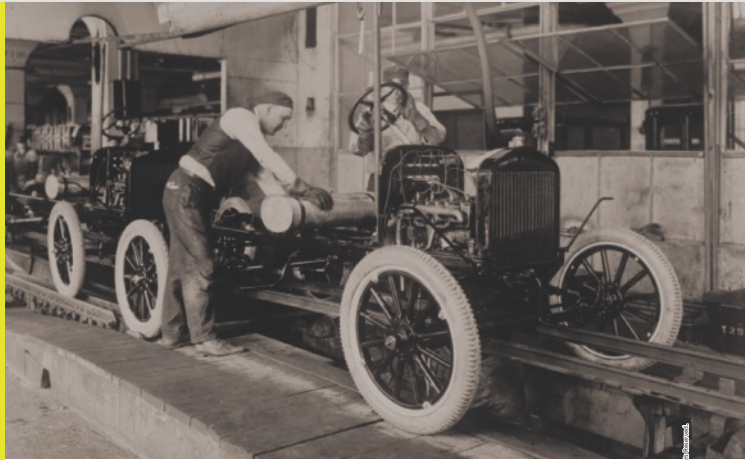


STUDENT INTERACTIVE, pp. 36–37



CLOSE READ

How did cars change? **Highlight** the most important information.



Every year, **car makers invented new parts.** The parts made cars better and more fun.



**radio** a device that plays sound carried by signals



This car is from the 1950s. **It has a radio.** People loved radios!

First Read

Read

**THINK ALOUD** I read the term *CD player*, but I don't know what that is. I am going to look closely at the text on p. 38 to see if I can figure it out. The text says that the car has a CD player. The text does not help me figure out the meaning of the term. If I look at the little picture above the car, I see something that looks familiar. My aunt has a car with this type of device in it—she puts in a disc to play music as she drives. I know that these discs are also called CDs. This must be a CD player!

CROSS-CURRICULAR PERSPECTIVES

Social Studies



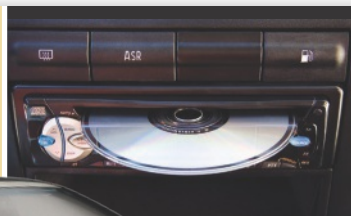
Tell students that the radio was an important invention. Ask if any student has ever used a radio. Explain that before people had televisions and computers, many needed radios to hear news about what was happening in the world.



## STUDENT INTERACTIVE, pp. 38-39

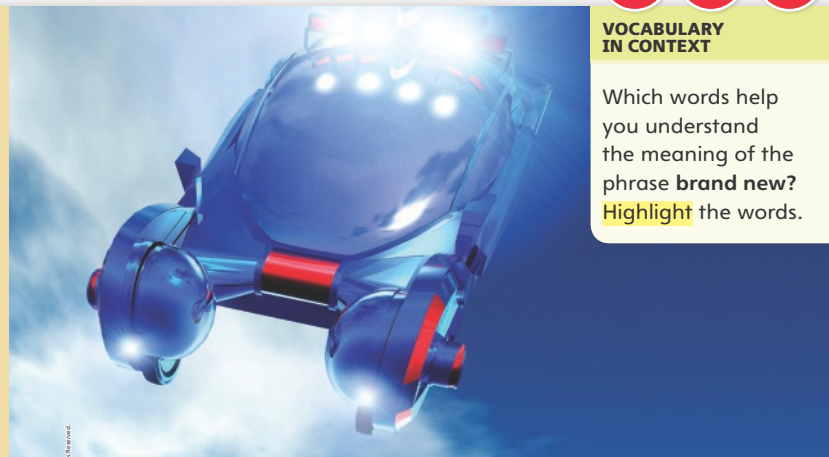


**CD player** a device that plays sound from plastic discs



This car is from 1987.  
It has a CD player.  
Back then, CDs were brand new!

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VOCABULARY  
IN CONTEXT

Which words help you understand the meaning of the phrase **brand new**? Highlight the words.

Cars are **always changing**.  
Now we have cars that drive themselves.  
Maybe future cars will fly!

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38

39

## Possible Teaching Point



## Academic Vocabulary | Related Words

Use the Academic Vocabulary lesson on pp. T26–T27 to help students understand that we can expand our vocabulary by learning related words. Remind students that words are made up of word parts. An ending is a word part that can be added to a word to make a new, related word. Ask them to find a word on p. 37 that has the base word *love*. Point out that this word ends in *-ed*. **When you add *-ed* to the end of a verb, it puts the verb in the past tense. This shows that the event happened in the past.**

## Close Read



## Find Important Details

Read aloud the Close Read note on p. 37. Ask students to highlight a detail that tells more about the topic and then share with a partner how they know it is important. **DOK 3**

## Vocabulary in Context

Help students locate the phrase *brand new* on p. 38. Have students ask a question about the unknown phrase, for example: *What does the author mean by "brand new"?* Then tell students to read on to see if the rest of the text helps them answer their question. **DOK 2**

# Respond and Analyze



## OBJECTIVES

Describe the relationship between illustrations and the text in which they appear.

Use text evidence to support an appropriate response.

## My View

Use these suggestions to prompt students' initial responses to *Cars Are Always Changing*.

- **Talk** Work with a partner. In the text, did you like the old cars or the new cars more? Which car did you like the most?
- **Illustrate** Draw a picture to show which change to cars you think was the most important.

## Develop Vocabulary

### Minilesson

**FOCUS ON STRATEGIES** Tell students that the author chose words that tell about cars: *crank*, *radio*, *engine*, and *CD player*. Knowing the meanings of key words like these helps readers understand the big ideas in a text. Remind students to:

- Think about words the author uses that tell something specific and important about the main idea.
- Look at the pictures in the text and see if there are clues to help them learn or clarify the meanings of these key words.
- Look at the words around a new word to see if there is an explanation to help them understand these key words better.

**MODEL AND PRACTICE** Have students turn to p. 40 in the *Student Interactive*. Model how to complete the activity using the photograph. Read aloud the two words under the photo, and ask students which word tells about the picture. *Is this a picture of an engine or a radio? I know that an engine is the part of a car that makes it move. A radio plays music. This is a picture of an engine. I will circle the word engine.* Model circling the word. Then read the pairs of words under each picture and have students circle the correct word for each image.

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for developing vocabulary.

**OPTION 1 My TURN** Have students practice developing vocabulary by completing p. 40 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students use sticky notes to mark new vocabulary words they find in books they read independently. Ask them to share how they learned the meaning of the new words.

### QUICK CHECK

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

#### Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T44–T45.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on pp. T44–T45.





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

### STUDENT INTERACTIVE, pp. 40–41

VOCABULARY
Read Together
COMPREHENSION
Read Together
READING WORKSHOP

#### Develop Vocabulary

**MY TURN** Circle

engine radio CD player crank

engine CD player radio crank

#### Check for Understanding

**MY TURN** Write

**DOK 2** 1. How is this text like a story?  
Possible response: \_\_\_\_\_  
\_\_\_\_\_

**DOK 3** 2. How does the author tell facts about cars?  
Possible response: \_\_\_\_\_  
\_\_\_\_\_

**DOK 2** 3. How do cars change over time?  
Possible response: \_\_\_\_\_  
\_\_\_\_\_

Directions Read the words below each picture to students. Have them circle the word that names the picture.

Directions Read the questions to students and have them write their responses on the lines. Remind them to use text evidence.



40



41

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

# Teacher-Led Options

## Word Work Strategy Group

### SHORT o AND LONG o

Display the *top* Picture Card. *This is a top.* *Top* has the middle sound /o/. What letter spells the sound /o/? (o) Display the *nose* Picture Card. *This is a nose.* *Nose* has the middle sound /ō/. Turn the card over to show the spelling. What vowel pattern spells the sound /ō/? (o\_e)



Tell students to hold up one finger if they hear the sound /o/ and two fingers if they hear the sound /ō/. Say the words *jot*, *rose*, *lot*, *lone*, *not*, *note*, and *top*.

### ELL Targeted Support

Display the following sentence: *The sad dog poked his nose over the log.*

Have students repeat the sentence after you. Provide feedback when they mispronounce a word. **EMERGING**

Monitor students and help them self-correct as they read the sentence aloud after you.

### DEVELOPING

Have partners take turns reading the sentence aloud. Have them monitor and correct their partner's pronunciation. **EXPANDING/BRIDGING**



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

## Intervention Activity

### SHORT o

Use Lesson 27 in the *myFocus Intervention Teacher's Guide* for instruction on reading words with the sound /o/.

LEVEL A • MODEL AND TEACH

**Lesson 27** Short o

**INTRODUCE** Remind students that words are made up of consonant and vowel sounds. You learned that *lot* is spelled with the letter o, and you learned how to blend letters to read words with this sound. Today we will learn another way to read words with the short o sound.

**MODEL** Display or share copies of the following passage, "Hot Pot," from Student Page S161, and read it aloud.

Point to the word *pot* in the first line. The word *pot* has a consonant, then a vowel, and then another consonant. Each letter has its own sound. Point to the word *hot*. Changing a letter in a word makes a new word. When the *p* in *pot* is changed to an *h*, the word *pot* becomes *hot*.

**OBJECTIVES:**

- Read words with the short o sound.
- Form words using the short o sound.
- Change, add, and delete sounds to make new words.
- Spell VC, CVC, and CCVC words.

**Hot Pot** ends with -ot

The pot is hot.  
The lid is on the pot.  
Cod is in the pot.  
Pop got the cod.

ends with -op

**TEACH** Point out the words with the short o sound. Explain that students can read more words when they learn how to recognize letter combinations that include a short o. *Pot* and *hot* both have a short o sound and end with -ot. I can use the -ot letter combination to make new words that have the short o sound. When I change, add, or delete a letter, I make a new word. Reinforce this idea by pointing out other words in the model that have the short o sound, such as *Pop*.

Now point to the -od letter combination at the end of *Cod* in the third sentence. Now that I know what the letters -od sound like, when I hear a word that ends with those sounds, I can spell the word. The word *Cod* ends with the sounds /k/ and /d/. I can write the letter combination -od. The word starts with the sound /k/. I know the letter c makes the /k/ sound. I can add the letter c to the beginning of -od. Work through spelling other examples, such as *pod*, *nod*, and *rod* by changing, adding, and deleting letters.

Phonics, Morphology, and Spelling T • 161

## Intervention Activity

### PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 5–20.



## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles to students. Have them build words that have the sounds /o/ and /ō/. Example words include *cop*, *rope*, *top*, *cope*, *pot*. Students can also play the Letter Tile game in the myView games on SavvasRealize.com.



### Decodable Book



#### BUGS IN A DUMP

Students can revisit last week's Decodable Book *Bugs in a Dump* to practice reading words with short *u* and last week's high-frequency words. Before reading, display and remind students of last week's high-frequency words: *going*, *know*, and *live*. Tell them that they will practice reading these words in the Decodable Book *Bugs in a Dump*. **When you see these words, you will know how to read them.**

Pair students for reading and listen carefully as they use letter-sound relationships to decode. Have partners switch readers after each page.

### High-Frequency Words

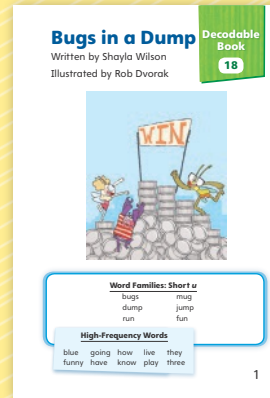
Have students make their own word cards for this week's high-frequency words *find*, *again*, and *over* and one or two words from the previous week. Students can practice reading the words with a partner.

### Centers

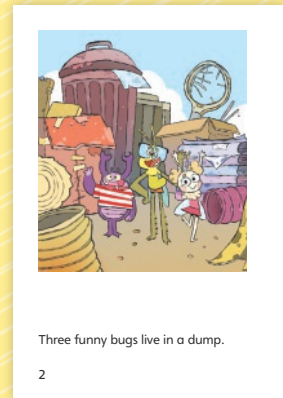


See the myView Literacy Stations in the *Resource Download Center*.

## Decodable Book



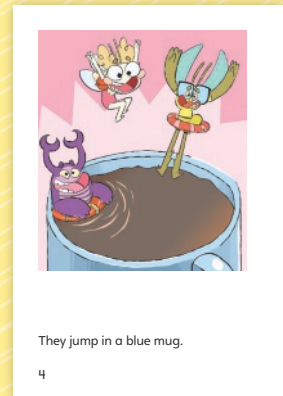
1



2



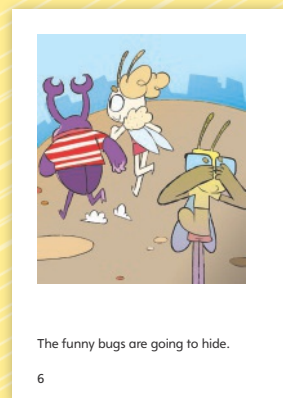
3



4



5




6



7



8

Use the  **QUICK CHECK** on p. T41 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DEVELOP VOCABULARY

**Teaching Point** Today we are going to talk more about how we can develop vocabulary and learn the meanings of new words. Have students look at the pictures on pages 32–38. Ask them what they see, and guide them to use vocabulary words from the text (*engine, radio, CD player, crank*). Ask students questions, such as: *In what part of the car is the engine? What about the CD player?* Have them describe or point to different parts of the image to explain how different vocabulary words relate to it.

### ELL Targeted Support

Ask students to draw what they envision when they hear the word *car*. Have them make the sounds cars make. **EMERGING**

Have students draw a car on a separate sheet of paper. Then have them draw an arrow to the car's engine. **DEVELOPING**

Have students draw a car. Then place students in pairs. Have partners swap drawings and label each other's picture to show where the engine and CD player are. **EXPANDING**

Have students write simple sentences about the history of cars that use the words *crank* and *engine* or the words *CD player* and *radio*.

### BRIDGING



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

## Intervention Activity



### BUGS IN A DUMP

Reread the Decodable Book *Bugs in a Dump*. Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to provide additional instructional support for foundational skills and comprehension.



## Fluency

Assess 2–4 students



### ORAL READING

Have students take turns reading the Decodable Book aloud with a partner. Ask pairs to try to read all of the words correctly.

### ORAL READING RATE AND ACCURACY

Listen as a student reads the Decodable Book *Bugs in a Dump*. Offer feedback. Finally, record each student's performance. Use the *Fluency Progress Chart* to track student progress.

## Conferring

3 students / 3–4 minutes per conference

### DEVELOP VOCABULARY

**Talk About Independent Reading** Ask students to share the words they marked with sticky notes. Ask what the words mean and how they knew.

### Possible Conference Prompts

- How did you know the meaning of each word?
- Which pictures or words in the text helped you figure out the meaning of the word?

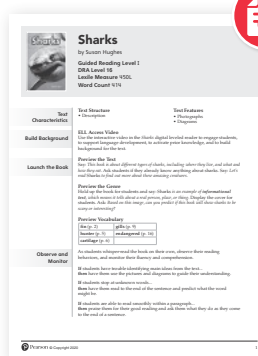
**Possible Teaching Point** Using illustrations and words in the text you already know can help you figure out the meanings of unfamiliar but important words.

## Leveled Readers



### DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T28–T29.
- For instructional support on how to use pictures and context clues to support understanding of new words, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite two or three students to share new words they found in texts they are reading. Encourage them to tell what these words mean.

## Independent/Collaborative

### Independent Reading



Students can

- reread and listen to *Cars Are Always Changing* or another narrative nonfiction text that they have previously read.
- read a self-selected trade book or the Book Club text.
- partner-read a text, coaching each other as they read the text.

### Centers



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

### Literacy Activities



Students can

- work with a partner to discuss the questions on p. 41 of the *Student Interactive*.
- play the myView games.
- work on an activity from the *Resource Download Center*.

### SUPPORT COLLABORATION

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

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





# Word Work

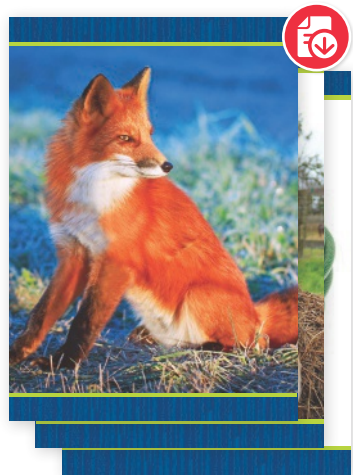
## OBJECTIVES

Blend spoken phonemes to form one-syllable words.

Segment spoken one-syllable words into individual phonemes.

Identify and match the common sounds that letters represent.

Identify and read common high-frequency words by sight.



Picture Cards

## Phonological Awareness: Segment and Blend Phonemes

**FOCUS AND MODEL** Display the *fox* Picture Card. This is a picture of a fox. Listen to the sounds as I say this word slowly: /f/ /o/ /ks/. How many sounds does the word /f/ /o/ /ks/ have? Yes, it has three sounds. Now listen as I blend the sounds together to say the word: *fox*. Have students segment and blend the sounds in *fox* with you.

**SEE AND SAY** Have students point to the picture of the box on p. 19 in the *Student Interactive*. Listen to the sounds in this word: /b/ /o/ /ks/, *box*. The middle sound in *box* is /o/. In this row, we will circle picture words with the middle sound /o/. Let's circle the *box*. Have students segment and blend the sounds for each picture word in the first row and circle the ones that have the sound /o/. Then continue with the second row and the sound /ō/.

## Phonics: Read and Write Words with Short o and Long o

### Minilesson

**FOCUS** Tell students that the sound /o/ can be spelled with the letter *o* and that the sound /ō/ can be spelled with the vowel pattern *o\_e*. Display the *dog* Picture Card. Point to the picture of the dog. Write *dog* on the board and read the word aloud. Tell students the word *dog* has the middle sound /o/ spelled *o*. Repeat with the *hose* Picture Card for the sound /ō/ spelled *o\_e*.

**MODEL AND PRACTICE** Have students turn to p. 20 in the *Student Interactive*. Ask them to trace the letters and read the words. Then tell students the first picture is a cone. Have students identify if *cone* has the sound /o/ or /ō/. Tell students if the word has the middle sound /o/ like *fox*, they should color the circle red. If the middle sound in a picture word is /ō/ like *home*, they should color the circle blue.

**APPLY MyTURN** Identify all the pictures on p. 20 with students, and then have them complete the activity.

# High-Frequency Words

## Minilesson

**FOCUS** Say: Today we will practice reading the high-frequency words *find*, *over*, and *again*. Have students read the words at the top of p. 21 in the *Student Interactive* with you: *find*, *over*, *again*.

**MODEL AND PRACTICE** Have students look at the words at the top of p. 21. Say: I will read a word, and I want you to point to it. Then we will read the word together. Read *find*, and have students point to it. Now let's read the word together: *find*. Repeat with the other words.

**APPLY MyTURN** Have students read the sentences on p. 21 with you. Ask them to identify the words *find*, *over*, and *again* in the sentences. Then have them read the sentences with a partner and underline the high-frequency words in the sentences. Finally, have them write one of the words on the line.

**ELL Targeted Support Using New Vocabulary** Tell students that using newly acquired basic vocabulary as they write will help them remember the words.

Have students say sentences using the newly acquired words. Write one of the sentences on the board, using a blank line in place of the high-frequency word. Have students write the complete sentence. **EMERGING**

Repeat the Emerging activity, but this time have students write one of the sentences with a newly acquired word on their own. **DEVELOPING**

Have students write a sentence using one of the high-frequency words. Have partners trade papers and find and underline the vocabulary word. **EXPANDING**


Have students write sentences using the three newly acquired high-frequency words. Ask volunteers to share their sentences with the group. **BRIDGING**

## STUDENT INTERACTIVE, p. 19


FOUNDATIONAL SKILLS

**Sounds**

**SEE and SAY** Circle



Tell students that images represent box, sock, cat, mop.



Tell students that images represent home, rose, cone, pan.

Directions Model: Listen to the sounds in this word: /b/ /a/ /k/. The middle sound in box is /a/. Have students segment and blend the sounds in the picture words in the first row. Ask them to circle the ones that have the sound /a/. Continue with the second row and the sound /a/.

19


## STUDENT INTERACTIVE, p. 20

PHONICS | HIGH-FREQUENCY WORDS

**Short o and Long o**

**MYTURN** Color

fox home



blue red red  
Tell students that images represent cone, pot, mop.

red blue red  
Tell students that images represent dog, nose, box.

Directions Review the long and short o sounds with students. Have them trace the letters and say the vowel sound in each word. Then have students identify the vowel sound in each picture word. Say: If the vowel sound is /a/ like in fox, color the circle red. If the vowel sound is /o/ like in home, color the circle blue.

20

## STUDENT INTERACTIVE, p. 21

FOUNDATIONAL SKILLS

**My Words to Know**

find over again

**My Sentences to Read**

**MYTURN**

He can look over here.

He is going to look again.



Will he find her?

Possible responses: \_\_\_\_\_

**find, over, again**

Directions Have students read the high-frequency words and underline the words in the sentences. Then have them read the sentences. Say: Now you will write one of the words on the lines. Form each letter correctly as you write the word.

21

# Describe Connections

## OBJECTIVE

Use text evidence to support an appropriate response.

## ACADEMIC VOCABULARY

**Integrate** Offer students oral practice using the unit Academic Vocabulary words to describe connections. For example, provide sentence frames with the vocabulary words:

- One way cars have changed is \_\_\_\_.
- Cars from a long time ago had \_\_\_\_.
- People who made cars discovered \_\_\_\_.

## ELL Language Transfer

**Cognates** Encourage Spanish speakers to apply knowledge of their native language as you discuss making connections in narrative nonfiction.

- connection : *conexión*
- idea : *idea*
- object : *objeto*
- event : *evento*

## Minilesson

**FOCUS ON STRATEGIES** Explain that each sentence in a text gives information, and these pieces of information are connected. An author does not write about one topic in one sentence and a totally different topic in another sentence. Readers describe connections between different pieces of information in a text. To make connections, students can:

- Notice information that is about the same topic or theme.
- Pay attention to ways in which different pieces of information tell different things about the topic.
- Look at the title and ask: *What does the title tell me about the topic?*

**MODEL AND PRACTICE** Remind students that they just read a narrative nonfiction text about cars. Have them turn to p. 31 in the *Student Interactive*. Read the title aloud. *I can tell from the title that the author wants me to know that cars are always changing. There are pictures of an old car and a new car. This means the text will be about changes in cars. I will look for ways to connect old and new cars, such as how they are alike and different.*

Direct attention to p. 33 and read it aloud. *This page tells about old cars. It tells how old cars are different from cars that came later. My car starts with a key, but this page tells me that old cars started by turning a crank.*

Continue by having students identify information about old cars and new cars. Encourage them to find similarities and differences between them. Then point out the Close Read notes on pp. 33 and 35, and guide students to underline parts of the text that help them describe connections.



### Expert's View

P. David Pearson, Professor Emeritus of Instructional Science, UC Berkeley

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

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

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for describing connections.

**OPTION 1 My TURN** Read the directions at the bottom of p. 42 in the *Student Interactive*. Then ask students to describe connections by drawing or writing information about the first cars in the first column and information about ways the cars changed or were different in the second column. Encourage students to look back at the pictures and what they underlined in the text.

**OPTION 2 Use Independent Text** Have students use sticky notes to describe connections in a text they are reading. They should use sticky notes of the same color to mark information that tells about something that is the same and different colors when the text describes differences.


### QUICK CHECK

**Notice and Assess** Can students describe connections in narrative nonfiction?

#### Decide


- **If students struggle**, revisit instruction for describing connections in Small Group on pp. T52–T53.
- **If students show understanding**, extend instruction for describing connections in Small Group on pp. T52–T53.

## STUDENT INTERACTIVE, p. 42

CLOSE READ 

### Describe Connections


Authors can connect information in a text.  
They can tell how objects or events are alike and different.

 Draw or write

**First cars** → **Next cars**

Possible responses: start with a crank, small engine, slower

Possible responses: start with a key, bigger engine, faster

 **42** **Directions** Read the information to students. Ask them to describe connections in the text by drawing or writing details about the first cars in the first column and details about ways the next cars changed, or were different, in the second column. Remind students to look back at what they underlined in the text.

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# Read Like a Writer, Write for a Reader

## OBJECTIVE

Listen to and experience first- and third-person texts.

### ELL Access

**Pronouns** Students who speak other languages may need extra support and practice when identifying first-person pronouns. Remind them that *I*, *me*, and *my* all refer to them. Have them point to themselves when using these pronouns.

## First-Person Text

### Minilesson

**FOCUS ON STRATEGIES** Tell students that different people can tell a story. *If I write about Lily’s day at school, I am telling Lily’s story. If I write about my day, I am telling my own story. That means I am the narrator. This is called first-person text. The pronouns I, me, my, we, us, and our are words that show that I am telling my own story.*

**MODEL AND PRACTICE** Model first-person text. Display and read aloud this sentence: *Last night I watched a movie. In this sentence, I am telling my own story. I use the word I. This is first-person text.* Have students take turns telling a first-person story and naming the pronouns they hear.

# Handwriting

## OBJECTIVES

Recognize that sentences are comprised of words separated by spaces and recognize word boundaries.

Recognize the difference between a letter and a printed word.

## Write Words

**FOCUS** Tell students they are going to practice writing words. Point out that words are made up of several letters. Explain that there are no spaces between letters in a word, but there are spaces between words.

**MODEL** Display this sentence: *It is hot. I see three words in this sentence. I see a space between the words. I do not see spaces between the letters within the words.* Place your finger between the words to show there is a space between them.

Provide students with lined paper. Help them recognize the difference between a letter and a printed word by having them copy and write the sentence: *It is hot.* Ask them to make sure they have left a space between words by putting their finger between the words.



## ASSESS UNDERSTANDING

## Apply

## MyTURN

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

STUDENT INTERACTIVE, p. 47

AUTHOR'S CRAFT READING-WRITING BRIDGE

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

Write

- Find words in the text that help you know who tells the story.  
Possible responses:  
**my, me, I, we**
- Write a sentence as the narrator. Tell what you see at the museum.  
Possible response:  
**We saw a car with a radio.**

Directions Tell students that sometimes a character is the narrator of a text. Say: When a character is the narrator, the author uses words such as I and we. Have students listen to and experience first-person text as you read aloud a page from the text. Then read the items and have students write their responses.

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**47**

## Writing Workshop

Allow time for students to look back through their Writing Workshop texts to find examples of first-person text. During conferences, prompt them to look for the pronouns *I*, *me*, *my*, *we*, *us*, and *our*.

**PRACTICE** Have students use *Handwriting* p. 201 from the *Resource Download Center* to practice writing simple words.

Name \_\_\_\_\_

### Handwriting

Write Words

Write

*radio* \_\_\_\_\_

*car* \_\_\_\_\_

*we* \_\_\_\_\_

*me* \_\_\_\_\_

*I* \_\_\_\_\_

*my* \_\_\_\_\_

*us* \_\_\_\_\_

Directions Read each word aloud. Have students trace each word. Then have them write each word on their own, paying attention to proper letter size, formation, and spacing.

Grade K • Unit 1 • Week 1

*Handwriting*, p. 201

Use the  **QUICK CHECK** on p. T49 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DESCRIBE CONNECTIONS

**Teaching Point** Readers describe connections between different pieces of information in a text. They look for ways in which things are alike or different. Readers may notice that something—a person, object, or place—changes during the text. Look back at the photographs in *Cars Are Always Changing*, and ask students what changes they see.

### ELL Targeted Support

Ask students to explain what cars are. Listen to their responses. Then ask them to describe how cars, in general, are all alike. **EMERGING**

Ask students to describe ways in which cars today are different from cars in the past. **DEVELOPING**

Have students discuss in pairs how cars are the same and how they have changed over time. **EXPANDING**

Direct partners to make notes on a T-chart or Venn diagram to describe how cars today are similar to and different from cars of the past. **BRIDGING**



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

## Intervention Activity



### READING BEHAVIORS

**Teaching Point** Readers of narrative nonfiction, especially texts with a lot of information, can reread a passage if they do not understand it. Model rereading a passage in *Cars Are Always Changing* to help clarify something in the text.

**Model** Tell students that you are not sure what the text means on p. 36 of the *Student Interactive*. *I will reread that page to understand what the author is saying. As I read, I will think about the words and make sure I understand them.* Read the page aloud. Explain that *invented* means to create or produce something useful. *I can understand from rereading that inventing new parts every year is the reason why cars are always changing.*

## Conferring

3 students / 3–4 minutes per conference

### DESCRIBE CONNECTIONS

**Talk About Independent Reading** Ask students to look back at their sticky notes and tell you about the connections they made between different pieces of information in the text.

### Possible Conference Prompts

- How does the person, place, or thing in this text change?
- How does this person, place, or thing stay the same?
- What details are shown in the pictures? How do they help you understand the text?

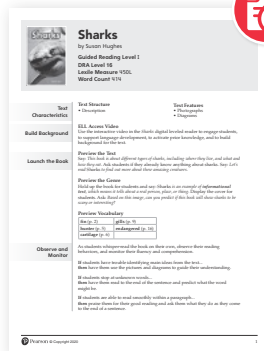
**Possible Teaching Point** Authors sometimes write narrative nonfiction to tell about changes, such as how a new invention changed an object or the world in which we live.

## Leveled Readers



### DESCRIBE CONNECTIONS

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



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to share a connection that they made while reading. Celebrate what they learned.

## Independent/Collaborative

### Independent Reading



Students can

- read a self-selected trade book.
- read and listen to a previously read leveled reader or weekly selection.
- read their Book Club text.

### Centers



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

### Literacy Activities



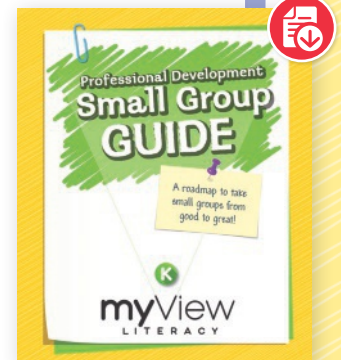
Students can

- write or draw about their reading in a reading notebook.
- play the myView games.
- show a partner the pictures in a text they are reading and talk about how the images support the connections they make.

### SUPPORT INDEPENDENT READING

Help students learn to read attentively. Prompt them to recall previous readings and make connections between those texts and the one they are reading now.

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





# Word Work

## OBJECTIVES

Identify and match the common sounds that letters represent.

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.



Picture Cards

## Phonics: Read and Write Words with Short o and Long o

### Minilesson

**FOCUS** Show students a mop and write *mop* on the board. Say: *This is a mop. I hear the sound /o/ in the middle of mop. Say the sound /o/ with me. Point to the o in the word mop and say /o/. Do you hear the sound /o/? What letter spells the sound /o/?* Have students identify the letter o.

Show students a jump rope and write *rope* on the board. *This is a rope. I hear the sound /ō/ in the middle of rope. Say the sound /ō/ with me. Point to the vowel pattern o\_e in the word rope and say /ō/. Do you hear the sound /ō/? What letters spell the sound /ō/?* Students should identify the vowel pattern o\_e.

**MODEL AND PRACTICE** Write *fox* and *box* on the board. *Let's read these words together: /f/ /o/ /ks/, fox; /b/ /o/ /ks/, box. Both words have the sound /o/ in the middle. What letter spells the sound /o/? (the letter o) Repeat with the words hope and joke for /ō/ spelled o\_e.*

**ELL Targeted Support Short and Long o** Create a T-chart on the board with the headings *o* and *o\_e*. Use it to reinforce the difference between the short and long o sounds.

Hold up a picture of a rock. Say the sounds in the word *rock*, emphasizing the sound /o/ in the middle. Have students repeat each sound after you. Point to the spellings on the chart and ask students which one spells the middle sound in *rock*. Then add the picture to the correct column of your T-chart. Continue the activity with other words that have /o/ and /ō/: *bone, cone, top, mom*. **EMERGING/DEVELOPING**

Have students think of other words with short o and long o to add to the chart. **EXPANDING/BRIDGING**



## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 MyTURN** Have students complete the activity on p. 22 in the *Student Interactive*.

**OPTION 2 Independent Activity** Have students draw one picture of something with the middle sound /o/ spelled o or with the middle sound /ō/ spelled o\_e. Have them label their picture.

## QUICK CHECK

**Notice and Assess** Can students read and write short and long o words?

## Decide







- **If students struggle**, revisit instruction for short and long o in Small Group on pp. T60–T61.
- **If students show understanding**, extend instruction for short and long o in Small Group on pp. T60–T61.

## STUDENT INTERACTIVE, p. 22

PHONICS

### Short o and Long o

MYTURN Read

	hot		log
	box		mom
	pole		note

**Directions** Remind students that the letter o can make the short o sound and the vowel pattern o\_e can make the long o sound. Have students name the pictures and write the name of each one. Then have them read the words.

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## ADDITIONAL PRACTICE

For additional practice with short and long o, have students complete *Phonics* p. 183 from the *Resource Download Center*.

FOUNDATIONAL SKILL

Name \_\_\_\_\_

### Phonics

Short o and Long o

rose jog hop pole

MYTURN Write

- Viv can jog on the track.
- Can you hop like a frog?
- The flag is on a pole.
- That is a pretty red rose.

Directions: Have students read the words in the word bank. Then have them write a word from the word bank to complete each sentence.  
Grade K, Unit 4, Week 1  
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*Phonics*, p. 183

# Decodable Story

## OBJECTIVES

Identify and match the common sounds that letters represent.

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

Identify and read common high-frequency words by sight.

## ELL Access

Help students learn relationships between sounds and letters of the English language and recognize the elements of the English sound system in words. Remind students that words are made up of letter sounds such as *o* for /o/ and vowel patterns such as *o\_e* for /ō/. Tell them to look for these letter sounds in words as they read the story.

## Read On the Run

**FOCUS** Have students turn to p. 23 in the *Student Interactive*. We are going to read a story today about a lost goat. Point to the title of the story. The title of the story is *On the Run*. I hear the sound /o/ in the word *On*. In this story, we will read other words that have the sound /o/. We will also read some words that have the sound /ō/. You may wish to point out to students that although the word *goat* has the long o sound, it is not spelled with the pattern *o\_e*.


**IDENTIFY AND READ HIGH-FREQUENCY WORDS** Remind students of this week's high-frequency words: *find, again, over*. Tell them they will practice reading these words in the story *On the Run*. Display the words. Have students read them with you. When you see these words in the story *On the Run*, you will know how to identify and read them. You will also come across other high-frequency words you have learned: *we, her, look, here*.

STUDENT INTERACTIVE, p. 23

DECODABLE STORY


FOUNDATIONAL SKILLS


### On the Run



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

Highlight the words with the long o sound.

 AUDIO  
Audio with Highlighting

 ANNOTATE

23



**READ** Have students whisper read the story as you listen in. Then have students reread the story page by page with a partner. Listen carefully as they use letter-sound relationships to decode. Partners should reread the story. This time the other student begins.

After students have read the story, call their attention to the title. **I see the letter O in this word. What are the sounds for o?** Help them identify, or say, the sounds /o/ and /ō/. **How do I know which sound this o spells? That's right, there isn't an e at the end of the word, so it must be /o/.** Then have them read the word *On* in the title on p. 23.

Call students' attention to the first sentence on p. 23. **Which words include the sound /ō/? Point to them.** Help students identify, or say, the sound /ō/. Then have them find and read the words: *broke, rope*. Have students highlight the words with the sound /ō/.

Have students turn to pp. 24–25 of the *Student Interactive*. **Which words include the sound /o/? Point to them.** Help students identify, or say, the sound /o/. Then have them find and underline the words with the sound /o/. Have students tell you the high-frequency words they see on these pages.

## STUDENT INTERACTIVE, pp. 24–25



## DECODABLE STORY

## FOUNDATIONAL SKILLS



Look! It is her tag.  
Can we get GPS in Dot?



Mom, she is over here!  
Do not do that again, Dot.

# Find Important Details

## OBJECTIVE

Evaluate details to determine what is most important with adult assistance.

## ACADEMIC VOCABULARY

**Integrate** Offer students oral practice using the unit Academic Vocabulary words to find important details in *Cars Are Always Changing*. Ask:

- What is one way that cars have changed?
- What does the author of this story discover about old cars?

## Minilesson

**FOCUS ON STRATEGIES** Explain that authors write details to tell about the topic. Some details are important and help us understand the text. Other details are less important—the author may have included them to make the text more interesting. As you read, decide whether a detail helps you understand the text. If it isn't helpful, then it probably isn't important. To evaluate details and determine which ones are most important, students can ask themselves:

- Did this detail help me understand the text?
- Was this detail interesting but not helpful?
- Are there illustrations to support the detail?

**MODEL AND PRACTICE** Direct students to p. 37 in the *Student Interactive*: I can tell from looking at the pictures and reading the text that cars in the 1950s had radios. This is an important detail. It is shown in the picture and stated in the text, and it helps me understand how cars changed. The sentence "People loved radios!" is not important. It doesn't help me understand how cars changed. Direct students to the Close Read note on p. 37. Have them find and highlight the most important detail on pp. 36–37.

**ELL Targeted Support Important Details** Help students identify details in the text and evaluate which are important.

Display sentences from the text on the board. Have students follow along as you read the sentences. Underline an important detail. Then ask student pairs to underline any words that they think are important. Have them use the pictures for support. **EMERGING/DEVELOPING**

Have student pairs use sentence frames to summarize important details from the text: *Cars Are Always Changing is mostly about \_\_\_\_\_.* *I think this because \_\_\_\_\_.* **EXPANDING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for finding important details.

**OPTION 1 MyTURN** Read aloud the directions on p. 43 of the *Student Interactive*. Then have students draw pictures to demonstrate understanding of important details.

**OPTION 2 Use Independent Text** Have students make a concept web and write or draw important details that support the main idea in a text they are reading.

### QUICK CHECK

**Notice and Assess** Can students find important details?

#### Decide

- **If students struggle**, revisit instruction for finding important details in Small Group on pp. T62–T63.
- **If students show understanding**, extend instruction for finding important details in Small Group on pp. T62–T63.

STUDENT INTERACTIVE, p. 43

The screenshot shows a page from a student interactive. At the top, there is a green header with the text 'Read Together' and 'READING WORKSHOP'. Below the header, the title 'Find Important Details' is displayed in blue. Underneath the title, it says 'Details tell more about a topic.' The main content area is divided into two columns by a vertical line. Each column has a 'MYTURN' icon and the word 'Draw' next to it. Below each 'Draw' instruction, there is a pink text box that says 'Drawing should show a detail about how cars have changed.' At the bottom of the page, there are 'Directions' in blue text and a green circle with the number '43'.

**Find Important Details**

Details tell more about a topic.

**MYTURN** Draw

Drawing should show a detail about how cars have changed.

Drawing should show a detail about how cars have changed.

**Directions** Read the information to students. Say: Finding the most important details in a text will help you better understand what you are reading. Have students evaluate details about cars in the text and draw two important details in the boxes. Remind them to look back at what they highlighted.

43

Use the  **QUICK CHECK** on p. T55 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### SHORT *o* AND LONG *o*

Display the *box* Picture Card. This is a box. *Box* has the middle sound /*o*/. Which letter spells the sound /*o*/? (*o*) Display the *nose* Picture Card. This is a nose. *Nose* has the middle sound /*ō*/. What letter pattern spells the sound /*ō*/? (*o\_e*)



Read aloud a short *o* word, then use a CVCe word with long *o*, and continue alternating and changing words.

### ELL Targeted Support

Read aloud a short text that includes /*o*/ and /*ō*/ words.

As you read, have students clap once when they hear short *o* words. If they miss one, go back and reread the sentence slowly. Write the identified words on the board, and invite a volunteer to circle the letter that spells the short *o* sound. Repeat the procedure for long *o* words.

### EMERGING/DEVELOPING

Have students work in pairs to identify /*o*/ and /*ō*/ words in the text. Have them correctly pronounce the word and work with a partner to identify if the word has a long or short *o*.

### EXPANDING/BRIDGING



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

## Intervention Activity

### LONG *a*, *i*, AND *o*

Use Lesson 30 in the *myFocus Intervention Teacher's Guide* for instruction on reading words with long *a*, *i*, or *o*.

LEVEL A • MODEL AND TEACH

**Lesson 30** Long *a*, *i*, and *o*

**INTRODUCE** Connect today's lesson to short vowel sound-spellings by writing *cap* and *at* for students. You can read words like these. They both have short *a*: pronounced /*a*/, spelled *a*. Repeat the short *a* sound with me: /*a*/. Explain that students will learn how to spell and read words with long *a*, pronounced /*ā*/ as in *cape*. Use the same routine to review the short vowel sounds for *i* and *o*. Point out that students will also learn about long *i* and long *o* in this lesson.

**MODEL** Display or share copies of "Bike Ride" from Student Page S175, and read it aloud.

**OBJECTIVES:**

- Understand that long vowels are pronounced like the letter names.
- Learn the silent *e* rule.
- Learn the long vowel spelling patterns *ay*, *ie*, *y*, and *oa*.
- Apply knowledge of letter-sound correspondence to read and spell long *a*, *i*, and *o* words.
- See that words can share the same letter patterns.
- Understand that different words are easily formed by adding, deleting, or changing letters.

**Bike Ride**

long *a* spelled *a\_e*      Jane and Sid ride bikes side by side.  
Jane and Sid ride a mile at a time.  
Jane and Sid *ra*ce home.

long *a* spelled *a\_e*

**TEACH** Explain that students can read more words when they learn how long vowel sounds are spelled. Remind students that long vowels say their name.

Write *a\_e* and say its sound: /*ā*/. Point out *Jane* and *race*. *Jane* and *race* both have a long *a* sound spelled *a\_e*. The letter *e* is silent but gives the vowel *a* its long sound. The blank shows where a consonant will go. Write *J* in front of the pattern and blend the sounds /*Jā*/. Have students blend with you as you run your hand under the letters. Write *n* in the blank and have students say its sound with you. Then blend the whole word, pointing to *a* and *e* as you say /*ā*/. This is how I blend this word: /*Jā*/n/. *Jane*. Say the word with me. Then review the silent *e* rule with students. Remember that the *e* at the end is silent but makes the vowel say its name. Cover the *e* and ask what the new word is. (*Jan*) This is another example of how adding a letter forms a new word. The *e* at the end turns *Jan* into *Jane*.

Follow this procedure to model words with the long *i* sound and long *o* sound, such as *side* and *home*. Point out how *Sid* becomes *side* when the letter *e* is added to the end.

Phonics, Morphology, and Spelling T • 175

## Intervention Activity

### PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 5–20.



## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles to students. Have students use the Letter Tiles to build words that have the sounds /o/ and /ō/: *not, note, pot, nope, top.*

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



### Decodable Book



#### BONES!

Students can read the Decodable Book *Bones!* to practice reading sounds /o/ and /ō/ and this week's high-frequency words.

Before reading, display and remind students of this week's high-frequency words: *find, again, and over.* Tell them that they will practice reading these words in the Decodable Book *Bones!* **When you see these words in today's story, you will know how to read them.**

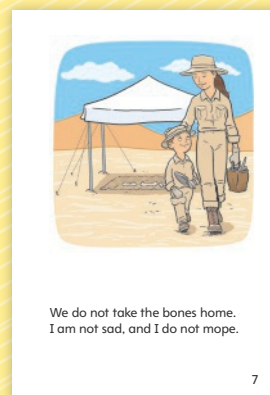
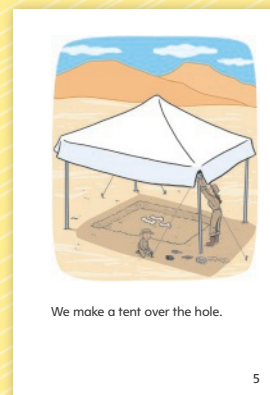
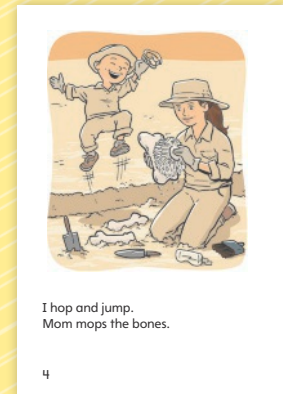
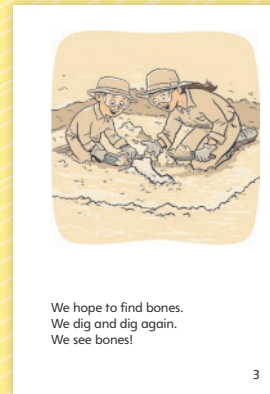
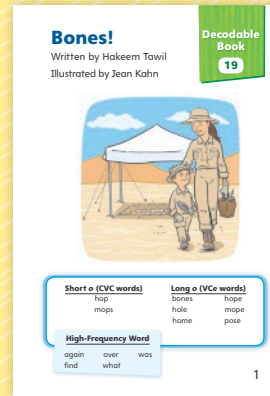
Pair students for reading and listen carefully as they use letter-sound relationships to decode. One student begins. Students read the entire story, switching readers after each page. Partners reread the story. This time the other student begins.

### Centers



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

## Decodable Book





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

# Teacher-Led Options

## Strategy Group

### FIND IMPORTANT DETAILS

**Teaching Point** Today I want to talk more about how to find important details in a text you are reading. Remember that the important details will be the ideas and descriptions that help you better understand the topic or main idea.

Use pictures to support the idea of important details. For instance, show a picture of a party. Ask students to tell you important details about the picture. Point out that the colors of the balloons or the tablecloth are *not* important details, but the children playing games is an important detail.

### ELL Targeted Support

Review the meaning of *important* and *detail* and what students should look for when finding an important detail.

Show students a picture. Provide them with two details (one that is related to the main idea and one that is irrelevant), and have students name which is more important. **EMERGING**

Have partners look at a picture and identify an important detail. Provide oral sentence frames as needed: *I see \_\_\_\_\_. This is important because \_\_\_\_\_.* **DEVELOPING**

Have partners look at a picture and identify one important and one unimportant detail. Then have them share their details with another pair, who will identify which detail is important. **EXPANDING/BRIDGING**



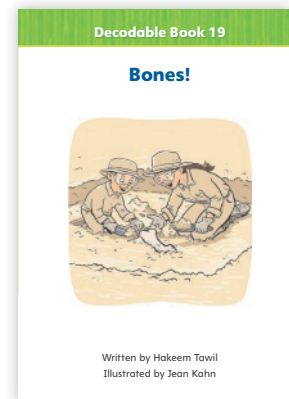
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### BONES!

Have students reread the Decodable Book *Bones!* Use the teaching support online at SavvasRealize.com to provide instructional support for foundational skills and comprehension.



## Fluency

Assess 2–4 students



### ORAL READING

Have students chorally read the Decodable Book.

### ORAL READING RATE AND ACCURACY

Listen as a student reads the Decodable Book. Offer feedback. Finally, record each student's performance. Use the *Fluency Progress Chart* to track student progress.

## Conferring

3 students / 3–4 minutes per conference

### FIND IMPORTANT DETAILS

**Talk About Independent Reading** Ask students to use their concept webs to share with you important details from a text they have read.

### Possible Conference Prompts

- What does the author want you to know?
- Why is this detail important? How do you know it is important?
- How does the detail relate to other ideas in the text or pictures?

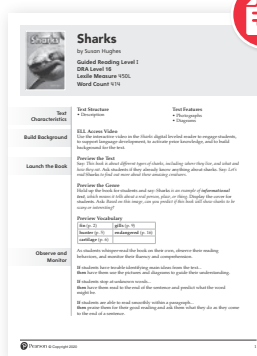
**Possible Teaching Point** Important details support the main idea. You can often find important details by focusing on a particular page or picture.

## Leveled Readers



### FIND IMPORTANT DETAILS

- For suggested titles, see “Matching Texts to Learning,” pp. T28–T29.
- For instructional support on how to find important details, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite two or three students to share an important detail from a text they are reading.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to a text they read.
- read a trade book or their Book Club text.
- practice fluent reading with a partner.

### Centers



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

### Literacy Activities



Students can

- reread a text and create a chart listing words with short o and long o.
- play the myView games.
- take turns reading a passage with a partner.
- with a partner, look at pictures in a text and discuss what they can infer from them.

### SUPPORT INDEPENDENT READING

Support students by emphasizing important details. Prompt students to identify important details in their own readings. Discuss these details with students. Look for opportunities to tell them they are doing well.



# Word Work

## OBJECTIVES

Identify the individual words in a spoken sentence.

Identify and match the common sounds that letters represent.

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

Recognize that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap.

Spell high-frequency words.

## Phonological Awareness: Identify and Count Words in Sentences

**MODEL** Tell students that today they will identify the words in sentences and count how many words they hear. *Listen carefully as I say this sentence: The bird is loud. Repeat the sentence with me.* Have students repeat the sentence with you and clap as they say each word. Repeat the sentence again and have students count the words. *How many words are in the sentence?* (four)

**PRACTICE** Continue the activity with the following sentences: *We went to the pond. The girls played in the sand. My bike is blue and red.*

## ADDITIONAL PRACTICE

For additional student practice with high-frequency words, have students complete *My Words to Know* p. 194 from the *Resource Download Center*.

*My Words to Know*, p. 194

## Phonics: Review Short o and Long o

### Minilesson

**FOCUS** Write the letter *o* and the vowel pattern *o\_e* on the board. Have students identify the letters as you point to them. Then review the sound for each one: *o/o/*, *o\_e/ō/*. Ask students to say the sound as you point to each letter or pattern.

**MODEL AND PRACTICE** Write *mop* on the board. *Let's read this word together: /m/ /o/ /p/, mop.* Change the *m* to *t*. *I changed the first letter in this word. Let's read the new word together: /t/ /o/ /p/, top.* Continue with these word pairs, adding and deleting letters to make new words: *on, Ron; spoke, poke.*

**TURN, TALK, AND SHARE** Have students turn to p. 26 in the *Student Interactive* and read the words with a partner. Have them underline the letters in each row that are the same and identify the letters that were changed, added, or deleted.



**APPLY MyTURN** Have students turn to p. 27 in the *Student Interactive*. Have them read the sentences. Ask them to circle words with the sound /o/ and underline words with the sound /ō/.

**ELL Targeted Support Seek Clarification** Tell students that if they do not understand something they hear in class, they should ask questions. Suggest these steps:

- Ask your teacher to repeat something more slowly.
- Ask your teacher to explain the meaning of a word.

Ask students to listen closely as you read the sentences on p. 27 aloud. Have students practice saying the phrases “please repeat” or “please explain” while you are reading.

**EMERGING/DEVELOPING**

Have students take turns reading aloud sections from *On the Run* on pp. 23–25. Ask listeners to stop and ask questions about words or situations they do not understand. Discuss the illustrations to help them understand the story better. **EXPANDING/BRIDGING**

**HIGH-FREQUENCY WORDS**



Remind students that high-frequency words are words that appear over and over in texts. Tell students that they will be learning many new words this year. Recognizing that some words are used more frequently will help students become better readers. Say the word *find* and ask students what letters spell the word. Have students

- say the letters for the word as you write them on the board.
- say and spell the word, tapping their arm for each letter.
- Repeat with *over* and *again*.

STUDENT INTERACTIVE, pp. 26–27

PHONICS

**Short o and Long o**

**TURN and TALK** Underline and read

pop    top    stop

fox    box    ox

hole    role    pole

joke    poke    woke

26

**Directions** Review the sounds for short and long o. Then say: We can make new words by changing, adding, or taking away a letter. Have students look at each row of words and underline the letters that are the same in all three words. Ask them to identify the letter that was changed, added, or deleted. Then have students take turns reading the words with a partner.

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FOUNDATIONAL SKILLS

**Short o and Long o**

**MY TURN** Circle and underline

The dog had a bone.

Ron is at the pond.

Bob can dig a hole.

Jill rode her bike.



**Directions** Have students read the sentences. Ask them to circle words with the short o sound and underline words with the long o sound.

27

# Reflect and Share

## OBJECTIVES

Describe familiar people, places, things, and events and, with support, provide additional detail.

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

Provide an oral, pictorial, or written response to a text.

Retell texts in ways that maintain meaning.

## ACADEMIC VOCABULARY

**Integrate** Offer students oral practice using the Academic Vocabulary words to reflect on the text and make connections to other texts, the unit theme, and the Weekly Question. For example, ask:

- Have you been to a place that tells about life a long time ago?
- How do museums encourage people to learn about traditions?
- Why is it important to change things?

## Talk About It

### Minilesson

**FOCUS ON STRATEGIES** Explain to students that readers often talk about the texts they have read. They may tell how other texts they have read are similar or different. They may also talk about how the text they read relates to their personal experiences. Remind students that they have read different texts about changing technology. Prompt them to make connections between different texts they have read. To talk about a text, students should:

- Think about the main idea or theme of each text.
- Think about which details are most important and why.
- Ask: *What was something I learned from the text?*
- Share ideas by speaking loudly and clearly using complete sentences.

**MODEL AND PRACTICE** Model talking about and comparing texts by retelling important details from *Cars Are Always Changing* and the infographic “Making Communication Better” in a way that maintains the meaning of each text and shows how they are similar. *Cars Are Always Changing* is about going to a car museum to see how cars have changed over time. “Making Communication Better” is about technology we use to communicate. Both texts tell how technology changes things.

**ELL Targeted Support Compare Texts** Have students work cooperatively and use evidence from the texts to make comparisons.

Provide students with sentence frames and answer options to help them speak about the texts: *Cars Are Always Changing* is about \_\_\_\_\_ and how they have \_\_\_\_\_. (*cars; changed, stayed the same*) “Making Communication Better” was about how we talk to each other using \_\_\_\_\_ like \_\_\_\_\_, \_\_\_\_\_. (*computers, etc.*) Have student pairs complete the sentences and practice saying them to each other.

**EMERGING/DEVELOPING**

Place students in pairs to share how the two texts are similar and how they are different. Ask pairs to talk about how each text is about changes in technology. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for retelling information and ideas across texts.

**OPTION 1 TURN, TALK, AND SHARE** Have students turn to p. 44 of the *Student Interactive*. Read aloud the Turn and Talk prompt. Have partners talk about the texts.

**OPTION 2 Use Independent Text** Have students use their independent reading texts to discuss how books can tell about special places. Have them keep track of the special places they read about or see in independent reading, either by making drawings or writing a list.

### QUICK CHECK


**Notice and Assess** Can students make connections between texts?

#### Decide


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

**WEEKLY QUESTION** Have students write or draw to respond to the Weekly Question. Encourage them to share examples from the texts they have read and their own experiences.

### STUDENT INTERACTIVE, p. 44


RESPOND TO TEXT 

### Reflect and Share

 **TURN and TALK** What happens at the car museum? What is another text you have read about a trip to a special place? Tell about each text.

At the car museum...      At the art store...

**Weekly Question**  
Why is it important to make inventions better?

 **44** **Directions** Tell students they read about a trip to a car museum. Ask them to think of another text they read that tells about a trip to a special place. Then have students respond to sources by retelling the texts. Remind them that when they retell a text, they tell the most important ideas and details.

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Use the  **QUICK CHECK** on p. T67 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### COMPARE TEXTS

**Teaching Point** There are often many texts about the same topic or main idea. Thinking about how these texts are the same and how they are different can help you better understand the topic. Work with students to identify similarities and differences between *Cars Are Always Changing* and “Making Communication Better.” Make a game out of trying to think of things that are the same and things that are different.

### ELL Targeted Support

Encourage students to think about how this text compares to other texts they have read about people, places, things, or the weather. Provide sentence frames and have students work cooperatively to share information.

- *Cars Are Always Changing* is about how \_\_\_\_ have changed. “*Making Communication Better*” is about how \_\_\_\_ has changed. **EMERGING**
- *Cars Are Always Changing* is about \_\_\_\_\_. \_\_\_\_\_ is about how \_\_\_\_ have changed. **DEVELOPING**
- Both *Cars Are Always Changing* and “*Making Communication Better*” are about \_\_\_\_\_. One difference is \_\_\_\_\_. **EXPANDING**
- The texts are the same because \_\_\_\_\_. \_\_\_\_\_ and \_\_\_\_\_ are different because \_\_\_\_\_. **BRIDGING**



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

## Intervention Activity



### COMPARE TEXTS

Remind students of the texts they have read: *Cars Are Always Changing*, *On the Run*, and “Making Communication Better.” Lead students in a discussion of how inventions have gotten better over time. Ask them why they think it is important for us to make inventions better and how they know. Encourage them to use the Academic Vocabulary words *change*, *time*, and *discover* in the discussion.

## On-Level and Advanced



### INQUIRY

**Organize Information and Communicate** Help students organize their findings about an invention or technology into a format to share with others.

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

See *Extension Activities* pp. 243–247 in the *Resource Download Center*.



## Conferring

3 students / 3–4 minutes  
per conference

### COMPARE TEXTS

**Talk About Independent Reading** Ask students to share information about a special place they read about while reading independently.

#### Possible Conference Prompts

- Tell me about another special place you read about.
- How is that special place like the car museum?
- How is the special place you read about similar to one you have been to?

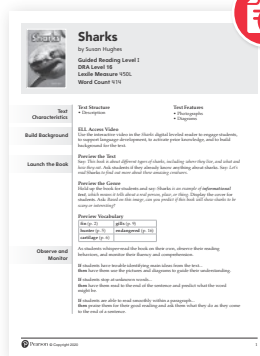
**Possible Teaching Point** It is important to connect texts to each other *and* to your own experiences.

## Leveled Readers



### COMPARE TEXTS

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



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to share connections they made between *Cars Are Always Changing* and another text they read. Encourage students to share at least one way the texts are similar.

## Independent/Collaborative

### Independent Reading



Students can

- reread and/or listen to the infographic “Making Communication Better” and talk about it with a partner.
- read a self-selected text.
- reread and/or listen to their leveled reader.

### Centers



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

### Literacy Activities



Students can

- write or draw in a notebook in response to the Weekly Question.
- work in pairs to discuss how and why people improve ideas, things, and inventions.
- play the myView games.

## BOOK CLUB



See Book Club, pp. T460–T465, for

- a teachers' summary of *Farming Then and Now*.
- 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 4 WEEK 2

## SUGGESTED WEEKLY PLAN

### Suggested Daily Times

#### READING WORKSHOP

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

#### WRITING WORKSHOP

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

### Learning Goals

- I can read narrative nonfiction.
- I can use words to tell about narrative nonfiction.
- I can write a story about myself.

#### SEL SOCIAL-EMOTIONAL LEARNING

### Assessment Options for the Week

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

### Materials

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

#### LESSON 1

RF.K.3.b, RI.K.1, W.K.3, SL.K.3, L.K.1.a, L.K.5

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T74–T75
  - » Phonological Awareness: Medial /u/ and Medial /ū/
  - » Phonics: Introduce Short *u* and Long *u*
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T76–T77
- Listening Comprehension: Read Aloud: “Our Trip to the Beach” T78–T79
- Narrative Nonfiction T80–T81
  - ☑ Quick Check T81

#### READING BRIDGE

- Academic Vocabulary: Synonyms T82–T83
- Handwriting: Write *Vv* T82–T83

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T87
- Strategy, Intervention, and On-Level/Advanced Activities T86
- ELL Targeted Support T86
- Conferring T87

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T87
- Literacy Activities T87

**BOOK CLUB** T87 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- Personal Narrative T328–T329
  - » Compose Setting
  - » Share Back

##### INDEPENDENT WRITING

- Personal Narrative T329
- Conferences T326

#### WRITING BRIDGE

- Spelling: Spell Words T330
  - ☑ Assess Prior Knowledge T330
- Language & Conventions: Spiral Review: Complete Sentences T331
  - FLEXIBLE OPTION

#### LESSON 2

RF.K.1.c, RI.K.4, RI.K.6, SL.K.1, L.K.2.b, L.K.4

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T88–T89
  - » Phonics: Read and Write Words with Short *u* and Long *u*
  - ☑ Quick Check T89
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T90–T95
  - » Preview Vocabulary
  - » Print Awareness
  - » Read: *Uncovering the Past*
- Respond and Analyze T96–T97
  - » My View
  - » Develop Vocabulary
  - ☑ Quick Check T97
- Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T101
- Strategy and Intervention Activities T98, T100
- Fluency T100
- Conferring T101
- ELL Targeted Support T98, T100

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T99
- Independent Reading T101
- Literacy Activities T101
- Partner Reading T101

#### WRITING WORKSHOP

##### MINILESSON

- Personal Narrative T332–T333
  - » Explore Narrator
  - » Share Back

##### INDEPENDENT WRITING

- Personal Narrative T333
- Conferences T326

#### WRITING BRIDGE

- Spelling: Teach: Spell Words T334
  - FLEXIBLE OPTION
- Language & Conventions: Oral Language: Kinds of Sentences T335
  - FLEXIBLE OPTION

## LESSON 3

RF.K.2, RF.K.3.a, RI.K.2,  
W.K.3, SL.K.6, L.K.1.a

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T102–T103
  - » Phonological Awareness: Identify and Count Words in Sentences
  - » Phonics: Read and Write Words with Short *u* and Long *u*
  - » High-Frequency Words

#### CLOSE READ

- Find Main Idea and Supporting Details T104–T105
- Close Read: *Uncovering the Past*
  - ✓ **Quick Check** T105

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Visualize T106–T107
- Handwriting: Write Yy T106–T107

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T109
- Strategy and Intervention Activities T108
- ELL Targeted Support T108
- Conferring T109

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T109
- Literacy Activities T109

### WRITING WORKSHOP

#### MINILESSON

- Personal Narrative T336–T337
  - » Apply Narrator
  - » Share Back

#### INDEPENDENT WRITING

- Personal Narrative T337
- Conferences T326

### WRITING BRIDGE

- Spelling: Review and More Practice: Spell Words T338 **FLEXIBLE OPTION**
- Language & Conventions: Teach Kinds of Sentences T339

## LESSON 4

RF.K.3.b, RF.K.4, W.K.3,  
SL.K.6, L.K.2, L.K.2.d

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T110–T113
  - » Phonics: Read and Write Words with Short *u* and Long *u*
- ✓ **Quick Check** T111
- » Decodable Story: Read *A Look at the Past* T112–T113

#### CLOSE READ

- Make Inferences T114–T115
- Close Read: *Uncovering the Past*
  - ✓ **Quick Check** T115

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T119
- Strategy and Intervention Activities T116, T118
- Fluency T118
- Conferring T119
- ELL Targeted Support T116, T118

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T117
- Independent Reading T119
- Literacy Activities T119

### WRITING WORKSHOP

#### MINILESSON

- Personal Narrative T340–T341
  - » Explore Plot
  - » Share Back

#### INDEPENDENT WRITING

- Personal Narrative T341
- Conferences T326

### WRITING BRIDGE

- Spelling: Spiral Review: Spell Words T342 **FLEXIBLE OPTION**
- Language & Conventions: Practice Kinds of Sentences T343

## LESSON 5

RF.K.2, RF.K.3.b, RI.K.9,  
W.K.3, SL.K.2, L.K.2.d

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T120–T121
  - » Phonological Awareness: Identify and Count Syllables
  - » Phonics: Review Short *u* and Long *u*
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T122–T123
  - » Write to Sources
- ✓ **Quick Check** T123
- » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T125
- Strategy, Intervention, and On-Level/Advanced Activities T124
- ELL Targeted Support T124
- Conferring T125

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T125
- Literacy Activities T125

**BOOK CLUB** T125 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Personal Narrative T344
  - » Apply Plot
  - » Share Back

#### INDEPENDENT WRITING

- **WRITING CLUB** T344–T345 **SEL**
- Conferences T326

### WRITING BRIDGE

- Spelling: Spell Words T346
  - ✓ **Assess Understanding** T346
- Language & Conventions: Standards Practice T347 **FLEXIBLE OPTION**

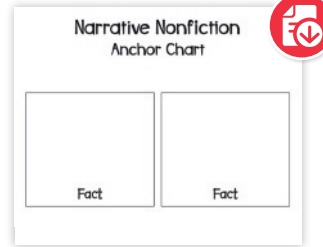
# Materials



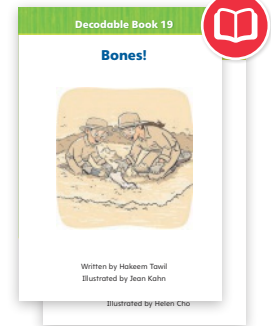
**INFOGRAPHIC**  
“Learning About the Past”



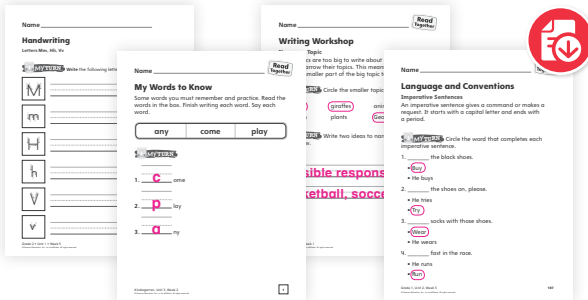
**READING ANCHOR CHART**  
Narrative Nonfiction



**EDITABLE ANCHOR CHART**  
Narrative Nonfiction



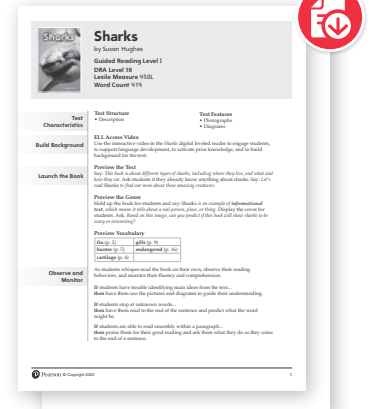
**DECODABLE BOOKS**



**RESOURCE DOWNLOAD CENTER**  
Additional Practice



**SONGS AND POEMS BIG BOOK**



**LEVELED READER TEACHER'S GUIDE**

## Words of the Week

### High-Frequency Words

all  
now  
pretty

### Develop Vocabulary

shovels  
brushes  
past  
scientists

### Spelling Words

but  
rug  
fun  
cup  
all  
now

### Unit Academic Vocabulary

time  
change  
discover  
tradition

WEEK 2 LESSON 1 READING WORKSHOP GENRE & THEME

### Listening Comprehension

**OBJECTIVES**  
Listen actively and with confidence to understand and identify main ideas and supporting details.  
Recognize characteristics and structures of informational text.

**ELL Language Transfer**  
Organize that of the lesson objectives in the Read Aloud.

**ELL Language Transfer**  
• listening: comprehend  
• speaking: describe  
• reading: read

**Read Aloud**  
Tell students that they will listen to a narrative fiction text. Narrative fiction tells about actual events in the form of a story. Have students listen as you read aloud the text, "Our Trip to the Beach." Encourage students to be active listeners by looking at you and thinking about what you are saying as you read aloud.

**START-UP**  
**READ-ALoud ROUTINE**  
Prepare: Have students take activity for elements of narrative fiction, such as plot and a story format.

**READ** the text aloud without stopping for the Think Aloud routine.

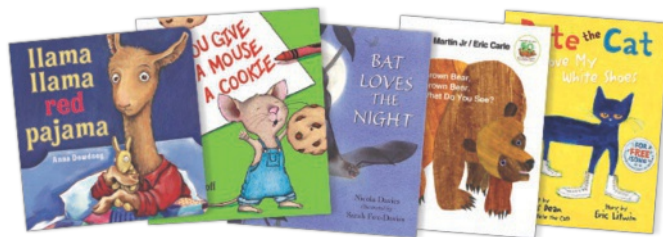
**REREAD** the text aloud, pausing to model the Think Aloud strategies related to narrative fiction.

**Our Trip to the Beach**  
We went to the beach last month. My sister, Lina, spotted an interesting shell on the beach. She picked it up and saw an unusual pattern in it. "Look, Ma!" she said. "I found a seashell." Ma looked closely at the shell. "That's not a seashell. That's a fossil!" Lina looked confused, so Ma explained. "A long time ago, a leaf or a plant fell into the lake. It sank. Then it was buried by sand and rocks. After a long time, more sand and rocks piled on top of it. The leaf or plant was under a lot of weight. The shape of it became imprinted on a rock and sand, which turned into one piece of rock. That made a fossil."

**SHARE ALoud Student Response Worksheet**  
Use the Student Response Worksheet to record your thoughts about the text.

778 UNIT 4 • WEEK 2

**READ ALOUD**  
"Our Trip to the Beach"



**READ ALOUD TRADE BOOK LIBRARY**

Interactive Read Aloud

### Fiction Lesson Plan

**SWAY**  
Interactive Read Aloud  
• Develop students' comprehension.  
• Develop students' reading and language development.  
• Provide an opportunity to model fluency and expressive reading.  
• Foster a love and enjoyment of reading.

**PLANNING**  
• Select a text from the Read Aloud Trade Book Library or the school curriculum.  
• Identify the key idea of the story.  
• Determine the Teaching Point.  
• Write open-ended questions and model Think Alouds on sticky notes and digital sticky notes of the points where you plan to stop to think aloud.  
• Check the vocabulary essential for understanding.

**BEFORE READING**  
• Show the cover of the book to introduce the title, author, illustrator, and genre.  
• Discuss the cover as a whole group.  
• Read and discuss the title and author's name.  
• Ask questions to guide the discussion and draw attention to the teaching point.  
• Use Think Alouds to model strategies related to reading comprehension and content meaning from text.  
• Have students open conversations to share their experiences, how they have used the text in the past, or the world.

**DURING READING**  
• You can choose to do a first reading so students get the gist of the story and apply Think Alouds and open-ended questioning to a second read of the text.  
• Read with expression to draw in listeners.  
• Ask questions to guide the discussion and draw attention to the teaching point.  
• Use Think Alouds to model strategies related to reading comprehension and content meaning from text.  
• Have students open conversations to share their experiences, how they have used the text in the past, or the world.

**AFTER READING**  
• Summarize and share students to share thoughts about the story.  
• Student answer comprehension by writing the text on the back of the story.  
• Create and assign a Student Response Form available on Readaloud.com.

**Skills Teaching Points**  
• Record the Story  
• Record Questions  
• Record the Text  
• Record the Author  
• Record the Title  
• Record the Genre

**INTERACTIVE READ ALOUD LESSON PLAN GUIDE**



**SHARED READ**  
*Uncovering the Past*

**BOOK CLUB**

Titles related to  
Spotlight Genre and  
Theme: T466–T469

**Mentor STACK**

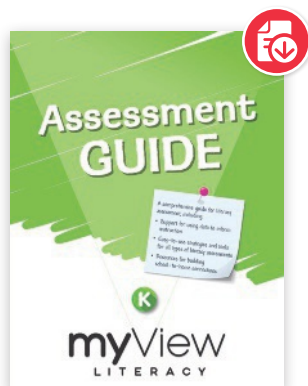
Writing Workshop T325

**LITERACY STATIONS**

**SCOUT**

## Assessment Options for the Week

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



**ASSESSMENT GUIDE**

# Word Work

## OBJECTIVES

Demonstrate phonological awareness.

Identify and match the common sounds that letters represent.

Identify and read common high-frequency words by sight.



Picture Card

## FOUNDATIONAL SKILLS EXTENSION

See p. T94 for a short *u* extension activity that can be used as the text is read on Days 2 and 3.

## Phonological Awareness: Medial /u/ and Medial /ū/

**FOCUS AND MODEL** Tell students that today they will learn a new sound. Listen carefully as I say the sound: /ū/ /ū/ /ū/. The sound /ū/ is made by moving your lips forward slightly and saying the sound. Show students how to make the sound /ū/. Review how to make the sound /u/ by opening your mouth slightly and saying the sound. Have students practice making the sounds /ū/ and /u/.

**SEE AND SAY** Have students turn to p. 54 in the *Student Interactive*. Tell them that they will be drawing lines to connect pictures with the same middle sound. Point to the picture of the drum. Listen to the sounds in this word: /dr/ /u/ /m/. The word *drum* has the sound /u/ in the middle. Have students name the other pictures and complete the activity.

## Phonics: Introduce Short *u* and Long *u*

### Minilesson

**FOCUS** Hold up the *mug* Picture Card. Let's say the word *mug*: /m/ /u/ /g/. Which letter spells the sound /u/? Turn the card over and point to the word. Have students identify that *u* spells the sound /u/ in *mug*.

Write the word *cube* on the board and draw a picture of a cube. Say the sounds as you point to each letter. This word is *cube*: /k/ /ū/ /b/. The sound /ū/ is spelled with the vowel pattern *u\_e*.

**MODEL AND PRACTICE** Write *u* and *u\_e* on the board. Tell students that you will say words that have the sound /u/ spelled *u* or the sound /ū/ spelled *u\_e*. They should tell you to write the word on the board under *u* if the vowel sound is /u/, and under *u\_e* if the vowel sound is /ū/. Use the following words: *tub*, *fun*, *cube*, *bun*, *mule*, *tune*.

**APPLY My TURN** Have students look at p. 55 in the *Student Interactive*. Trace the letter *u* in the first word. This word is *cub*: /k/ /u/ /b/. Now we will draw a line from the word *cub* to a picture that has the same middle sound. Have students complete the activity.

**ELL Targeted Support Practice with the Sounds /u/ and /ū/** Tell students that learning the sounds that make up English words will help them better understand the language.

Show two Picture Cards: *bus*, *duck*. Say the words and have students repeat. Ask students if the words have the same or different vowel sounds. Continue with these Picture Card pairs: *gum*, *blue*; *truck*, *drum*. **EMERGING**

Say the word *cut*. Ask students if the word *cut* has the sound /u/ or the sound /ū/ in the middle. Continue the activity with these words: *cube*, *cub*, *tub*, *tube*. **DEVELOPING**

Say the word *cut*. Have students repeat after you and identify the middle sound. Continue with the following words: *dune*, *rut*, *nut*, *tune*. Then have volunteers share other /u/ and /ū/ words they know. **EXPANDING**

Have students work with a partner to look through the pages in the *Student Interactive* to find picture words with the sounds /u/ and /ū/. Have them share their words with the group. **BRIDGING**

## HIGH-FREQUENCY WORDS

Display the high-frequency words *pretty*, *all*, and *now*.

- Point to the word *pretty* and read it.
- Have students point to the word *pretty* and read it.
- Repeat for *all* and *now*.

pretty

all

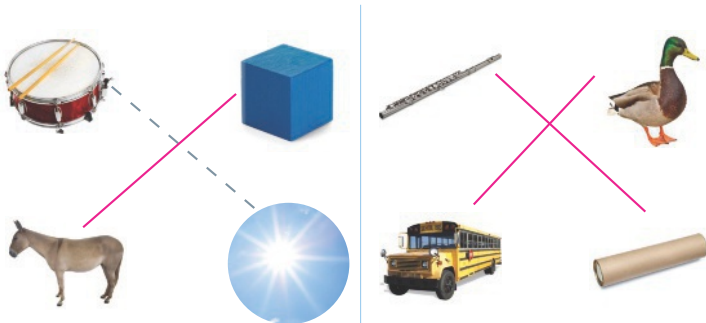
now

## STUDENT INTERACTIVE, pp. 54–55

### PHONOLOGICAL AWARENESS | PHONICS

#### Middle Sounds

SEE and SAY Match



Tell students that images represent *drum*, *cube*, *mule*, *sun*.

Tell students that images represent *flute*, *duck*, *bus*, *tube*.

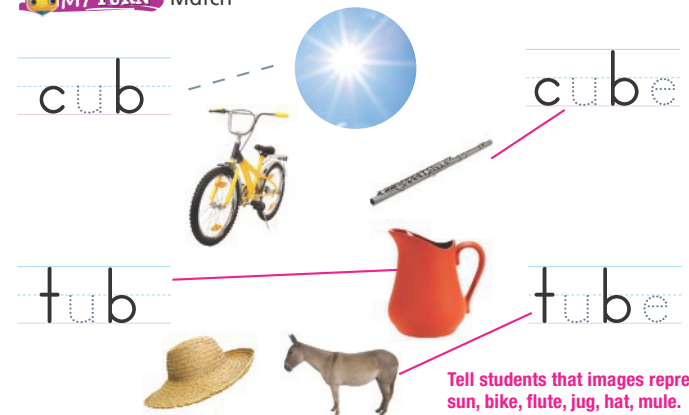
54

**Directions** Review the long and short *u* sounds with students. Have students name each picture word in the first set and identify the middle sound. Then have them draw lines to match the picture words with the same middle sounds. Continue with the second set of pictures.

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#### Short u and Long u

MY TURN Match



Tell students that images represent *sun*, *bike*, *flute*, *jug*, *hat*, *mule*.

**Directions** Say: The letter *u* can make the sound /u/. The vowel pattern *u\_e* can make the sound /ū/. You will see the letter *u* in many words that have the short or long *u* sound. Have students trace the letter or letters in each word and say the vowel sound. Then have them draw a line from each word to a picture word that has the same vowel sound in the middle.

55

# Interact with Sources

## OBJECTIVES

Describe personal connections to a variety of sources.

Use vocabulary related to time and chronology, including *before*, *after*, *next*, *first*, *last*, *yesterday*, *today*, and *tomorrow*.

## ACADEMIC VOCABULARY

**Language of Ideas** The unit Academic Vocabulary words help students access ideas. Ask: *What is one example of something changing over time?*



Songs and Poems Big Book

See the *Songs and Poems Big Book* for selections that relate to the unit's theme.

## Explore the Infographic

Ask students to remember the Unit's Essential Question: *What can we learn from the past?* Then point out the Weekly Question: *How do we learn about the past?* Explain that there are different ways that people can gain knowledge, or learn, from the past.

Have students turn to pp. 52–53 of the *Student Interactive*. Read the infographic, “Learning About the Past.” Guide the discussion about pp. 52–53 with the following prompts:

- How can you learn about the past from reading?
- How can you learn about the past from hearing someone talk about it?
- How can you learn about the past from studying objects from the past?

Encourage students to ask questions about the infographic to clarify anything they do not understand.

**TURN, TALK, AND SHARE** Have students use the pictures and text on pp. 52–53 to describe personal connections by discussing ways they can learn about the past.

**WEEKLY QUESTION** Point out the Week 2 Question: *How do we learn about the past?* Tell students that they just learned about different ways to learn about the past. Reading about history, listening to someone tell a story, and seeing objects in a museum are other related ways to learn about the past. Tell students that this week they will learn more about how to learn and tell about the past.



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

“There are two types of readers—those who love to read and those who haven't found the right book yet. Half of the battle is getting kids to open a book. We need to invite children into the world of stories. When we read aloud to students, it is an opportunity for them to see our passion and joy for reading. When we give students the opportunity to choose their own stories, it helps build their joy and help them understand that they too have stories. This is a key component to literacy.”

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

**ELL Targeted Support Visual Support** Help students grasp different ways in which people can learn information from and about the past. Ask students to use prior experiences and draw a picture of something that happened to them in the past.

Work with students to complete the following sentence orally: *The picture shows \_\_\_\_\_.* **EMERGING**

Have students show their pictures. Prompt them to give oral descriptions of what is shown in their pictures. **DEVELOPING**

Explain that drawing a picture and telling a story are two ways to describe what happened in the past. Have students tell more in-depth stories or accounts of what their pictures show. **EXPANDING**

Have students find partners. Have one partner tell a story from the past, and have the other student draw it and then describe the picture and retell the story. Then have students switch roles and repeat the routine. **BRIDGING**

STUDENT INTERACTIVE, pp. 52-53

WEEKLY LAUNCH: INFOGRAPHIC

**Read Together**

# Learning About the Past

We can learn about the past in different ways.

We can read about the past.

We can hear about what the past was like.

We can study objects from the past.

**Weekly Question**  
How do we learn about the past?

**TURN and TALK** Talk about ways you can learn about the past.

Directions Read the text and have students look at the pictures. Ask them to describe personal connections by talking with a partner about how they can learn about the past.

52 53

WEEK 2





# Listening Comprehension

## OBJECTIVES


Listen actively and ask questions to understand information and answer questions using multi-word responses.

Recognize characteristics and structures of informational text.

## ELL Language Transfer

**Cognates** Point out the Spanish cognates in the Read Aloud.

- interesting : *interesante*
- confuse : *confundir*
- rock : *roca*
- history : *historia*

 **THINK ALOUD** Analyze **Narrative Nonfiction** After the first few paragraphs, say: *This sounds like a story that could really happen. I wonder whether it is a true story or fiction.*

## Read Aloud

Tell students that they will listen to a narrative nonfiction text. Narrative nonfiction tells about actual events in the format of a story. Have students listen as you read aloud the text, “Our Trip to the Beach.” Encourage students to be active listeners by looking at you and thinking about what you are saying as you read aloud.

### START-UP

#### READ-ALOUD ROUTINE

**Purpose** Have students listen actively for elements of narrative nonfiction, such as facts and a story format.

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

**REREAD** the text aloud, pausing to model the Think Aloud strategies related to narrative nonfiction.

## Our Trip to the Beach

We went to the beach last month. My sister, Lina, spotted an interesting shell on the beach. She picked it up and saw an unusual pattern in it.

“Look, Ma!” she said. “I found a seashell.”

Ma looked closely at the shell. “That’s not a seashell. That’s a fossil.”

Lina looked confused, so Ma explained. “A long time ago, a leaf or a plant fell into the lake. It sank. Then it was buried by sand and rocks. After a long time, more sand and rocks piled on top of it. The leaf or plant was under a lot of weight. The shape of it became imprinted on a rock and sand, which turned into one piece of rock. That made a fossil.”



“Our Trip to the Beach,” continued

Lina looked at Ma. “So this rock is from a plant that lived long ago?” she asked.

“Yes,” said Ma. “And it might be from a plant that doesn’t even live anymore. It’s amazing the things we learn from history.”

Lina and I spent the rest of the afternoon collecting seashells and fossils. We brought them home and put them on the bookshelf. Now, we have a piece of history from long ago in our house!

**THINK ALOUD** Analyze Narrative Nonfiction After you reread this paragraph, say: *This story tells a lot of information. I learned that some fossils are made from plants that lived long ago. I will read to learn more about fossils.*

## WRAP-UP

### Our Trip to the Beach

1. plant fell in lake
- 2.
- 3.
- 4.

Use the chart to help students identify the events told in the story about how a fossil is formed.

**ELL Targeted Support** **Listening** Stop to check understanding. Ask questions to encourage students to summarize what happened.

Allow students to respond with one-word answers or phrases: *What did Lina find at the beach? What is a seashell?* **EMERGING**

Provide sentence frames for students to summarize the events: *Lina and her family went to the \_\_\_\_\_. She found a \_\_\_\_\_. Then her mother \_\_\_\_\_.* **DEVELOPING**

Stop after each paragraph or chunk of text and ask students to summarize the events. **EXPANDING**

At the end of the story, have students summarize the story. **BRIDGING**

## FLEXIBLE OPTION INTERACTIVE Trade Book Read Aloud

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

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





## SPOTLIGHT ON GENRE

# Narrative Nonfiction

**LEARNING GOAL**

I can read narrative nonfiction.

**OBJECTIVE**

Recognize characteristics and structures of informational text.

**LANGUAGE OF THE GENRE**

As you review the anchor chart, check that students understand how to determine what information is a fact.

- What is a fact?
- How do you know something is a fact?

**ELL Transfer**

**Cognates** Point out the cognates related to narrative nonfiction.

- real : *real*
- event : *el evento*
- information : *información*

**FLEXIBLE OPTION**   
**ANCHOR CHARTS**

Continue to add to your narrative nonfiction anchor chart.

- Add *real people, places, and events*.
- Ask students to tell you what *fact* means.
- Discuss with students how they know that something is a fact.

**Minilesson**

**FOCUS ON STRATEGIES** Tell students that narrative nonfiction is a special kind of story.

- Narrative nonfiction tells about real people, places, and events.
- Things that are real are called facts. Facts are pieces of information that can be proved true.

Readers look for the facts in a narrative nonfiction text. Understanding what is a fact helps a reader better understand the text.

**MODEL AND PRACTICE** Model finding the real people, places, and events in a narrative nonfiction text. Remind students that they listened to a narrative nonfiction text, “Our Trip to the Beach.”

- “Our Trip to the Beach” is about a girl who thought she found a seashell on the beach. Her mom explained that it was a fossil.
- The girl’s mom then told her about how fossils were made. Her mom gave facts.
- The part of the story about how fossils are formed is true and is filled with facts. That is what makes it narrative nonfiction.

Have students turn to p. 67 and look at the anchor chart. Point out that the chart shows things that really happened.

**ELL Targeted Support Retelling Using Pictures** Have students turn to p. 52 of the *Student Interactive*. Have students say whether they think the illustration could be “real” or “not real.” Explain that “real” stories are called narrative nonfiction. Say the words “Native American” and have students repeat. Help students connect the phrase to the illustration. **EMERGING/DEVELOPING**

Ask students to think of one real and one not real story and draw a picture representing each story. Have students take turns telling their stories (with pictures) to a partner. They should then figure out whether the stories are real or not, based on whether they have facts and that the stories really happened. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies to identify the facts in narrative nonfiction.

**OPTION 1 TURN, TALK, AND SHARE** Read aloud the sentences on p. 66 of the *Student Interactive*. Have students discuss with a partner whether the sentences state facts and how they know.

**OPTION 2 Use Independent Text** Have students locate three facts in the pictures or text in a narrative nonfiction text they have read. Students can mark the facts with sticky notes.

### QUICK CHECK

**Notice and Assess** Can students identify facts in a narrative nonfiction text?

#### Decide

- **If students struggle**, revisit instruction about narrative nonfiction in Small Group on pp. T86–T87.
- **If students show understanding**, extend instruction for narrative nonfiction in Small Group on pp. T86–T87.

## STUDENT INTERACTIVE, pp. 66–67


GENRE: NARRATIVE NONFICTION

My Learning Goal I can read narrative nonfiction.

SPOTLIGHT ON GENRE

### Narrative Nonfiction

Narrative nonfiction tells facts about the real world.



- Neil Armstrong went to the moon.
- He got rocks from the moon.


**TURN and TALK** Do the sentences tell facts? How do you know? Talk to your partner.

Directions Remind students that narrative nonfiction tells a story about real people, places, and events. Say: Narrative nonfiction tells facts about the people, places, and events. A fact is information that can be proved to be true. Have partners discuss how they know the statements are facts.

66

67

Narrative Nonfiction Anchor Chart Main Idea



Neil Armstrong helped us learn about the moon.

67

# Academic Vocabulary

## LEARNING GOAL

I can use words to tell about narrative nonfiction.

## OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

## Synonyms

### Minilesson

**FOCUS ON STRATEGIES** Explain to students that synonyms are words with the same or similar meanings. To tell if words are synonyms, students can:

- Say the first word. What does it mean?
- Say the second word. What does it mean?
- Do the two words have similar meanings? If so, they are synonyms.

**MODEL AND PRACTICE** Tell students that learning synonyms for words can help expand their vocabulary and help them read. *I know that the word **large** means that something is big. I can find a synonym for the word **large**: **gigantic**. **Gigantic** is a good word to know.* Provide additional synonym pairs, such as *small* and *tiny*, *wet* and *damp*, and *cool* and *cold*. Discuss with students how the words are synonyms. Read the words in the boxes on p. 83 in the *Student Interactive*. Explain what *tradition* means. Ask students which picture might represent a tradition.

# Handwriting

## OBJECTIVE

Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

## Write Vv

**FOCUS** Display the following uppercase and lowercase letters: Vv.

**MODEL** Model writing each letter, calling students' attention to how they start at the top left, go straight down to the right, and then move straight up to the top right. Point out that the uppercase and lowercase Vv are formed the same way, but the uppercase V is taller than the lowercase v. Have them practice forming the letters in the air.



ASSESS UNDERSTANDING

Apply

**MyTURN** Have students complete the activity on p. 83. Provide assistance as needed.

STUDENT INTERACTIVE, p. 83

VOCABULARY **Read Together** READING-WRITING BRIDGE **My Learning Goal**

I can use words to tell about narrative nonfiction.



**Academic Vocabulary**

time change discover tradition

**MYTURN** Match

tradition find

discover custom

Directions Read the words and have students draw a line to match each word on the left to the word on the right that has a similar meaning.

83

**PRACTICE** Have students use *Handwriting* p. 202 from the *Resource Download Center* to practice writing Vv.

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

**Handwriting**

Letters Vv

**MYTURN** Write

V V V V V V V V

v v v v v v v v

V \_\_\_\_\_

v \_\_\_\_\_

Directions Model the accurate formation of the letters V and v, pointing out the starting points, direction, types of lines made, and ending points. Have students practice tracing the letters, and then practice writing the letters on their own.

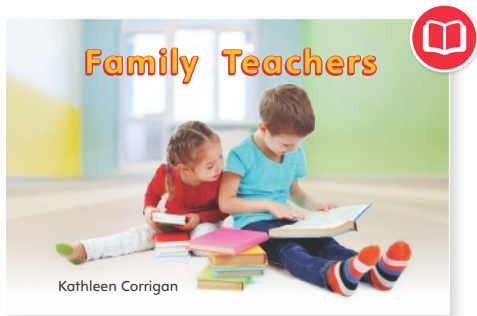
Grade K • Unit 4 • Week 2

202

*Handwriting*, p. 202

# 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.



LEVEL B

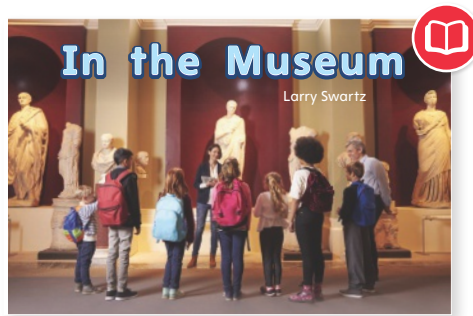
**Genre** Narrative Nonfiction

**Text Elements**

- Text and illustrations
- Two lines of text per page

**Text Structure**

- Simple Factual



LEVEL B

**Genre** Narrative Nonfiction

**Text Elements**

- Simple sentences
- Text supported by pictures

**Text Structure**

- Simple Factual



LEVEL C

**Genre** Narrative

**Text Elements**

- Two lines of text per page
- Text and pictures

**Text Structure**

- Repetitive Structure

## Guided Reading Instruction Prompts

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

### Identify Narrative Nonfiction

- Who are the people and places in the text?
- Are the people and places in the text real?
- What facts about events are in the text?
- Are there any illustrations that help you know that the text is narrative nonfiction?

### Develop Vocabulary

- Which words are important for you to understand the text?
- Are there any photographs or illustrations that help you understand what a word means?
- What does the word \_\_\_\_ tell you about the text?
- How does the word \_\_\_ help you better understand the text?

### Find Main Idea and Supporting Details

- Did the title help you identify the main idea of the text?
- What is the main idea of the text?
- What facts in the text help you figure out the main idea?



LEVEL C

**Genre** Informational Text

**Text Elements**

- Familiar content
- Two lines of text per page

**Text Structure**

- Simple Factual



LEVEL C

**Genre** Informational Text

**Text Elements**

- Prepositional phrases
- Two lines of text per page

**Text Structure**

- Simple Factual



LEVEL D

**Genre** Narrative Nonfiction

**Text Elements**

- Familiar, easy content
- Two to five lines of text per page

**Text Structure**

- Simple Factual

**Make Inferences**

- What does it mean to make an inference?
- How do inferences help you better understand a text?
- What is one inference you can draw from the text you read?
- What is one thing you learned from the text?

**Compare Texts**

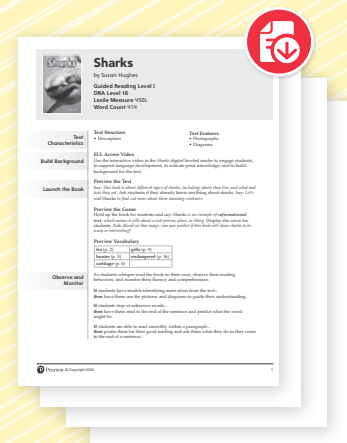
- What are the people and places in both texts?
- Are there any similar events in the texts?

**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 to [SavasRealize.com](http://SavasRealize.com).





Use the  **QUICK CHECK** on p. T81 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### IDENTIFY NARRATIVE NONFICTION

**Teaching Point** Today I want to remind you that a narrative nonfiction text tells about real people, places, and events. Narrative nonfiction texts tell *facts* about these people, places, and events. Facts are pieces of information that can be proved true. Look back at pp. 66–67 with students and discuss how they can identify the facts in a text.

### ELL Targeted Support

Ask students to point to the picture and say what they see. Tell students that they are noticing facts about something that happened in the past. **EMERGING**

Have students take turns stating a fact about the infographic. **DEVELOPING**

Have students use a sentence frame and the infographic to tell about facts. \_\_\_\_\_ is a fact. It is real. **EXPANDING**

Have student pairs tell each other two facts and then something that is not a fact. The listening student will identify the two facts and explain why they are facts. **BRIDGING**



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

## Intervention Activity



### NONFICTION TEXTS

Use Lesson 46 in the *myFocus Intervention Teacher's Guide* for instruction on nonfiction texts.

LEVEL A • READ

**Lesson 46** Genre: Nonfiction Texts

**DIRECTIONS** Follow along as your teacher reads aloud "Why Cats Are the Best Pets." Think about why the author wrote this text.

**Why Cats Are the Best Pets**

I think cats are the best pets. Let me tell you why.


First, cats like to snuggle. My cat is so soft!

Cats are also fun to play with. It is funny just to see them play too.

Cats do not eat too much. So it does not cost a lot to have a cat.

Please think about getting a cat. Many cats need a safe place to live.

Now you see why cats are such good pets. If you want a pet, I say get a cat like mine!



T • 278 Reading Informational Text

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## On-Level and Advanced



### INQUIRY

**Question and Investigate** Have students look at the anchor chart on p. 67 of the *Student Interactive* and think of some questions they have about the past. Provide support as needed; for instance, by narrowing the topic to questions about what their town used to be like. Throughout the week, have them conduct research to answer one of the questions. See *Extension Activities* pp. 243–247 in the *Resource Download Center*.



## Conferring

3 students / 3–4 minutes  
per conference

### IDENTIFY NARRATIVE NONFICTION

**Talk About Independent Reading** Ask students to use the sticky notes to share the facts they identified in a book they are reading. Ask how they knew a piece of information was a fact.

#### Possible Conference Prompts

- Who or what is the text about?
- What facts does the text tell you about this person or event?
- What are some of the events in the story? How do we know these events are real?

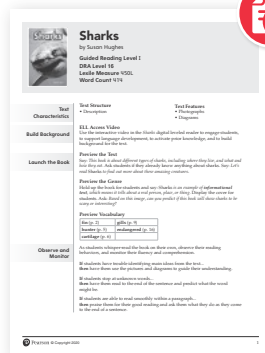
**Possible Teaching Point** Facts are pieces of information that can be proved true. Something can often be proved true when you can find at least two reliable sources that say the fact is true.

## Leveled Readers



### IDENTIFY NARRATIVE NONFICTION

- For suggested titles, see “Matching Texts to Learning,” pp. T84–T85.
- For instructional support on identifying real people, places, and events in a text, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to share some of the real people, places, and events in the text they are reading. Remind students that facts are things that can be proved true.

## Independent/Collaborative

### Independent Reading



Students can

- read or listen to a previously read narrative nonfiction text.
- read a self-selected trade book.
- read their Book Club text.

### Centers



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

### Literacy Activities



Students can

- write or draw about their reading in a reading notebook.
- tell a partner about the real people, places, and events in a narrative nonfiction text they are reading.
- play the myView games.

## BOOK CLUB



See Book Club, pp. T466–T469, for

- ideas for guiding Book Club.
- suggested texts to support the narrative nonfiction genre.
- support for the groups’ collaboration.
- facilitating use of the trade book *Farming Then and Now*.

# Word Work

## OBJECTIVES

Identify and match the common sounds that letters represent.

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

Spell high-frequency words.



Picture Card

## ELL Language Transfer

The letter *u* exists in many languages, but it may sound different for certain words. To help students say the sounds /u/ and /ū/ correctly in English, it is important to know which languages transfer the sound well. Spanish transfers the sound /ū/ well, but it has only an approximate transfer of /u/. Students will need more help pronouncing the sound /u/.

## Phonics: Read and Write Words with Short *u* and Long *u*

### Minilesson

**FOCUS** Hold up the *tub* Picture Card. This is a picture of a tub. I hear the sound /u/ in the middle of *tub*. Turn the card over. The sound /u/ is spelled *u* in *tub*.

Draw a simple tube on the board. This is a picture of a tube. I hear the sound /ū/ in the middle of *tube*. Write the word *tube* on the board. The sound /ū/ in *tube* is spelled with the pattern *u\_e*.

Write the vowel *u* and the vowel pattern *u\_e* on the board. Have several students tell you the sound each one spells.

**MODEL AND PRACTICE** Write the words *cub* and *cube* on the board. Let's read these words together. Point to each letter in *cub* as students identify the letter sound. What sound does *c* spell? What sound does *u* spell? What sound does *b* spell? Now let's blend the sounds to read the word: /k/ /u/ /b/, *cub*. Continue with the word *cube*.

**ELL Targeted Support Spelling Rules** Tell students that learning about English spelling rules will help them write words correctly. Explain that when a word ends with vowel-consonant-e, the first vowel makes the long vowel sound and the e is silent.

Give each student a note card with *c\_b\_* written on it. Display a cube-shaped block and say *cube*. Have students use the spelling rule to help them complete the word. **EMERGING**

Repeat the Emerging activity, but this time write only the initial letter *c* on the note card. Have students use the spelling rule to help them complete the word. **DEVELOPING**

Give partners Letter Tiles *b*, *c*, *e*, and *u* and have them spell *cube*. Then have them write the word. Continue with *mule* and *tune*. **EXPANDING**

Say these words: *cube*, *mule*, *tune*. Have students use the vowel-consonant-e spelling rule to help them write the words. **BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

**OPTION 1 MyTURN** Have students complete p. 56 in the *Student Interactive*.

**OPTION 2 Independent Activity** Provide the following cards to student pairs: *tub, tube, cut, cute, mule, mug*. Have partners read the words and sort them into two groups: words with the sound /u/ and words with the sound /ū/.

### QUICK CHECK

**Notice and Assess** Can students read and write short and long *u* words?

#### Decide

- **If students struggle**, revisit instruction for short and long *u* in Small Group on pp. T98–T99.
- **If students show understanding**, extend instruction for short and long *u* in Small Group on pp. T98–T99.

## HIGH-FREQUENCY WORDS

Tell students that high-frequency words are words that they will hear and see over and over in texts. Write and read the words *pretty, all, and now*. Have students


- read each word.
- spell each word, hopping as they say each letter.

## STUDENT INTERACTIVE, p. 56


PHONICS | PHONOLOGICAL AWARENESS

### Short u and Long u


**MYTURN** Write and read



**cup**



**mule**



**hut**

**56** Directions Have students name the picture and write the word for the picture on the line. Then have them read the words. Remind students that the sound long *u* is spelled *u\_e*.

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## ADDITIONAL PRACTICE

For additional student practice with short and long *u*, have students complete *Phonics* p. 184 from the *Resource Download Center*.

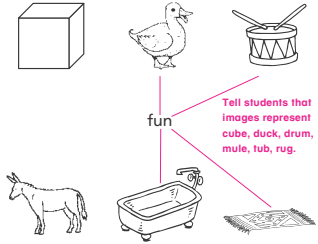
FOUNDATIONAL SKILL  
Read Together

Name \_\_\_\_\_

### Phonics

Short u and Long u

**MYTURN** Match



**fun**

Tell students that images represent cube, duck, drum, mule, tub, rug.

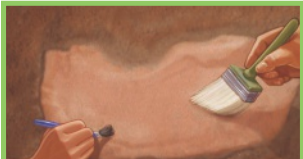
Directions Have students read the word in the center of the page. Then ask them to draw a line from the word to each picture that has the same vowel sound.

Grade K, Unit 4, Week 2  
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*Phonics*, p. 184

# Introduce the Text



Uncovering the Past

## OBJECTIVES

Recognize that sentences are comprised of words separated by spaces and recognize word boundaries.

Ask and answer questions about unknown words in a text with adult assistance.

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

## ELL Access

**Background Knowledge** Students gain meaning not only from the words they learn but also from their prior knowledge. Tell students to share personal knowledge or texts they have read about the past.

## 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 *past*, *shovels*, *brushes*, and *scientists* from p. 68 of the *Student Interactive*.
- Have students share what they already know about the words. Ask questions such as: *What does it mean when something happens in the past? What do you know about what scientists do? How would you use shovels or brushes?*
- Ask students to look for these words as you read the text.

## Print Awareness

Explain that the author is the person who writes a text and the illustrator is the person who makes the pictures in a text. Help students identify the names of the author and illustrator on p. 69 in the *Student Interactive*. Ask them to tell each person's role in presenting the ideas and information in *Uncovering the Past*.

## Read

Discuss the First Read Strategies with students. Tell students that looking at the title and pictures before reading can help them figure out what a text will be about. *Listen to the title and look at the pictures. What do you think the text will be about?*

### FIRST READ STRATEGIES

**READ** Read or listen to the text. During the first reading, work to understand what the text is about.

**LOOK** Look at the pictures to help understand the text.

**ASK** Generate, or ask, questions about the text to deepen understanding.

**TALK** Talk to a partner about the text.

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



**ELL Targeted Support Preteach Vocabulary** Tell students that they may find it easier to read a book if they learn some of the vocabulary before reading.

Work with students as they look at the pictures on p. 68 of the *Student Interactive*. Act out the words. For instance, show students some of the things a *scientist* might do, such as look in a microscope or use test tubes. Show what it looks like to use a *shovel* and a *brush*. Point to the days in a calendar that have already gone by to introduce the word *past*. Model the action and have students follow. Then have them take turns acting out a word while other students guess which word it is. **EMERGING**

Discuss the meaning of each of the preview vocabulary words. Have students work in pairs to create sentences using each of the words. **DEVELOPING**

Write one of the vocabulary words on the board. Have students suggest other words that they know in English that are similar. Work with students to create a graphic organizer on the board for the thematic words. **EXPANDING**





Have students take turns telling everything they know about one of the words. **BRIDGING**

STUDENT INTERACTIVE, pp. 68–69

VOCABULARY Read Together


## Uncovering the Past

### Preview Vocabulary

 past	 shovels	 brushes	 scientists
---	--	--	---

**Read**  
Read the text and look at the pictures to find out how we can learn about the past.

**Meet the Author**




**Jennifer Torres** works as a newspaper reporter, writing stories that tell us about our world and about ourselves. She also writes books for children.

68

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Read Together Genre Narrative Nonfiction



Uncovering the Past

written by Jennifer Torres  
illustrated by Lisa Fields

AUDIO  
Audio with Highlighting

ANNOTATE

69

STUDENT INTERACTIVE, pp. 70-71



CLOSE READ



How did workers feel when they hit a stone?  
**Highlight** the words that help you answer the question.




One day in Mexico, workers were digging. They were near a hill.



**Oh, no!** They hit stone that did not move. They stopped digging.

## First Read

### Look

 **THINK ALOUD** Looking at the details in the pictures can help me better understand what I read. I can see some big equipment. A worker is steering the huge shovel of the truck to dig dirt out of the ground. There are also two workers using shovels to put dirt in a wheelbarrow. They will use the wheelbarrow to carry the dirt away. Looking at the picture helps me understand how the workers are doing the work and the tools they are using.

### CROSS-CURRICULAR PERSPECTIVES

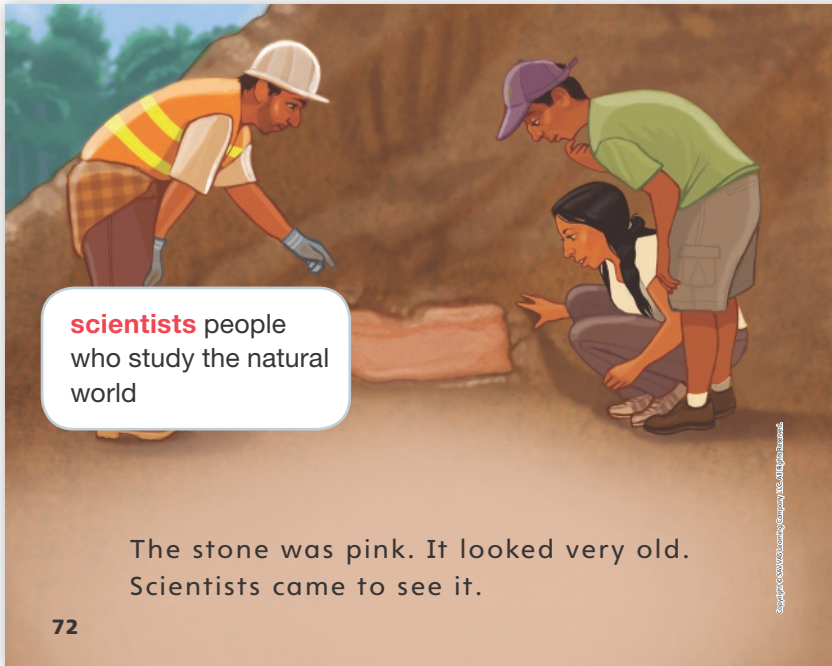
Social Studies



Tell students we can learn a lot about people of the past and what they did. We can learn how people lived, what food they ate, what types of houses they had, what clothes they wore, and what they did for fun. All these things are affected by where people lived.



STUDENT INTERACTIVE, pp. 72-73



**scientists** people who study the natural world

The stone was pink. It looked very old. Scientists came to see it.

72



**shovels** tools used to dig  
**brushes** tools used for cleaning

**CLOSE READ**

Why do you think the scientists read books? **Highlight** the words that help you answer the question.

They had little shovels and brushes. **They examined the stone.** They read books.

73

### Possible Teaching Point



#### Language & Conventions | Kinds of Sentences

Use the lesson on p. T339 to introduce students to different types of sentences. Then read aloud pp. 70–71. Stop after each sentence and ask what kind of sentence each is. Point out that telling sentences give information. The phrase “Oh, no!” is an exclamation phrase. It does not tell information, but it shows that the workers are excited or surprised.

## Close Read



### Make Inferences

Ask students to read the Close Read note on p. 71. Point out that the text does not state how the workers felt, but that the reader can tell from the phrase “Oh, no!” Explain that they have to use their own knowledge of when they would use the phrase to figure out how the workers felt. This is making an inference. Then read the Close Read note on p. 73 and have students find the sentence that helps them answer the question.

**DOK 2**

#### OBJECTIVE

Make inferences and use evidence to support understanding with adult assistance.



STUDENT INTERACTIVE, pp. 74-75



VOCABULARY  
IN CONTEXT

What does the word **arena** mean? Highlight the words that help you.



Scientists figured out the stone was part of an old wall.  
The wall was part of a **sports arena**.

74

Long ago people **played games** in the arena.  
They used a black rubber ball.

75

## First Read

### Ask

**THINK ALOUD** As I read, I have questions about the text and pictures. How did the scientists figure out what the wall was for? How do they know what kinds of games were played there? When I ask questions, it helps me pay closer attention as I read. It helps me understand the text better.

## Foundational Skills Extension

### Short *u* and Long *u*

Review the short and long sounds of *u*. Then read aloud the last sentence on p. 75 and ask students to raise their hand if they hear either the short or long *u* sound. Help students to differentiate between short and long *u*. Have them find the word with the long *u* (*used*) and a word with a short *u* (*rubber*). Point out that the word with a short *u* has two syllables. The short *u* is used in the first syllable. Have students make a *u* in the air with their finger.

Then have students find a word on p. 77 that begins with a *u* (*us*). Ask whether it makes the short or long sound *u* (short).



STUDENT INTERACTIVE, pp. 76-77



CLOSE READ



What is the main idea of the text?  
Underline the sentence that tells the main idea.

**past** an earlier time

The scientists were excited!  
They uncovered more of the arena.

Studying old things can teach us about the past.

76

77

### Possible Teaching Point



#### Academic Vocabulary | Synonyms

Use the Academic Vocabulary lesson on pp. T82–T83 in the Reading-Writing Workshop Bridge to review words that are synonyms. Point out this sentence: “The scientists were excited!” Ask students to tell you a word that means the same as excited (*happy* or *eager*). Ask them why the scientists were excited. Ask volunteers to share a time when they were excited about something.

## Close Read



### Vocabulary in Context

Help students find the word *arena* on p. 75. Then work with students to identify and highlight words that show what happens in an arena. Point out that this helps them learn and clarify the meaning of the word. **DOK 2**

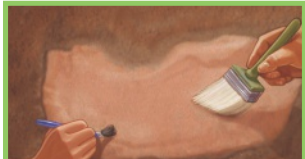
### Find Main Idea

Remind students that the main idea in a text is the main thing the author wants to tell or teach the reader. Read the Close Read note on p. 77 with students and guide them to find and underline the main idea of the selection. **DOK 2**

### OBJECTIVE

Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.

# Respond and Analyze



Uncovering the Past

## OBJECTIVES

Describe the relationship between illustrations and the text in which they appear.

Use text evidence to support an appropriate response.

## My View

Use these suggestions to prompt students' initial responses to reading *Uncovering the Past*.

- **Retell** Tell a partner what you found most interesting about the text.
- **Illustrate Events** Have students illustrate one of the main events in the text. Then have partners describe the event by referring to the illustration.

## Develop Vocabulary

### Minilesson

**FOCUS ON STRATEGIES** Tell students that they can often use images or illustrations to figure out or better understand the meaning of a word. The vocabulary words *shovels*, *brushes*, *past*, and *scientists* can be used to talk about the real people, places, and events in *Uncovering the Past*.

- **READ** each word.
- **LOOK** for photographs or illustrations that help you picture and understand the word.
- **THINK** about how this word adds to the story. How does this word help show what happens in the story?

**MODEL AND PRACTICE** Have students turn to p. 78 in the *Student Interactive*. Read aloud the word *shovels*. Model drawing a line from the word to the picture of shovels.

**ELL Targeted Support Visual Support** Tell students they can use images or illustrations in a text to figure out the meaning of unknown words.

Draw a picture on the board. Elicit from students what word you illustrated. Explain to them that they can use visual support to define a word. **EMERGING/DEVELOPING**

Have students illustrate a word. Then present the picture to a partner. Have them guess the word, using the illustration as visual support.

**EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for developing vocabulary.

**OPTION 1 My TURN** Have students practice developing vocabulary by completing p. 78 of the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students find and list unfamiliar words that tell about real people, places, and events in a text they have read independently.

### QUICK CHECK

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

#### Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T100–T101.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on pp. T100–T101.

**Check for Understanding My TURN** Have students complete the Check for Understanding on p. 79 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 78–79

VOCABULARY
Read Together
COMPREHENSION
Read Together
READING WORKSHOP

### Develop Vocabulary

**MY TURN** Match

shovels

brushes

past

scientists

Directions Read the words to students. Then have them draw a line from each word to the matching picture.

### Check for Understanding

**MY TURN** Circle and write

**DOK 2** 1. Who is the text mostly about?

students
scientists

2. How do pictures help the author tell the story?

**DOK 3** Possible response: \_\_\_\_\_  
They show more details about what the scientists found.

3. Why were scientists excited about the wall?

**DOK 3** Possible response: \_\_\_\_\_  
It helped them learn more about a game played long ago.

Directions Read question 1 and the answer choices aloud to students. Have them circle the answer. Then read questions 2 and 3 aloud and have students write their responses. Remind them to use text evidence.

Use the  **QUICK CHECK** on p. T89 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### SHORT *u* AND LONG *u*

**Picture Card** Display the *gum* Picture Card. This is a picture of gum. Gum has the middle sound /*u*/. Turn the card over, so students can see the spelling. What letter spells the sound /*u*/? Yes, the letter *u*. Write the word *cute* on the board and read it aloud. What letter pattern spells the sound /*ū*/? Yes, *u\_e* spells /*ū*/ in *cute*.



Write the words *tub*, *cub*, and *mud* on the board. Work with students to decode each word. Then write *tube*, *cube*, and *mute* on the board and work with students to decode these long *u* words.

### ELL Targeted Support

Write the words *fun* and *rude* on the board.

Have students identify the letters in the words.

#### EMERGING

Have students identify the letters in the words and the sounds the letters spell. **DEVELOPING**

Have partners look through books to find words with the sounds short *u* and long *u*. **EXPANDING**

Have students list words with the sounds /*u*/ and /*ū*/. Have them share what they find with a partner. **BRIDGING**



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

## Intervention Activity

### SHORT *u*

Use Lesson 29 in the *myFocus Intervention Teacher's Guide* for instruction on reading words with short *u*.

LEVEL A • MODEL AND TEACH

**Lesson 29 Short u**

**INTRODUCE** Remind students that words are made up of consonant and vowel sounds. You learned that /*ū*/ is spelled with the letter *u*, and you learned how to blend letters to read words with this sound. Today we will learn another way to read words with the short-*u* sound.

**MODEL** Display or share copies of the following passage, "Gus Has Fun," from Student Page S169, and read it aloud.

**OBJECTIVES:**

- Read words with the short *u* sound.
- Form words using the short *u* sound.
- Change, add, and delete sounds to make new words.
- Spell VC, CVC, and CCVC words.
- Understand that different short *u* CVC words are easily formed just by changing the consonants.

**Gus Has Fun**

Gus is out of the hut.  
Gus is on a fun walk.  
Gus can hum as he walks.  
But Gus will not run.  
It is too hot in the sun!

ends with -un

**TEACH** Point to *fun* in the second line. The word *fun* has a consonant, then a vowel, and then another consonant. Each letter has its own sound. Point to the word *run*. Changing a letter in a word makes a new word. When the *f* in *fun* is changed to an *r*, the word *fun* becomes *run*. Repeat with the word *sun*. *Fun*, *run*, and *sun* all have a short *u* sound and end with -un.

Explain that students can read more words when they learn how to recognize letter combinations that include a short *u*. Point to the word *hut* in the first line. Say: When I hear a word that ends with the -*ut* sounds, I can spell the word. The word *hut* ends with the sounds /*ū*/ and /*t*/. I can write the letter combination -*ut*. The word starts with the sound /*h*/. I know the letter *h* makes the /*h*/ sound. I can add the letter *h* to the beginning of -*ut*. Work through other examples, such as *but*, *cut*, and *nut* by changing, adding, and deleting letters. Point to the word *Gus* in the first line. Note that the name *Gus* is the word *us* with a *G* at the beginning.

Phonics, Morphology, and Spelling T • 169

## Intervention Activity

### PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 5–20.



## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles to students. Have students make as many words with short *u* and long *u* as they can using the Letter Tiles: *mutt, mute, cut, cute, huge, hug, sun.*

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



### Decodable Book



#### BONES!

Students can reread the Decodable Book *Bones!* to practice reading the sounds /o/ and /ō/ and last week's high-frequency words.

Before reading, display and remind students of last week's high-frequency words: *find, again, over.* Tell them that they will practice reading these words in the Decodable Book *Bones!* *When you see these words in today's story, you will know how to read them.*

Pair students for reading and listen carefully as they use letter-sound relationships to decode. One student begins. Partners should take turns reading aloud a page at a time.

### High-Frequency Words

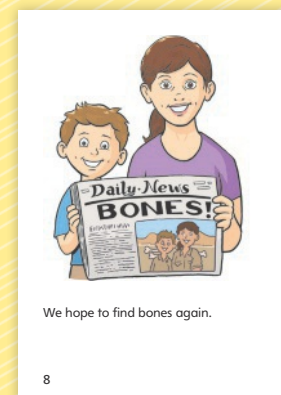
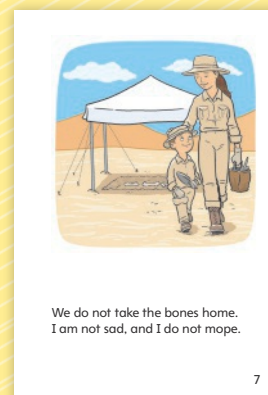
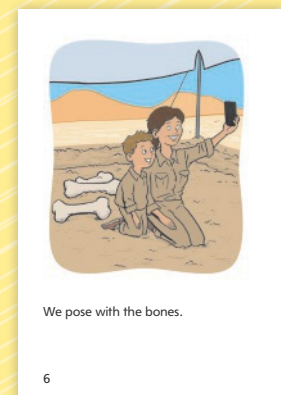
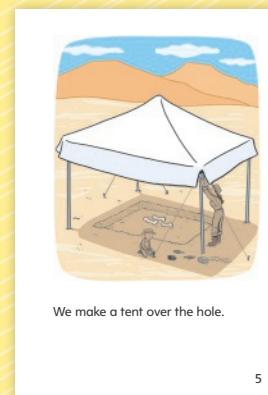
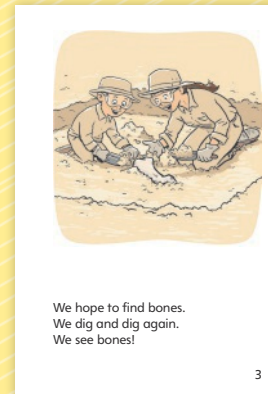
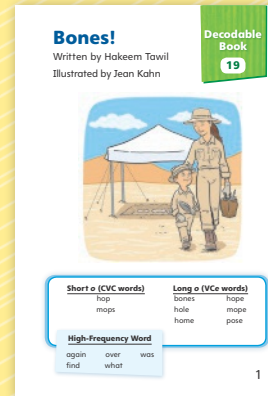
Tape high-frequency words to paper cups. Have students read the words and stack the cups. If they miss a word, tell them the word and have them try again.

### Centers



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

## Decodable Book



Use the  **QUICK CHECK** on p. T97 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DEVELOP VOCABULARY

**Teaching Point** Today I want to remind you that, when you come to a word you don't know, you can use the illustrations to help you. Think about what word might make sense with the pictures. Look back at p. 73 in the *Student Interactive* and demonstrate with the word *brushes*.

### ELL Targeted Support

Tell students that drawing pictures can help them learn new words. Write these words on the board: *shovels, brushes, scientists, past*.

Have students draw a picture illustrating one of the words and label it using the word. Check students' drawings. **EMERGING**

Have students work in groups of four to create a picture glossary for the selection vocabulary words. Each student can draw and label one of the words; then students can assemble the drawings into a small poster. **DEVELOPING**

Have students draw pictures to illustrate two of the words. Have them complete this sentence for each word and write it next to the illustrations:  
*The word \_\_\_\_\_ means \_\_\_\_\_.* **EXPANDING**

Have students draw a picture and write a simple explanation or definition for each selection vocabulary word. **BRIDGING**



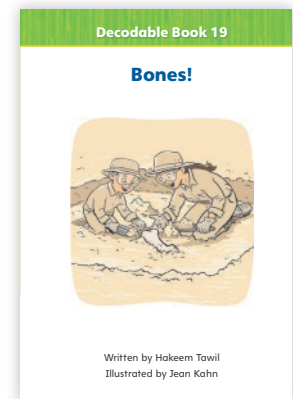
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### BONES!

Have students reread the Decodable Book *Bones!* Use the teaching support online at SavvasRealize.com to provide instructional support for foundational skills and comprehension.



## Fluency

Assess 2–4 students



### ORAL READING

Have students take turns reading the Decodable Book aloud with a partner. Model for students reading a page accurately. Have students try to accurately decode the words on the page after you. Encourage them to reread as many times as they need to, but have them stop and move on if they seem to be frustrated.

### ORAL READING RATE AND ACCURACY

Listen as a student reads the Decodable Book. Offer feedback. Finally, record each student's performance. 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 share what they learned about real people, places, and events from those words. Ask them to share the strategies they used to figure out the meanings of the words.

### Possible Conference Prompts

- Which word does the author use to help you understand the real events?
- How does the author describe the real people?
- How does the author show the real places?

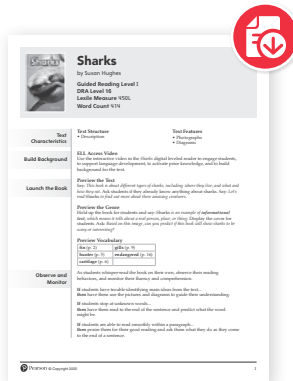
**Possible Teaching Point** Readers look for words that help them understand the people, places, and events in what they are reading. Noticing the words an author uses helps us better understand what we read.

## Leveled Readers



### DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T84–T85.
- For instructional support on noticing words the author uses to describe the real people, places, and events in a text, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite two or three students to describe the real people, places, and events in a text they read, and celebrate what they have learned.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to *Uncovering the Past*.
- 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



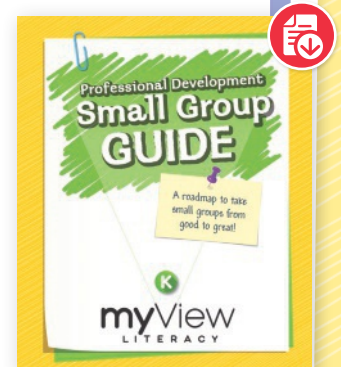
Students can

- play the myView games.
- write or draw about their reading in a reading notebook.
- build words using the Letter Tile activity on p. T99.

### SUPPORT PARTNER READING

During partner reading, have students listen carefully to the way their partners pronounce words. Remind them that they can learn by listening to how others do and say things.

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





# Word Work

## OBJECTIVES

Demonstrate phonological awareness.

Identify the individual words in a spoken sentence.

Identify and match the common sounds that letters represent.

Identify and read common high-frequency words by sight.



Picture Cards

## Phonological Awareness: Identify and Count Words in Sentences

**FOCUS AND MODEL** Today we are going to learn more about words. Listen to this sentence: *The sun is pretty*. Listen again and count the words as we clap: *The sun is pretty*. How many words are in the sentence? Ask students to identify each of the words in the sentence. Have a student stand for each correct response. *There are four words in the sentence: The sun is pretty. There are four students standing, one for each word.*

**SEE AND SAY** Have students turn to p. 57 in the *Student Interactive*. Ask them to look for pictures of words that have the sound /u/ or /ū/. *I see the sun. Does sun have the middle sound /u/ or /ū/? Yes, it has the middle sound /u/. We will circle it.* Have students find and circle other things in the picture that have the sound /u/ or /ū/. Then say sentences about the picture. Have students identify the individual words in each sentence by clapping for each word they hear and counting the words.

## Phonics: Read and Write Words with Short *u* and Long *u*

### Minilesson

**FOCUS** Display the *drum* Picture Card. Point to the picture of the drum and tell students the word *drum* has the middle sound /u/. Turn the card over and show students that the sound /u/ is spelled *u*. Hold up a cube and write *cube* on the board. Tell students that *cube* has the middle sound /ū/. The sound /ū/ is spelled with the pattern *u\_e*.

**MODEL AND PRACTICE** Display the *rug* Picture Card. *Let's say the word together: /r/ /u/ /g/. Does rug have the middle sound /u/ or /ū/? (/u/) What letter spells /u/? (the letter u) Write the word rule on the board. Let's say the word together: /r/ /ū/ /l/. Does rule have the middle sound /u/ or /ū/? (/ū/) What letters spell the sound /ū/ in rule? (u\_e)*

**APPLY MyTURN** Have students turn to p. 58 in the *Student Interactive*. Have them trace the letters and read the words. Tell students to underline each picture word that has the same middle sound as the first word in the row.

# High-Frequency Words

## Minilesson

**FOCUS** Say: Today we will practice reading the high-frequency words *all*, *now*, and *pretty*. Have students read the words at the top of p. 59 in the *Student Interactive* with you: *all*, *now*, *pretty*.

**MODEL AND PRACTICE** Have students look at the words at the top of p. 59. Say: I will read a word, and I want you to point to it. Then we will read the word together. Read *all*, and have students point to it. Now let's read the word together: *all*. Repeat with the other words.

**APPLY MyTURN** Have students read the sentences on p. 59 and underline the high-frequency word in each one.

**ELL Targeted Support High-Frequency Words** Tell students that high-frequency words are words they hear or say frequently. Write the words *pretty*, *all*, and *now* on the board. Create or obtain alphabet cards for this support.

Review the three high-frequency words you wrote on the board. Say the words aloud with students. Use the alphabet cards for one word and place them on the table top. Have students unscramble the cards to spell the word. They can refer to the words on the board if they need to. Continue with the other words. **EMERGING/DEVELOPING**


Review the three words with students. Provide students with all the alphabet cards. Have them manipulate the cards to create this week's high-frequency words. They can refer to the words on the board if they need to. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, p. 57

FOUNDATIONAL SKILLS

### Identify Words

**SEE and SAY** Circle clap, and count



Tell students that images represent sun, bug, flute, boy, grass, girl, cube, pup, rug.

Directions: Have students name the images in the picture and circle the picture words with the middle sound /u/ or /ū/. Then say sentences about the picture. Have students identify the individual words in each sentence by clapping for each word they hear and counting the words.


57

STUDENT INTERACTIVE, p. 58


PHONICS | HIGH-FREQUENCY WORDS

### Short u and Long u

**MYTURN** Underline



Tell students that images represent mug, pen, nut.



Tell students that images represent rope, tube, flute.

Directions: Remind students that the letter u can make the short u sound and the vowel pattern u\_e can make the long u sound. Have students trace the letter in the first row and identify the sound for u. Then have them underline the picture words in the first row that have the same vowel sound. Continue with the second row and the long u sound.

58

STUDENT INTERACTIVE, p. 59

FOUNDATIONAL SKILLS

### My Words to Know

all now pretty

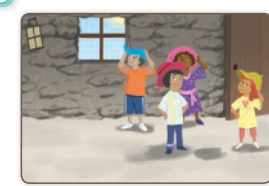
### My Sentences to Read

**MYTURN**

We all have a hat.

The red one is pretty.

Now we can go in the sun.



Directions: Say: There are some words that we will see a lot when we read. Have students read the high-frequency words. Then have them read the sentences and underline the high-frequency words in the sentences.

59

# Find Main Idea and Supporting Details

## 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 class read, model using the Academic Vocabulary words.

- How do scientists discover things about the past?
- Do traditions change over time?

## Minilesson

**FOCUS ON STRATEGIES** The central, or main, idea is what a text is mainly about. It is the big idea, not the small details, of a text.

- Look at the title page of the text. Does it tell you what the main idea of the text is?
- Look through the text. Does it contain illustrations that help you figure out the main idea?
- You can find details in the text that help explain what the central, or main, idea of the text is.

**MODEL AND PRACTICE** Have students look at *Uncovering the Past* in the *Student Interactive*. Guide students to use the title as evidence to find the main idea. How does the title give clues about the text? Think about what the text is mainly about. Are there any details that support, or help show, the main idea? Have students turn to the Close Read note on p. 77 of the *Student Interactive* and underline the words that tell the main idea of the text.

**ELL Targeted Support Find Main Idea** Reread *Uncovering the Past* with students.

Reread the main idea sentence on p. 77 of the *Student Interactive*. Ask students leading questions to help them recall details from the text that support this statement. **EMERGING**

Have students circle the main idea of the text. Ask students to explain why it is the main idea and not a detail. **DEVELOPING**

Have students use the illustrations to find the main idea. Ask students to retell the main idea and how the details support it. **EXPANDING**

Have small groups of students engage in a discussion about how they recognize the main idea statement and how the details support the main idea. **BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for finding the main idea and supporting details of a text.

**OPTION 1 MyTURN** Have students complete p. 80 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students use sticky notes to mark the main idea in a narrative nonfiction text. Have students write the main idea on the sticky note.


### QUICK CHECK

**Notice and Assess** Can students identify the main idea and supporting details in a narrative nonfiction text?

#### Decide

- **If students struggle**, revisit instruction about identifying the main idea and supporting details in Small Group on pp. T108–T109.
- **If students show understanding**, extend instruction about identifying the main idea and supporting details in Small Group on pp. T108–T109.

## STUDENT INTERACTIVE, p. 80

CLOSE READ 

### Find Main Idea and Supporting Details


The **central**, or **main**, **idea** is what the text is mostly about.

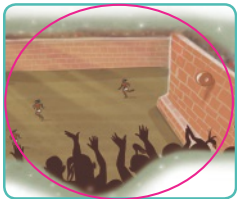
**Supporting evidence**, or details, tells more about the main idea.

 **MY TURN** Write and circle

Possible response:

**learning about the past**





**80** **Directions** Read the information aloud and have students look back at what they underlined in the text. Ask them to write the main idea of the text in their own words. Then have students circle the picture that supports the main idea.

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# Read Like a Writer, Write for a Reader

## OBJECTIVE

Discuss with adult assistance how the author uses words that help the reader visualize.

## Visualize

### Minilesson

**FOCUS ON STRATEGIES** Tell students that when they visualize, they create pictures in their minds of what is described in the text. Authors choose certain words that are vivid and interesting to help readers picture what they are reading.

**MODEL AND PRACTICE** Model how to visualize using the first question on p. 85 in the *Student Interactive*. The question asks us what word the author uses to tell about the ball. To find the word, I will need to look back in the text. On p. 75, the author describes the ball using the words *black* and *rubber*. Can you visualize the ball? Find an item in the room and describe it while students have their eyes closed. Have them tell you the word or words that helped them visualize the object.

# Handwriting

## OBJECTIVE

Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

## Write Yy

**FOCUS** Display the uppercase letter Y and the lowercase letter y.

**MODEL** Model how to write the uppercase letter Y by showing how the letter begins, what to do next, and then how to finish the letter. Repeat with lowercase y, calling students' attention to the difference between the uppercase letter and the lowercase letter. Point out that lowercase y has a tail that dips below the line. Then have students practice forming the letters in the air.



## ASSESS UNDERSTANDING

## Apply

**MyTURN** Have students complete p. 85 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 85

AUTHOR'S CRAFT READING-WRITING BRIDGE

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

Write

1. What words does the author use to help you picture the ball?  
 \_\_\_\_\_  
**black, rubber**
2. Imagine you are the author. What word could you use to help readers picture the arena?  
 \_\_\_\_\_  
 Possible responses:  
**big, stone**

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**Directions** Remind students that authors use words that help readers visualize, or picture in their minds, what is happening. Read the items one at a time and have students write their responses. Remind them to look back at the text.

85

## Writing Workshop

Have students use words that help readers visualize. Support students by helping them find opportunities to include specific words in their writing.

**PRACTICE** Have students use *Handwriting* p. 203 from the *Resource Download Center* to practice writing Yy.

Name \_\_\_\_\_

### Handwriting

Letters Yy

Write

**Directions** Model the accurate formation of the letters Y and y, pointing out the starting points, direction, types of lines made, and ending points. Have students practice tracing the letters, and then practice writing the letters on their own.

Grade K • Unit 1 • Week 2

203

*Handwriting*, p. 203

Use the  **QUICK CHECK** on p. T105 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### MAIN IDEA AND SUPPORTING DETAILS

**Teaching Point** When reading narrative nonfiction, it often helps to stop while reading and ask yourself what a text is about. Look back at *Uncovering the Past* and practice asking yourself questions about the text's main idea. Ask students to tell you the questions they ask regarding the main idea of the text.

### ELL Targeted Support

Have students reread *Uncovering the Past*. They can summarize the text by retelling what the story is about.

Have student pairs discuss the main idea, or big idea, of the text. **EMERGING**

Have student pairs discuss the main idea, or big idea, of the text. Then have each pair summarize the main idea to another pair and compare ideas.

### DEVELOPING

Have students use sentence frames to summarize what the text is about, such as:  
A \_\_\_\_ was found. It was \_\_\_\_\_. **EXPANDING**

Have students write sentences to summarize the main idea, or big idea, of the text. Have them read these sentences to a partner and compare main ideas. **BRIDGING**



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

## Intervention Activity



### READING BEHAVIORS

**Teaching Point** Sometimes readers have to read aloud. When reading text aloud, it is important to pronounce words clearly so that others can understand. Model for students by reading a passage from *Uncovering the Past* aloud with clear pronunciation and slow, even pacing.

**Model** Model for students by saying that it is your turn to read a passage, and directing them to p. 70 in the *Student Interactive*. Say: *It is my turn to read aloud. I will read the words on page 70. I will try to read the words clearly to help me understand the text.* Read the page aloud.

## Conferring

3 students / 3–4 minutes per conference

### MAIN IDEA AND SUPPORTING DETAILS

**Talk About Independent Reading** Ask students to look at the sticky notes in their books and to share the main idea they wrote down.

### Possible Conference Prompts

- What are the main events in the text?
- What are some details that tell about the main idea?
- What is the text mainly about?

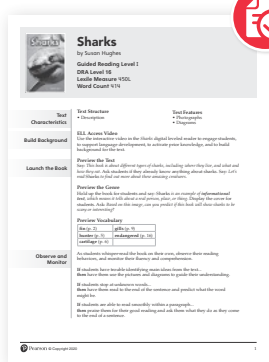
**Possible Teaching Point** Do a lot of the pictures in the text show the same kind of thing? Sometimes the pictures in a text can help you tell what the main idea is because of how they are similar.

## Leveled Readers



### MAIN IDEA AND SUPPORTING DETAILS

- For suggested titles, see “Matching Texts to Learning,” pp. T84–T85.
- For instructional support on how to identify the main idea and supporting details in a text, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to share the main idea of a narrative nonfiction text they have read or heard.

## Independent/Collaborative

## Independent Reading



Students can

- reread and listen to *Uncovering the Past* or another text they have previously read.
- read a self-selected trade book or their Book Club text.
- work in pairs to support each other in retelling their independent reading books.

## Centers



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

## Literacy Activities



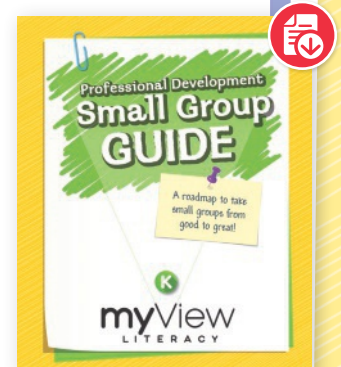
Students can

- play the myView games.
- create a drawing that shows the main idea of a narrative nonfiction text they have read or heard.

## SUPPORT INDEPENDENT READING

A good way to help students read with proper expression is by having them read to themselves in front of a mirror. By watching their own mouths they can monitor pronunciation.

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





# Word Work

## OBJECTIVE

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.



Picture Card

## Phonics: Read and Write Words with Short *u* and Long *u*

### Minilesson

**FOCUS** Hold up the *bus* Picture Card. This is a picture of a bus. I hear the sound /u/ in the middle of *bus*. Say the sound /u/ with me. Turn over the card and show students the spelling of the word. Point to the *u* and say the word *bus*. Do you hear the sound /u/? What letter spells the sound /u/? Have students identify the letter *u*.

Write the word *cute* on the board, and tell students the word is *cute*. I hear the sound /ū/ in the middle of *cute*. Say the word *cute* with me: /k/ /ū/ /t/. Point to the vowel pattern in *cute* and say /ū/. Do you hear the sound /ū/? What letters spell the sound /ū/? Have students identify *u\_e*. Write *Uu* on the board. Have students trace the letters in the air as you write each letter on the board.

**MODEL AND PRACTICE** Have students turn to p. 60 in the *Student Interactive*. Let's read the words on the page. We have learned all the letters and sounds of the words. Read them with me: /k/ /u/ /b/, /b/ /u/ /s/, /m/ /u/ /g/, /r/ /ū/ /l/, /j/ /ū/ /n/, /k/ /ū/ /t/. Have students read the words in the word bank.

**ELL Targeted Support Short and Long *u*** Display a two-column chart with the headings *u* and *u\_e*. Point to each heading and help students identify the sound it spells.

Say the word *pup*. Ask students if the word has the sound /u/ or the sound /ū/. Write the word in the correct column. Continue with these words: *tube*, *flute*, *bug*. **EMERGING/DEVELOPING**

Say the word *pup*. Have students identify the middle sound and tell you in which column the word belongs. Continue with these words: *tube*, *flute*, *bug*. **EXPANDING/BRIDGING**



## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 MyTURN** Have students complete p. 60 in the *Student Interactive*.

**OPTION 2 Independent Activity** Write the words *tube*, *cup*, *cube*, and *sun* on the board. Have students fold a sheet of paper in half. Ask them to copy a word from the board onto each section of the paper. Then have students read the words and draw pictures that show the meanings of the words.

## QUICK CHECK

**Notice and Assess** Can students read and write short and long *u* words?

## Decide

- **If students struggle**, revisit instruction for short and long *u* in Small Group on pp. T116–T117.
- **If students show understanding**, extend instruction for short and long *u* in Small Group on pp. T116–T117.

## STUDENT INTERACTIVE, p. 60

PHONICS

### Short u and Long u

**MYTURN** Read and write

cub	rule
bus	June
mug	cute

Possible response:

**The cub is cute.**

60

Directions Remind students that the letter *u* can make the sound /u/ and the vowel pattern *u\_e* can make the sound /u:. Have students read the words and identify the vowel sound in each word. Then have them write or dictate a sentence using at least one of the words.

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## ADDITIONAL PRACTICE

For additional student practice with short and long *u*, have students complete *Phonics* p. 185 from the *Resource Download Center*.

FOUNDATIONAL SKILL

Name \_\_\_\_\_

### Phonics

Short u and Long u

**MYTURN** Match

cub \_\_\_\_\_

cube \_\_\_\_\_

hug \_\_\_\_\_

huge \_\_\_\_\_

Directions Have students read the words on the left. Then ask them to draw a line from each word to its matching picture.

Grade K, Unit 4, Week 2

185

*Phonics*, p. 185

# Decodable Story

## OBJECTIVES

Identify and match the common sounds that letters represent.

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

Identify and read common high-frequency words by sight.

## ELL Access

Help students learn relationships between sounds and letters of the English language and recognize the elements of the English sound system in words. Point out the following words that have the sound /u/ or /ū/ in other languages: *cube* is *cubo* in Spanish, *kubo* in Filipino, and *kub* in Albanian.

## Read *A Look at the Past*


**FOCUS** Have students turn to p. 61 in the *Student Interactive*. We are going to read a story today about what life was like a long time ago. Point to the title of the story. The title of the story is *A Look at the Past*. In this story, we will read words that have sounds we have already learned, including /ū/ and /u/.

**IDENTIFY AND READ HIGH-FREQUENCY WORDS** Remind students of this week’s high-frequency words: *all*, *now*, *pretty*. Tell them they will practice reading these words in the story *A Look at the Past*. Display the words. Have students read them with you. When you see these words in the story *A Look at the Past*, you will know how to identify and read them.

STUDENT INTERACTIVE, p. 61

DECODABLE STORY

FOUNDATIONAL SKILLS



Highlight the words with the long u sound.


**A Look at the Past**


He said, “A **mule** can help us.”

The **mule** is big.

He said, “I made a tin cup.”

The cup is **cute**.

 **AUDIO**  
Audio with Highlighting

 **ANNOTATE**

61



**READ** Have students whisper read the story as you listen in. Then have students reread the story page by page with a partner. Listen carefully as they use letter-sound relationships to decode. Partners should reread the story. This time the other student begins.

After students have read the story, call their attention to the first sentence on p. 61 in the *Student Interactive*. **I hear a word with the sound /ū/. I see the vowel pattern *u\_e* in that word. What sound does the vowel pattern *u\_e* spell? (/ū/)** Help students find and highlight the word *mule* in the first sentence on p. 61. **In the second sentence, I hear another word with the sound /ū/.** Help students identify the word *mule* and highlight it. Continue the activity with the word *cute* in the last sentence on p. 61.

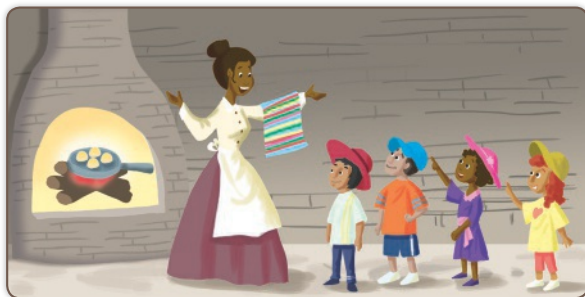
Have students turn to pp. 62–63. **Which words include the sound /u/ spelled *u*? Point to them.** Help students identify, or say, the words with the sound /u/ spelled *u*. Then have students find and underline those words. Ask students to point to at least three high-frequency words they see, either from this week or a previous week.

## STUDENT INTERACTIVE, pp. 62–63



## DECODABLE STORY

## FOUNDATIONAL SKILLS



She said, “I made a rag rug.”  
The rug is pretty.

62

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She said, “I bake all the time.  
Now we can have a hot bun.”  
Yum!

63

Underline the words with the short u sound.

# Make Inferences

## OBJECTIVE

Make inferences and use evidence to support understanding with adult assistance.

## ACADEMIC VOCABULARY

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

- What do the scientists in the text discover?
- How has the arena changed since it was built?

## Minilesson

**FOCUS ON STRATEGIES** Tell students that they can use details in the text along with what they already know to make inferences. When you make an inference, you use information in a text to figure out something that is not said in the text.

- What can I figure out from the text evidence, or the details in the text?
- What do I already know about this topic?
- What can I guess about the main idea from the information?

**MODEL AND PRACTICE** Say: *Making inferences can help you better understand a text. When I make an inference, I use details in the text along with information I already know to see if I can figure out information that is not written in the text. Both words and pictures can be used to make inferences. Turn to page 71 in the *Student Interactive*. How did the workers feel when they hit stone? The workers were upset because they had to stop digging. How can you tell? They said, “Oh, no!” The text and picture help me figure out how the workers felt when they hit the stone wall.*

Go back to the Close Read notes on pp. 71 and 73. Have students highlight the answers to the questions.

**ELL Targeted Support Make Inferences** Remind students that readers use details in a text along with information they know to make inferences.

Model making an inference by talking students through the Close Read note on p. 71 of the *Student Interactive*. Have students draw pictures to explain the inference. **EMERGING**

Have partners discuss the Close Read notes on pp. 71 and 73. Then have students formulate oral sentences explaining the inferences they made about each page. **DEVELOPING**

Have partners work together to write one sentence about the inferences they can make based on the details on pp. 71 and 73. **EXPANDING**

Have students work individually to write one sentence about the inferences they can make based on the details on pp. 71 and 73. **BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for making inferences.

**OPTION 1 MyTURN** Have students complete p. 81 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students make a two-column chart; label one column *What* and the other one *Why*. Have students write down inferences they made during independent reading in the *What* column (what they think). Have them write or draw the evidence for the inference in the *Why* column (why they think it).

### QUICK CHECK

**Notice and Assess** Can students make inferences?

#### Decide

- **If students struggle**, revisit instruction for making inferences in Small Group on pp. T118–T119.
- **If students show understanding**, extend instruction for making inferences in Small Group on pp. T118–T119.

STUDENT INTERACTIVE, p. 81

**Read Together** READING WORKSHOP

### Make Inferences

**MY TURN** Draw and write

**Drawing should show that the workers are surprised.** Possible response: **Oh, no!**

**Drawing should show that the scientists are learning about the stone.** Possible response: **They examined the stone.**

Directions Remind students that they can use details in the text and what they already know to make inferences. Ask: *How do the workers feel when they hit stone? Why do the scientists read books?* Have students draw the answer to each question and write evidence from the text that supports their understanding. Remind students to look back at what they highlighted.

81

Use the  **QUICK CHECK** on p. T111 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### SHORT *u* AND LONG *u*

**Picture Card** Display the *tub* Picture Card. This is a picture of a tub. *Tub* has the middle sound /*u*/. What letter spells the sound /*u*/ in *tub*? Students should say *u*. Write the word *cute* on the board. This is the word *cute*. *Cute* has the middle sound /*ū*/. Who can tell me the vowel pattern that spells the sound /*ū*/ in *cute*? Students should say *u\_e*.



Write the following words on the board: *cut*, *hug*, *dud*, *tub*. Have students decode the words. Ask them to identify the letter that spells the sound /*u*/. Continue with *cute*, *huge*, *dude*, and *tube*. Have students decode the words and identify the pattern that spells the sound /*ū*/.

### ELL Targeted Support

Write the words *cut* and *cute* on the board to practice recognizing and distinguishing short *u* and long *u*.

Have students repeat each word after you as you read them aloud. Help them identify which word has short *u* and which has long *u*. **EMERGING**

Have partners work together to decode the words. Ask them to discuss and decide which word has short *u* and which has long *u*. **DEVELOPING**

After completing the Developing activity, have students look in classroom books for three or more short *u* words with the pattern CVC and three or more long *u* words with the pattern CVCe. **EXPANDING/BRIDGING**



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

## Intervention Activity

### LONG *e* AND *u*

Use Lesson 31 in the *myFocus Intervention Teacher's Guide* for instruction on reading words with the sound /*ū*/.

LEVEL A • MODEL AND TEACH

**Lesson 31 Long e and u**

**INTRODUCE** Remind students that vowel sounds can be short or long. You have learned how to read words with long a spelled o\_e and ay; long i spelled i\_e, e, and y; and long o spelled o and o\_e. Today we will learn to read words with the long e and u sounds.

**MODEL** Display or share copies of the following passage, "My Rat Zeke" from Student Page S179, and read it aloud.

**OBJECTIVES:**

- Teach the concept of long vowel sounds.
- Introduce long e spelled e and y.
- Introduce long e spelled e\_e.
- Introduce long u spelled u\_e.
- Change, add, and delete sounds to make new words.

**My Rat Zeke**

Zeke is my rat. long e spelled y

He is very nice. long e spelled e\_e

I made him a maze in a tube. long u spelled u\_e

He likes his maze.

**TEACH** Explain that students can read more words when they learn how long vowel sounds are spelled.

Write e\_e and say its sound: /ē/. Point out Zeke. Zeke has a long e sound spelled e\_e. The letter e at the end of the word gives the vowel e its long sound, and the blank shows where a consonant will go. Write Z and blend the sounds /z/ē/. Have students blend with you as you run your hand under the letters. Write k in the blank and have students say its sound with you: /k/. Then blend the whole word, pointing to e and e as you say /ē/. This is how I blend this word: /Zēk/Zeke. Have students practice saying the word without pausing between sounds. Repeat the process with he (/hē/ spelled e) and very (/vēr/ spelled y). When I change, add, or delete a letter, I make a new word. (/ē/ spelled y). Then, follow this routine to model words with the long u sound, such as tube.

Phonics, Morphology, and Spelling T • 179

## Intervention Activity

### PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 5–20.



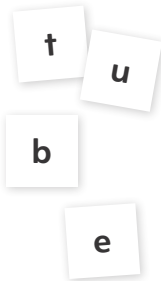
## Independent/Collaborative

## Word Work Activity

BUILD WORDS WITH  
LETTER TILES

Distribute Letter Tiles to students. Have students build words with the sound /u/ and then add an e to the words to build words with the sound /ū/. Have students decode the words they have built: *tub*, *tube*, *cut*, *cute*.

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



## Decodable Book



## PAINT THE PAST

Students can read the Decodable Book *Paint the Past* to practice reading /u/ spelled *u*, /ū/ spelled *u\_e*, and this week's high-frequency words.

Before reading, display and remind students of this week's high-frequency words *pretty*, *all*, and *now*. Tell them that they will practice reading these words in the Decodable Book *Paint the Past*. *When you see these words in today's story, you will know how to read them.*

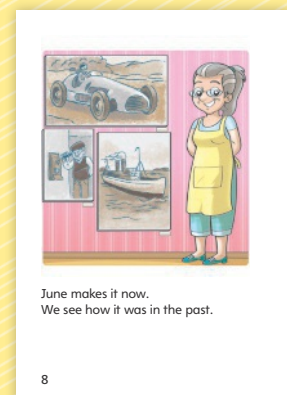
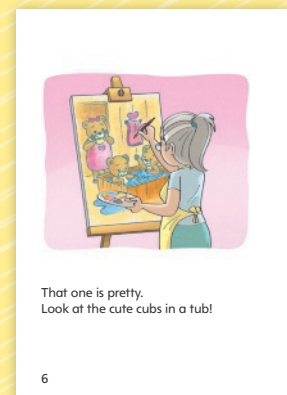
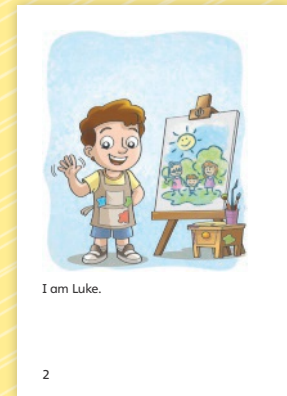
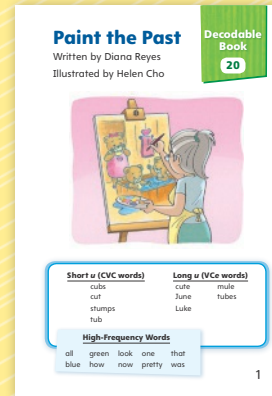
Pair students for reading and listen carefully as they use letter-sound relationships to decode. One student begins. Students read the entire story, switching readers after each page. Partners reread the story. This time the other student begins.

## Centers



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

## Decodable Book





Use the  **QUICK CHECK** on p. T115 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### MAKE INFERENCES

**Teaching Point** Today we are going to talk about how you can be a detective when reading. Just like a detective, you can use details that you read and see to figure out things that are not a written part of a text. Look back at *Uncovering the Past* and work with students to make inferences.

### ELL Targeted Support

Model how to make inferences from a text.

Turn to a page or two in the text and explain what you see. Guide students in making an inference based on one observation of the text and illustrations. **EMERGING**

Turn to one page of the text and model making an inference. Then have students turn to a different page and make their own inference about the text. **DEVELOPING**

Discuss with students how they can use illustrations and details in a text to make an inference. Have students write one sentence about an inference they can draw from the text. **EXPANDING**

Discuss with students how they can use details in a text and what they already know to make an inference. Have students write two inferences they can draw from the text. **BRIDGING**



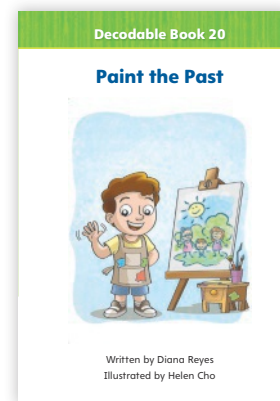
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### PAINT THE PAST

Have students reread the Decodable Book *Paint the Past*. Use the teaching support online at [SavvasRealize.com](https://www.savvasrealize.com) to provide instructional support for foundational skills and comprehension.



## Fluency

Assess 2–4 students



### ORAL READING

Have students take turns reading pages of the Decodable Book. Have students reread their page to help work on overall reading fluency.

### ORAL READING RATE AND ACCURACY

Listen as a student reads the Decodable Book. Offer feedback. Finally, record each student's performance. Use the *Fluency Progress Chart* to track student progress.

## Conferring

3 students / 3–4 minutes  
per conference

### MAKE INFERENCES

**Talk About Independent Reading** Ask students to discuss the inference chart they filled out. Have them share one or two of their inferences (one or two of the things they wrote in the *What* column).

### Possible Conference Prompts

- What details from the text helped you make this inference?
- What information that you already know helped you make this inference?
- What inference did you make?

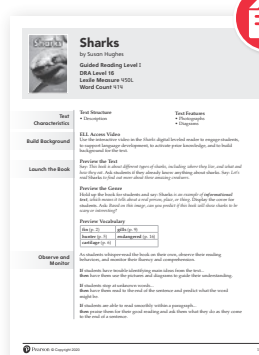
**Possible Teaching Point** You can use details in a text along with what you already know to make inferences. Making inferences can help you better understand what you read.

## Leveled Readers



### MAKE INFERENCES

- For suggested titles, see “Matching Texts to Learning,” pp. T84–T85.
- For instructional support on how to make inferences, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class together and have volunteers share inferences they were able to draw while reading.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to another text they read.
- read a trade book or their Book Club text.
- partner-read, together making inferences about a narrative nonfiction text.

### Centers



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

### Literacy Activities



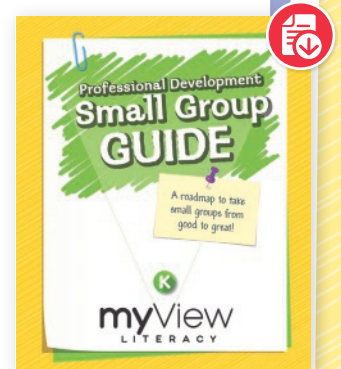
Students can

- complete p. 81 of the *Student Interactive*.
- write inferences they make as they are reading.
- play the myView games.

### SUPPORT INDEPENDENT READING

Making inferences is an important skill for students to have. Of course, there are complicated and sophisticated inferences that older or more advanced readers can make. But young students and beginning readers can also learn to make simple inferences by thinking about how details in a story fit together.

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



# Word Work

## OBJECTIVES

Identify syllables in spoken words.

Identify and match the common sounds that letters represent.

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

Spell high-frequency words.

## ADDITIONAL PRACTICE

For additional student practice with high-frequency words, have students complete *My Words to Know* p. 195 from the *Resource Download Center*.

*My Words to Know*, p. 195

## Phonological Awareness: Identify and Count Syllables

**MODEL** Today we are going to talk about syllables, or word parts. Listen carefully as I say this word: *winter*. How many syllables are in the word *win* (clap) *ter* (clap)? Yes, there are two. What is the first syllable in *winter*? Students should say *win*. What is the second syllable in *winter*? Students should say *ter*.

Listen carefully as I say this word: *notebook*. How many syllables are in *note* (clap) *book* (clap)? Yes, there are two. What is the first syllable in *notebook*? Students should say *note*. What is the second syllable in *notebook*? Students should say *book*.

**PRACTICE** Say the word *singer* as you clap the syllables. Ask students how many syllables they hear in *singer*. Then ask them to say the first and last syllable. Continue the activity with *background*, *playful*, and *sunshine*.

## Phonics: Review Short *u* and Long *u*

### Minilesson

**FOCUS** Write the letter *u* and the vowel pattern *u\_e* on the board. Have students identify the letters as you point to them and say the sounds they make.

**MODEL AND PRACTICE** Tape a *u* or *u\_e* card on each student. Gather students into a circle. Write the word *June* on the board. *We will read this word together.* If you have a *u* and hear the sound /*u*/, touch your toes. If you have a *u\_e* and hear the sound /*ū*/, stand on one foot. Point to each letter as you read the word aloud. *Let's read this word together: /j/ /ū/ /n/, June.* This word has the sound /*ū*/, so some of you should be standing on one foot! Continue the activity with these words: *lug, tune, mule, rule, fun, mug, tub, cute, sun, huge, bun.*

**TURN, TALK, AND SHARE** Have students turn to p. 64 in the *Student Interactive* and read the words with a partner. Have them draw a picture showing one of the words.

**APPLY MyTURN** Have students look at p. 65 in the *Student Interactive*. Have them complete the sentences with words from the word bank. Then guide them as they read the sentences.

**ELL Targeted Support Seek Clarification** Tell students that if they do not understand something, they should ask questions. Suggest these steps:

- Raise your hand if you have a question.
- Ask your teacher to show you a picture.
- When working with a partner, ask your partner to explain an idea or tell you the English word if you do not know it.

Have students practice asking questions, such as: *Can you repeat that? What does the word \_\_\_ mean? What is the word for this picture?* **EMERGING/DEVELOPING**

In small groups, have students reread *A Look at the Past* on pp. 61–63. Ask listeners to stop and ask questions about words or situations they do not understand.

**EXPANDING/BRIDGING**

## HIGH-FREQUENCY WORDS



Remind students that high-frequency words are words that appear over and over in texts. Remind them that they will be learning many of the words this year, and the words will help them become better readers. Say the word *pretty* and ask students what letters spell the word. Have students


- say each letter as you write it on the board.
- say and spell the word.
- repeat with *all* and *now*.


## STUDENT INTERACTIVE, pp. 64–65

PHONICS
FOUNDATIONAL SKILLS

### Short u and Long u

**TURN and TALK** Read

 **cube**    **sun**    **rug**    **tune**

 **cup**    **cute**    **mule**    **mud**

**MY TURN** Draw

Drawing should show one of the words.

### Short u and Long u

**MY TURN** Read and write

**tub**    **fun**    **tune**    **cube**

1. The game is fun.

2. A **cube** is in the cup.

3. The pup is in the **tub**.

**64** **Directions** Remind students that the letter *u* can make the sound /u/ and the vowel pattern *u\_e* can make the sound /ū/. Have students take turns reading the words with a partner. Then have them draw a picture to illustrate one of the words they read.

**65** **Directions** Review the sounds for short and long *u* with students. Have them read the words in the word bank. Then have them read the sentences. Ask students to write a word from the word bank on the lines to complete each sentence.

# Reflect and Share

## OBJECTIVES

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

Provide an oral, pictorial, or written response to a text.

## ACADEMIC VOCABULARY

**Integrate** Offer students oral practice using the unit Academic Vocabulary words when discussing the Weekly Question and unit theme.

- How do people discover new things about the past?
- What can you learn about how traditions change over time?

## Write to Sources

### Minilesson

**FOCUS ON STRATEGIES** Tell students that different texts can teach them different things about the past. Tell them different texts also show different ways that people learn about the past—reading books, going to museums, and so on.

- Have students think about the main idea of the texts they are comparing.
- Have them find supporting details from the texts.
- Have them identify the details that are facts about the past.

**MODEL AND PRACTICE** Model making a connection between the information about the past found in two different texts: *Cars Are Always Changing* and *Uncovering the Past*. *In Uncovering the Past, I learned that the Mayans used to play sports. And, in Cars Are Always Changing, I learned that cars used to be much slower. Both of these things are details, or information, about the past.*

**ELL Targeted Support Express Ideas** Help students talk about the people, places, and events in a story.

Provide sentence frames and simple vocabulary to help students create a short sentence describing the people, places, or events in *Uncovering the Past*. Have them say their sentence to a partner. **EMERGING/DEVELOPING**

Have partners take turns describing the people, places, and events in *Uncovering the Past*. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for writing to sources and comparing texts across texts.

**OPTION 1 MyTURN** Have students complete p. 82 in the *Student Interactive*. Remind them to include details from the text to support their ideas.

**OPTION 2 Use Independent Text** Have students find information about the past in an independently read text.

### QUICK CHECK

**Notice and Assess** Can students make comparisons across texts?

#### Decide

- **If students struggle**, revisit instruction on comparing texts in Small Group on pp. T124–T125.
- **If students show understanding**, extend instruction on comparing texts in Small Group on pp. T124–T125.

**WEEKLY QUESTION** Have students use evidence from the text they have read this week to respond to the Weekly Question. Tell them to discuss their answers in small groups.

### STUDENT INTERACTIVE, p. 82

RESPOND TO TEXT 

#### Reflect and Share

 Write

Possible responses:

**People played sports long ago. Cars used to be slower.**

**Weekly Question**

How do we learn about the past?

**82** Directions Say: You can respond to a text by writing about what you have learned. Have students write one thing they learned about the past from this text and one thing they learned about the past from another text they have read.

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Use the  **QUICK CHECK** on p. T123 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### COMPARE TEXTS

**Teaching Point** Today I want to remind you that, when readers read more than one text on the same theme, they can think about how each text provides the same kind of information, for instance, information about how people learn about the past. Look back at the infographic and *Uncovering the Past* and help students retell the parts of the texts that explain how people learn about the past.

### ELL Targeted Support

Tell students that retelling what they read can help them better understand a story.

Have students draw a picture of what they think is the most interesting part of *Uncovering the Past*. **EMERGING**

Have students work in pairs to retell *Uncovering the Past*. **DEVELOPING**

Have students reflect on what they read in the text by completing the following sentences: *People in ancient Mexico \_\_\_\_\_.* *Scientists can learn about the past by \_\_\_\_\_.* **EXPANDING**

Have partners retell two texts they have read recently. Have them compare and contrast these two texts. **BRIDGING**



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

## Intervention Activity



### COMPARE TEXTS

Remind students of the texts they have read this week: *Uncovering the Past*, “Learning About the Past,” and “Our Trip to the Beach.” Have a class discussion about how these texts all give information about the past while teaching us about the ways that people learn about the past. In the discussion, remind students to practice using the unit Academic Vocabulary words *change*, *time*, *discover*, and *tradition*.

## On-Level and Advanced



### INQUIRY

**Organize Information and Communicate** Help students organize their findings about the question, or questions, about the past that they investigated this week.

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

See *Extension Activities* pp. 243–247 in the *Resource Download Center*.



## Conferring

3 students / 3–4 minutes  
per conference

### COMPARE TEXTS

**Talk About Independent Reading** Ask students to share something they learned about the past by reading independently.

### Possible Conference Prompts

- Retell the information about the past you found in the text you read.
- How does the text compare to another text that told about the past?
- How are the texts similar and different?

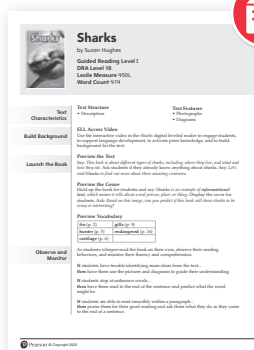
**Possible Teaching Point** Retelling a text is one way of reflecting on what you read. When you retell a text, you tell about the events and the main idea in a text.

## Leveled Readers



### COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T84–T85.
- For instructional support on how to compare texts, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite students to share what they have learned this week and celebrate what they have learned.

## Independent/Collaborative

### Independent Reading



Students can

- review what they have read this week in their leveled reader or in *Uncovering the Past*.
- read a self-selected trade book or their Book Club text.
- partner-read a text and then retell the text after reading it.

### Centers



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

### Literacy Activities



Students can

- play the myView games.
- draw a picture to show something they read this week.

### BOOK CLUB



See Book Club, pp. T466–T469, for

- teacher’s summary of *Farming Then and Now*.
- 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 4 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 the past.
- I can use words to make connections.
- I can write a story about myself.

#### SEL SOCIAL-EMOTIONAL LEARNING

### Assessment Options for the Week

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

### Materials

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

#### LESSON 1

RL.K.3, W.K.3, SL.K.6,  
L.K.1.a, L.K.4

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T130–T131
  - » Phonological Awareness: Medial /e/ and Medial /ē/
  - » Phonics: Introduce Short e and Long e
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Time Line: Weekly Question T132–T133
- Listening Comprehension: Read Aloud: “Bad Summer or Good Summer?” T134–T135
- Fiction T136–T137
  - ☑ Quick Check T137

#### READING BRIDGE

- Academic Vocabulary: Context Clues T138–T139
- Handwriting: Letters Ww T138–T139

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T143
- Strategy, Intervention, and On-Level/Advanced Activities T142
- ELL Targeted Support T142
- Conferring T143

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T143
- Literacy Activities T143

**BOOK CLUB** T143 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- Personal Narrative T352–T353
  - » What Happens First
  - » Share Back

##### INDEPENDENT WRITING

- Personal Narrative T353
- Conferences T350

#### WRITING BRIDGE

- Spelling: Spell Words T354
  - ☑ Assess Prior Knowledge T354
- Language & Conventions: Spiral Review: Kinds of Sentences T355
  - FLEXIBLE OPTION

#### LESSON 2

RF.K.1.b, RL.K.10, W.K.3,  
SL.K.1, L.K.2.b, L.K.2.d

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T144–T145
  - » Phonics: Read and Write Words with Short e and Long e
  - ☑ Quick Check T145
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T146–T151
  - » Preview Vocabulary
  - » Print Awareness
  - » Read: *Grandma’s Phone*
- Respond and Analyze T152–T153
  - » My View
  - » Develop Vocabulary
  - ☑ Quick Check T153
- Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Word Work Support T154
- Guided Reading/Leveled Readers T157
- Strategy and Intervention Activities T154, T156
- Fluency T156
- Conferring T157
- ELL Targeted Support T154, T156

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T155
- Independent Reading T157
- Literacy Activities T157

#### WRITING WORKSHOP

##### MINILESSON

- Personal Narrative T356–T357
  - » Explore What Happens Next
  - » Share Back

##### INDEPENDENT WRITING

- Personal Narrative T357
- Conferences T350

#### WRITING BRIDGE

- Spelling: Teach: Spell Words T358
- Language & Conventions: Oral Language: End Punctuation T359
  - FLEXIBLE OPTION

## LESSON 3

RL.K.7, RF.K.2, RF.K.2.b,  
W.K.3, SL.K.4, L.K.1.a

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T158–T159
  - » Phonological Awareness: Syllables
  - » Phonics: Read and Write Words with Short e and Long e
  - » High-Frequency Words

#### CLOSE READ

- Describe Setting T160–T161
- Close Read: *Grandma's Phone*
  - ✔ **Quick Check** T161

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Analyze Third-Person Text T162–T163
- Handwriting: Letters Xx T162–T163

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T165
- Strategy and Intervention Activities T164
- ELL Targeted Support T164
- Conferring T165

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T165
- Literacy Activities T165

### WRITING WORKSHOP

#### MINILESSON

- Personal Narrative T360–T361
  - » Apply What Happens Next
  - » Share Back

#### INDEPENDENT WRITING

- Personal Narrative T361
- Conferences T350

### WRITING BRIDGE

- Spelling: Review and More Practice: Spell Words T362 **FLEXIBLE OPTION** ↩
- Language & Conventions: Teach Punctuation T363

## LESSON 4

RL.K.3, RF.K.2, RF.K.3.c,  
SL.K.4, W.K.3, L.K.2.b

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T166–T169
  - » Phonics: Read and Write Words with Short e and Long e
    - ✔ **Quick Check** T167
  - » Decodable Story: Read *Jen and Pete* T168–T169

#### CLOSE READ

- Visualize Details T170–T171
- Close Read: *Grandma's Phone*
  - ✔ **Quick Check** T171

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Word Work Support T172
- Guided Reading/Leveled Readers T175
- Strategy and Intervention Activities T172, T174
- Fluency T202
- Conferring T175
- ELL Targeted Support T172, T174

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T173
- Independent Reading T175
- Literacy Activities T175

### WRITING WORKSHOP

#### MINILESSON

- Personal Narrative T364–T365
  - » Explore What Happens Last
  - » Share Back

#### INDEPENDENT WRITING

- Personal Narrative T365
- Conferences T350

### WRITING BRIDGE

- Spelling: Spiral Review: Spell Words T366 **FLEXIBLE OPTION** ↩
- Language & Conventions: Practice Sentences T367

## LESSON 5

RL.K.9, RF.K.3.a, RF.K.3.b,  
W.K.5, SL.K.1.b, L.K.2.b

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T176–T177
  - » Phonological Awareness: Identify and Count Syllables
  - » Phonics: Review Short e and Long e
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T178–T179
  - » Talk About It
    - ✔ **Quick Check** T179
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T181
- Strategy, Intervention, and On-Level/Advanced Activities T180
- ELL Targeted Support T180
- Conferring T181

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T181
- Literacy Activities T181

**BOOK CLUB** T181 **SEL** ➔

### WRITING WORKSHOP

#### MINILESSON

- Personal Narrative T368
  - » Apply What Happens Last
  - » Share Back

#### INDEPENDENT WRITING

- **WRITING CLUB** T368–T369 **SEL** ➔
- Conferences T350

### WRITING BRIDGE

- Spelling: Spell Words T370
  - ✔ **Assess Understanding** T370
- Language & Conventions: Standards Practice T371 **FLEXIBLE OPTION** ↩



WEEK 3 LESSON 1 READING WORKSHOP GENRE & THEME

### Listening Comprehension

**OBJECTIVES**

Listen actively and ask questions to understand information and answer questions and make work responses.

Recognize and understand literary elements such as plot, setting, characters, and conflict.

Identify the main idea and central message of a text.

Use context clues to determine the meaning of words and phrases.

**ELL Language Transfer**

Compare and contrast the structure of the text with the structure of the text in the students' first language.

Compare and contrast the structure of the text with the structure of the text in the students' first language.

**Read Aloud**

Tell students that they will listen to a story. Remind them that stories have a setting, which is where the story takes place. They have characters, story events, and a story problem. Have students listen as you read about the fiction text, "Bad Summer or Good Summer?" Prompt students to be active listeners by looking at you and thinking about what you are saying as you read aloud. Tell them to try to picture in their mind what is happening in the story.

**START UP**

**READ-ALOUD ROUTINE**

Purpose: Have students listen actively for elements of fiction, such as the characters, setting, and plot events.

Procedure: Read the text aloud without stopping for the Think Aloud callouts.

**READ** the text aloud, pausing to model Think Aloud strategies related to the text.

**Bad Summer or Good Summer?**

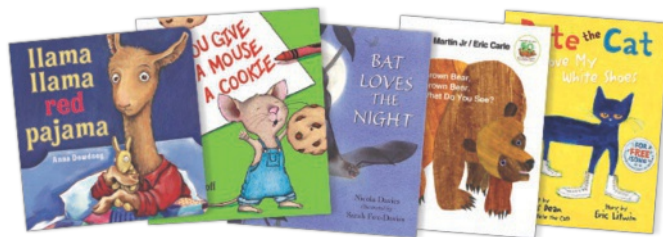
Tommy waved at the car with Jacob inside it disappeared down the street. Jacob was going to summer camp, and Tommy felt very sad. He would miss his friend a lot. They played together every day. And sometimes at night they sent texts.

"Campers can't bring cell phones," Jacob had told Tommy. "We are supposed to be getting back to nature."

When Tommy walked up the driveway to his house, he saw his dad getting suitcases out of the garage.

T348 UNIT 4 WEEK 3

**READ ALOUD**  
"Bad Summer or Good Summer?"



**READ ALOUD TRADE BOOK LIBRARY**

Interactive Read Aloud

### Fiction Lesson Plan

**INTENT**

Interactive Read Aloud

- Increase students' comprehension.
- Increase students' reading fluency and development.
- Provide an opportunity to model fluency and expressive reading.
- Foster a love and enjoyment of reading.

**PLANNING**

- Select a text from the Read Aloud Trade Book Library or the school or classroom library.
- Identify the big idea of the story.
- Determine the Teaching Point.
- Write open-ended questions and model Think Alouds on sticky notes and place them on the page where you plan to stop to discuss the text.

**BEFORE READING**

- Show the cover of the book to introduce the title, author, illustrator, and genre.
- Discuss the title and cover of the book.
- Explain your knowledge and/or personal background necessary for understanding.
- Discuss the vocabulary necessary for understanding.

**DURING READING**

- You can choose to do a first reading so students get the gist of the story and apply Think Alouds and open-ended questioning to a second read of the text.
- Read with expression to draw in listeners.
- Ask questions to guide the discussion and draw attention to the teaching point.
- Use Think Alouds to model strategies related to the text to increase comprehension and connect meaning to text.
- Use sticky notes to capture questions for your explanation, text they have read, or a page or two.

**AFTER READING**

- Summarize and allow students to share thoughts about the story.
- Student answer comprehension by writing the main idea of the story.
- Discuss and assign a Student Response Form available on Readaloud.com.

**Skills, Teaching Points**

- Record the Story
- Record Questions
- Record Text
- Record Theme
- Make Connections
- Record Answer of the Story

**INTERACTIVE READ ALOUD LESSON PLAN GUIDE**



**SHARED READ**  
*Grandma's Phone*

**BOOK CLUB**

Titles related to Spotlight Genre and Theme: T470-T473

**Mentor STACK**

Writing Workshop T349



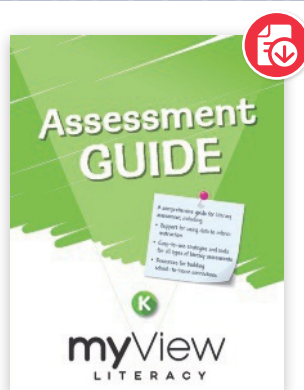
**LITERACY STATIONS**



**SCOUT**

## Assessment Options for the Week

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



**ASSESSMENT GUIDE**

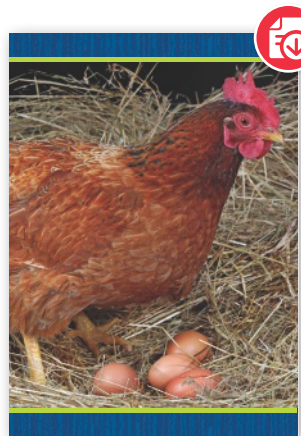
# Word Work

## OBJECTIVES

Demonstrate phonological awareness.

Identify and match the common sounds that letters represent.

Identify and read common high-frequency words by sight.



Picture Card

## FOUNDATIONAL SKILLS EXTENSION

See p. T148 for a short e extension activity that can be used as the text is read on Days 2 and 3.

## Phonological Awareness: Medial /e/ and Medial /ē/

**FOCUS AND MODEL** Tell students that today they will learn a new sound. Listen carefully as I say the sound: /ē/ /ē/ /ē/. The sound /ē/ is made by opening your mouth slightly and pulling back the corners of your mouth. Have students practice saying the sound /ē/. Then review how to make the sound /e/.

**SEE AND SAY** Have students turn to p. 92 in the *Student Interactive*. Let's look at the first row of pictures. We will circle picture words with the middle sound /e/. This is a picture of a bed, /b/ /e/ /d/. I hear /e/ in the middle of *bed*, so let's circle the picture. Identify the other pictures in the first row and ask students to circle the picture words that have the sound /e/. Then identify the pictures in the second row and have students circle the picture words with the sound /ē/.

## Phonics: Introduce Short e and Long e

### Minilesson

**FOCUS** Hold up the *hen* Picture Card. Have students say *hen* with you. Let's say the sound in the middle of the word: /e/ /e/ /e/. The middle sound /e/ is spelled with the letter *e*. Write the word *Pete*. Have students say *Pete* with you. Let's say the sound in the middle of the word: /ē/ /ē/ /ē/. The middle sound /ē/ is spelled with the pattern *e\_e*.

**MODEL AND PRACTICE** Tell students that you will write words that have the sound /e/ or /ē/. Have students listen for the sounds /e/ and /ē/ as they read each word together. Tell them to raise their hands if they hear /e/ and touch their toes if they hear /ē/. Use the following words: *jet, Steve, men, Eve, Pete, den*.

**APPLY MyTURN** Have students look at p. 93 in the *Student Interactive*. Have them trace the e on the first set of lines. Read the first name with them. Then have students trace the letters e on the page and read the names. Have students draw lines to match the names with the same sound for e.

**ELL Targeted Support Practice with the Sound /ē/** Tell students that they have just learned the sound /ē/. Tell them that the sound /ē/ is a long vowel sound.

Write the word *Pete* on the board. Say each letter sound separately, emphasizing the sound /ē/. Have students listen and repeat after you. Repeat with other /ē/ words: *Eve*, *Steve*.

**EMERGING**

Write the word *Pete* on the board. Say each letter sound separately, emphasizing the sound /ē/. Have students listen and repeat after you. Now say these words: *Steve*, *pen*, *Eve*. Repeat the words and have students tell which word doesn't have the sound /ē/. **DEVELOPING**

Say the following sentences aloud. Have students repeat after you. Remind them to listen for the sound /ē/.

*Pete has a pet.*

*I go with Steve.*

*Eve went to bed.*

Read the sentences again. Have students identify the words with the sound /ē/. **EXPANDING/BRIDGING**

**HIGH-FREQUENCY WORDS**

Display the high-frequency words *black*, *brown*, and *white*.

- Point to the word *black* and read it.
- Have students point to the word *black* and read it.
- Repeat for *brown* and *white*.

black

brown

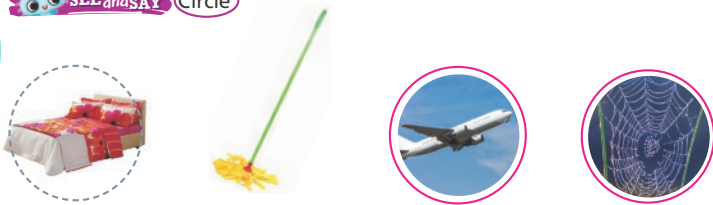
white

STUDENT INTERACTIVE, pp. 92-93

PHONOLOGICAL AWARENESS | PHONICS

FOUNDATIONAL SKILLS

**Middle Sounds**



Tell students that images represent bed, mop, jet, web.

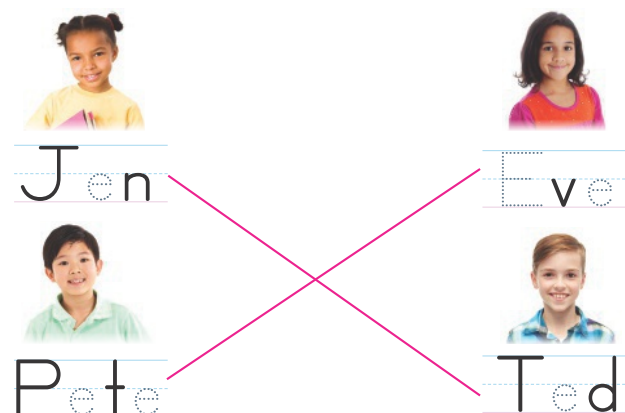


Tell students that images represent bead, queen, cat, wheel.

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**Directions** Say: Listen as I say the sounds in the word *bed*: /b/ /ē/ /d/. The middle sound is /ē/. Now listen as I say the sounds in the word *bead*: /b/ /ē/ /d/. The middle sound is /ē/. Have students name each picture then circle the picture words in each row that have the same middle vowel sound.

**Short e and Long e**



**Directions** Say: The letter e can make the sound /ē/. The vowel pattern e\_e can make the sound /ē/. You will see the letter e in many words that have the long or short e sound. Have students trace the letter or letters in each word and say the vowel sound. Then have them draw lines to match the words with the same sound for e.

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# Interact with Sources

## OBJECTIVES

Generate questions for formal and informal inquiry with adult assistance.

Describe how his or her life might be different without modern technology.

## ACADEMIC VOCABULARY

**Language of Ideas** The unit Academic Vocabulary words help students access ideas. As you discuss the time line, ask questions, such as [What change happened between the first phone and the next phone?](#)

- change
- time
- discover
- tradition



Songs and Poems Big Book

See the *Songs and Poems Big Book* for selections that relate to the unit's theme.

## Explore the Time Line

Remind students of the Essential Question for Unit 4: *What can we learn from the past?* Then introduce students to the Weekly Question: *How has communication changed over time?* Tell them that by thinking about how communication has changed over time, we can learn about the past.

Have students look at the images on pp. 90–91 in the *Student Interactive*. Read aloud the words *past* and *present* and explain that a time line can show how things have changed. Use the following prompts to guide a discussion:

- Point to the pictures. Ask: [What is in the pictures? What do you think the time line is about?](#)
- Have students look at the photograph on p. 90 and read the caption aloud. Explain that long ago, when someone wanted to make a telephone call, they had to first talk to an operator, who connected them with the person they wanted to call.
- Read aloud the caption on p. 91. Explain that today many people use smartphones. Discuss with students how phones today differ from phones from the past.

Tell students that they can ask questions to learn more about interesting topics. Explain that students can ask questions about the information on the time line to learn more about how phones have changed.

**TURN, TALK, AND SHARE** Have students use the pictures and text on pp. 90–91 to generate questions for informal inquiry about phones. Provide assistance as necessary.

**WEEKLY QUESTION** Remind students of the Weekly Question: *How has communication changed over time?* Tell students that a telephone is an invention that is used for communication. Review with students what they learned about phones. Ask them to describe the differences between old phones and modern phones.



### EXPERT'S VIEW Jim Cummins, Professor Emeritus, University of Toronto

“Getting access to literacy is a powerful way of expanding students’ sense of self. When students listen to stories, read books, and start writing about things that interest them, they gain confidence in what they are capable of achieving. Writing becomes an expression of self.”

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

**ELL Targeted Support Explain** Using gestures and pantomime, discuss different ways people communicate. (e-mail, letter, phone, face-to-face) Ask students to take turns explaining a form of communication while other students guess which one it is. **EMERGING**

Ask students to explain how they communicate with their friends. Have them use the following sentence frame to answer: *I communicate by \_\_\_\_\_*. **DEVELOPING**

Have partners work together to draw a picture of a way they like to communicate with their friends. Then have them explain what is happening in their picture. Provide sentence frames, such as: *My friends and I \_\_\_\_\_*. **EXPANDING**

Have students draw pictures of how they communicate with their friends. Prompt students to explain how they communicate without providing sentence frames. **BRIDGING**

STUDENT INTERACTIVE, pp. 90-91

**WEEKLY LAUNCH: TIME LINE**

**Read Together**

**Weekly Question** WEEK 3  
 How has communication changed over time?

## Changing Phones

Inventions change our lives.  
 New phones make it easier to communicate.

**Past**

This is one of the first phones. There were no numbers! Operators helped people make phone calls.

**Present**

This is a phone today. People make calls on smartphones. People do other things on their phones too!

**TURN and TALK** What questions do you have about phones?

**Directions** Tell students that sometimes we want to learn more about interesting topics, so we ask questions for informal inquiry. Read the information on the time line and have students look at the pictures. Ask them to discuss the questions they have.

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# Listening Comprehension

## OBJECTIVES


Listen actively and ask questions to understand information and answer questions using multi-word responses.

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

## ELL Language Transfer

**Cognates** Point out the Spanish cognates in the Read Aloud.

- communicate : *comunicar*
- camp : *campamento*
- dinosaur : *dinosaurio*
- minute : *minuto*

 **THINK ALOUD** Analyze Fiction After you reread the first two paragraphs, say: I know who the characters are: Tommy and Jacob. I know they are friends. I know that they sometimes text each other at night. So far, it seems like a story that could happen to anyone. I will read on to see what else happens.

## Read Aloud

Tell students that they will listen to a story. Remind them that stories have a setting, which is where the story takes place. They have characters, story events, and a story problem. Have students listen as you read aloud the fiction text, “Bad Summer or Good Summer?” Prompt students to be active listeners by looking at you and thinking about what you are saying as you read aloud. Tell them to try to picture in their mind what is happening in the story.

### START-UP

#### READ-ALOUD ROUTINE

**Purpose** Have students listen actively for elements of fiction, such as the characters, setting, and plot events.

**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.

## Bad Summer or Good Summer?

Tommy waved as the car with Jacob inside it disappeared down the street. Jacob was going to summer camp, and Tommy felt very sad. He would miss his friend a lot. They played together every day. And sometimes at night they sent texts.

“Campers can’t bring cell phones,” Jacob had told Tommy. “We are supposed to be getting back to nature.”

When Tommy walked up the driveway to his house, he saw his dad getting suitcases out of the garage.



“Bad Summer or Good Summer?” continued

“We’re going to Grandpa and Grandma’s,” his dad told him. “On the way, we can stop at Dinosaur National Park.”

Tommy tried not to cry.

“What’s the matter?” asked his dad.

“Jacob doesn’t have his cell phone with him,” Tommy said. “I can’t tell him about the trip.”

Tommy’s dad laughed. “Write him a letter or a postcard,” his dad said. “And Jacob can write back to you and tell you about camp.”

Tommy smiled. “Looks like I’m having a good summer after all!”

**THINK ALOUD** Analyze  
**Genre** I see there is another character: Tommy’s dad. Tommy and his dad talk about a trip in the driveway. His dad is getting ready for the trip. I know it’s important to pay attention to the events in a story so I know the problem and how it’s solved.

## WRAP-UP

### Story Elements Chart

Characters

Setting

Story Events

Create a story elements chart. Discuss the story with students and have them help you fill in the story elements chart.

## 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.



# Fiction

## LEARNING GOAL

I can read about the past.

## OBJECTIVES

Identify and describe the main character(s).

Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance.

Describe the setting.

## LANGUAGE OF THE GENRE

As you review the anchor chart, check that students understand elements of fiction.

- What is the setting?
- Who are the characters?
- What events happen in the story?
- Why is this story fiction?

## FLEXIBLE OPTION ANCHOR CHARTS

Continue to add to your fiction anchor chart.

- Ask students to tell you the events in order.
- Ask students what problem Jess had and how he solved his problem.

## ELL Language Transfer

**Cognates** Point out the Spanish cognates related to comparing fiction and narrative nonfiction.

- fiction : *ficción*
- story : *historia*
- real : *real*
- event : *evento*

## Minilesson

**FOCUS ON STRATEGIES** Tell students that fiction stories have characters, a setting, and plot events. Explain that knowing the parts of a story can help a reader understand it.

- Characters are the people or animals in the story. They are who the story is about.
- The setting is where and when the story happens.
- The plot is the series of events in the story—it's what happens in the story.
- The characters, setting, and events in fiction are made-up.

**MODEL AND PRACTICE** Turn to the anchor chart on p. 105 of the *Student Interactive* and review the two parts of a story's setting: time and place.

- I just read aloud a story about a boy named Tommy. Tommy is a made-up character.
- The setting is the place and time the story takes place. The story about Tommy happens outside his home. It also happens at the beginning of the summer. I know this because his friend, Jacob, had just left for summer camp.

Have students look at p. 104. Read aloud the text and work with them to identify the setting, characters, and plot in the story on this page.

**ELL Targeted Support Fiction** Help students understand how fiction is similar to and different from narrative nonfiction.

Show examples of biographies and examples of fiction. Have students point to or describe differences between the texts. **EMERGING**

Introduce the terms for story elements by pointing out things in a realistic story. Describe the character(s) and the setting. Give students sentence frames such as: *The story is fiction because \_\_\_\_\_ is not a real person.*

**DEVELOPING**

Show students examples of fiction. Have them talk to a partner about what makes the texts fiction. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use strategies for identifying characteristics of fiction.

**OPTION 1 TURN, TALK, AND SHARE** Have students turn and talk with a partner about fiction and narrative nonfiction. Then have partners share their ideas with the class.

**OPTION 2 Use Independent Text** Have students draw a picture of a fiction text they are reading to show what makes it fiction.

### QUICK CHECK

**Notice and Assess** Can students identify the characters, setting, and events in a fiction text?

#### Decide

- **If students struggle,** revisit instruction for identifying fiction in Small Group on pp. T142–T143.
- **If students show understanding,** extend instruction for identifying fiction in Small Group on pp. T142–T143.

## STUDENT INTERACTIVE, pp. 104–105

GENRE: FICTION

**My Learning Goal** I can read about the past.

**Fiction**  
Fiction is a made-up story.  
It has a setting, characters, and a plot.

**Setting** → It was Saturday.

**Characters** → Dan was at home.

**Plot** → He wanted to ask Ben to a party next week.  
But his phone did not work.  
So Dan sent Ben a letter.

**TURN and TALK** How is the fiction story like narrative nonfiction?

**Fiction Anchor Chart**

**Setting**

**Place**



**Time**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

# Academic Vocabulary

## LEARNING GOAL

I can use words to make connections.

## OBJECTIVES

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

Respond using newly acquired vocabulary as appropriate.

---

## Context Clues

### Minilesson

**FOCUS ON STRATEGIES** Tell students that using academic vocabulary they have learned as they read, speak, and write will help them better understand the words. Explain that students can use context clues to help them figure out the meaning of an unknown word as they read.

- Look at the other words in the sentence to help you figure out the meaning of an unknown word.

**MODEL AND PRACTICE** Write *I change my shirt from a red one to a blue one* and model using context clues to figure out the meaning of the word *change*. I will look at the other words in the sentence to figure out the meaning of the word *change*. This sentence is about a red shirt and a blue shirt. If I have on a red shirt and then I put on a blue shirt, my shirt is different. Now I know that *change* means “to become different.”

# Handwriting

## OBJECTIVE

Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

---

## Letters Ww

**FOCUS** Display uppercase and lowercase letters *Ww* and have students identify them. Point out that the shapes of the letters are the same, but the uppercase *W* is larger.

**MODEL** Watch as I write an uppercase *W*. Start at the top and draw a slanted line down to the bottom, a second slanted line up to the top, a third slanted line down to the bottom, and a fourth slanted line back up to the top. Then write the lowercase *w*. I write a lowercase *w* in the same way as the uppercase *W*, but the lowercase letter is smaller. It goes to the middle line instead of to the top. Have students trace the letters in the air and then on their hands.



## ASSESS UNDERSTANDING

## Apply

**MyTURN** Read aloud the second sentence on p. 121 with students, leaving out the missing word. Ask them to choose the word that makes sense and write it.

STUDENT INTERACTIVE, p. 121

VOCABULARY
Read Together
READING-WRITING BRIDGE

I can use words to make connections.

My Learning Goal

### Academic Vocabulary

time
change
discover
tradition

**MYTURN** Write

Leaves change color in the fall.

Watching fireworks is my favorite tradition.

**Directions** Read the sentences to students. Have them use context clues to determine which word best completes each sentence. Ask students to respond by writing the words on the lines.

121

**PRACTICE** Have students use *Handwriting* p. 204 from the *Resource Download Center* to practice writing *Ww*.

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

### Handwriting

Letters Ww

**MYTURN** Write

**W**

**w**

**W** \_\_\_\_\_

**w** \_\_\_\_\_

**W** \_\_\_\_\_

**w** \_\_\_\_\_

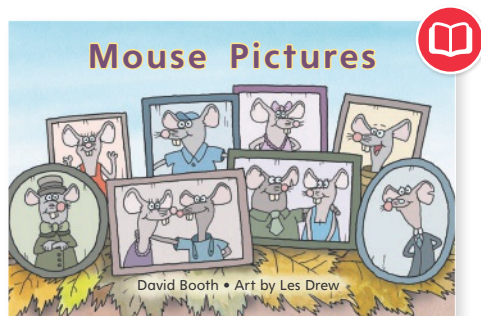
**Directions** Model the accurate formation of the letters W and w, pointing out the starting points, direction, types of lines made, and ending points. Have students practice tracing the letters, and then practice writing the letters on their own.

Grade K • Unit 4 • Week 3

*Handwriting*, p. 204

# 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.



LEVEL B

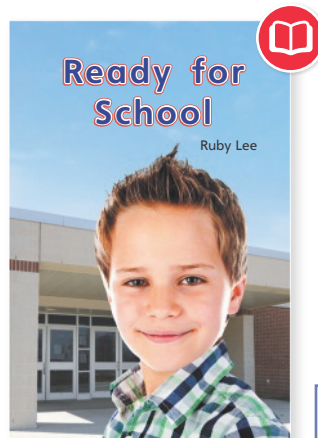
**Genre** Animal Fantasy

**Text Elements**

- Simple sentences
- Two lines of text per page

**Text Structure**

- Repetitive Structure



LEVEL C

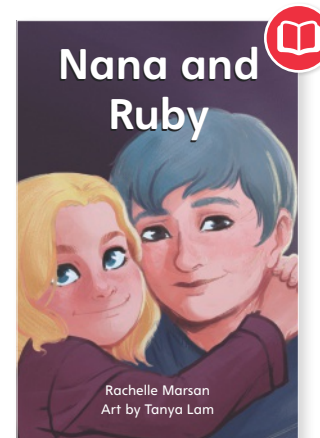
**Genre** Informational Text

**Text Elements**

- Familiar content
- Two lines of text per page

**Text Structure**

- Simple Factual



LEVEL D

**Genre** Narrative

**Text Elements**

- Simple dialogue
- Some sentences go to next line

**Text Structure**

- Chronological

## Guided Reading Instruction Prompts

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

### Identify Fiction

- Is this text about real people or is it made-up?
- Did the events in this text really happen?
- Is the place where the story takes place a real place?
- Does the story have characters? Who are they?

### Develop Vocabulary

- What did you do to understand this word?
- Can you use clues in the sentence to help you understand this word?
- What does the word \_\_\_\_\_ mean?
- Why would an author use this word?

### Describe Setting

- Where does this story happen?
- When does this story happen?
- Is this setting the same for the whole book, or does it change?



LEVEL D

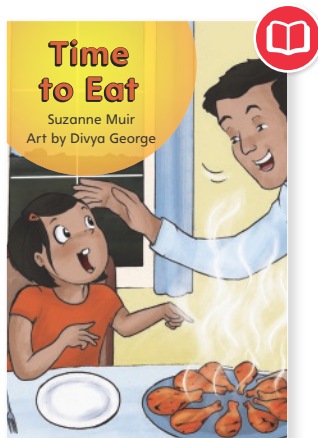
**Genre** Narrative

**Text Elements**

- Familiar, easy content
- Two to five lines of text per page

**Text Structure**

- Repetitive Structure



LEVEL D

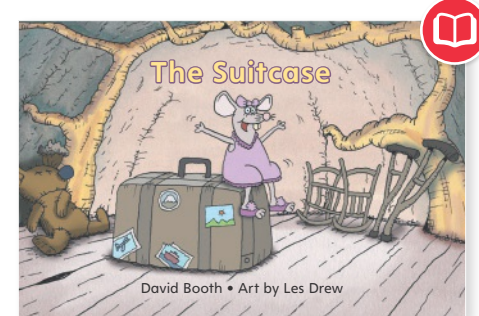
**Genre** Narrative

**Text Elements**

- Simple dialogue
- Some sentences go to next line

**Text Structure**

- Repetitive Structure



LEVEL D

**Genre** Animal Fantasy

**Text Elements**

- Easy content and ideas
- Two to four lines of text per page

**Text Structure**

- Repetitive Structure

## Visualize Details

- What do we do when we visualize?
- What did you picture as you read this story?
- How did visualizing help you understand what you read?
- Why do we visualize when we read?

## Compare Texts

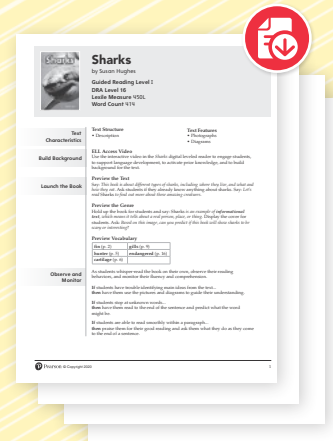
- What is the title of each text?
- Which text has a made-up story?
- Which text has a real person as a character?

## 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 to [SavasRealize.com](http://SavasRealize.com).





Use the  **QUICK CHECK** on p. T137 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### IDENTIFY FICTION

**Teaching Point** Today I want to teach you how to identify fiction texts when reading. Fiction is a made-up story, or not real. The story may be about something that could have happened in real life, but it does not tell information or facts. Think back to the read-aloud story, “Bad Summer or Good Summer?” This told a story. It did not teach us about real people or events. That’s how I know it is fiction.

### ELL Targeted Support

Ask students about books you have read aloud. Hold up each book. Have students give you a thumbs up if the book tells a made-up story. Reinforce understanding: **This is a made-up story. It is fiction. EMERGING**

Ask students about the plot of the read-aloud story. Encourage students to restate the plot using sentence frames. *Tommy was sad because \_\_\_\_\_. Tommy’s dad said they were going \_\_\_\_\_.*

### DEVELOPING

Ask students to tell about a book they have read independently. Work with them to figure out whether it is fiction or nonfiction. **EXPANDING**

Have students talk with a partner about how fiction is different from nonfiction. **BRIDGING**



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

## Intervention Activity



### FICTION

Use Lesson 39 in the *myFocus Intervention Teacher’s Guide* for instruction on fiction.

LEVEL A • READ

**Lesson 39** Genre: Fiction

**DIRECTIONS** Follow along as your teacher reads “A Good Catch” and “At the Game.” Look at the pictures.

**A Good Catch**

Early one morning, Chad and Mom stepped from the dock onto the fishing boat. “Welcome aboard,” said Captain Joe.

Captain Joe piloted the boat over to a bay. “Lots of fish here,” he said. “There should be a good catch.” Just then the wind almost blew Chad’s hat off.

“Hold on!” smiled Captain Joe.

“Don’t be like me. I lost my favorite hat yesterday. The wind tossed it right into the bay.”

By midmorning, Mom had caught three fish. Chad just came up empty. Then it was time to return to shore.

Reluctantly, Chad reeled in. He felt something a little heavy. “I got one!” he cried.

But no, he hadn’t. It was a hat, a bright blue hat.

Captain Joe laughed and held the hat up.

“Good catch! That’s the hat I lost yesterday!”



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## On-Level and Advanced



### INQUIRY

**Question and Investigate** Have students use the Infographic on pp. 90–91 of the *Student Interactive* to generate questions about how communication has changed over time. Throughout the week, have them conduct research about one of the questions. See *Extension Activities* pp. 243–247 in the *Resource Download Center*.



## Conferring

3 students / 3–4 minutes  
per conference

### IDENTIFY FICTION

**Talk About Independent Reading** Ask students to share their drawings of a fictional text they read.

### Possible Conference Prompts

- How do you know this story is fiction?
- What do fiction stories and narrative nonfiction stories have in common?

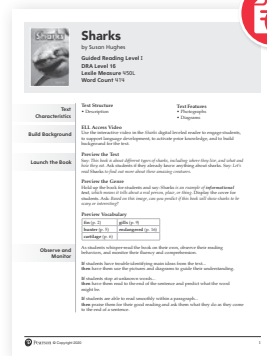
**Possible Teaching Point** Fiction and narrative nonfiction sometimes look similar, but narrative nonfiction tells about real people and events. Think about whether the author is telling a story or teaching the reader about a real person's life or events in history.

## Leveled Readers



### IDENTIFY FICTION

- For suggested titles, see “Matching Texts to Learning,” pp. T140–T141.
- For instructional support on how to identify fiction, see *Leveled Reader Teacher's Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite students to share how they knew whether their text was fiction or nonfiction.

## Independent/Collaborative

### Independent Reading



Students can

- read or listen to a self-selected trade book.
- read or listen to a leveled reader or text they have already read.
- read their Book Club text.

### Centers



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

### Literacy Activities



Students can

- write or draw about their reading in a reading notebook.
- use the Anchor Chart on p. 105 of the *Student Interactive* to talk about the fiction genre with a partner.
- play the myView games.

## BOOK CLUB



See Book Club, pp. T470–T473, for

- ideas about guiding Book Club.
- suggested texts to support the unit theme and Spotlight Genre.
- support for group collaboration.
- facilitating use of the trade book *Eight Days Gone*.

# Word Work

## OBJECTIVES

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

Identify and read common high-frequency words by sight.



Picture Card

## ELL Language Transfer

The long vowel sound /ē/ transfers to many languages. Students whose home language is Spanish, Vietnamese, or Hmong should have no trouble pronouncing /ē/. Ask them to share words from their home language that make this sound.

## Phonics: Read and Write Words with Short e and Long e

### Minilesson

**FOCUS** Hold up the *net* Picture Card. Point to the picture of the net. Say: This is a picture of a net. Listen to the sounds in the word: /n/ /e/ /t/. I hear the sound /e/ in the middle of *net*. Say the sound /e/ with me: /e/.

Write *Steve* on the board. Say: This is the name *Steve*. Listen to the sounds in the word: /st/ /ē/ /v/. I hear the sound /ē/ in the middle of *Steve*. Say the word with me: /st/ /ē/ /v/.

Write the letter *e* and the pattern *e\_e* on the board. We are going to see words with these spellings. Let's say the sounds for the letters on the board together. Say the sounds with students and then have them say the sounds alone.

**MODEL AND PRACTICE** Have students turn to p. 94 in the *Student Interactive*. Listen carefully as I say the sounds: /e/ /e/ /e/, /ē/ /ē/ /ē/. Now let's look at the first picture on page 94. It is a jet: /j/ /e/ /e/ /e/ /t/. We have learned all the sounds in *jet*. Can you find the word *jet* in the box? Guide students as they write *jet* on the line.

## FORMATIVE ASSESSMENT OPTIONS

### Apply

**OPTION 1 MyTURN** Have students complete the rest of p. 94 in the *Student Interactive*.

**OPTION 2 Independent Activity** Have pairs brainstorm words that have the middle sound /e/ or /ē/. Then have students use one of the words to draw a picture. Have them write the word to label their picture.

### QUICK CHECK

**Notice and Assess** Can students read and write words with short and long e?

#### Decide

- **If students struggle**, revisit instruction for short and long e in Small Group on pp. T154–T155.
- **If students show understanding**, extend instruction for short and long e in Small Group on pp. T154–T155.

## HIGH-FREQUENCY WORDS

Tell students that high-frequency words are words that they will hear and see over and over in texts. Write and read the words *black*, *brown*, and *white*. Have students

- read each word.
- spell each word, slapping their knees as they say each letter.


## STUDENT INTERACTIVE, p. 94

PHONICS | PHONOLOGICAL AWARENESS

### Short e and Long e

**MYTURN** Read and write

web Steve jet



jet

web

Steve

**94** **Directions** Remind students that the letter e can make the short e sound and the vowel pattern e\_e can make the long e sound. Have students read the words in the word bank. Then have them write the word that names each picture on the lines. (Tell students that the boy's name is Steve.)

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## ADDITIONAL PRACTICE

For additional student practice with short and long e, have students complete *Phonics* p. 186 from the *Resource Download Center*.

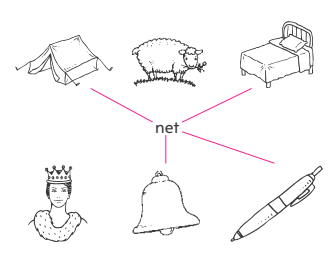
FOUNDATIONAL SKILLS  
Read Together

Name \_\_\_\_\_

### Phonics

Short e and Long e **MYTURN** Match

Tell students that images represent tent, sheep, bed, queen, bell, pen.



**Directions** Have students read the word in the center of the page. Then ask them to draw a line from the word to each picture that has the same vowel sound.

Grade K, Unit 4, Week 3

186

*Phonics*, p. 186

# Introduce the Text



Grandma's Phone

## OBJECTIVES

Recognize the difference between a letter and a printed word.

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

### 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

- Read the words *farm*, *visit*, and *pumpkin* on p. 106 in the *Student Interactive*. As you read each word, have students point to the word and say it with you.
- Have students use the pictures and background knowledge to share what they already know about the words. Ask questions to help clarify meaning: *What can you see on a farm? Where would you like to go for a visit? What can you do with a pumpkin?*

## Print Awareness

Tell students that sentences are made up of words, and words are made up of letters. Have students turn to p. 106 in the *Student Interactive*. Ask them to put a finger on the title. Ask: *How many words are there in the title?* Count the two words with them. Then have them put a finger on the word *Phone*. *This is the word phone. How many letters are in the word phone?* Count the letters to five. *Look at the P. Is this a letter or a word?* (letter)

## Read

Discuss the First Read Strategies. In this first read, ask students to read for understanding and enjoyment.

### FIRST READ STRATEGIES

**READ** Read or listen to the text. During the first reading, work to understand what the text is about.

**LOOK** Look at the pictures to help understand the text.

**ASK** Generate, or ask, questions about the text to deepen understanding.

**TALK** Talk to a partner about the text.

Help students read the whole text independently, in pairs, or as a whole class. Use the First Read notes to help students connect with the text and to monitor comprehension.



**ELL Targeted Support Vocabulary** Help students learn the vocabulary needed to comprehend the story.

Have students turn to p. 108 of the *Student Interactive*. Ask them to identify the vocabulary words they see on these pages (*farm, pumpkin*). Have them point to the words. Ask them to share other words they know to describe the picture of the farm. **EMERGING**

Write the words *farm, visit, and pumpkin* on sticky notes. Show students one sticky note at a time and read it. Have students look at pp. 108–109 and tell where on the pages each word appears and where you should put the sticky note. Then read aloud the sentences in which the words appear. **DEVELOPING**

Ask partners to talk about pp. 108–109 and pp. 112–113, describing what they see. Ask them to use the words *farm, visit, and pumpkin* in oral sentences.

**EXPANDING**

Ask partners to use *farm, visit, and pumpkin* in oral sentences. Have partners share their sentences with the group. **BRIDGING**




STUDENT INTERACTIVE, pp. 106–107

**VOCABULARY**

**Read Together**


## Grandma's Phone

### Preview Vocabulary

 farm	 visit	 pumpkin
---	--	--

**Read**  
Read this story to find out what happens when a cell phone does not work.

**Meet the Author**




**Ken Mochizuki** was an actor before he began writing books for children. When he was a boy, he loved telling scary stories around a campfire.

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**Read Together**

**Genre** Fiction



**Grandma's Phone**  
written by Ken Mochizuki  
illustrated by Olga Skomorokhova

**AUDIO**  
Audio with Highlighting

**ANNOTATE**

107

STUDENT INTERACTIVE, pp. 108-109



CLOSE READ



Where and when does the story happen? Underline the words that name the setting. Use the picture too.

**farm** place where people grow crops or raise animals  
**visit** go to see someone or someplace

Grandma and Grandpa live on a farm.  
Jess went to visit.

108

**pumpkin** a round, orange fruit that grows on a vine

Jess found a huge pumpkin.  
“I want to tell Mom!” he said.

109

## First Read

### Look

**THINK ALOUD:** Before I begin reading, I like to look at the pictures to see what they can tell me about the story. In these pictures, I can see that there is a little boy with two older people. These are the characters in the story. The pictures also give me an idea of the setting, or where the story happens. It looks like a farm. As I read, I can see if the ideas I got from the pictures match the text. Continue looking at the illustrations throughout the selection with students. Ask them what they think is happening on each page.

## Foundational Skills Extension

### Short e Spelled e

Have students identify, or point to, two words on p. 109 with the short e sound (*Jess, tell*). Ask them to tell you which letter spells this sound. Then have them draw a small letter e in the air with their finger.

### CROSS-CURRICULAR PERSPECTIVES

#### Science



A pumpkin starts out as a seed that grows into a vine. The vine has flowers that turn into pumpkins. The pumpkins contain seeds that can grow into more pumpkin vines. Many people mistakenly believe pumpkins are vegetables, but they are actually classified as fruits because they have seeds.



## STUDENT INTERACTIVE, pp. 110-111



**CLOSE READ**

Picture in your mind how Jess feels about his phone. **Highlight** the words that help you.

Jess tried to call Mom.  
His phone **still didn't work**.

111

## Possible Teaching Point

**Academic Vocabulary | Context Clues**

Read aloud the first sentence on p. 109. Model how you can use context clues to determine the meaning of the word *huge*.  
I don't know the meaning of the word *huge*. I know that the word is describing the pumpkin. From the illustration, I can see that the pumpkin is very big. The word *huge* must mean *very big*.

## Close Read



## Describe Setting

Read aloud the Close Read note on p. 109. Then have students underline the words in the text that tell the setting. **DOK 1**

## Visualize Details

Read with students the Close Read note on p. 111. Tell students to highlight words that help them picture how Jess feels. **DOK 2**

## OBJECTIVES

Create mental images to deepen understanding with adult assistance.

Describe the setting.



STUDENT INTERACTIVE, pp. 112–113



“Here,” said Grandma.  
“What is that?” Jess asked.

“It is a phone,” said Grandma.  
“Will it work?” Jess asked.

## First Read

### Talk

**THINK ALOUD** The story makes me laugh! Jess really wanted to call his mom and tell her about the pumpkin. But when he finally uses Grandma’s phone to get through to her, all he can talk about is the phone. Ask students to share with a partner how they felt as they read these pages.

### Possible Teaching Point



#### Language & Conventions | End Punctuation

Use the instruction on p. T363 to introduce end punctuation. Then have students find a period, a question mark, and an exclamation point on these pages. Point out how to use the punctuation as a guide for reading with expression. Have your voice go up to ask a question and then sound excited in the sentence with an exclamation point.



STUDENT INTERACTIVE, pp. 114–115



CLOSE READ



Picture in your mind how Jess feels about Grandma's phone. Highlight the words that help you.

### Possible Teaching Point



#### Read Like a Writer | Author's Craft

Explain that authors help the reader understand the characters through what they say and do. Explain that the author says that Jess “forgot about the pumpkin” to show that Jess was very excited. Ask students to find other words in the text that show Jess is excited.

### Close Read



#### Visualize Details

Remind students that the words in a text can help us picture the story in our mind. Read aloud the Close Read note on p. 115. Ask students to close their eyes and visualize as you read aloud p. 115 again. Have one or more students tell what they pictured. **DOK 2**

#### OBJECTIVE

Create mental images to deepen understanding with adult assistance.

# Respond and Analyze



Grandma's Phone

## OBJECTIVES

Describe the relationship between illustrations and the story in which they appear.

Use text evidence to support an appropriate response.

Respond using newly acquired vocabulary as appropriate.

Describe the elements of plot development, including the main events, the problem, and the resolution, for texts read aloud with adult assistance.

## My View

Prompt students' initial responses to *Grandma's Phone*.

- **Brainstorm** What problem did Jess have?
- **Illustrate the Story** Draw what happened in the story.

## Develop Vocabulary

### Minilesson

**FOCUS ON STRATEGIES** Explain to students that illustrations in a story can give us clues about the meaning of unfamiliar words. To learn or clarify word meanings, students can:

- Read carefully to find the vocabulary words, and see if the text helps students understand what the words mean.
- Look at the illustrations to see what clues they contain about the words.
- Ask themselves or someone else questions to discover what a vocabulary word means and how it is used.

**MODEL AND PRACTICE** Have students look at pp. 108–109 to find the three vocabulary words. Read aloud the sentences with them when they find the words. *I use the picture to make sure I understand and can use the words correctly.* Ask students to choose one of the words. Have them talk to a partner about what they see in the pictures that helps them learn or clarify the meaning of the word.

**ELL Targeted Support** Read the words aloud as students point to each word and repeat it. If possible, show them a pumpkin and pictures of farms.

#### EMERGING

Give pairs of students one of the words and materials for drawing. Ask students to work together to draw a picture of their word. Have them show the drawing to the group and have them guess the word. **DEVELOPING**

Read the words aloud with students. Ask partners to make oral sentences using the words. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for developing vocabulary.

**OPTION 1 My TURN** Have students complete p. 116 in the *Student Interactive* by drawing one of the vocabulary words and writing the word.

**OPTION 2 Use Independent Text** Have students draw the meaning of a new word they find while reading independently.

### QUICK CHECK



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

#### Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T156–T157.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on pp. T156–T157.


**Check for Understanding My TURN** Have students complete the Check for Understanding on p. 117 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 116–117

VOCABULARY  COMPREHENSION  READING WORKSHOP

### Develop Vocabulary

farm visit pumpkin

 **MY TURN** Draw and write


Drawing should show one of the vocabulary words.

Possible responses:

**farm, visit, pumpkin**

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### Check for Understanding

 **MY TURN** Write

**DOK 2** 1. Could this story really happen? Why?  
Possible response: **Yes. Real people visit their grandparents and use phones.**

**DOK 2** 2. How does the author describe the problem?  
Possible response: **His phone didn't work.**

**DOK 2** 3. How do the characters solve a problem?  
Possible response: **Grandma lets Jess use a different phone that works.**

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**116** Directions Read the vocabulary words to students and discuss the meaning of each word. Then have students choose one vocabulary word to illustrate. Ask them to label their picture by writing the vocabulary word on the lines.

**117** Directions Read the questions aloud and have students write their responses on the lines. Remind them to use text evidence.

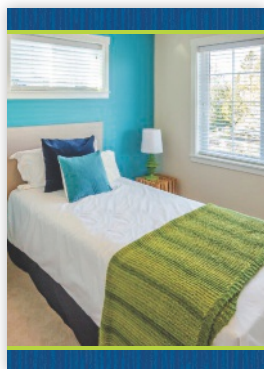
Use the  **QUICK CHECK** on p. T145 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### SHORT e AND LONG e

**Picture Card** Display the *bed* Picture Card. This is a picture of a bed. *Bed* has the middle sound /e/. Turn the card over so students can see the spelling. What letter spells the sound /e/? Yes, the letter e.



Write the name *Pete* on the board. Tell students, This says *Pete*. *Pete* has the middle sound /ē/. Point to the middle e and the final e. Tell students that the e\_e pattern spells the sound /ē/.

Write the words *ten*, *Pete*, *jet*, and *Eve* on the board. Ask students to identify the vowels in the words. Then have students work together to decode the words.

### ELL Targeted Support

Write the words *Pete*, *met*, *pet*, *Steve*, *Eve*, *bet*, *red*, and *hen* on the board.

Read the words aloud. Ask students to stand up if the word has the sound /e/. Have them raise their hand if the word has the sound /ē/.

### EMERGING

Have students work with partners to find words with the sounds /e/ and /ē/ in classroom texts. **DEVELOPING**

Have students write two of their own words with the sounds /ē/ and /e/. Have them share their words with a partner.

### EXPANDING/BRIDGING



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

## Intervention Activity

### SHORT e

Use Lesson 28 in the *myFocus Intervention Teacher's Guide* for instruction on reading words with short e.

LEVEL A • MODEL AND TEACH

**Lesson 28** Short e

**INTRODUCE** Emphasize that words are made up of consonant and vowel sounds. You learned that /ē/ is spelled with the letter e, and you learned how to blend letters to read words with this sound. Today we will learn another way to read words with the short e sound.

**MODEL** Display or share copies of the following passage, "Ben's Pet," from Student Page S165, and read it aloud.

Point to the word *red* in the last line. The word *red* has a consonant, then a vowel, and then another consonant. Each letter has its own sound. Point to the word *bed*. Changing a letter in a word makes a new word. When the r in *red* is changed to a b, the word *red* becomes *bed*.

**OBJECTIVES:**

- Read words with the short e sound.
- Form words using the short e sound.
- Change, add, and delete sounds to make new words.
- Spell VC, CVC, and CCVC words.

**Ben's Pet**

Ben gets a pet.  
He gets a dog.  
He gets the dog a red bed.

ends with -et

ends with -ed

**TEACH** Point out the words with the short e sound. Explain that students can read more words when they learn how to recognize letter combinations that include a short e. *Red* and *bed* both have a short e sound and end with -ed. Now that I know -ed has a short e sound, I can use this letter combination to make new words. When I change, add, or delete a letter, I make a new word. Reinforce this idea by pointing out other words in the model that have the short e sound, such as *Ben* and *pet*.

Now point to the -et letter combination at the end of *pet* in the first sentence. Now that I know what the letters -et sound like, when I hear a word that ends with those sounds, I can spell the word. The word *pet* ends with the sounds /ē/ and /t/. I can write the letter combination -et. The word starts with the sound /p/. I know the letter p makes the /p/ sound. I can add the letter p to the beginning of -et. Work through spelling other examples, such as *let*, *met*, and *bet* by changing, adding, and deleting letters.

Phonics, Morphology, and Spelling T • 165

## Intervention Activity

### PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 5–20.



## Word Work Activity



### BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles to students. Have students practice forming words with the sounds /e/ and /ē/: *pet, Pete, set, Steve.*



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

## Decodable Book



### PAINT THE PAST

Students can reread the Decodable Book *Paint the Past* to practice reading the sounds /u/ and /ū/ and last week's high-frequency words.

Before reading, display and remind students of last week's high-frequency words: *pretty, all, now.* When you see these words in today's story, you will know how to read them.

Pair students for reading and listen carefully as they use letter-sound relationships to decode. Have partners take turns reading one page at a time.

## High-Frequency Words

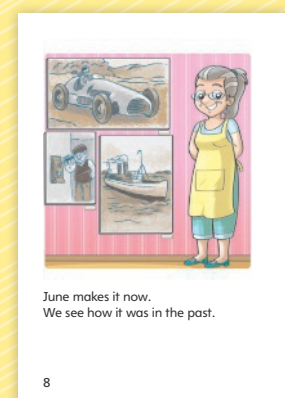
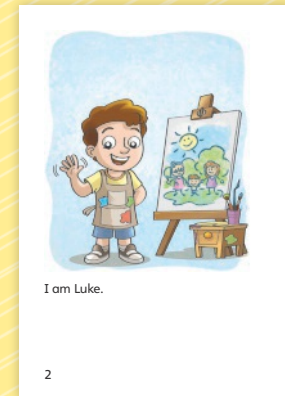
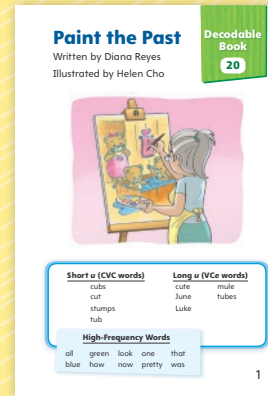
Write high-frequency words on wooden craft sticks and place them in a cup. Have students draw a stick and read the word. If they do not know the word, gently tell it to them, and have the student put the stick back. The goal is to read all the words and empty the cup.

## Centers



See the myView Literacy Stations in the Resource Download Center.

## Decodable Book



Use the  **QUICK CHECK** on p. T153 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DEVELOP VOCABULARY

**Teaching Point** Today I want to remind you that you can use the picture to check that your understanding of a word is correct. You can use the context, or the words and pictures around a difficult word. Read the whole sentence and think about what the sentence is about. Then use picture clues and words you already know to help you decide what the word means.

Have students turn to p. 109 in their *Student Interactive*. Guide them to identify text and picture clues that can help them understand the meaning of the word *pumpkin*.

### ELL Targeted Support

Choose a somewhat challenging word in *Grandma's Phone*, such as *huge*, and point it out to students. Ask students to point to nearby pictures and words that inform your chosen word's meaning. **EMERGING/DEVELOPING**

Have partners talk about the meanings of the vocabulary words while looking at pages in the *Student Interactive* for context clues. Have them use context clues to help clarify the words' meanings. **EXPANDING**

Ask students to work with a partner to use each vocabulary word in an oral sentence. **BRIDGING**



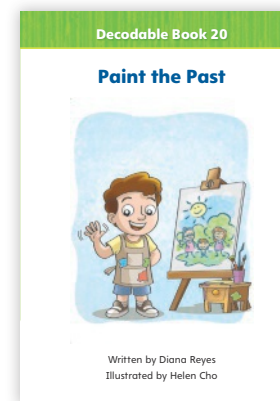
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### PAINT THE PAST

Have students reread the Decodable Book *Paint the Past*. Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to provide instructional support for foundational skills and comprehension.



## Fluency

Assess 2–4 students



### ORAL READING

Have students take turns reading the Decodable Book aloud with a partner. Ask pairs to practice reading all of the words correctly without stopping.

### ORAL READING RATE AND ACCURACY

Listen as a student reads the Decodable Book. Offer feedback. Finally, record each student's performance. Use the *Fluency Progress Chart* to track student progress.

## Conferring

3 students / 3–4 minutes  
per conference

### DEVELOP VOCABULARY

**Talk About Independent Reading** Ask students to share the pictures they drew of new words' meanings.

### Possible Conference Prompts

- What do you think this word means?
- How did you use the context to help you understand the word?

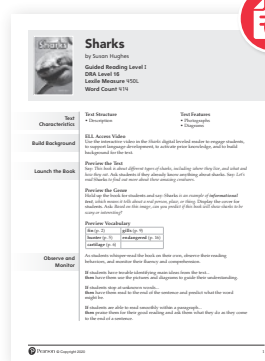
**Possible Teaching Point** You can also picture a word in your head. Mentally picturing a word can help you understand what it means.

## Leveled Readers



### DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” T140–T141.
- For instructional support on using different strategies to read difficult words, see *Leveled Reader Teacher's Guide*.



## Independent/Collaborative

### Independent Reading



Students can

- read a self-selected trade book or their Book Club text.
- choose a favorite part of a book they are reading and read it to a partner.
- read and listen to a previously read leveled reader or Decodable Book.

### Centers



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

### Literacy Activities



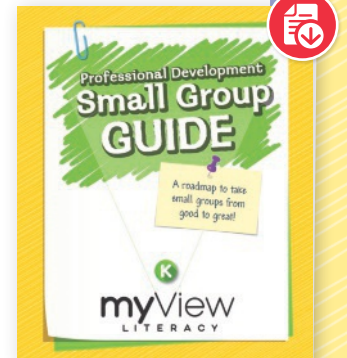
Students can

- write or draw about their reading in a notebook.
- talk with their partner about the vocabulary and their drawing on p. 116 of the *Student Interactive*.
- play the myView games.
- build words from *Grandma's Phone* using Letter Tiles and then copy them in a notebook.

### SUPPORT PARTNER READING

Partner reading is a good time for students to tackle unfamiliar words so that they can help each other discover the meanings.

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



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to talk about words they learned from reading an independent reading book.



# Word Work

## OBJECTIVES

Identify syllables in spoken words.

Blend syllables to form multisyllabic words.

Segment multisyllabic words into syllables.

Identify and match the common sounds that letters represent.

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

Identify and read common high-frequency words by sight.



Picture Cards

## Phonological Awareness: Syllables

**FOCUS AND MODEL** Today we are going to do some more work with syllables. Who remembers what a syllable is? Students should say *a word part*.

Display the *zipper* Picture Card. This is a picture of a zipper. Listen as I segment, or break apart, the syllables in *zipper*: *zip* (pause) *per*. How many syllables do you hear in *zipper*? (two) What is the first syllable in *zipper*? Yes, it is *zip*. What is the last syllable in *zipper*? Yes, it is *per*. Now let's blend the syllables *zip* and *per* together to say the word: *zipper*. Repeat the routine using the following words: *turkey, horse, turtle, dog*.

**SEE AND SAY** Have students point to the picture of the kitten on p. 95 in the *Student Interactive*. This is a picture of a kitten. Let's segment, or break apart, the syllables in *kitten*: *kit* (pause) *ten*. What is the first syllable in *kitten*? (*kit*) What is the last syllable in *kitten*? (*ten*) Guide students as they blend the syllables to say the word *kitten*. Have students continue with the other picture words on the page and circle the picture words with two syllables.

## Phonics: Read and Write Words with Short *e* and Long *e*

### Minilesson

**FOCUS** Tell students that the letter *e* can make the sound /e/ and that the pattern *e\_e* can make the sound /ē/.

Hold up the *pen* Picture Card. Tell students that it is a picture of a pen and that *pen* has the middle sound /e/. Write the word *eve* on the board. Show students that there is a vowel *e*, then a consonant, and then another *e*. Tell them that this pattern, *e\_e*, makes the long vowel sound /ē/.

**MODEL AND PRACTICE** Have students turn to p. 96 in the *Student Interactive*. Have students trace the vowel or vowels in each word and identify the vowel sound. Then model the activity using the word *net*. I can say the sound each letter spells in this word: /n/ /e/ /t/. This word is *net*. Let's circle the picture of the net in the first row.

**APPLY MyTURN** Have students complete the activity on p. 96.

# High-Frequency Words

## Minilesson

**FOCUS** Say: Today we will practice reading the high-frequency words *black, brown, and white*. Have students read the words at the top of p. 97 in the *Student Interactive* with you: *black, brown, white*.

**MODEL AND PRACTICE** Have students look at the words at the top of p. 97. Say: I will read a word, and I want you to point to it. Then we will read the word together. Read *black*, and have students point to it. Now let's read the word together: *black*. Repeat with the other words.

**APPLY MyTURN** Have students read the sentences on p. 97 with you. Ask them to identify and underline the words *black, brown, and white* in the sentences. Then have them read the sentences with a partner. Have students write one of the words on the lines.

**ELL Targeted Support Using New Vocabulary** Tell students that using newly acquired basic vocabulary as they write will help them remember the words.

Have students say sentences using the newly acquired words. Write one of the sentences on the board, using a blank line in place of the high-frequency word. Have students write the complete sentence. **EMERGING**

Repeat the Emerging activity, but this time have students write one of the sentences with a newly acquired word on their own. **DEVELOPING**

Have students write a sentence using one of the high-frequency words. Have partners trade papers and find and underline the vocabulary word. **EXPANDING**


Have students write sentences using the three newly acquired high-frequency words. Ask volunteers to share their sentences with the group. **BRIDGING**

STUDENT INTERACTIVE, p. 95

FOUNDATIONAL SKILLS

### Syllables

**SEE and SAY** Circle



Tell students that images represent kitten, bird, zebra, tiger, turtle, fox, rabbit.

Directions: Have students identify, segment, and blend the syllables in each picture word. Model: Listen to this word: *kitten*. The word *kitten* has two syllables: *kit* and *ten*. Ask students to circle the picture words with two syllables.


95

STUDENT INTERACTIVE, p. 96

PHONICS | HIGH-FREQUENCY WORDS

### Short e and Long e

**MYTURN** Read and circle



Tell students the images represent pin, net, mat.

Tell students the images represent Steve, slide, lake.

Tell students the images represent pig, pad, pen.

96

Directions: Remind students that the letter e can make the sound /e/ and the vowel pattern e\_e can make the sound /ee/. Have students trace the letter or letters in each word and identify the vowel sound. Then ask them to read each word and circle the picture word that shows the word.

STUDENT INTERACTIVE, p. 97

FOUNDATIONAL SKILLS

### My Words to Know

black brown white

### My Sentences to Read

**MYTURN**

I have the white flag.

I can take the black flag.

Where can the brown one go?

Possible responses:

**black, brown, white**

Directions: Read the words aloud with students as they point to each word. Then have them read the sentences and underline the high-frequency words. Say: Now you will write one of the words on the lines. Tell students to form the letters correctly using appropriate directionality as they write the word.

97

# Describe Setting

## OBJECTIVE

Describe the setting.

## ACADEMIC VOCABULARY

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

- What do we discover about Grandma's phone as we read?
- How do the illustrations help you understand what time of the year this story takes place?

## Minilesson

**FOCUS ON STRATEGIES** Explain to students that describing a story's setting is telling where and when it takes place. Often, looking at pictures in the story can help you figure out where and when the story happens. To describe the setting of a story, students can:

- Look at the pictures for details about the place where the characters are. Is it inside or outside? Is it like a familiar place?
- Read to find important words that tell where and when a story is happening.

**MODEL AND PRACTICE** Use pp. 108–109 of the *Student Interactive* to model how to identify setting in a story.

- When I look at the text on p. 108, I notice that the text tells me the setting: Grandma and Grandpa live on a farm.
- The illustrations help me know what the setting is. I see fields with pumpkins, a wagon, and a haystack in the distance. This shows a farm. I know that it is autumn because the trees have colored leaves. It is also daytime because I can see that it is light outside.

Direct students' attention to the Close Read note on p. 109. Have them underline the words and identify the parts of the picture that indicate what the setting is.

**ELL Targeted Support Asking Questions** Help students formulate questions about setting to aid their reading.

Practice forming *where* and *when* questions using proper sentence structure. Explain that the setting is where and when a story happens.

### EMERGING/DEVELOPING

Have partners formulate *where* and *when* questions about the text and look at the text and illustrations for answers to their questions. Monitor and correct the structure of students' questions as needed.

### EXPANDING/BRIDGING

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for describing setting.

**OPTION 1 My TURN** Have students complete the activity on p. 118 of the *Student Interactive*. Have them talk about the pictures with a partner.

**OPTION 2 Use Independent Text** Ask students to draw a picture of the setting of a book they are reading.

### QUICK CHECK

**Notice and Assess** Can students describe the setting in a story?

#### Decide

- **If students struggle**, revisit instruction for describing setting in Small Group on pp. T164–T165.
- **If students show understanding**, extend instruction for describing setting in Small Group on pp. T164–T165.



#### EXPERT'S VIEW Judy Wallis, Literacy Specialist and Staff Developer

“We can help young readers develop comprehension by naming what they do, how they do it, and why they do it. Simple statements—such as *I noticed you used the illustration to help you read the word* or *Kids, I’m going to share with you what is going on in my head as I read this*—help young readers develop comprehension.”


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

#### STUDENT INTERACTIVE, p. 118

CLOSE READ 

### Describe Setting

The **setting** is when and where a story takes place.

 **MY TURN** Write and circle

Possible response: \_\_\_\_\_  
a farm

Possible response: \_\_\_\_\_  
day



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# Read Like a Writer, Write for a Reader

## OBJECTIVE

Listen to and experience first- and third-person texts.

## Analyze Third-Person Text

### Minilesson

**FOCUS ON STRATEGIES** Explain that third-person text is written by a narrator, or storyteller, who is not a character in the text.

- When the narrator of the story uses pronouns such as *he*, *she*, and *they*, the story is likely written in the third person.

**MODEL AND PRACTICE** Have students listen to and experience third-person text as you read aloud p. 109 in the *Student Interactive*. Model identifying the text as third-person. *Jess found a huge pumpkin. "I want to tell Mom!" he said. The person telling the story is not in the story. This is a third-person text.* Ask students which word helps them know that this text is a third-person text.

# Handwriting

## OBJECTIVE

Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

## Letters Xx

**FOCUS** Display uppercase and lowercase letters Xx. Ask students to name the letters and tell which is an uppercase letter and which is a lowercase letter.

**MODEL** Model writing the letters on the board. *The uppercase and lowercase letter x are both written the same way. The difference is that the uppercase X is bigger. I start an uppercase letter X at the top line. I write a slanted line to the bottom. Then I pick up my marker and start again at the top line. I make another slanted line to the bottom, crossing over the first line.* Have students trace uppercase X in the air and then on their hands. Repeat with lowercase x, explaining that lowercase x starts at the middle line instead of the top line.



## ASSESS UNDERSTANDING

## Apply

**MyTURN** Have students complete p. 123 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 123

AUTHOR'S CRAFT READING-WRITING BRIDGE

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

Write

1. What words help you know that this is a third-person text?  
Possible response: \_\_\_\_\_  
**Grandma, Grandpa, Jess, he, his**
2. What else might Jess do at the farm? Use words such as **Jess** and **he** to tell about the event.  
Possible response: \_\_\_\_\_  
**Jess and Grandma pick apples.**

Directions Remind students that a narrator tells a story. Say: Sometimes the narrator is not a character in the story. The narrator uses characters' names and words such as *his* or *her* to tell about events. Have students listen to and experience third-person text as you read a page from the story. Then read the items and have students write their responses.

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**123**

## Writing Workshop

Have students use pronouns that indicate third person in their Writing Workshop texts. During conferences, support students' writing by helping them choose pronouns correctly.

**Practice** Have students use *Handwriting* p. 205 from the *Resource Download Center* to practice writing Xx.

Name \_\_\_\_\_

### Handwriting

Letters Xx

Write

X \_\_\_\_\_

x \_\_\_\_\_

X \_\_\_\_\_

x \_\_\_\_\_

Directions Model the accurate formation of the letters X and x, pointing out the starting points, direction, type of lines made, and ending points. Have students practice tracing the letters, and then practice writing the letters on their own.

Grade K • Unit 4 • Week 3

*Handwriting*, p. 205

Use the  **QUICK CHECK** on p. T161 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DESCRIBE SETTING

**Teaching Point** Today I want to teach you one of the things that all stories have. It's called setting. The setting is where and when the story takes place. It's important to understand what the setting is in a story. It helps you understand what is happening. Choose a story from the classroom library and guide students to describe the setting based on details in the pictures.

### ELL Targeted Support

Show students examples of several realistic fiction texts. Using the illustrations, point out the setting. Ask students to tell about the settings in the books you display, using the sentence frame *The setting is \_\_\_\_\_*. **EMERGING/DEVELOPING**

Model for students how to describe the setting in *Grandma's Phone*. *The setting of this story is Grandma and Grandpa's farm. The setting has fields of pumpkins. The trees have colored leaves, which tells me it is autumn.* Ask students to use a book they are reading to discuss with a partner. Ask them to tell their partner what the setting is and to provide some details about it. Provide sentence frames if needed: *The setting is \_\_\_\_\_. I know because \_\_\_\_\_.*

### EXPANDING/BRIDGING



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

## Intervention Activity



### READING BEHAVIORS

**Teaching Point** When reading a story, it is a good idea to pause and look at the pictures. Reading words is important, but we can learn even more from a text if we read words and also look at pictures.

**Model** Draw students' attention to p. 110 in the *Student Interactive*. Read the words on the page aloud. Then say, *Now I can look at the pictures to learn more. Jess's phone does not work. What does his face look like in the picture? Is he happy or sad about it? I will pause in my reading to look at and think about the picture.* Explain to students that, by looking at the picture, you are able to tell that Jess is sad.

## Conferring

3 students / 3–4 minutes per conference

### DESCRIBE SETTING

**Talk About Independent Reading** Ask students to tell you about their drawings of the setting from the book they are reading. Have them explain how they knew that this was the setting.

### Possible Conference Prompts

- Where and when does the story take place?
- How does the setting relate to what the story is about?

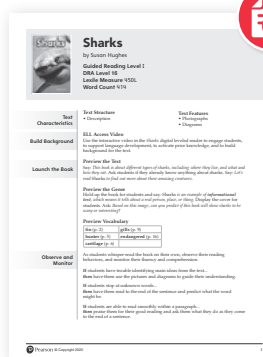
**Possible Teaching Point** Recognizing the setting is important. The setting affects how the characters act and what they do.

## Leveled Readers



### DESCRIBE SETTING

- For suggested titles, see “Matching Texts to Learning,” pp. T140–T141.
- For instructional support on describing the setting of a story, see *Leveled Reader Teacher’s Guide*.



## Independent/Collaborative

## Independent Reading



Students can

- read a self-selected trade book or their Book Club text.
- reread *Grandma’s Phone*.
- read aloud a part of a story they like for a partner to listen to.

## Centers



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

## Literacy Activities



Students can

- write or draw about their reading in a notebook.
- play the myView games.
- talk with a partner about the settings on p. 118 of the *Student Interactive*.
- retell stories with a partner, describing the setting.

## 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.



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to describe the setting in a story they are reading.



# Word Work

## OBJECTIVES

Identify and match the common sounds that letters represent.

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.



Picture Card

## Phonics: Read and Write Words with Short e and Long e

### Minilesson

**FOCUS** Display the *pen* Picture Card. Point to the picture of the pen. **This is a picture of a pen. I hear the sound /e/ in the word *pen*.** Tell students that the sound /e/ is spelled with the letter e and that the e\_e pattern can spell the sound /ē/. Have students trace an e in the air as they chorally say /e/ and then /ē/.

**MODEL AND PRACTICE** Have students turn to p. 98 in the *Student Interactive*. Ask them to name the first picture. (bed) Then have them write the word *bed* on the lines. Finally, have them read the word.

**ELL Targeted Support Writing Long e** Help students understand that letters represent sounds, such as e\_e for the sound /ē/. Tell students that learning relationships between letters and their sounds will help them write words in English.

Give each student a card with the word stem *P\_t\_* on it. Say the word *Pete* aloud. Have students listen and repeat after you. Then have them write the letter e in each blank to complete the word. **EMERGING**

Write *P\_t\_*, *St\_v\_*, and *\_v\_* on the board. Have students write the words on a sheet of paper, adding vowels to make the words *Pete*, *Steve*, and *Eve*. **DEVELOPING**

Say these long e words one at a time: *Pete*, *Steve*, *Eve*. Have students identify the vowel sound they hear in each word and the pattern that represents that sound. Then have them write the words on a sheet of paper. **EXPANDING**

Say short sentences one at a time, such as: *Pete went to the vet. Al sent a gift to Steve.* Have students identify the long e word in each sentence and write it on a sheet of paper. Have them circle the letters that represent the long e sound. **BRIDGING**



## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 MyTURN** Have students complete p. 98 in the *Student Interactive*.

**OPTION 2 Independent Activity** Have students make an *Ee* picture book. Have students fold a sheet of paper in half. Have them write *Ee* on the front and draw a picture that has either long or short e in the middle. Have them write *by* and their name. Next, have them draw at least three more long or short e pictures in their book. For more advanced students, have them write the names of the objects on the pages.

## QUICK CHECK

**Notice and Assess** Can students read and write long and short e words?

## Decide

- **If students struggle**, revisit instruction for long and short e in Small Group on pp. T172–T173.
- **If students show understanding**, extend instruction for long and short e in Small Group on pp. T172–T173.

## STUDENT INTERACTIVE, p. 98

PHONICS

### Short e and Long e

**MYTURN** Write and read



\_\_\_\_\_

\_\_\_\_\_ **bed** \_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_ **vet** \_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_ **Pete** \_\_\_\_\_

**98** Directions Have students name the pictures and write the words for the pictures on the lines. Then have them read the words. Remind students that the sound long e is spelled e\_e. Also tell students that the boy's name is Pete.

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## ADDITIONAL PRACTICE

For additional practice with long and short e, have students complete *Phonics* p. 187 from the *Resource Download Center*.


FOUNDATIONAL SKILL: Read Together

Name \_\_\_\_\_


### Phonics

Short e and Long e


**MYTURN** Match



\_\_\_\_\_ pet  
\_\_\_\_\_ meet



\_\_\_\_\_ step  
\_\_\_\_\_ Steve



\_\_\_\_\_ vet  
\_\_\_\_\_ Eve

Directions Have students name each picture on the left. Then have them read the word pairs on the right. Ask students to draw a line from each picture to the word it matches in the pair.

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*Phonics*, p. 187

# Decodable Story

## OBJECTIVES

Identify and match the common sounds that letters represent.

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

Identify and read common high-frequency words by sight.

## ELL Access

Help students learn relationships between sounds and letters of the English language and recognize the elements of the English sound system in words. Remind students that English vowels have a short and a long sound. Have students listen for the short and long e sounds as they read the story.

## Read *Jen and Pete*

**FOCUS** Have students turn to p. 99 in the *Student Interactive*. We are going to read a story today about a girl and a boy. Point to the title of the story. The title of the story is *Jen and Pete*. I hear the sound /ē/ in the name *Pete*. What other sounds that we learned do you hear in the word *Pete*? Students should come up with /p/ and /t/. In this story, we will read other words that have sounds you have learned.

**IDENTIFY AND READ HIGH-FREQUENCY WORDS** Remind students of this week’s high-frequency words: *black, brown, white*. Tell students that they will practice reading these words in the story *Jen and Pete*. Display the words. Have students read them with you. When you see these words in the story *Jen and Pete*, you will know how to identify and read them.

STUDENT INTERACTIVE, p. 99

DECODABLE STORY

FOUNDATIONAL SKILLS

### Jen and Pete



Jen and Pete had a brown drum.  
Two hits said “Look!”  
Four hits said “Come!”

Highlight the words with the long e sound.

 AUDIO  
Audio with Highlighting

 ANNOTATE





**READ** Have students whisper read the story as you listen in. Then have students reread the story page by page with a partner. Listen carefully as they use letter-sound relationships to decode. Partners should reread the story. This time the other student begins.

After students have read the story, call their attention to the title. **I see the pattern e\_e in this word: Pete. What sound does the pattern e\_e spell?** Help them identify, or say, the sound /ē/. Then have them find and highlight the word with the sound /ē/ in the title on p. 99. **I also hear other sounds we have learned in the sentences on this page. There is another word with the sound /ē/.** Guide students as they highlight the name *Pete* in the first sentence.

Have students turn to pp. 100–101. **Which words include the sound /e/? Point to them.** Help students identify, or say, the sound /e/. Have them underline the words with the sound /e/.

STUDENT INTERACTIVE, pp. 100–101



DECODABLE STORY

FOUNDATIONAL SKILLS



They wave a flag.  
Black is for “Let us play!”  
White is for “Help!”

100

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Underline the words with the short e sound.

Now they send a text.  
See!

101

# Visualize Details

## OBJECTIVES

Create mental images to deepen understanding with adult assistance.

Discuss with adult assistance how the author uses words that help the reader visualize.

## ACADEMIC VOCABULARY

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

- What time of the year is it in the story?
- What did Jess discover about Grandma's phone?

## Minilesson

**FOCUS ON STRATEGIES** Tell students that good readers visualize, or create mental images, as they read. Explain that picturing the characters, settings, and events in their minds can help them better understand a story. Tell students there are strategies they can use to help them visualize.

- Pay attention to words the author uses that tell about the characters, settings, and events.
- Picture the characters in your mind. What do they look like? What do they do?
- Picture the setting. What does it look like? What time is it?
- Picture the events. Pretend you are watching them happen.

**MODEL AND PRACTICE** Have students look back at pp. 108–109 in the *Student Interactive*. I read that Grandma and Grandpa live on a farm. I also read that the farm has pumpkins. The words *farm* and *pumpkins* help me visualize, or picture in my mind, where Grandma and Grandpa live. I picture a home with lots of farmland around it. I picture pumpkins growing there.

Ask students to use the Close Read notes on pp. 111 and 115 in the *Student Interactive* to find and highlight words that help them visualize what is happening in the story. Discuss the words students highlighted. Provide assistance as necessary.

**ELL Targeted Support Using Words to Visualize** Make sure students understand key vocabulary from *Grandma's Phone* before asking them to visualize.

Preteach challenging words from the story using strategic learning techniques. For example, before students complete the Close Read note on p. 111, show a picture of a cell phone, say the word in students' home languages, and then say *phone* in English. Have students repeat the English word after you. **EMERGING/DEVELOPING**

Ask students to identify any words they do not understand in the story. Use strategic learning techniques, such as using pictures or gestures, to help students understand the meanings of the words. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for visualizing details.

**OPTION 1 My TURN** Have students complete their drawings on p. 119 of the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students visualize the setting or an event in an independently read text.

### QUICK CHECK

**Notice and Assess** Can students visualize details about a story?

#### Decide

- **If students struggle**, revisit instruction for visualizing in Small Group on pp. T174–T175.
- **If students show understanding**, extend instruction for visualizing in Small Group on pp. T174–T175.

STUDENT INTERACTIVE, p. 119

**Visualize Details**

**MY TURN Draw**

Drawing should show that Jess is disappointed when his cell phone does not work.

Drawing should show that Jess is excited about Grandma's phone.

**Directions** Remind students that they can visualize, or create a picture in their mind, as they read. Ask: *How does Jess feel when his cell phone does not work? How does he feel about Grandma's phone?* Have students look at what they highlighted and discuss words the author uses that help them visualize the events. Ask them to think about the events and draw what they picture.

119

Use the  **QUICK CHECK** on p. T167 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### SHORT *e* AND LONG *e*

**Reading Words** Write the words *Steve*, *get*, *Pete*, and *pen* on the board. Call on a volunteer to identify the vowel sound in one of the words. Call on another volunteer to decode the whole word. Repeat the routine for the other three words. Remind students that the sound /e/ can be spelled *e* and the sound /ē/ can be spelled *e\_e*.

### ELL Targeted Support

Help students connect the sounds /e/ and /ē/ with the letter or letters that spell the sounds.

Provide students with index cards with *e* and *e\_e* written on them. Say the following words, and have students hold up the card that shows the spelling for the vowel sound in each word: *Steve*, *let*, *red*, *Eve*. **EMERGING**

Write the letter *e* on the board. Practice pronouncing /e/ with students. Repeat for /ē/ spelled *e\_e*. Then say short and long *e* words, and have students identify the vowel sound in each word. Have volunteers point to the spelling for the vowel sound on the board. **DEVELOPING**

Encourage students to list words they know with short *e* spelled *e* and long *e* spelled *e\_e*.

### EXPANDING

Have students look through grade-level appropriate books and find new words with short *e* spelled *e* and long *e* spelled *e\_e*. Have them decode the words with a partner. **BRIDGING**



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

## Intervention Activity



### LONG *e* AND *u*

Use Lesson 31 in the *myFocus Intervention Teacher's Guide* for instruction on reading words with the sound /ē/.

LEVEL A • MODEL AND TEACH

**Lesson 31** Long *e* and *u*

**INTRODUCE** Remind students that vowel sounds can be short or long. You have learned how to read words with long *a* spelled *a\_e* and *ay*; long *i* spelled *i\_e*, and *y*; and long *o* spelled *o\_e* and *o\_e*. Today we will learn to read words with the long *e* and *u* sounds.

**MODEL** Display or share copies of the following passage, "My Rat Zeke" from Student Page S179, and read it aloud.

**OBJECTIVES:**

- Teach the concept of long vowel sounds.
- Introduce long *e* spelled *e* and *y*.
- Introduce long *e* spelled *e\_e*.
- Introduce long *u* spelled *u\_e*.
- Change, add, and delete sounds to make new words.


**My Rat Zeke**

Zeke is my rat. long e spelled y

He is very nice. long e spelled e\_e

I made him a maze in a tube. long u spelled u\_e

He likes his maze.



**TEACH** Explain that students can read more words when they learn how long vowel sounds are spelled.

Write *e\_e* and say its sound: /ē/. Point out Zeke. Zeke has a long *e* sound spelled *e\_e*. The letter *e* at the end of the word gives the vowel *e* its long sound, and the blank shows where a consonant will go. Write *Z* and blend the sounds /z/ /ē/. Have students blend with you as you run your hand under the letters. Write *k* in the blank and have students say its sound with you: /k/. Then blend the whole word, pointing to *e* and *e* as you say /ē/. This is how I blend this word: /zē/ /k/. Zeke. Have students practice saying the word without pausing between sounds. Repeat the process with *he* (/ē/ spelled *e*) and *very* (/ē/ spelled *y*). When I change, add, or delete a letter, I make a new word. Then, follow this routine to model words with the long *u* sound, such as *tube*.

Phonics, Morphology, and Spelling T • 179

## Intervention Activity



### PHONOLOGICAL AWARENESS

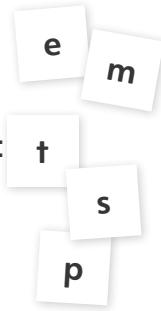
For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 5–20.

## Word Work Activity



### BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles to students. Have students use the Letter Tiles to make words with /e/ spelled e and /ē/ spelled e\_e. Example answers include: *met, set, Steve.*



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

## Decodable Book



### STEVE AND PETE

Students can read the Decodable Book *Steve and Pete* to practice reading the sounds /e/ and /ē/ as well as high-frequency words they have learned.

Before reading, display and remind students of this week's high-frequency words: *black, brown, white.* Tell them that they will practice reading these words in the Decodable Book *Steve and Pete.* *When you see these words in today's story, you will know how to read them.*

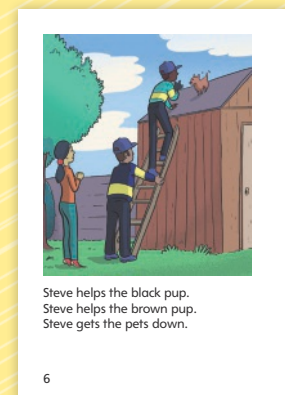
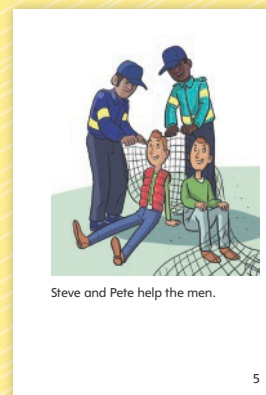
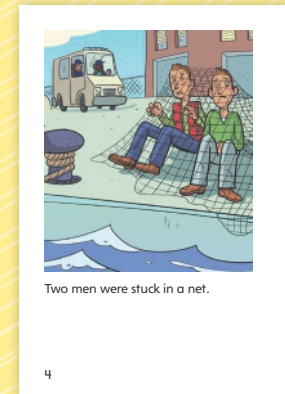
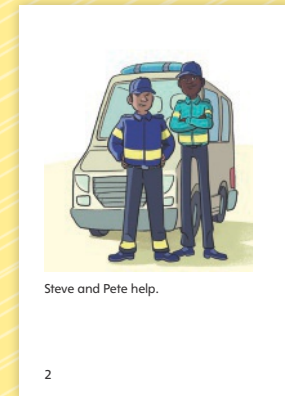
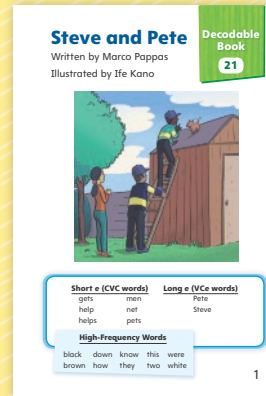
Pair students for reading and listen carefully as they use letter-sound relationships to decode. One student begins. Students read the entire story, switching readers after each page. Partners reread the story. This time the other student begins.

## Centers




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

## Decodable Book





Use the  **QUICK CHECK** on p. T171 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### VISUALIZE DETAILS

**Teaching Point** Today I want to review what it means to visualize when you read. As you read the words, you think about what they mean and what they describe. You try to make a picture of what is happening in your mind. This is called visualizing. Visualizing helps you understand the text. It helps you become more interested in the story. Read aloud p. 109 in the *Student Interactive*, and have students picture the event in their minds. Have them discuss what they pictured with the group.

### ELL Targeted Support

Provide further practice with visualizing. Read aloud sections from stories in the classroom library. Ask students to close their eyes and visualize as you read. Then have students draw a picture of what they visualize. **EMERGING**

Read aloud sections from stories in the classroom library. Have students visualize what is happening as you read. Then have students complete these sentence frames to tell what they saw: *The setting was \_\_\_\_\_. It felt \_\_\_\_\_. I felt \_\_\_\_\_.* **DEVELOPING**

Have students describe the setting in *Grandma's Phone*. Then read aloud a description of a setting from a classroom library text while students try to picture it. Have them draw and label a picture showing their visualization.

### EXPANDING/BRIDGING



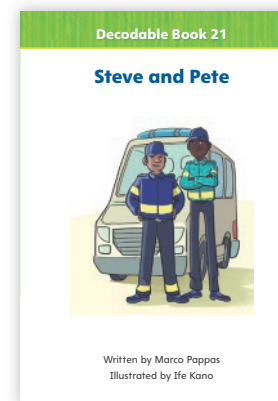
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### STEVE AND PETE

Have students reread the Decodable Book *Steve and Pete*. Use the teaching support at SavvasRealize.com to provide instructional support for foundational skills and comprehension.



## Fluency

Assess 2–4 students



### ORAL READING

Have partners read the Decodable Book aloud to one another, taking turns.

### ORAL READING RATE AND ACCURACY

Listen as a student reads the Decodable Book. Offer feedback. Finally, record each student's performance. Use the *Fluency Progress Chart* to track student progress.

## Conferring

3 students / 3–4 minutes  
per conference

### VISUALIZE DETAILS

**Talk About Independent Reading** Ask students to share the aspect of an independently read text that they visualized, and have them describe what they pictured.

### Possible Conference Prompts

- What did you picture for \_\_\_?
- Why did you visualize that part of the story?
- What is another part of the story you could visualize? What do you picture for it?

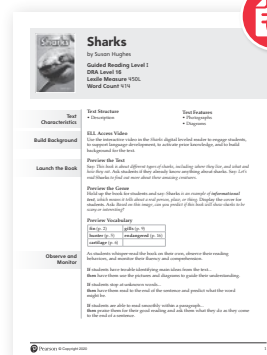
**Possible Teaching Point** Visualizing is a very useful reading strategy. It helps you pay attention to what you are reading. It makes you an active reader and helps you enjoy the story more.

## Leveled Readers



### VISUALIZE DETAILS

- For suggested titles, see “Matching Texts to Learning,” pp. T140–T141.
- For instructional support on how to visualize details, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to describe a book they are reading and tell what they visualized as they read.

## Independent/Collaborative

### Independent Reading



Students can

- reread and listen to *Grandma’s Phone*.
- read a trade book or their Book Club text.
- partner-read a text, asking each other questions.

### Centers



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

### Literacy Activities

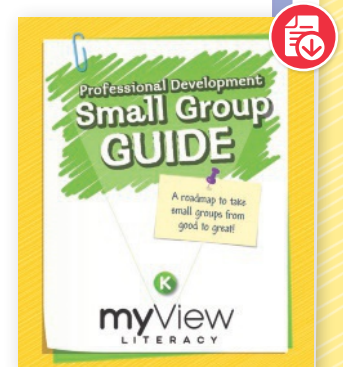


Students can

- write or draw about their reading.
- refer to p. 119 of the *Student Interactive* and talk to a partner about what they visualized as they read the text.
- talk with a partner about the setting of an independent reading book and how they visualized it.
- play the myView games.

### SUPPORT INDEPENDENT READING

It is important to tell students to visualize the setting while reading their book. Visualizing allows students to use their imagination and makes reading more exciting for them.



# Word Work

## OBJECTIVES

Identify syllables in spoken words.

Identify and match the common sounds that letters represent.

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

Spell high-frequency words.

## ADDITIONAL PRACTICE

For additional student practice with high-frequency words, have students complete *My Words to Know* p. 196 from the *Resource Download Center*.

*My Words to Know*, p. 196

## Phonological Awareness: Identify and Count Syllables

**MODEL** Today we are going to talk more about syllables. Listen carefully as I say this word: *pencil*. How many syllables are in the word *pen* (clap) *cil* (clap)? Yes, there are two. What is the first syllable in *pencil*? Students should say *pen*. What is the second syllable in *pencil*? Students should say *cil*.

Listen carefully as I say this word: *ruler*. How many syllables are in *ru* (clap) *ler* (clap)? Yes, there are two. What is the first syllable in *ruler*? Students should say *ru*. What is the second syllable in *ruler*? Students should say *ler*.

**PRACTICE** Say the following words: *reading*, *marker*, *backpack*, *recess*. Have students clap the syllables in each word, tell you how many syllables the word has, and identify the syllables.

## Phonics: Review Short e and Long e

### Minilesson

**FOCUS** Write the letter *e* and the pattern *e\_e* on the board. Have students identify the letters as you point to them. Then review the sound spellings for the letter and pattern: *e /e/* and *e\_e /ē/*.

**MODEL AND PRACTICE** Give each student a card with *e* on the front and *e\_e* on the back. Then write the word *Eve* on the board. *We will read this word together.* If you hear the sound */e/*, hold your card with the letter *e* facing the front of the room. If you hear the sound */ē/*, hold your card with the pattern *e\_e* facing the front of the room. Keep your card on your lap if the middle sound in the word isn't */e/* or */ē/*. Repeat with the words *man*, *Steve*, *set*, *Ben*, *Pete*, *mix*, and *red*.

**TURN, TALK, AND SHARE** Have students turn to p. 102 in the *Student Interactive* and read the sentences with a partner.



**APPLY MyTURN** Have students look at p. 103 in the *Student Interactive*. Have them read the sentences. Ask them to circle the words with the sound /e/ and underline the words with the sound /ē/.

**ELL Targeted Support Seek Clarification** Tell students that if they do not understand something they hear, they should ask questions.

- Ask the speaker to repeat something more slowly.
- Ask your teacher to explain the meaning of a word.
- Ask your classmates to explain an idea or word.

Read the sentences on p. 103 aloud. Pause after each sentence and have students ask questions about words they do not understand. Say the words in the student's home language if necessary. **EMERGING/DEVELOPING**

In small groups, have students take turns reading the sentences on p. 103. Have listeners ask questions about words they do not understand. Students should help translate for each other.

**EXPANDING/BRIDGING**

## HIGH-FREQUENCY WORDS



Remind students that high-frequency words are words that appear over and over in texts. Remind them that they will be learning many of the words this year, and the words will help them become better readers. Say the word *brown* and ask students what letters spell the word. Have students

- say the letters as you write the letters on the board.
- say and spell the word, clapping their hands for each letter.
- repeat with *black* and *white*.

## STUDENT INTERACTIVE, pp. 102-103

PHONICS	FOUNDATIONAL SKILLS
<p><b>Short e and Long e</b></p> <p> <b>TURN and TALK</b> Read</p> <p> <b>I am Pete.</b></p> <p> <b>I am Eve.</b></p> <p> <b>We have a pet.</b></p> <p> <b>It is a hen.</b></p> <p><b>102</b> <small>Directions Remind students that the letter e can stand for the sound /e/ and the vowel pattern e_e can stand for the sound /ē/. Ask students to take turns reading the sentences with a partner.</small></p>	<p><b>Short e and Long e</b></p> <p> <b>MY TURN</b> Circle and underline</p> <p>Can Steve <u>get</u> a <u>pet</u>?</p> <p><u>Pete</u> gave him a dog.</p> <p>The dog is in the <u>red</u> <u>pen</u>.</p> <p>They are at the <u>vet</u>.</p> <p><b>103</b> <small>Directions Have students read the sentences. Ask them to circle the words with short e and underline the words with long e.</small></p>

# Reflect and Share

## OBJECTIVES

Describe familiar people, places, things, and events and, with support, provide additional detail.

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

Provide an oral, pictorial, or written response to a text.

## ACADEMIC VOCABULARY

**Integrate** Offer students oral practice using the unit Academic Vocabulary words to talk about the weekly question and unit theme:

- How have phones changed?
- What did you discover about communication this week?

## Talk About It

### Minilesson

**FOCUS ON STRATEGIES** Involve students in a discussion about how cars and phones have changed over time. Base the discussion on a comparison of *Cars Are Always Changing* and *Grandma's Phone*. Suggest that students ask questions about the texts as they compare and discuss.

- How are the two texts alike? How are they different?
- What do the texts tell us about old cars and phones?
- What do the texts tell us about new cars and phones?
- According to the texts, how have cars and phones changed?

**MODEL AND PRACTICE** Model providing an oral response by comparing and contrasting details about cars and phones from the texts. *I read in *Cars Are Always Changing* that old cars did not go very fast. Cars today can go much faster. Jess tries to use a cell phone outside in *Grandma's Phone*. Grandma's older phone can't be taken outside. I learned that new cars and phones can do some things that old cars and phones couldn't do.*

Ask students to respond to the text by talking to a partner about how phones and cars have changed.

### ELL Targeted Support

Provide sentence frames to help students share information about cars and phones. For example: *Old cars \_\_\_\_\_ and new cars \_\_\_\_\_.* *Old phones \_\_\_\_\_ and new phones \_\_\_\_\_.* **EMERGING/DEVELOPING**

Provide sentence frames to help students compare and contrast details in the texts. For example: *In *Cars Are Always Changing*, \_\_\_\_\_, and in *Grandma's Phone*, \_\_\_\_\_.* **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for comparing texts.

**OPTION 1 TURN, TALK, AND SHARE** Have students use the Turn and Talk prompt on p. 120 in the *Student Interactive* to talk about the texts with a partner.

**OPTION 2 Use Independent Text** Have students compare their self-selected independent reading texts to other texts they have read that tell about similar topics.

### 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. T180–T181.
- **If students show understanding**, extend instruction for comparing texts in Small Group on pp. T180–T181.

**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 or write or draw their responses on a separate sheet of paper.

### STUDENT INTERACTIVE, p. 120

RESPOND TO TEXT 

### Reflect and Share

 **TURN and TALK** How have phones changed? How have cars changed? Talk to your partner.





**Weekly Question**  
How has communication changed over time?

**Directions** Tell students they read about how phones have changed. Remind them they also read about how cars have changed. Say: *You can respond to texts you have read by talking about what you learned.* Have students provide an oral response to sources by discussing how phones and cars in the past are different from phones and cars today.



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Use the  **QUICK CHECK** on p. T179 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### COMPARE TEXTS

**Teaching Point** Today I want to remind you that, when you read two similar texts, you can tell how the texts are alike and different. For example, you can tell how the characters or events in two stories are alike and different.

Create a simple T-chart and help students compare the characters and events in stories they have read.

### ELL Targeted Support

Reinforce the language of comparisons: *like/different from, same/different*. Use sentence frames to help students compare present to past and text to text.

Both texts are about \_\_\_\_\_. **EMERGING**

Both texts compare \_\_\_\_\_ and \_\_\_\_\_.

### DEVELOPING

One way these two texts are alike is \_\_\_\_\_. One way they are different is \_\_\_\_\_. **EXPANDING**

The texts made me think \_\_\_\_\_ about the past.  
They made me think \_\_\_\_\_ about the present.

### BRIDGING



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

## Intervention Activity



### COMPARE TEXTS

Remind students that they have read several texts about things in the past, “Changing Phones,” “Bad Summer or Good Summer?” and *Grandma’s Phone*. Engage students in a conversation that demonstrates how the texts they have read this week support their understanding of how communication has changed over time and encourages them to use the Academic Vocabulary words *change, time, discover, and tradition*.

## On-Level and Advanced



### INQUIRY

**Organize Information and Communicate** Help students organize their findings on how communication has changed into a format to share with others.

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

See *Extension Activities* pp. 243–247 in the *Resource Download Center*.



## Conferring

3 students / 3–4 minutes  
per conference

### COMPARE TEXTS

**Talk About Independent Reading** Ask students to talk about how an invention they independently read about changed over time.

#### Possible Conference Prompts

- What invention did you learn about?
- How did the invention change over time?
- How does the invention compare to cars or phones?

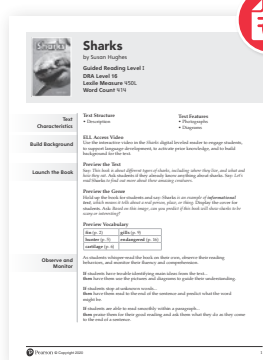
**Possible Teaching Point** When you compare, or tell how things are alike, you use signal words such as *like* and *similar to*. When you contrast, or tell how things are different, you use words such as *unlike* or *different from*.

## Leveled Readers



### COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T140–T141.
- For instructional support on how to compare texts, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to share the settings from two stories they have read and tell how they are alike and different.

## Independent/Collaborative

### Independent Reading



Students can

- partner-read a text, coaching each other as they read the book.
- read and listen to a previously read leveled reader or Decodable Book.
- reread or listen to their leveled reader.

### Centers



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

### Literacy Activities



Students can

- write or draw about their reading in a notebook.
- use p. 120 in the *Student Interactive* to talk to a partner about how cars and phones have changed.
- whisper-read several pages from *Grandma’s Phone* with expression.
- discuss with a partner what we do when we compare and contrast things.

## BOOK CLUB



See Book Club, pp. T470–T473, for

- teacher’s summary of *Farming Then and Now*.
- 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 4 WEEK 4

## SUGGESTED WEEKLY PLAN

### Suggested Daily Times

#### READING WORKSHOP

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

#### WRITING WORKSHOP

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

### Learning Goals

- I can read narrative nonfiction.
- I can use words to tell about narrative nonfiction.
- I can write a story about myself.

#### SEL SOCIAL-EMOTIONAL LEARNING

### Assessment Options for the Week

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

### Materials

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

#### LESSON 1

RF.K.3.a, RI.K.1, SL.K.3, L.K.2.b, L.K.4.b

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T186–T187
  - » Phonological Awareness: Identify and Count Words in Sentences
  - » Phonics: Review Words for *Pp* and *Yy*
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T188–T189
- Listening Comprehension: Read Aloud: “Ben Franklin” T190–T191
- Narrative Nonfiction T192–T193
  - ✔ Quick Check T193

#### READING BRIDGE

- Academic Vocabulary: Word Parts T194–T195
- Handwriting: Letters *Kk* T194–T195

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T199
- Strategy, Intervention, and On-Level/Advanced Activities T198
- ELL Targeted Support T198
- Conferring T199

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T199
- Literacy Activities T199

**BOOK CLUB** T199 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- Personal Narrative T376–T377
  - » Edit for Punctuation Marks
  - » Share Back

##### INDEPENDENT WRITING

- Personal Narrative T377
- Conferences T374

#### WRITING BRIDGE

- Spelling: Spell Words T378
  - ✔ Assess Prior Knowledge T378
- Language & Conventions: Spiral Review: End Punctuation T379

#### LESSON 2

RF.K.3.b, RI.K.3, RI.K.10, L.K.1.d, L.K.2.d, L.K.5.d

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T200–T201
  - » Phonics: Review Words for Short and Long *i*
  - ✔ Quick Check T201
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T202–T207
  - » Preview Vocabulary
  - » Read: *Changing Laws, Changing Lives: Martin Luther King, Jr.*
- Respond and Analyze T208–T209
  - » My View
  - » Develop Vocabulary
  - ✔ Quick Check T209
  - » Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Word Work Support T210
- Guided Reading/Leveled Readers T213
- Strategy and Intervention Activities T210, T212
- Fluency T212
- Conferring T213
- ELL Targeted Support T210, T212

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T211
- Independent Reading T213
- Literacy Activities T213

#### WRITING WORKSHOP

##### MINILESSON

- Personal Narrative T380–T381
  - » Explore Edit for Verbs
  - » Share Back

##### INDEPENDENT WRITING

- Personal Narrative T381
- Conferences T374

#### WRITING BRIDGE

- Spelling: Teach Spell Words T382
- Language & Conventions: Oral Language: Question Words T383

## LESSON 3

RF.K.3, RI.K.5, RI.K.8,  
W.K.5, SL.K.1.a, L.K.1.d

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T214–T215
  - » Phonological Awareness: Recognize Alliteration
  - » Phonics: Reinforce Words for Short and Long *i*, *Pp*, and *Yy*
  - » High-Frequency Words

#### CLOSE READ

- Find Text Features T216–T217
- Close Read: *Changing Laws, Changing Lives: Martin Luther King, Jr.*
  - ✔ **Quick Check** T217

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Supporting Information T218–T219
- Handwriting: Letters Zz T218–T219

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T221
- Strategy and Intervention Activities T220
- ELL Targeted Support T220
- Conferring T221

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T221
- Literacy Activities T221

### WRITING WORKSHOP

#### MINILESSON

- Personal Narrative T384–T385
  - » Apply Edit for Verbs
  - » Share Back

#### INDEPENDENT WRITING

- Personal Narrative T385
- Conferences T374

### WRITING BRIDGE

- Spelling: Review and More Practice: Spell Words T386 **FLEXIBLE OPTION**
- Language & Conventions: Teach Question Words T387

## LESSON 4

RF.K.3.c, RI.K.3, SL.K.6,  
L.K.1, L.K.1.d

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T222–T225
  - » Phonics: Sentences I Can Read
    - ✔ **Quick Check** T223
  - » Decodable Story: Read *The Past and Now* T224–T225

#### CLOSE READ

- Create New Understandings T226–T227
- Close Read: *Changing Laws, Changing Lives: Martin Luther King, Jr.*
  - ✔ **Quick Check** T227

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Word Work Support T228
- Guided Reading/Leveled Readers T231
- Strategy and Intervention Activities T228, T230
- Fluency T230
- ELL Targeted Support T228, T230
- Conferring T231

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T229
- Independent Reading T231
- Literacy Activities T231

### WRITING WORKSHOP

#### MINILESSON

- Personal Narrative T388–T389
  - » Explore Edit for Subjective and Possessive Pronouns
  - » Share Back

#### INDEPENDENT WRITING

- Personal Narrative T389
- Conferences T374

### WRITING BRIDGE

- Spelling: Spiral Review: Spell Words T390 **FLEXIBLE OPTION**
- Language & Conventions: Practice Question Words T391

## LESSON 5

RL.K.1, RF.K.2.a, W.K.5,  
W.K.8, SL.K.1.a, L.K.1.d

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T232–T233
  - » Phonological Awareness: Identify and Produce Rhyming Words
  - » Phonics: Sentences I Can Read
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T234–T235
  - » Write to Sources
    - ✔ **Quick Check** T235
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T237
- Strategy, Intervention, and On-Level/Advanced Activities T236
- ELL Targeted Support T236
- Conferring T237

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T237
- Literacy Activities T237

**BOOK CLUB** T237 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Personal Narrative T392
  - » Apply Edit for Subjective and Possessive Pronouns
  - » Share Back

#### INDEPENDENT WRITING

- **WRITING CLUB** T392–T393 **SEL**
- Conferences T374

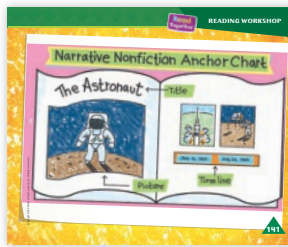
### WRITING BRIDGE

- Spelling: Spell Words T394
  - ✔ **Assess Understanding** T394
- Language & Conventions: Standards Practice T395 **FLEXIBLE OPTION**

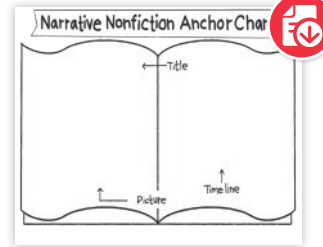
# Materials



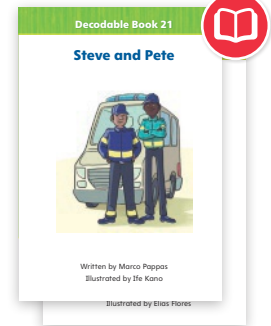
**INFOGRAPHIC**  
"Then and Now"



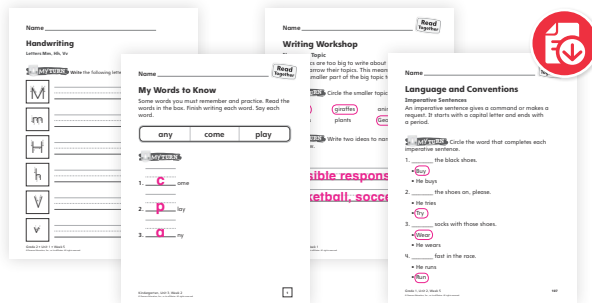
**READING ANCHOR CHART**  
Narrative Nonfiction



**EDITABLE ANCHOR CHART**  
Narrative Nonfiction



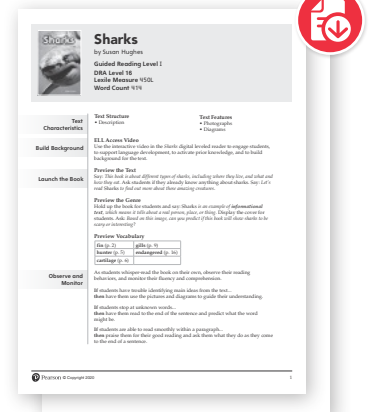
**DECODABLE BOOKS**



**RESOURCE DOWNLOAD CENTER**  
Additional Practice



**SONGS AND POEMS BIG BOOK**



**LEVELED READER TEACHER'S GUIDE**

## Words of the Week

### High-Frequency Words

good  
open  
could

### Develop Vocabulary

laws  
speech  
country  
marched

### Spelling Words

in  
it  
if  
is  
good  
open

### Unit Academic Vocabulary

time  
change  
discover  
tradition

WEEK 4 LESSON 1 READING WORKSHOP GENRE & THEME

### Listening Comprehension

**OBJECTIVES**  
 Recognize main ideas and details of informational text.  
 Listen actively and ask questions to understand information and answer using text-based responses.

**Read Aloud**  
 Tell students that you are going to read a biography aloud. Tell them that a biography is one kind of narrative nonfiction. A biography is the true story of a person's life. The text can be about a person who is still alive or a person who lived in the past. As you read, students should listen for clues to figure out whether or not the person you are reading about lived long ago.

**START-UP**  
**READ-ALOUD ROUTINE**  
 Prepare your students to be active in determining the purpose for the read.  
**READ** the entire text aloud without stopping for the Think Aloud callouts.  
**RE-READ** the text aloud, pausing to model Think Aloud strategies related to the text.

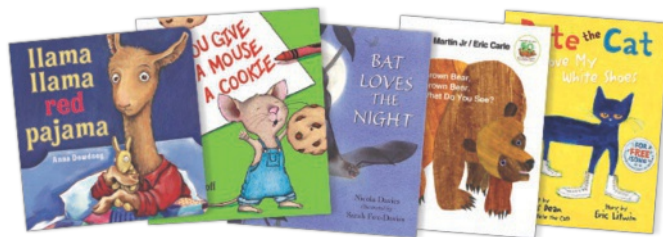
**Ben Franklin**

Benjamin Franklin was a famous American. To be famous means that a lot of people remember you. Ben Franklin was famous for being a printer, scientist, author, and inventor. He did many great things in his life!

Ben was born in 1706 in Boston, Massachusetts. In 1724, when he was eighteen years old, Ben moved to Philadelphia, Pennsylvania, and started a print shop and was a successful newspaperman. Ben was very curious. He tried to make things. In a famous experiment, Ben used a kite to learn about electricity. Ben also invented a new kind of fireplace. His fireplace kept houses warmer than previous fireplaces. There was no electricity when Ben lived, so this helped people stay warm. The fireplace was called the Franklin stove.

**ELL Language Transfer**  
**Objectives:** For Spanish-speaking students, read the Spanish version of the Read Aloud.  
 • Spanish version  
 • Spanish version  
 • Spanish version  
 • Spanish version  
 • Spanish version  
 • Spanish version

READ ALOUD  
 "Ben Franklin"



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

### Fiction Lesson Plan

**SWF**  
 Interactive Read Aloud  
 • Supports students to have active and engaged reading time.  
 • Promotes student comprehension.  
 • An effective strategy for reading development.  
 • Provides an opportunity to model fluency and expressive reading.  
 • Offers a fun and enjoyable reading experience.

**PLANNING**  
 • Select a book from the Read Aloud Trade Book Library or the school or classroom library.  
 • Identify the key ideas of the story.  
 • Determine the Teaching Point.  
 • Write open-ended questions and model Think Alouds on sticky notes or index cards for all of the points where you plan to stop to think aloud.  
 • Prepare the book for the read-aloud.

**BEFORE READING**  
 • Show the cover of the book to introduce the title, author, illustrator, and genre.  
 • Discuss the title and cover of the book.  
 • Read and discuss the title and cover of the book.  
 • Ask questions to guide the discussion and draw attention to the teaching point.  
 • Use Think Alouds to model strategies related to the teaching point and to model comprehension and content meaning from text.  
 • Use Think Alouds to model strategies related to the teaching point and to model comprehension and content meaning from text.  
 • Use Think Alouds to model strategies related to the teaching point and to model comprehension and content meaning from text.

**DURING READING**  
 • You can choose to do a first reading so students get the gist of the story and apply Think Alouds and open-ended questions for a second time over the text.  
 • Read with expression to draw in listeners.  
 • Ask questions to guide the discussion and draw attention to the teaching point.  
 • Use Think Alouds to model strategies related to the teaching point and to model comprehension and content meaning from text.  
 • Use Think Alouds to model strategies related to the teaching point and to model comprehension and content meaning from text.  
 • Use Think Alouds to model strategies related to the teaching point and to model comprehension and content meaning from text.

**AFTER READING**  
 • Summarize and ask students to share thoughts about the story.  
 • Student answer comprehension by writing the title or the main idea of the story.  
 • Discuss and assign a Student Response Form available on Read.com.

INTERACTIVE READ ALOUD  
 LESSON PLAN GUIDE

Changing Laws, Changing Lives: Martin Luther King, Jr.  
 written by Eric Velasquez

SHARED READ  
 Changing Laws,  
 Changing Lives:  
 Martin Luther  
 King, Jr.

**BOOK CLUB**

Titles related to  
 Spotlight Genre and  
 Theme: T456-T459

**Mentor STACK**

Writing Workshop T373

**LITERACY STATIONS**

**SCOUT**

## Assessment Options for the Week

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

**Assessment GUIDE**

A comprehensive guide by Savvas Assessment, including:  
 • Support for using data to inform instruction  
 • Tools to assess progress and guide the design of learning experiences  
 • Resources for building robust assessment systems

**myView LITERACY**

ASSESSMENT GUIDE

# Word Work

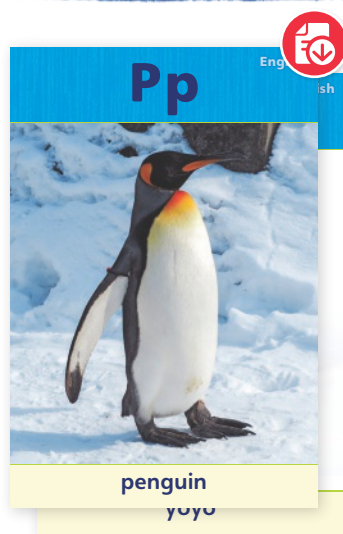
## OBJECTIVES

Identify the individual words in a spoken sentence.

Identify and match the common sounds that letters represent.

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

Identify and read common high-frequency words by sight.



Alphabet Cards

## Phonological Awareness: Identify and Count Words in Sentences

**FOCUS AND MODEL** Say the following sentence aloud: *I have a pen.* How many words are in the sentence? Let's count: *I* (clap) *have* (clap) *a* (clap) *pen* (clap). How many words did you hear? Students should say *four*. Have students identify the individual words in the sentence, using prompts such as: *What is the first word in the sentence? What is the last word in the sentence?*

**PRACTICE** Have volunteers say sentences. You might give them examples, such as: *The dog is pretty. My pancake is hot and good. I like to ride my bike.* Have students clap and count the words in each sentence.

## Phonics: Review Words for Pp and Yy

### Minilesson

**FOCUS** Tell students that today they will read words with sounds they have already learned. Hold up Alphabet Card *Pp*. *This is a picture of a penguin.* The word *penguin* begins with the sound /p/. The sound /p/ is spelled with the letter *p*. Say the sound /p/ with me: /p/ /p/ /p/. Repeat for the sound /y/ spelled *y* using Alphabet Card *Yy*.

**MODEL AND PRACTICE** Write the following words on the board and have students read the words with you: *yes, yam, pit, yak, pat, pin.*

**APPLY MyTURN** Have students turn to p. 130 in the *Student Interactive*. Tell them to look at the first sentence and the picture of the pen. Guide them as they read the sentence and figure out the missing letter. *Listen to the sentence: That is my \_en. What letter completes the last word in the sentence?* Students should say *p*. Then have them write the word *pen* on the line. Have students complete the page.



**ELL Targeted Support Sounds and Letters** Review the sound /y/ spelled y.

Provide students with a y card. Say the following words: *yo-yo*, *yellow*, *red*, *yard*, *yawn*. Have students repeat after you as you say each word, monitoring their pronunciation. Have them hold up their y card when they hear the sound /y/. **EMERGING**

Display examples of words that have the sound /y/ spelled y: *yo-yo*, *yellow*, *yard*, *yawn*. Have students say each word, pronouncing the /y/ correctly, and then name the letter for the beginning sound. Have them tell you one more word that begins with the sound /y/ spelled y. **DEVELOPING**

Have students say their own words with the sound /y/ spelled y. Have students exchange and read the words. **EXPANDING/ BRIDGING**

## HIGH-FREQUENCY WORDS



Display the high-frequency words *could*, *good*, *open*.

- Point to the word *could* and read it.
- Have students point to the word *could* and read it.
- Repeat for *good* and *open*.

could

good

open

### STUDENT INTERACTIVE, p. 130

#### REVIEW AND REINFORCE

#### Words for Pp, Yy



**MY TURN** Read and write

That is my \_en.



pen

I like the \_ak.



yak

Pat said \_es.



yes

Pam got the \_in.



pin

130

**Directions** Remind students that *p* stands for /p/ and *y* stands for /y/. Ask students to read each sentence and name the picture to complete the sentence. Then have them write the word for the picture on the lines.

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# Interact with Sources

## OBJECTIVES

Describe personal connections to a variety of sources.

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

Describe how his or her life might be different without modern technology.

## ACADEMIC VOCABULARY

**Language of Ideas** The unit Academic Vocabulary words help students access ideas. Use these words to teach and reinforce instruction throughout the lesson. For example, as you discuss the infographic, ask: *What can we discover about the past? How much time has gone by since students learned in one-room schoolhouses?*

- change
- discover
- time
- tradition



Songs and Poems Big Book

See the *Songs and Poems Big Book* for selections that relate to the unit's theme.

## Explore the Infographic

Prompt students to remember the Essential Question for Unit 4: *What can we learn from the past?* Then introduce them to the Weekly Question: *What was life like in the past?* Tell students that they will learn about an important person who lived in the past.

Have students turn to p. 128 of the *Student Interactive*. Point to the pictures of the old schoolhouse and explain that the picture shows what schools were like long ago. Say: *Schoolhouses had only one room for all students. That means children of all ages went to school in the same room.* Then read the infographic “Then and Now.” Use the following prompts to guide discussion about pp. 128–129:

- One-room schoolhouses usually had bells on the roofs. Why do you think the schools had bells on the roofs?
- Many handmade toys were made of wood. Are any of your toys made of wood? Which ones?
- How are your toys different from the toys shown on p. 129?

**MyTURN** Have students interact with sources by using the pictures and text on pp. 128–129 to write about one way their lives would be different if they lived in the past.

**WEEKLY QUESTION** Return to the Week 4 Question: *What was life like in the past?* Invite students to share their ideas. Tell them that they just learned about what schools and toys were like in the past. This week they will read even more about life in the past.

**ELL Targeted Support Learn Vocabulary** Help students understand vocabulary relevant to the Weekly Question.

Some students may not be familiar with the names for the materials used to make toys in the past. Point to the pictures of the doll and the toy truck, and say the word *wood*. Ask students to find other things in the classroom that are made of wood. **EMERGING**

Say the word *handmade*. Ask students what they think the word means, and help them identify its meaning. Have students imagine and draw their own handmade toys. **DEVELOPING**

Say the word *schoolhouse*. Explain to students that a schoolhouse is pictured on p. 128. A schoolhouse is usually a school with only one room. Have students find partners and discuss what it would be like to go to a school with only one room. **EXPANDING**

Invite volunteers to tell the class how they think life would have been if they lived in the past. Tell them to use at least one of the three vocabulary words *wood*, *handmade*, and *schoolhouse*. **BRIDGING**

STUDENT INTERACTIVE, pp. 128-129

**WEEKLY LAUNCH: INFOGRAPHIC**

**Read Together**

## Then and Now

Life was different for children in the past.

Long ago many children learned in schools with only one room.



**Weekly Question** **WEEK 4**

What was life like in the past?



Many children played with handmade toys.

**MY TURN** Write

Possible response: \_\_\_\_\_

\_\_\_\_\_

**I would play with toys made of wood.**

**Directions** Read the text and have students look at the pictures. Ask them to discuss how life in the past was similar to and different from life today. Then have students interact with the source by writing about one way their life would be different if they had lived in the past.

**128** **129**



# Listening Comprehension

## OBJECTIVES

Recognize characteristics and structures of informational text.

Listen actively and ask questions to understand information and answers using multi-word responses.

## Read Aloud

Tell students that you are going to read a biography aloud. Tell them that a biography is one kind of narrative nonfiction. A biography is the true story of a person's life. The text can be about a person who is still alive or a person who lived in the past. As you read, students should listen for clues to figure out whether or not the person you are reading about lived long ago.

### START-UP

#### READ-ALOUD ROUTINE

**Purpose** Have students listen actively to determine the purpose for the text.

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

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

**THINK ALOUD** Analyze **Narrative Nonfiction** After you reread the first paragraph, say: I can tell from the beginning of this text that it is about a person named Ben Franklin. The text says he did many great things in his life. I think this is a biography, which is a text about someone's life.

### ELL Language Transfer

**Cognates** For Spanish-speaking students, point out the Spanish cognates in the Read Aloud.

- famous : *famoso*
- scientist : *científico*
- curious : *curioso*
- science : *ciencia*
- experiment : *experimentar*
- electricity : *electricidad*

## Ben Franklin

Benjamin Franklin was a famous American. To be famous means that a lot of people remember you. Ben Franklin was famous for being a printer, scientist, author, and inventor. He did many great things in his life!

Ben was born in 1706 in Boston, Massachusetts. In 1724, when he was eighteen years old, Ben moved to Philadelphia, Pennsylvania, and started a print shop and was a successful newspaperman. Ben was very curious. He tried to make things. In a famous experiment, Ben used a kite to learn about electricity. Ben also invented a new kind of fireplace. His fireplace kept houses warmer than previous fireplaces. There was no electricity when Ben lived, so this helped people stay warm. The fireplace was called the Franklin stove.



“Ben Franklin,” continued

When Ben lived, there were colonies instead of states. The colonies were ruled by another country, England. The people in the colonies were called colonists. Many of the colonists wanted to be free from England. In 1776, Ben Franklin helped write the Declaration of Independence, a document that said the colonists were no longer part of England. Later, Ben helped create a new government for the new United States.

Ben Franklin was a great man. People loved him. When he died in 1790, thousands of people came to his funeral.

**THINK ALOUD** Analyze **Narrative Nonfiction** After you reread this paragraph, say: *This text tells about events in Ben Franklin’s life. It seems to be a true story of his life. I think this is a biography, which is a type of narrative nonfiction.*

## WRAP-UP

Ben Franklin	
1706	Ben is born
1724	
1776	
1790	

Use the time line to help students identify main events in the passage.

**ELL Targeted Support Narrative Nonfiction** Reread the text, pausing to draw images or show pictures to help students understand important moments (e.g., newspaper, kite, stove, American flag). Provide a sentence frame for students to retell: *Ben used/worked on \_\_\_\_\_*. **EMERGING/DEVELOPING**

Have students retell what they learned about Ben Franklin.

**EXPANDING/BRIDGING**

## FLEXIBLE OPTION

### INTERACTIVE

## Trade Book Read Aloud

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

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





## SPOTLIGHT ON GENRE

# Narrative Nonfiction

**LEARNING GOAL**

I can read narrative nonfiction.

**OBJECTIVE**

Recognize characteristics and structures of informational text, including titles and simple graphics to gain information.

**LANGUAGE OF THE GENRE**

As you review the anchor chart, check that students understand elements of narrative nonfiction.

- What is a title? What can you learn from a title?
- What is a time line? What can you learn from a time line?
- What makes a biography narrative nonfiction?

**FLEXIBLE OPTION**  
**ANCHOR CHARTS**

Continue to add to your narrative nonfiction anchor chart.

- Add *graphics* to the chart. Discuss time lines.
- Talk about the order of events of a biography.

**Minilesson**

**FOCUS ON STRATEGIES** Have students turn to p. 140 in the *Student Interactive*. Tell students that today they will learn about narrative nonfiction.

- The people, places, and events in narrative nonfiction are real.
- Narrative nonfiction tells events in the order in which they happen.
- A time line can be used to show when events happened.
- A time line is a type of graphic. It contains information and sometimes pictures of people, places, or events.
- A biography is one type of narrative nonfiction. A biography tells about a person's life.

**MODEL AND PRACTICE** Remind students that they just heard a biography about Ben Franklin. Say: **This narrative nonfiction is a biography because it tells about a person's life. Ben Franklin was a real person. The places are real and the events really happened. I can use a time line to show the important events in Ben's life.**

**ELL Targeted Support Time Lines** Display pictures that can be used to show key moments of Ben Franklin's life (baby, newspaper, kite, flag, and so on). Draw a time line and write in the dates that correspond to the events your pictures represent. Write sequence words on the board for students to use to retell the events.

Attach pictures to the appropriate date as you guide students to help you retell the events in order. Use sequence words to describe events. For developing students, guide students to reference the time line as they try to retell the events in simple sentences. **EMERGING/DEVELOPING**

Direct partners to work together to place their picture correctly on the time line. Have pairs share a description of their event using a sequence word. **EXPANDING**

Have partners place pictures in order on the time line. Then write a sentence describing one of the events. **BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for identifying features of narrative nonfiction.

**OPTION 1 TURN, TALK, AND SHARE** Have students turn and talk with a partner about the events on the time line on p. 140. Then have partners share their ideas with the class.

**OPTION 2 Use Independent Text** Have students look at and read biographies or other narrative nonfiction texts during independent reading. Have students draw pictures to show important events in the order they happen. If there are dates in the book, have them add the dates to their drawings to create a time line.

### QUICK CHECK

**Notice and Assess** Can students identify the features of narrative nonfiction?

#### Decide

- **If students struggle**, revisit instruction about narrative nonfiction in Small Group on pp. T198–T199.
- **If students show understanding**, extend instruction for narrative nonfiction in Small Group on pp. T198–T199.

STUDENT INTERACTIVE, pp. 140–141

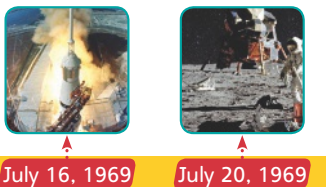
GENRE: NARRATIVE NONFICTION Read Together READING WORKSHOP

**My Learning Goal** I can read narrative nonfiction.

**SPOTLIGHT ON GENRE**

### Narrative Nonfiction

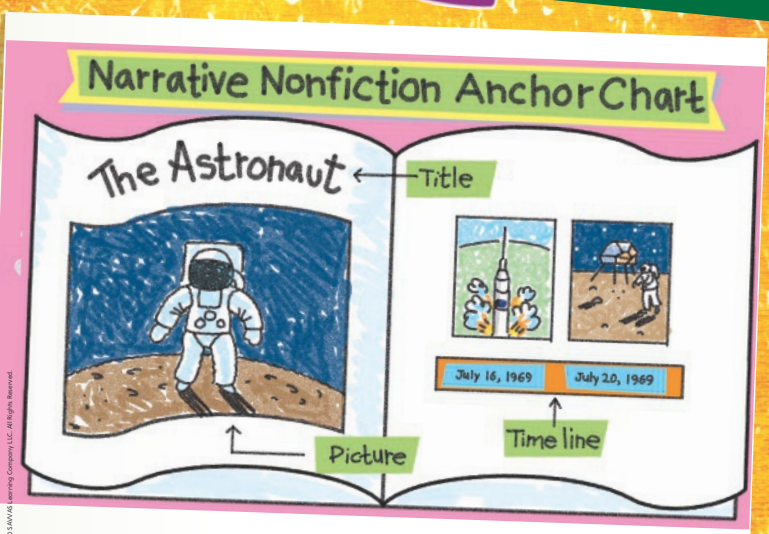
A **biography** is a kind of narrative nonfiction. It tells about important events in the life of a person. It may have a **time line** to show when the events happened.



**TURN and TALK** Talk about the events on the time line.

**Directions** Read the genre information to students. Say: Narrative nonfiction can use titles and graphics, such as time lines and pictures, to give information about the people, places, and events. Have partners discuss the events shown on the time line.

**Narrative Nonfiction Anchor Chart**



140 Read Together 141

# Academic Vocabulary

## LEARNING GOAL

I can use words to tell about narrative nonfiction.

## OBJECTIVES

Respond using newly acquired vocabulary as appropriate.

Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.

---

## Word Parts

### Minilesson

**FOCUS ON STRATEGIES** Explain to students that words are made up of word parts, or letter groups. Word parts can be added to the beginning or end of words to make new words. Adding word parts can change the meaning of a word, or change whether the action happens now or in the past.

**MODEL AND PRACTICE** Write *march* on the board. Have students march in place. *The verb march tells something that we are doing now. We march.* Have students sit down. Add *-ed* to the end of *march*. *Now the word tells what we just did: We marched.*

Rewrite the word *march* and add *-er*. *This ending means “something that does something” or “someone who does something.”* March as you say: *I am a marcher.* Have students join the marching, saying chorally: *I march. I am a marcher.*

# Handwriting

## OBJECTIVE

Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

---

## Letters Kk

**FOCUS** Display uppercase *K* and lowercase *k*.

**MODEL** Model how to write uppercase *K*, forming the letter accurately using appropriate directionality. Have students practice writing the letter in the air with their fingers. Then repeat with lowercase *k*.



## ASSESS UNDERSTANDING

## Apply

**My TURN** Have students turn to p. 157 of the *Student Interactive*. Read aloud the Academic Vocabulary words and review each word's meaning. Then read the sentences to students and the words that follow. Have students circle the correct form of the word to complete each sentence. Have students add *-ed* to the word *discover* to make a new word and use the new word in a sentence.

STUDENT INTERACTIVE, p. 157

VOCABULARY **Read Together** READING-WRITING BRIDGE

I can use words to tell about narrative nonfiction. **My Learning Goal**

**Academic Vocabulary**

time change discover tradition

**MY TURN** Circle

I \_\_\_\_\_ my clothes before school.

changer changed

The coach used a \_\_\_\_\_ during the race.

timer timed

**Directions** Say: Adding a word part changes the meaning of a word. The ending *-ed* changes a verb to tell about an action that already happened. The ending *-er* means "something that." It changes a verb into a noun. Read the sentences to students. Have them circle the correct form of the word to complete each sentence.

157

**PRACTICE** Have students complete *Handwriting* p. 206 from the *Resource Download Center* to practice writing *Kk*.

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

**Handwriting**

Letters Kk

**MY TURN** Write

**Directions** Model the accurate formation of the letters K and k, pointing out the starting points, direction, types of lines made, and ending points. Have students practice tracing the letters, and then practice writing the letters on their own.

Grade K • Unit 4 • Week 4

Handwriting, p. 206

# 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 B

**Genre** Narrative Nonfiction

**Text Elements**

- Simple sentences
- Two lines of text per page

**Text Structure**

- Simple Factual



LEVEL B

**Genre** Narrative Nonfiction

**Text Elements**

- Simple sentences
- Two lines of text per page

**Text Structure**

- Simple Factual



LEVEL C

**Genre** Informational Text

**Text Elements**

- Prepositional phrases
- Two lines of text per page

**Text Structure**

- Simple Factual

## Guided Reading Instruction Prompts

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

### Identify Narrative Nonfiction

- Are the people, places, and events in the text real?
- Does the text tell about these events in the order they happened?

### Develop Vocabulary

- Are there words that you do not know?
- Do the pictures help you figure out what the words mean?
- Which picture shows the word \_\_\_\_\_?
- What other ways did you use to figure out word meaning?

### Find Text Features

- What is the title?
- Are there headings or subheads? How do these help the reader?
- Are there graphics, such as a time line?
- Are there photographs or pictures? Does the author use captions to describe them?



LEVEL C

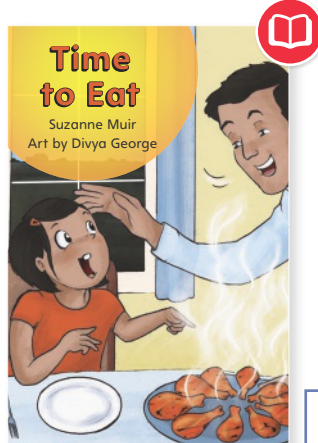
**Genre** Informational Text

**Text Elements**

- Prepositional phrases
- Two lines of text per page

**Text Structure**

- Simple Factual



LEVEL D

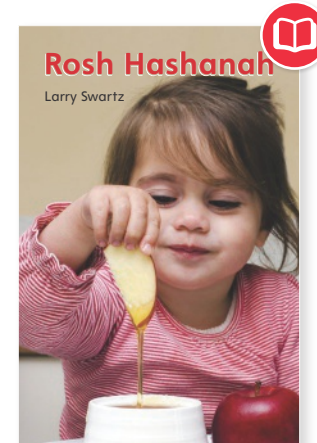
**Genre** Narrative

**Text Elements**

- Simple dialogue
- Some sentences go to next line

**Text Structure**

- Repetitive Structure



LEVEL D

**Genre** Narrative Nonfiction

**Text Elements**

- Familiar, easy content
- Two to five lines of text per page

**Text Structure**

- Simple Factual

**Create New Understandings**

- What is something new you learned from this book?
- What are some of the details in the text? What do the pictures show?
- Can you use, or combine, information in the pictures and the text to create a new understanding, or learn something new?

**Compare Texts**

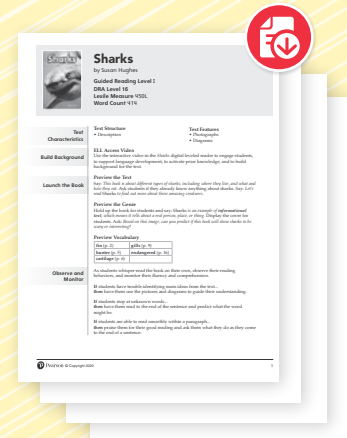
- Are both texts narrative nonfiction? Are they both about people?
- Do both texts have photos or other text features?

**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 to [SavvasRealize.com](http://SavvasRealize.com).





Use the  **QUICK CHECK** on p. T193 to determine small group instruction.

# Teacher-Led Options

## Strategy Group

### IDENTIFY NARRATIVE NONFICTION

**Teaching Point** Today I want to review some of the elements of narrative nonfiction. Remember, a narrative tells events in order. Nonfiction tells about real people, places, and events. A biography is one type of narrative nonfiction. It is about a person's life.

Review the anchor chart on p. 141. Ask volunteers to tell you a real person they have read about or want to read about.

### ELL Targeted Support

Remind students that some narrative nonfiction tells about a person's life or an event. Gather grade-appropriate narrative nonfiction books to use as examples. Hold up one book at a time.

Have students repeat after you: [Title] is narrative nonfiction. It tells a true story about [topic]. **EMERGING**

Have students use sentence frames to talk about the book: \_\_\_\_ is narrative nonfiction because it tells a true story about \_\_\_\_\_. **DEVELOPING**

Ask: Is this book narrative nonfiction? Why? **EXPANDING**

Have students choose a narrative nonfiction book and explain why it is narrative nonfiction and how it is different from fiction.

### BRIDGING



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

## Intervention Activity

### NONFICTION TEXTS

Use Lesson 46 in the *myFocus Intervention Teacher's Guide* for instruction on recognizing the characteristics of narrative nonfiction texts.

LEVEL A • READ

**Lesson 46** Genre: Nonfiction Texts

**DIRECTIONS** Follow along as your teacher reads aloud "Why Cats Are the Best Pets." Think about why the author wrote this text.

**Why Cats Are the Best Pets**

I think cats are the best pets. Let me tell you why.

First, cats like to snuggle. My cat is so soft!

Cats are also fun to play with. It is funny just to see them play too.

Cats do not eat too much. So it does not cost a lot to have a cat. Please think about getting a cat. Many cats need a safe place to live.

Now you see why cats are such good pets. If you want a pet, I say get a cat like mine!



T • 278 Reading Informational Text

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## On-Level and Advanced

### INQUIRY

**Question and Investigate** Have students use the infographic on pp. 128–129 of the *Student Interactive* to generate questions about what the past was like, and then choose one question to investigate. Throughout the week, have them conduct research about the question. See *Extension Activities* pp. 243–247 in the *Resource Download Center*.



## Conferring

3 students / 3–4 minutes  
per conference

### IDENTIFY NARRATIVE NONFICTION

**Talk About Independent Reading** Ask students to share the pictures they drew to show the main events of a book they read. Have them put these in order to create a visual time line.

#### Possible Conference Prompts

- Is your book a biography? Who or what is it about?
- What events does the author tell about? Why do you think the author chose these events?
- What can you learn from the photographs or other text features?

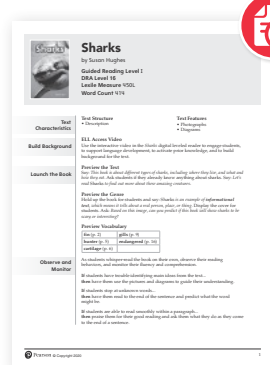
**Possible Teaching Point** Readers can understand a person’s life by thinking about the order in which events happen.

## Leveled Readers



### IDENTIFY NARRATIVE NONFICTION

- For suggested titles, see “Matching Texts to Learning,” pp. T196–T197.
- For instructional support on identifying narrative nonfiction, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite students to share what they learned from a biography or other narrative nonfiction text they read this week.

## Independent/Collaborative

### Independent Reading



Students can

- read and listen to a previously read leveled reader.
- 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 or draw about their reading in a reading notebook.
- play the myView games.
- refer to the anchor chart on p. 141 and talk to a partner about what a narrative nonfiction text might tell about a person’s life.

## BOOK CLUB



See Book Club, pp. T456–T459, for

- ideas for guiding Book Club.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups’ collaboration.

# Word Work

## OBJECTIVES

Identify and match the common sounds that letters represent.

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

Identify and read common high-frequency words by sight.

## ELL Language Transfer

The letter *i* exists in many languages, but it is not always pronounced as it is in English. To help students with the sounds the letter *i* can spell in English, display the word *nice* and have students read it with you. Then tell students that the word for *nice* in Spanish is *bonito*. Display the word, and read it slowly to students, pointing out the sound the letter *i* spells, /ē/: /b/ /ō/ – /n/ /ē/ – /t/ /ō/.

## Phonics: Review Words for Short and Long *i*

### Minilesson

**FOCUS** Write the word *bit* on the board. Have students read the word with you. **What sound do you hear in the middle of *bit*?** Have students identify the sound /i/. Circle the letter *i*. **The letter *i* spells the sound /i/ in *bit*. This is the sound for short *i*.** Write the word *bite* on the board, and read it aloud. Have students repeat after you. The pattern *i\_e* spells the sound /ī/ in *bite*. This is the sound for long *i*. Point out that *bite* and *bit* have the same beginning and ending sounds, but they have different middle sounds.

**MODEL AND PRACTICE** Have students turn to p. 131 in the *Student Interactive*. Have them point to the first picture. Say: **This is a picture of a kite. Here are the sounds in the word *kite*: /k/ /ī/ /t/.** **Does the word *kite* have the sound /i/ or the sound /ī/? (/ī/)** Have students tell how the sound /ī/ is spelled. Then have them write the word *kite* on the line.

## FORMATIVE ASSESSMENT OPTIONS

### Apply

**OPTION 1 MyTURN** Have students complete the rest of p. 131 in the *Student Interactive*.

**OPTION 2 Independent Learning** Have students write two of their own sentences using at least one word with long *i* and one word with short *i*.

### QUICK CHECK

**Notice and Assess** Can students read words with the long *i* and short *i* sounds?

#### Decide

- **If students struggle**, revisit instruction for long and short *i* in Small Group on pp. T210–T211.
- **If students show understanding**, extend instruction for long and short *i* in Small Group on pp. T210–T211.

## HIGH-FREQUENCY WORDS

Tell students that high-frequency words are words that they will hear and see over and over in texts. Write and read the words *good*, *could*, *open*. Have students


- repeat the words after you.
- spell each word, tugging lightly on their ear lobe as they say each letter.

## STUDENT INTERACTIVE, p. 131

FOUNDATIONAL SKILLS

### Words for Short and Long i

**MYTURN** Read and write



I like the kite



Kim had a kit



I will ride the bike

**Directions** Remind students that the vowel pattern *i\_e* makes the long *i* vowel sound and the CVC pattern makes the short *i* vowel sound. Then have students read each sentence and write the word for the picture to complete the sentence. Have partners take turns reading the completed sentences.

131

## ADDITIONAL PRACTICE

For additional student practice with consonants *p* and *y*, have students complete *Phonics* p. 188 from the *Resource Download Center*.

FOUNDATIONAL SKILLS  
**Read Together**

Name \_\_\_\_\_

### Phonics


Consonants Pp, Yy

**MYTURN** Write and match

p

a


n



y

a

k




p

o

n


d



y

a

m



**Directions** Have students write p or y to complete each word. Ask them to read the words. Then have students draw a line from each word to its matching picture.

Grade K, Unit 4, Week 4  
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*Phonics*, p. 188

# Introduce the Text



*Changing Laws,  
Changing Lives:  
Martin Luther King, Jr.*

## OBJECTIVE

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

## 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 *laws*, *speech*, *country*, and *marched* on p. 142 in the *Student Interactive*. As you read each word, have students raise a hand if they have ever heard the word used before.
- Prompt students to share what they know about the words. Ask questions such as: *Can you think of an example of a law? Have you ever marched down the sidewalk? If someone asked you to give a speech, would you speak loudly or quietly?*
- Tell students that knowing the meanings of these words will help them better understand the text they are about to read. Say: *As we read, listen for the vocabulary words.*

## Read

Discuss the First Read Strategies. In this first read, encourage students to listen for new things they are learning.

### FIRST READ STRATEGIES

**READ** Listen to and read the biography.

**LOOK** Look at the photographs to understand more about the topic and what Martin Luther King, Jr., did to help the country.

**ASK** Generate, or ask, questions about the text to deepen understanding.

**TALK** Talk to a partner about the text.

Help students read the whole text independently, in pairs, or as a whole class. Use the First Read notes to help students connect with the text and to monitor comprehension.



### Expert's View Pamela Mason, Harvard University

“It is important to keep in mind the diversity of your student population when considering the complexity of text. We may think the meaning of a word is obvious, but children’s understanding of the word may get lost in translation, especially when you are working with multilingual children. The translated word may be culturally and linguistically different from its use in English.”

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



**ELL Targeted Support Internalize New Vocabulary** Tell students that content-area vocabulary includes words that are used for a topic they are studying. Write the words *laws*, *speech*, *country*, and *marched* on the board. Review the meaning of each. For Spanish-speaking students, point out the cognates of law (*ley*) and march (*marchar*).

Say each word aloud and have students repeat after you. Model how to act out each word. For example, have students say the word *march* as they march in place or point to a map of the United States as they say *country*. To check understanding, say the words in random order and have them respond with the action or gesture. **EMERGING**

Have students take turns acting out one of the words while other students guess the word. **DEVELOPING**

Work with students to think of examples or descriptions to match the vocabulary words. Use the example in a complete sentence, such as: *Laws tell drivers to follow the rules of the road. One law is to stop at a stop sign.* **EXPANDING**

Have students take turns using each vocabulary word in a sentence. **BRIDGING**

STUDENT INTERACTIVE, pp. 142-143

**VOCABULARY**

**Changing Laws, Changing Lives:  
Martin Luther King, Jr.**

Preview Vocabulary

laws
speech
country
marched

Read

Read the title and text and look at the pictures to learn about how Martin Luther King, Jr., helped our country.

Meet the Author

Eric Velasquez has been writing and illustrating stories for more than thirty years. He also teaches art and visits schools. He really enjoys drawing people in his sketchbook.

**Read Together** Genre Narrative Nonfiction

# Changing Laws, Changing Lives: Martin Luther King, Jr.

written by Eric Velasquez

**laws** rules made by a country or town

**AUDIO**  
Audio with Highlighting

**ANNOTATE**

142

143

STUDENT INTERACTIVE, pp. 144-145




Martin Luther King, Jr., was born in 1929. He lived in Atlanta, Georgia. Martin grew up to be an important man.

During his life, he saw African Americans being treated unfairly. He wanted to help them.

## First Read

### Look

 **THINK ALOUD** I can tell from the photos in this text that it is probably not about events from today. The text is about things that happened in the past. The use of black-and-white photos may suggest this text is based in the past. I can use the photographs to see what things looked like in the past and to better understand the events in the text.

### CROSS-CURRICULAR PERSPECTIVES

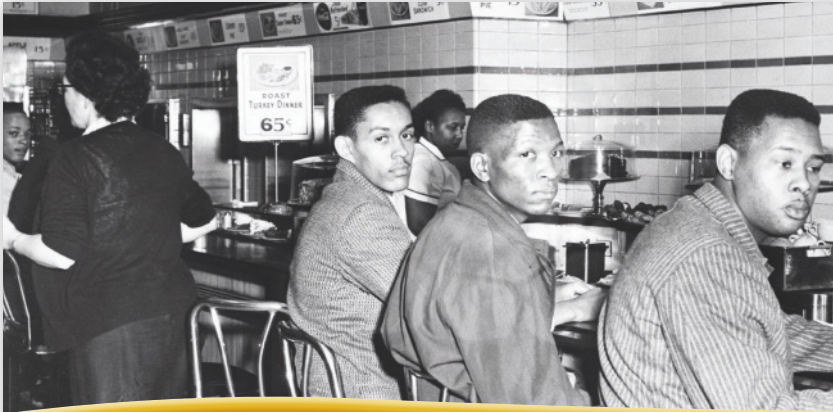
Social Studies



Explain to students that Martin Luther King, Jr., is a famous American who was a good citizen. Tell students that good citizens respect the rights of others, follow the rules or laws, and work to help their community (or classroom) be a better place. Say: *You are citizens of our kindergarten class. What do you do that makes you a good citizen?* Ask students to talk about some other good citizens they know or have heard of.

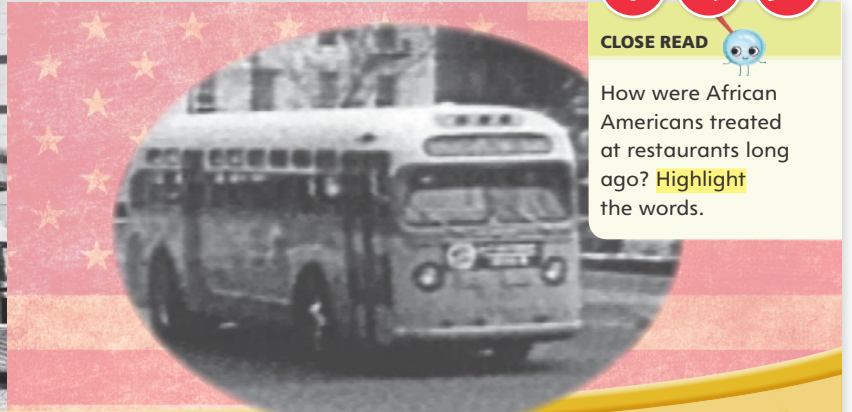


STUDENT INTERACTIVE, pp. 146-147



African Americans could not drink from some fountains.  
They could not eat at some tables.

146



They could not sit at the front of a bus.  
They could not even play with some of their friends!

147



CLOSE READ

How were African Americans treated at restaurants long ago? Highlight the words.

## Foundational Skills Extension

### High-Frequency Words

Have students identify, or point to, the high-frequency word *could* on pp. 146–147. Challenge them to find all four times it appears.

### Possible Teaching Point



#### Academic Vocabulary | Word Parts

Use the Word Parts lesson on pp. T194–T195 in the Reading-Writing Workshop Bridge to teach students how they can use word parts to figure out the meanings of words. Point out the word *treated* on p. 145 of the *Student Interactive*. Ask students what word part is added to *treat* to make a new word. What is the new meaning?

## Close Read



### Create New Understandings

Have students put together information on p. 146 to come up with a new understanding about the way some people were treated at restaurants. Have them highlight the words. **DOK 3**

### OBJECTIVE

Synthesize information to create new understanding with adult assistance.



STUDENT INTERACTIVE, pp. 148-149



**marched** participated in an organized walk with other people to support something  
**speeches** formal talks to groups of people

Martin was sad.  
He would change things.  
He marched. He made speeches.

148



CLOSE READ

How are people treated at restaurants today?  
**Highlight** the words.  
Use the picture too.

Now people drink from any fountain.  
People eat at any table.

149

## First Read

### Ask

**THINK ALOUD** As I read this, I ask myself: How did Dr. King feel about the ways African Americans were treated? I want to read the text to see if I can find the answer to my question.

### Possible Teaching Point



#### Language & Conventions | Question Words

Use the lesson from p. T387 in the Reading-Writing Workshop Bridge to teach students about question words. List the question words: *who*, *what*, *when*, *where*, *why*, and *how*. Ask students to use one of the words to ask a question about the text.

### Possible Teaching Point




#### Read Like a Writer | Supporting Information

Use the instruction about supporting information on pp. T218–T219 in the Reading-Writing Bridge to teach students how authors support a point by giving reasons. Point out that the author describes some of the ways that Martin made a difference. For example, now people can sit anywhere on a bus. Help students to understand that the work that Martin Luther King, Jr. did during his life made life better today.



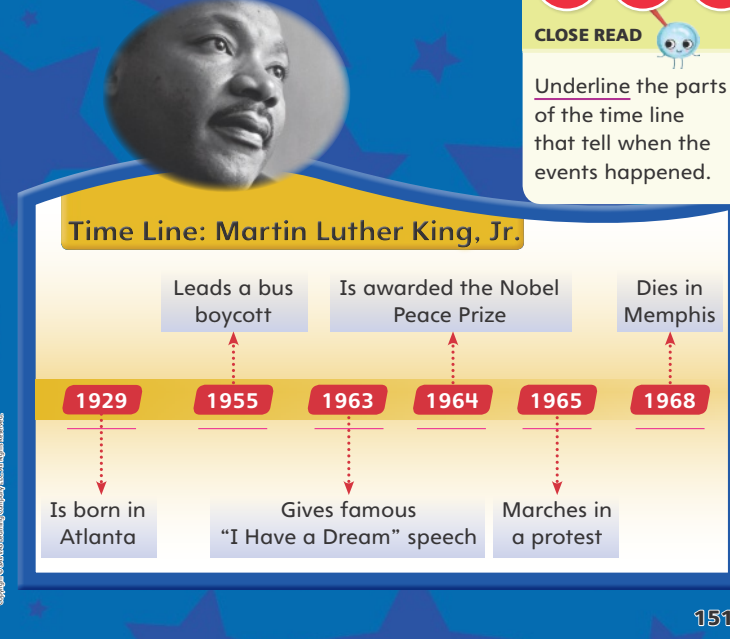
STUDENT INTERACTIVE, pp. 150-151



**country** a group of people under the same government

People sit anywhere on a bus. People can be friends with anyone. Martin made our country better.

150



**CLOSE READ**

Underline the parts of the time line that tell when the events happened.

**Time Line: Martin Luther King, Jr.**

Leads a bus boycott	Is awarded the Nobel Peace Prize	Dies in Memphis
1955	1964	1968
Is born in Atlanta	Gives famous "I Have a Dream" speech	Marches in a protest
1929	1963	1965

151

CROSS-CURRICULAR PERSPECTIVES

Social Studies



Read aloud the time line on p. 151 as students follow along. Point out that the time line shows events in the order in which they happened. **First, the time line shows that Dr. King was born in 1929. The next date on the time line is 1955, when he led a bus boycott. In 1963, he gave his famous "I Have a Dream" speech. In 1964, he was awarded the Nobel Peace Prize. Next, in 1965, he marched in another protest. Last, the time line shows that Dr. King died in 1968.**

Close Read

Create New Understandings



Have students follow the prompt on p. 149. Remind them that they will use what they highlight to create a new understanding. Then have students make connections between the past and today. Have them describe how African Americans who lived during the time of Martin Luther King, Jr., were treated in contrast to how they are treated today. **DOK 3**

Find Text Features

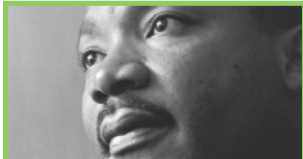
Read aloud the Close Read note on p. 151 and have students underline the dates on the time line. **DOK 1**

OBJECTIVES

Synthesize information to create new understanding with adult assistance.

Recognize characteristics and structures of informational text, including titles and simple graphics to gain information.

# Respond and Analyze



*Changing Laws,  
Changing Lives:  
Martin Luther King, Jr.*

## OBJECTIVES

Describe the relationship between illustrations and the text in which they appear.

Use text evidence to support an appropriate response.

Respond using newly acquired vocabulary as appropriate.

Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.

Recognize characteristics and structures of informational text, including the central idea and supporting evidence, with adult assistance.

## My View

Use these suggestions to prompt students' initial responses to *Changing Laws, Changing Lives: Martin Luther King, Jr.*

- **Notice** How did the photographs help you understand the text? Which photograph did you find most interesting?
- **Discuss** Why do you think this text was called *Changing Laws, Changing Lives: Martin Luther King, Jr.*?

## Develop Vocabulary

### Minilesson

**FOCUS ON STRATEGIES** Explain to students that the author uses words that help the reader better understand the work that Dr. Martin Luther King, Jr., did during his life. Have students turn to p. 152 of the *Student Interactive*. Help students identify the vocabulary words: *laws, speech, country, and marched*.

- Read the word.
- Think about the meaning of the word. Use the pictures to help you.
- Ask yourself questions about how the word works with the text. What does it tell you about the topic or main idea of the text?

**MODEL AND PRACTICE** Have students turn to p. 148 of the *Student Interactive*. Model how to use the vocabulary words to talk about a picture: *I am going to use the vocabulary words to tell about what I see in this picture. I can see that Martin marched. I can use a vocabulary word to tell about a picture in the text.*

Have students consider verbs that mean nearly the same thing. Give students the word *march*. Then supply them with other words that mean nearly the same thing, for example *walk, strut, and prance*, and explain the words' definitions. Have students act out the different words and talk about how the actions are similar to one another.

**TURN, TALK, AND SHARE** Ask students to look at the first picture on p. 152. Have a volunteer use one of the vocabulary words to tell about the picture. Then have students talk to a partner about the other pictures using the vocabulary words.

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for developing vocabulary.

**OPTION 1 MyTURN** Have students practice developing vocabulary by completing p. 152 in the *Student Interactive*. Have students discuss the difference in meaning between the verbs *marched* and *walked*. Then have students act out both verbs.

**OPTION 2 Use Independent Text** As students read texts independently, have them write or draw one important word from their texts.

### QUICK CHECK

**Notice and Assess** Can students identify and use new vocabulary words?

#### Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T212–T213.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on pp. T212–T213.




**Check for Understanding MyTURN** Have students complete the Check for Understanding on p. 153 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 152–153

VOCABULARY
Read Together
COMPREHENSION
Read Together
READING WORKSHOP

### Develop Vocabulary

laws
speech
country
marched

**TURN and TALK** Use vocabulary words to talk about the pictures.

**MYTURN** Write

Possible response:

Martin made our country better.

Directions Read aloud the vocabulary words and have students use the words to talk to a partner about the pictures. Then have students dictate or write a sentence using at least one vocabulary word.

### Check for Understanding

**MYTURN** Write

**DOK 2** 1. How do you know this is a biography?  
Possible response: It tells the story of Martin's life.

2. How does the author describe Martin?  
**DOK 2** Possible responses: an important man, wanted to help

3. Why did Martin want to change things?  
**DOK 2** Possible response: He was sad that people were treated unfairly.

Directions Read each question aloud and have students write their responses. Remind them to use evidence from the text.

Use the  **QUICK CHECK** on p. T201 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### SHORT *i* AND LONG *i*

**Picture Cards** Display the *pig* Picture Card. This is a picture of a pig. *Pig* has the middle sound /i/. Turn the card over, so students can see the spelling. What letter spells the sound /i/? Yes, the letter *i*.



Display the *slide* Picture Card. This is a picture of a slide. *Slide* has the middle sound /i/. Turn the card over and have students tell you what vowel pattern spells the sound /i/.

Write the following words on the board and have students read them: *bit*, *dim*, *fin*, *rip*, *hid*. Then add an e to each word. Have students read the new words.

### ELL Targeted Support

Write the words *lime*, *lip*, *kin*, *win*, *time*, and *hide* on the board.

Read the words with students. Ask them to stand up if the word has the middle sound /i/. Have them raise their hands if the word has the middle sound /i/. **EMERGING**

Have students work with partners to find words with the sounds /i/ and /i/ spelled *i* or *i\_e* in classroom books. **DEVELOPING**

Have students look through classroom books to find pictures of words that have the sounds /i/ and /i/ spelled *i* or *i\_e*. Have them share with a partner. **EXPANDING/BRIDGING**



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

## Intervention Activity

### SHORT *i*

Use Lesson 26 in the *myFocus Intervention Teacher's Guide* for instruction on reading words with the sound /i/.

LEVEL A • MODEL AND TEACH

**Lesson 26** Short *i*

**INTRODUCE** Emphasize that words are made up of consonant and vowel sounds. You learned that /i/ is spelled with the letter *i*, and you learned how to blend letters to read words with this sound. Today we will learn another way to read words with the short *i* sound.

**MODEL** Display or share copies of the following passage, "Sid Did," from Student Page S155, and read it aloud.

**OBJECTIVES:**

- Read words with the short *i* sound.
- Form words using the short *i* sound.
- Change, add, and delete sounds to make new words.
- Spell VC, CVC, and CCVC words.

**Sid Did**

Did Sid see a pig?  
Sid did. ends with -id

Did Sid see a big cat?  
Sid did. ends with -ig

Did Sid see a kid?  
Sid did.

**TEACH** Point to *Did* in the first line. The word *did* has a consonant, then a vowel, and then another consonant. Each letter has its own sound. Point to the word *Sid*. Changing a letter in a word makes a new word. When the first *d* in *did* is changed to an *s*, the word *did* becomes *Sid*.

Point out the words with the short *i* sound. Explain that students can read more words when they learn how to recognize letter combinations that include a short *i*. *Sid* and *did* both have a short *i* sound and end with -id. Now that I know that -id has a short *i* sound, I can use this letter combination to make new words. When I change, add, or delete a letter, I make a new word. Reinforce this idea by pointing out other words in the model that have the short *i* sound, such as *big* and *kid*.

Now point to the -ig letter combination at the end of *big* in the first sentence. Say: Now that I know what the letters -ig sound like, when I hear a word that ends with those sounds, I can spell the word. The word *dig* ends with the sounds /i/ and /g/. I can write the letter combination -ig. The word starts with the sound /d/. I know the letter *d* makes the /d/ sound. I can add the letter *d* to the beginning of -ig. Work through other examples, such as *fig*, *wig*, and *zig* by changing, adding, and deleting letters.

Phonics, Morphology, and Spelling T • 155

## Intervention Activity

### PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 5–20.



## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles. Have students practice forming words with the sounds /i/ and /ī/. Examples include *time*, *Tim*, *tip*, *pine*, *mine*, and *pin*.



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

### Decodable Book



#### STEVE AND PETE

Students can reread the Decodable Book *Steve and Pete* to practice reading words with long and short e and high-frequency words.

Before reading, display and remind students of last week's high-frequency words: *black*, *brown*, *white*. Tell them that they will practice reading these words in the Decodable Book *Steve and Pete*. *When you see these words in today's story, you will know how to read them.*

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

### High-Frequency Words

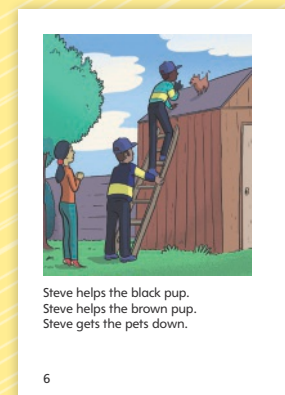
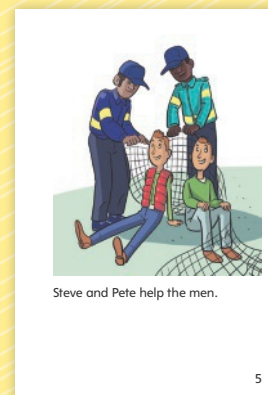
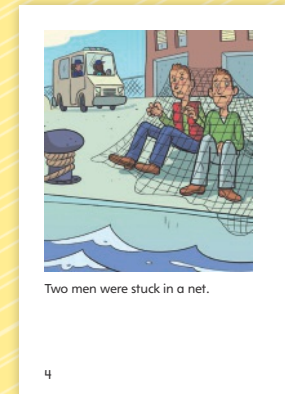
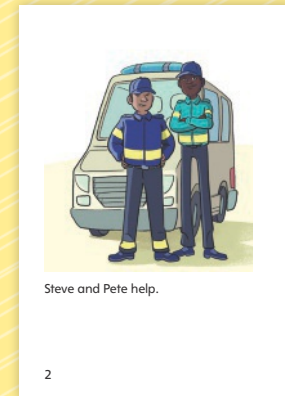
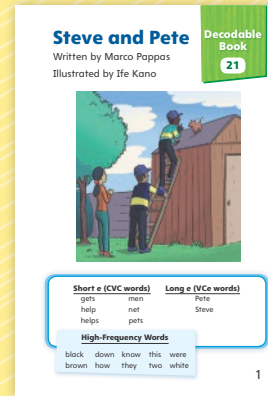
Have students write sentences using last week's high-frequency words.

### Centers



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

## Decodable Book



Use the  **QUICK CHECK** on p. T209 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DEVELOP VOCABULARY

**Teaching Point** We can use pictures to better understand the meanings of words. When we look at pictures, we sometimes see things that show us more about what a word means. Look at some of the photos in the text *Changing Laws*, *Changing Lives: Martin Luther King, Jr.* Prompt students to identify words whose meanings are shown in the pictures.

### ELL Targeted Support Word Meanings

Work with students to help them grasp the meaning of the selection vocabulary words.

Use movements, gestures, and visual aids to help students understand word meanings. As you point out the word *marched*, for instance, have students stand and march in place. Then point to the noun *speech*. Tell students that a person makes a speech when they talk to a lot of people at once. Point to a map of the United States and say: *The United States is a country.* Say: *Don't speed. That is a law.* Then have students choose one of the words and draw a picture. **EMERGING/DEVELOPING**

Write sentence frames and have students complete them. Examples: *I \_\_\_\_ in a parade.* *The mayor gave a \_\_\_\_.* *There are \_\_\_\_ that say you cannot steal from people.* *We live in a large \_\_\_\_.* **EXPANDING/BRIDGING**



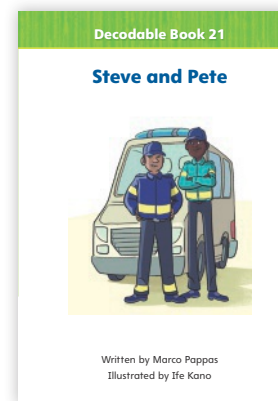
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### STEVE AND PETE

Have students reread the Decodable Book *Steve and Pete*. Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to provide instructional support for foundational skills and comprehension.



## Fluency

Assess 2–4 students



### ORAL READING

Have students take turns reading the Decodable Book aloud with a partner. Ask pairs to try to read all of the words correctly.

### ORAL READING RATE AND ACCURACY

Listen as a student reads the Decodable Book. Offer feedback. Finally, record each student's performance. Use the *Fluency Progress Chart* to track student progress.

## Conferring

3 students / 3–4 minutes per conference

### DEVELOP VOCABULARY

**Talk About Independent Reading** Ask students to share the important words they found. Then discuss how they figured out the meanings.

### Possible Conference Prompts

- What words can you use to talk about these pictures?
- What is being shown in these pictures? What words can you use to describe it?

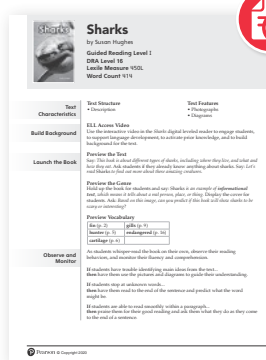
**Possible Teaching Point** Listen carefully to your classmates as they talk about the pictures in books. Listening to how others use words can help you learn more about using words.

## Leveled Readers



### DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T196–T197.
- For instructional support on using images to learn and clarify word meanings, see *Leveled Reader Teacher’s Guide*.



## Independent/Collaborative

## Independent Reading



Students can

- reread and listen to *Changing Laws, Changing Lives: Martin Luther King, Jr.*
- read a self-selected trade book or their Book Club text.
- partner-read a text, coaching each other as they read the book and looking out for new vocabulary words.

## Centers



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

## Literacy Activities



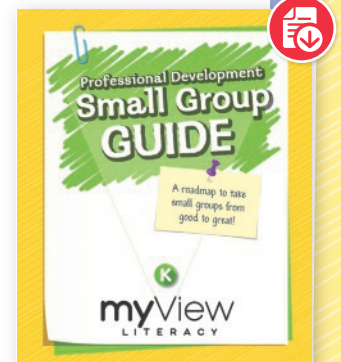
Students can

- work with a partner to discuss the questions on p. 153 of the *Student Interactive*.
- play the myView games.
- work with a partner to look through a trade book for new words and attempt to use pictures to clarify the words’ meanings.

### SUPPORT INDEPENDENT READING

Some emerging readers get discouraged by having to decode each word. Have students use the pictures to tell the story in their own words.

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



## Whole Group

**Share** Bring the class back together in whole group. Invite two or three students to share some new words they learned. Celebrate what the class has learned.



# Word Work

## OBJECTIVES

Recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound.

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

Identify and read common high-frequency words by sight.

## FOUNDATIONAL SKILLS EXTENSION

See p. T205 for a high-frequency words extension activity that can be used as the text is read on Days 2 and 3.

## Phonological Awareness: Recognize Alliteration

**FOCUS AND MODEL** Ask: *What is alliteration?* Students should respond that alliteration is when many words in a sentence begin with the same sound. Say: *Listen to this sentence: Patty pats Pete's pet pig. Does this sentence have alliteration? (yes) How do we know? All of the words in the sentence begin with the sound /p/.*

**PRACTICE** Say aloud the following sentences, and have students recognize whether each sentence has alliteration:

1. The bat bugs Betty.
2. Nala is a kitten.
3. You like your yarn.

## Phonics: Reinforce Words for Short and Long *i*, *Pp*, and *Yy*

### Minilesson

**FOCUS** Write the word *fin* on the board. This is the word *fin*. I hear the sound /i/ in the middle of *fin*. The sound /i/ is spelled *i*. Write *fine* on the board. What happens to a word with a short vowel sound, such as *fin*, when an *e* is added to the end? Yes, it becomes a long vowel sound. Read the new word with me: *fine*.

Write the word *yip* and read it aloud. Guide students to identify that the sound /y/ is spelled *y* and the sound /p/ is spelled *p*.

**MODEL AND PRACTICE** Write the words *rip*, *ripe*, *tip*, *time*, *yap*, and *pit* on the board. Have students decode each word.

**APPLY TURN, TALK, AND SHARE** Have students turn to p. 132 in the *Student Interactive*. Have them read the sentences with a partner.



# High-Frequency Words







## Minilesson

**FOCUS** Tell students that today they are going to continue working with high-frequency words. Have students read the words at the top of p. 133 in the *Student Interactive* with you: *good*, *open*, *could*.

**MODEL AND PRACTICE** Have students look at the words at the top of p. 133. Say: *I will read a word, and I want you to point to it. Then we will read the word together.* Read *good*, and have students point to it. *Now let's read the word together: good.* Repeat with the other words. Encourage students to use the words in sentences.

**APPLY My TURN** Have students read the sentences on p. 133 with you. Ask them to identify the words *good*, *open*, and *could* in the sentences. Then have them read the sentences with a partner. Remind students that their voice should go slightly up when they read a question. Have them underline the high-frequency words in the sentences.

## STUDENT INTERACTIVE, pp. 132-133

REVIEW AND REINFORCE	FOUNDATIONAL SKILLS
<p><b>Words for Short and Long i, Pp, Yy</b></p> <p> <b>TURN and TALK</b> Read</p> <p> <b>Zip on a line.</b></p> <p> <b>Step in time.</b></p> <p> <b>Nod yes.</b></p> <p> <b>Smile at a pup.</b></p> <p><small>Directions: Remind students that the vowel pattern /e/ makes the long /e/ vowel sound and the CVC pattern makes the short /e/ vowel sound. Also review that p stands for /p/ and y stands for /y/. Have partners take turns reading the sentences.</small></p> <p><b>132</b></p>	<p><b>My Words to Know</b></p> <p>good open could</p> <p><b>My Sentences to Read</b></p> <p> <b>MY TURN</b></p> <p>We <u>open</u> the box.</p> <p><u>Could</u> we play with it?</p> <p>Yes! It is still <u>good</u>.</p> <p><small>Directions: Say: There are some words that we will see a lot when we read. Have students read the high-frequency words. Then have them read the sentences and underline the high-frequency words in the sentences.</small></p> <p><b>133</b></p>

# Find Text Features

## OBJECTIVES

Recognize characteristics and structures of informational text, including titles and simple graphics to gain information.

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

## ACADEMIC VOCABULARY

**Integrate** The unit Academic Vocabulary words help students access ideas. During the Close Read, model using the Academic Vocabulary words to discuss text features in the selection and connections to the unit theme.

- Which text features help you understand the time in which Martin Luther King, Jr., lived and the changes he wanted to see?
- How have traditions changed in this country?

## Minilesson

**FOCUS ON STRATEGIES** Tell students that there are many different types of text features, including titles, pictures, charts, and time lines.

- Text features help readers learn information.
- A time line is a text feature that shows when events happen.
- Other text features may include photographs with captions, or words that explain what is happening.
- Text features can help authors achieve specific purposes, such as informing or entertaining an audience.

**MODEL AND PRACTICE** Have students look at the time line on p. 151 of *Changing Laws, Changing Lives: Martin Luther King, Jr.* Model what you can learn from the time line:

- The first year on the time line is 1929. This is the year that Martin was born.
- The last year on the time line is 1968. This is the year that Martin died.
- The other dates on the time line show other important events that happened between the years 1929 and 1968.

Ask students to find the first date after Martin was born. (1955) Read aloud the information from the time line. Help students understand that this was an important event because Martin helped change laws with the boycott. Then remind students that text features can help authors achieve specific purposes. Have them identify the purpose for which the author included the time line in *Changing Laws, Changing Lives: Martin Luther King, Jr.* Finally, have students look at the Close Read note on p. 151 and underline the parts of the time line that show when events happened.



### Expert's View Lee Wright, Teacher Specialist, Houston, TX

“Small groups should be flexible—grouping and regrouping students into a variety of small groups according to each group's shared, data-informed needs. For example, Johnny may struggle with reading comprehension, but he may be performing above level on phonics. In order to truly meet Johnny's needs, you must continually monitor his small group data and regroup him according to his progress. Yearlong small group data administration and evaluation is the key to flexible grouping.”

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

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for finding text features.

**OPTION 1 My TURN** Have students complete the My Turn activity on p. 154 in the *Student Interactive* in order to gain more practice identifying how text features can contribute to the achievement of an author's specific purposes.

**OPTION 2 Use Independent Text** Have students look through nonfiction texts in the classroom library. Have them place sticky notes on text features.

### QUICK CHECK

**Notice and Assess** Can students identify text features?

#### Decide

- **If students struggle**, revisit instruction for finding text features in Small Group on pp. T220–T221.
- **If students show understanding**, extend instruction for finding text features in Small Group on pp. T220–T221.

**ELL Targeted Support Reading Numbers** Familiarize students with language that will help them discuss the time line.

Write 1929 on the board. Cover up 29. **This number is 19.** Cover the 19. **This number is 29.** Then show the whole date. **This is 1929, the year that Martin was born.** Continue with the other dates. **EMERGING/DEVELOPING**

Have students complete the sentence frames: *First, Martin \_\_\_\_\_.* *Then, Martin \_\_\_\_\_.* *In the year \_\_\_\_\_, Martin \_\_\_\_\_.* **EXPANDING/BRIDGING**

### STUDENT INTERACTIVE, p. 154

CLOSE READ

Read Together

### Find Text Features

Text features help readers learn information.  
One kind of text feature is a time line.  
A **time line** shows when events happen.

**MY TURN** Draw and write

Drawing should show an event from the time line.

Possible response:

1929

Directions Read aloud the information about time lines. Then have students look back at what they underlined in the text. Ask them to draw an event from the time line and write when the event happened on the lines. Discuss the author's purpose and how the time line helps the author achieve that purpose.

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# Read Like a Writer, Write for a Reader

## OBJECTIVE

Discuss with adult assistance the author's purpose for writing text.

## Supporting Information

### Minilesson

**FOCUS ON STRATEGIES** Explain to students that some authors give their opinion about a topic by using certain words.

- Authors use words to show how they feel. Look for describing words that tell about the person or events in the narrative.
- Authors include details to support their ideas.

**MODEL AND PRACTICE** Read aloud p. 144 in the *Student Interactive*. The author uses words to tell what he thinks of Martin. The text says “Martin grew up to be an important man.” Then the author tells why. The text states how he changed laws.

Ask students what other words they might use to tell about someone who they think is an important person.

# Handwriting

## OBJECTIVE

Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

## Letters Zz

**FOCUS** Display upper- and lowercase Zz.

**MODEL** Model writing uppercase and lowercase letters Zz with accurate formation. Point out that the lowercase z is written like the uppercase Z, but it is smaller. Model again as students copy your actions to write the letters on the palm of their hand using their finger.



## ASSESS UNDERSTANDING

## Apply

## MyTURN

Have students complete p. 159 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 159

AUTHOR'S CRAFT READING-WRITING BRIDGE

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

Write

- Find words in the text that tell why the author thinks Martin was an important person.  
Possible response:  
**He would change things.**
- Why do you think Martin was an important person?  
Possible response:  
**He wanted everyone to be treated fairly.**

Directions Say: Sometimes authors tell what they think about someone or something. They give reasons to support their ideas. Read the first item to students and have them look back at the text to find an answer. Then read the second item and have students write their response. Remind them to use text evidence.

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## Writing Workshop

Have students use words that help readers understand their opinion in their Writing Workshop texts. During conferences, support students' writing by helping them choose words that express their feelings or opinions.

**PRACTICE** Have students complete *Handwriting* p. 207 from the *Resource Download Center* to practice writing Zz.

Name \_\_\_\_\_

### Handwriting

Letters Zz

Write

Directions Model the accurate formation of the letters Z and z, pointing out the starting points, direction, types of lines made, and ending points. Have students practice tracing the letters, and then practice writing the letters on their own.

Grade K • Unit 4 • Week 4

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*Handwriting*, p. 207

Use the  **QUICK CHECK** on p. T217 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### FIND TEXT FEATURES

**Teaching Point** Remind students that text features include the title, photos, and graphics, such as a time line. Work with students to find each of these text features in the *Student Interactive* and discuss how each helps them better understand the text.

### ELL Targeted Support Oral Language

Provide support as students practice using oral language to discuss the time line.

Ask simple questions, such as: *Which date tells when Martin was born? Which tells when Martin died?* Allow students to point to the correct dates on the time line. Point to the first date on the time line and read it aloud. Ask: *What happened on this date?* **EMERGING**

Ask simple yes/no questions about the time line such as: *Was Martin born in 1929?* If the answer is no, have them find the date on the time line to give the correct information. **DEVELOPING**

Have students talk about the events on the time line. Provide a sentence frame: *In \_\_\_\_, Martin \_\_\_\_.* **EXPANDING**

Have students use the time line to summarize the events of Martin's life in their own words.

### BRIDGING



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

## Intervention Activity



### READING BEHAVIORS

**Teaching Point** Readers of narrative nonfiction text can reread a passage if they do not understand it. Model rereading a passage in *Changing Laws, Changing Lives: Martin Luther King, Jr.* to help clarify something in the text.

**Model** Tell students that, if you do not understand what you read, you can reread it. *I will reread that page to understand what the author is saying. As I read, I will think about the words and make sure I understand them.* Read the page aloud.

Explain that Martin Luther King, Jr., gave speeches, which means he talked in front of large crowds of people, telling them his beliefs.

## Conferring

3 students / 3–4 minutes  
per conference

### FIND TEXT FEATURES

**Talk About Independent Reading** Ask students to share the text features they found.

### Possible Conference Prompts

- Does this book have photos? Does it have other kinds of pictures?
- Does this book have a time line?
- Does this book have any other text features?

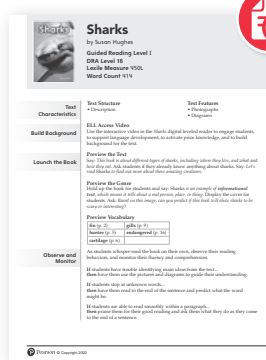
**Possible Teaching Point** Text features provide important information. A time line can review key events. Looking at text features will help readers better understand what they are reading.

## Leveled Readers



### FIND TEXT FEATURES

- For suggested titles, see “Matching Texts to Learning,” pp. T196–T197.
- For instructional support on identifying text features, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite two students to share how they used text features and celebrate what they learned.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to *the selection* or another text.
- read a trade book or their Book Club text.
- retell their independent reading books with a partner.

### Centers



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

### Literacy Activities



Students can

- complete the drawing on p. 154 in the *Student Interactive*.
- play the myView games.
- identify the text features in another book.
- complete an activity from the *Resource Download Center*.

### SUPPORT INDEPENDENT READING

Encourage students to read a text more than once. The first time, they can read straight through to get some ideas about the text, but on subsequent readings, encourage them to stop to focus on the photos and other text features or to ask questions about what they are reading.

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





# Word Work

## OBJECTIVE

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

## Phonics: Sentences I Can Read

### Minilesson

**FOCUS** Tell students that today they will practice reading sentences.

**MODEL AND PRACTICE** Write the following sentence on the board: *Tim had a good time.* Let's read the sentence together. Point to the words *Tim*, *had*, and *time*, and have students decode each word. Point to the words *a* and *good*. Say: *The words a and good are high-frequency words. What do we know about high-frequency words?* Students should respond that high-frequency words are words they will see over and over again in texts, and they need to practice reading them. Then display this sentence, and have students read it: *Mike is a pretty dog.*

**ELL Targeted Support Word Order in Sentences** Students may have difficulty understanding English sentence structure in which an adjective describes a noun. In English, the adjective is first, and the noun follows it, as in *big bike*. In Spanish, the noun is first, followed by the adjective, as in *bike big*.

Have students practice saying these phrases: *big bike*, *old picture*, *happy baby*. Then have students use the phrases in sentences. **EMERGING/DEVELOPING**

Write these adjectives on the board: *tall*, *new*, *funny*. Write these nouns on the board: *book*, *building*, *plant*. In pairs, have students use one adjective and one noun in an oral sentence, structuring the sentence correctly. **EXPANDING/BRIDGING**



## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 MyTURN** Have students complete p. 134 in the *Student Interactive*.

**OPTION 2 Independent Activity** Have students write a sentence on paper. The sentences should include high-frequency words. Then have partners exchange papers and read each other's sentences.

## QUICK CHECK

**Notice and Assess** Can students read sentences?

**Decide**




- **If students struggle**, revisit instruction for reading sentences in Small Group on pp. T228–T229.
- **If students show understanding**, extend instruction for reading sentences in Small Group on pp. T228–T229.

## STUDENT INTERACTIVE, p. 134

REVIEW AND REINFORCE

### Sentences I Can Read

**MYTURN** Read and write

	<input type="checkbox"/> Tim had a big dime. <input type="checkbox"/> Tim had a big bike.
	<input checked="" type="checkbox"/> I will play with the kite. <input type="checkbox"/> I will play with the vine.
	<input type="checkbox"/> We can ride up the hill. <input checked="" type="checkbox"/> We can hike up the hill.

**134** Directions Ask students to look at the first picture. Then have them read the first set of sentences. Ask students to write an X in the box for the sentence that tells about the picture. Continue with the other pictures and sentences.

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## ADDITIONAL PRACTICE

For additional student practice with reading sentences with long and short *i*, have students complete *Phonics* p. 189 from the *Resource Download Center*.

FOUNDATIONAL SKILL  
**Read Together**

Name \_\_\_\_\_

### Phonics

Short *i* and Long *i*

time	bib	trip	like
------	-----	------	------

**MYTURN** Write

- Pam had a yellow bib.
- Pete went on a trip.
- Do you like the yam?
- It is time to go.

Directions Have students read the words in the word bank. Then have them write a word to complete each sentence.  
Grade K, Unit 4, Week 4  
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*Phonics*, p. 189

# Decodable Story

## OBJECTIVES

Identify and match the common sounds that letters represent.

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

Identify and read common high-frequency words by sight.

## ELL Access

Help students learn relationships between sounds and letters of the English language and recognize the elements of the English sound system in words. Tell students that vowel letters *a*, *e*, *i*, *o*, *u* in English can spell different sounds. The English language does not include any symbols over its vowel letters, but other languages do, such as Spanish, Portuguese, and Italian.

## Read *The Past and Now*




**FOCUS** Have students turn to p. 135 in the *Student Interactive*. We are going to read a story about today and long ago. Point to the title of the story. The title of the story is *The Past and Now*. I hear one word with the sound /p/ in the title. What word has the sound /p/? Students should say the word *Past*. In this story, we will read other words that have sounds we have learned.

**IDENTIFY AND READ HIGH-FREQUENCY WORDS** Remind students of this week's high-frequency words: *could*, *good*, *open*. Tell them they will practice reading these words in the story *The Past and Now*. Display the words. Have students read them with you. When you see these words in the story *The Past and Now*, you will know how to identify and read them.


STUDENT INTERACTIVE, p. 135

DECODABLE STORY

FOUNDATIONAL SKILLS







### The Past and Now



Open **up** the past.  
What do you see?  
They could **tap** and run.  
Can we? Yes, we can!

**Highlight** the words that end with the **p** sound.


AUDIO  
Audio with  
Highlighting


ANNOTATE

135



**READ** Have students whisper read the story as you listen in. Then have students reread the story page by page with a partner. Listen carefully as they use letter-sound relationships to decode the words. Partners should reread the story. This time the other student begins.

After students have read the story, call their attention to the third sentence on p. 135. *I hear the sound /p/ in the word tap. What letter spells the sound /p/ in tap?* Help students identify another word on the page that ends with the sound /p/ spelled *p*, and have them highlight the words.

Have students turn to pp. 136–137. *Which words include the sound /i/? Point to the words.* Help students identify the words. Then have them underline the words *kite* and *bike* on p. 136 and *time* on p. 137.

On page 137, I hear a word that starts with the sound /y/ spelled *y*. What word has the sound /y/ spelled *y*? Students should identify that the word *yes* starts with the sound /y/ spelled *y*.

## STUDENT INTERACTIVE, pp. 136–137



## DECODABLE STORY

## FOUNDATIONAL SKILLS



They made a kite.  
They ride a bike.

136

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They had a good time.  
Do we? Yes, we do!

137

Underline the words with the long i sound.

# Create New Understandings

## OBJECTIVE

Synthesize information to create new understanding with adult assistance.

## ACADEMIC VOCABULARY

**Integrate** As you complete the Close Read, model using the unit Academic Vocabulary words in classroom discussions about what students are learning. For example, as you discuss how students make connections and create new understandings while reading, ask:

- How do things change as more time goes by?
- What makes people want to change the world around them?

## Minilesson

**FOCUS ON STRATEGIES** Tell students that they can create, or make, new understandings when they read a text by synthesizing information.

- Readers can combine details in a text to learn something new.
- Details can be found in the words, photographs or illustrations, and in text features.
- Combine, or put together, two things you learned from a text. Is there something new that you can learn?

**MODEL AND PRACTICE** Guide students through the process of creating new understandings by examining p. 146 in the *Student Interactive*. I read on page 146 that African Americans could not drink from some water fountains or eat at some tables in restaurants. This is not true today. I can learn something new from this. I can learn that things have changed and are different than they were before.

**ELL Targeted Support New Understandings** Students can use different resources to learn new information.

Have students work in pairs to read an informational text and write down notes about something they learned from the text. **EMERGING/DEVELOPING**

Have students read an informational text and take notes on something they learned. Then have them swap notes and discuss what they learned with a partner. Have them take notes on anything they learned about the text from the discussion. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for creating new understandings.

**OPTION 1 My TURN** Have students complete the My Turn activity on p. 155 of the *Student Interactive* by drawing a picture to show what life was like in the past and how it has changed.

**OPTION 2 Use Independent Text** Have students draw a picture showing something new that they learned from an independent text they read.

### QUICK CHECK


**Notice and Assess** Can students synthesize information to create new understandings?

#### Decide

- **If students struggle**, revisit instruction for creating new understandings in Small Group on pp. T230–T231.
- **If students show understanding**, extend instruction for creating new understandings in Small Group on pp. T230–T231.

STUDENT INTERACTIVE, p. 155

The screenshot shows a page from a student interactive titled "Create New Understandings" under the heading "READING WORKSHOP". At the top right, there is a "Read Together" icon. The main activity is labeled "MY TURN Draw". It consists of two vertical rectangular boxes for drawing. The left box contains the instruction: "Drawing should show a detail about life in the past." The right box contains the instruction: "Drawing should show a detail about how life has changed." At the bottom left, there is a "Directions" section: "Tell students that they can combine details they read in a text to learn something new. Have them synthesize information from the text to understand how life has changed. Ask students to draw pictures that show what life was like in the past and how it has changed. Remind them to look back at what they highlighted." The page number "155" is in a green triangle at the bottom right. A small copyright notice is on the left side.

Use the  **QUICK CHECK** on p. T223 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### SENTENCES I CAN READ

**Picture Card** Display the *kite* Picture Card and write the following sentence on the board: *The kite is up.* Have students read the sentence. Then have them draw a picture to illustrate the sentence. Have students write the sentence on the paper.



Have students find another sentence to illustrate.

**ELL Targeted Support** Write the sentence *I watched clouds move across the sky* on the board.

Have students read aloud the sentence. Then have them tell about a time they watched clouds move in the sky. **EMERGING**

Have students read the sentence to a partner and tell about a time they watched clouds move across the sky. Then have them draw a picture about that time. **DEVELOPING**

Have students read the sentence and draw a picture for the sentence. Then have them describe to their partner the picture they drew for that sentence. **EXPANDING**

Have students read the sentence, draw a picture of clouds, and write their own sentence about a time they watched clouds fly across the sky.

### BRIDGING



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

## Intervention Activity

### CONNECT SOUND AND LETTER: CONSONANTS 3

Use Lesson 23 in the *myFocus Intervention Teacher's Guide* for instruction on reading words with *Pp /p/* and *Yy /y/*.

LEVEL A • MODEL AND TEACH


**Lesson 23** **Connect Sound and Letter: Consonants 3**

**INTRODUCE** Write the letters *Hh* and say the name (*h*). Explain that *h* is a consonant and spells the sound */h/*. Ask students to hold up a hand. **The word hand begins with the letter h and the sound /h/.** Write or display the word *hand*. In this lesson, we'll learn to connect more sounds and consonant letters.

**MODEL** Display or share copies of the passage "Can You Do It?" from Student Page S141, and read it aloud. The words in this passage have the letters and sounds *h /h/, v /v/, k /k/, j /j/, z /z/, w /w/, y /y/, q /kw/ and x /ks/*.

**Can You Do It?**

Can you hug a hippo?  
Can you kiss a zebra?  
Can you jog with an ox to the vet?  
Yes, I can!  
I am the queen!



**OBJECTIVES:**

- Recognize letters *h, v, k, j, z, w, y, q, x* and sounds */h/, /v/, /k/, /j/, /z/, /w/, /y/, /kw/, /ks/*.
- Connect letters and sounds *h /h/, v /v/, k /k/, j /j/, z /z/, w /w/, y /y/, q /kw/, and x /ks/*.
- Identify *h /h/, v /v/, k /k/, j /j/, z /z/, w /w/, y /y/, q /kw/, and x /ks/* in words.

**TEACH** Use examples to help students recognize letter-sound correspondences. We read the word *hug*. The first letter in *hug* is *h*. The letter *h* stands for the sound */h/*. Do the words *hug* and *hippo* begin with the same sound or different sounds? Circle each *h*. Continue the process until you have identified the relevant letter and sound in each of the following words: *you, kiss, zebra, jog, with, ox, vet, Yes, and queen*. Explain to students that the letter *x* and sound */ks/* usually come at the end of the word.

Phonics, Morphology, and Spelling T • 141

## Intervention Activity

### PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 5–20.



## Independent/Collaborative

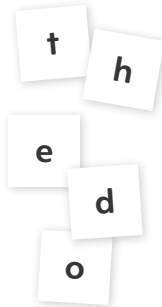
### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles to students.

Have students use them to make short sentences. Allow any suitable answer, but example answers include: *The dog is white. I can read. I will open the box. The ox is brown.*



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

### Decodable Book



#### NOW AND THE PAST

Students can read the Decodable Book *Now and the Past* to practice reading sentences, words with short and long *i*, and high-frequency words.

Before reading, display and remind students of this week's high-frequency words: *could*, *good*, *open*. Tell them that they will practice reading these words in the Decodable Book *Now and the Past*. **When you see these words in today's story, you will know how to read them.**

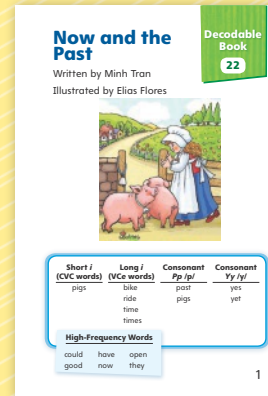
Pair students for reading and listen carefully as they use letter-sound relationships to decode. One student begins. Students read the entire story, switching readers after each page. Partners reread the story. This time the other student begins.

### Centers



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

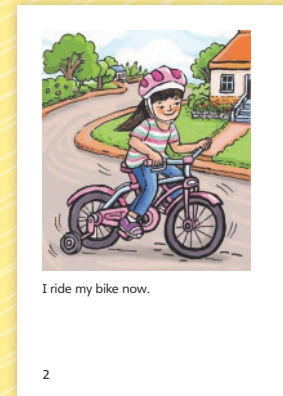
## Decodable Book

Decodable  
Book  
22

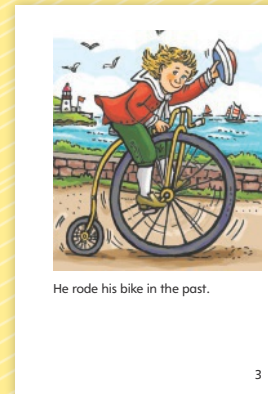
Short / (CVC words)	Long / (VCe words)	Consonant pp /pp'	Consonant yy /yy'
pigs	bike	past	yes
ride	time	pigs	yet
times			

**High-Frequency Words**  
could have open  
good now they

1



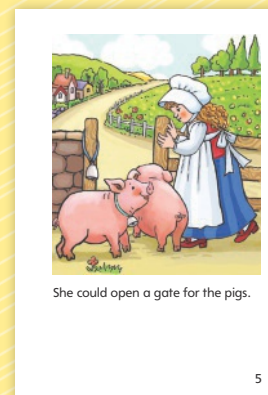
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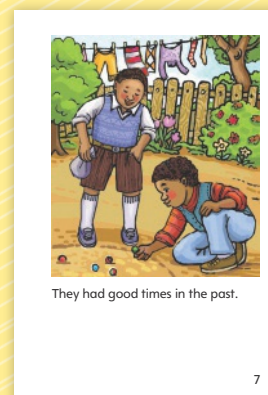
4



5



6



7



8



Use the  **QUICK CHECK** on p. T227 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### CREATE NEW UNDERSTANDINGS

**Teaching Point** Every text we read has many different details in it. These details can inform us of new information. We can learn new information from reading the text or looking at illustrations. We can combine information gained from the illustrations with information gained from reading to create a new understanding.

**ELL Targeted Support** Help students to learn and access new language to discuss new understandings.

Return to pp. 148–149 and act out what is happening using gestures. Read and act out the words *drink* and *eat*. Then ask whether Martin would be sad if he saw the picture on p. 149.

#### EMERGING

Have students read the text and look at the photograph on p. 149. Ask questions that help students connect it to the text: *Would these people eat together in 1955? Could all people in the past eat at any table? Can all people eat at any table today?* **DEVELOPING**

Have students talk about what they learned from the text. Encourage them to compare the past to the present. Provide sentence frames: *In the past, people could not \_\_\_\_, but today people can \_\_\_\_.* **EXPANDING**

Ask students to talk to a partner about something they learned from reading the text and looking at the photographs. **BRIDGING**



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

## Intervention Activity



### NOW AND THE PAST

Have students reread the Decodable Book *Now and the Past*. Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to provide instructional support for foundational skills and comprehension.



## Fluency

Assess 2–4 students



### ORAL READING

Have students chorally read the Decodable Book.

### ORAL READING RATE AND ACCURACY

Listen as a student reads the Decodable Book. Offer feedback. Finally, record each student's performance. Use the *Fluency Progress Chart* to track student progress.

## Conferring

3 students / 3–4 minutes per conference

### CREATE NEW UNDERSTANDINGS

**Talk About Independent Reading** Have students share their drawing of something new they learned in an independently read text.

### Possible Conference Prompts

- What details did you combine to create, or make, a new understanding?
- What new understanding did you learn from those details?

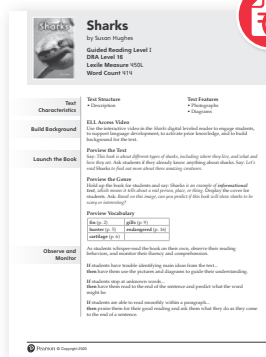
**Possible Teaching Point** There are different ways to use the details in a text. You can use them to answer questions about the text, or you can combine them to create something new that you learned.

## Leveled Readers



### CREATE NEW UNDERSTANDINGS

- For suggested titles, see “Matching Texts to Learning,” pp. T196–T197.
- For instructional support on noticing details to create new understandings, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two volunteers to share new understandings they created during this lesson. Celebrate students’ learning as a class.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to a text they read.
- read a trade book or their Book Club text.
- partner-read a text, coaching each other as they read to create new understandings.

### Centers



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

### Literacy Activities



Students can

- reread a text to form new understandings.
- play the myView games.
- practice oral reading with a partner.

### SUPPORT PARTNER READING

It is important for students to be able to talk about the new things they are learning. Encourage students at similar reading levels to read the same book and share their ideas about it.

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



# Word Work

## OBJECTIVES

Identify and produce rhyming words.

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

Identify and read common high-frequency words by sight.

## ADDITIONAL PRACTICE

For additional student practice with high-frequency words, have students complete *My Words to Know* p. 197 from the *Resource Download Center*.

*My Words to Know*, p. 197

## Phonological Awareness: Identify and Produce Rhyming Words

**MODEL** Listen as I say these words: *jam, ham*. What can you tell me about the words *jam, ham*? Yes, the words *jam* and *ham* rhyme. Can you think of any other words that rhyme with *jam* and *ham*? Possible responses: *Pam, lamb, Sam, ram, Tam, wham*.

**PRACTICE** Have students produce words that rhyme with *pit*. Responses can include *bit, fit, kit, lit, mitt, pit, sit, and quit*.

## Phonics: Sentences I Can Read

### Minilesson

**FOCUS** Today we will read sentences. The sentences have words and sounds that you have already learned.

**MODEL AND PRACTICE** Write this sentence on the board: *The pig is in the pen*. Read the sentence with students, and have them tell which words in the sentence are high-frequency words. Students should say *the* and *is*. **What letter sounds have we learned in the second word of the sentence?** Students should say /p/ /i/ /g/. Continue the routine with the rest of the words in the sentence. Then have students turn to p. 138 in the *Student Interactive* and complete the page. Have them practice reading the sentences with a partner.



**APPLY MyTURN** Have students look at p. 139 in the *Student Interactive*. Have them read the sentences with a partner. Then have them complete the page.

**ELL Targeted Support Seek Clarification** Tell students that if they do not understand something they hear in class, they can ask for clarification. For example, they can ask their teacher to repeat something or ask about the meaning of a word.

Read the sentences on p. 139 aloud. Pause frequently and encourage students to ask questions about the meaning or pronunciation of words. **EMERGING**

Read the sentences on p. 139 aloud. Have students ask questions about anything they do not understand. Remind students that sometimes looking at the illustrations can help them understand better. **DEVELOPING**

In small groups, have students reread the decodable story. Encourage listeners to stop and ask questions about the pronunciation of words they have difficulty saying. Students should help clarify words for each other. **EXPANDING/BRIDGING**

## HIGH-FREQUENCY WORDS



Remind students that high-frequency words are words that appear over and over in texts. Say the word *could* and ask students what letters spell the word. Have students

- say the letters as you write the letters on the board.
- say and spell the word, clapping their hands for each letter.
- repeat with *good* and *open*.

## STUDENT INTERACTIVE, pp. 138–139

### REVIEW AND REINFORCE

### FOUNDATIONAL SKILLS

#### Sentences I Can Read

**MY TURN** Read and write

run

time

pig

Get the  pig , Rob.



They  run  a lot.



It is  time  for a nap!

138

**Directions** Ask students to read the words and sentences. Then have them write the words to complete the sentences. Finally, have students read the completed sentences.

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#### Sentences I Can Read

**MY TURN** Read and write

can

ride.

They

Rob and the pig wake up.

They see Pat on Mike.

How will they get home?



Possible response:

They can ride.

139

**Directions** Ask students to read the sentences. Have them use the words in the box to write the last sentence for the story. Alternatively, students may wish to write their own last sentence.

# Reflect and Share

## OBJECTIVES

Describe familiar people, places, things, and events and, with support, provide additional detail.

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

Provide an oral, pictorial, or written response to a text.

## Write to Sources

### Minilesson

**FOCUS ON STRATEGIES** Tell students that they can compare important details about two different people about whom they have read. They can respond to the texts by writing about how the people are alike.

- Think of an important detail about each person that you learned from the texts.
- How are the details about the two people alike?
- Write a short sentence about each person.

**MODEL AND PRACTICE** Ask students to turn to p. 151 in the *Student Interactive*. Reread the text for students. [This text is about the life of Martin Luther King, Jr. It tells what he did to help change laws that were unfair. He helped make laws fair. Think about the Read Aloud “Ben Franklin.” Did he do anything that helped people? He invented a new fireplace that helped keep people warm. Both Dr. King and Ben Franklin did things to help others.](#)

**ELL Targeted Support Confirm Understanding** Help students confirm their understanding by completing the sentences about what they read.

Have students follow along as you reread relevant sections of the text. Display the following sentences and have student pairs read and complete them: Martin Luther King, Jr. changed \_\_\_\_ (*laws*). He helped \_\_\_\_ (*people*). **EMERGING/DEVELOPING**

Highlight relevant sections of the text and have student pairs read them and complete the following sentences: One thing Martin did to help people was \_\_\_\_\_. Martin helped change the laws that \_\_\_\_\_. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for comparing texts.

**OPTION 1 My TURN** Have students complete the My Turn activity on p. 156 by writing about Martin Luther King, Jr., and another real person.

**OPTION 2 Use Independent Text** Have students write a few sentences to compare the lives of two people about whom they read.

### 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. T236–T237.
- **If students show understanding**, extend instruction for comparing texts in Small Group on pp. T236–T237.

**Weekly Question** Have students use evidence from the texts they have read this week to respond to the Weekly Question. Have them discuss their evidence in small groups.

STUDENT INTERACTIVE, p. 156

RESPOND TO TEXT 

### Reflect and Share

 **MY TURN** Write

Possible response:

1. **Martin helped make things fair.**
2. **Responses will vary.**

**Weekly Question**  
What was life like in the past?

**Directions** Tell students they read about a real person, Martin Luther King, Jr. Ask them to think of another real person they have read about. Say: *You can respond to texts by writing about what you have learned.* Have students respond to sources by writing one detail they learned about Martin Luther King, Jr., and one detail about another real person.

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Use the  **QUICK CHECK** on p. T235 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### COMPARE TEXTS

**Teaching Point** You can compare the texts “Ben Franklin” and *Changing Laws, Changing Lives: Martin Luther King, Jr.*, by discussing how these men are alike. Both Ben Franklin and Martin Luther King, Jr., did things to help people. Then discuss what other details they have in common.

**ELL Targeted Support Compare Texts** Help students understand how to make connections between similar nonfiction texts by providing sentence frames.

The texts are alike because \_\_\_\_\_. **EMERGING**

The texts are different because \_\_\_\_\_.

#### DEVELOPING

“Ben Franklin” is different from *Changing Laws, Changing Lives: Martin Luther King, Jr.* because \_\_\_\_\_. **EXPANDING**

“Ben Franklin” and *Changing Laws, Changing Lives: Martin Luther King, Jr.* are alike because \_\_\_\_\_. **BRIDGING**



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

## Intervention Activity



### COMPARE TEXTS

Remind students of the texts they have read: “Then and Now,” *Changing Laws, Changing Lives: Martin Luther King, Jr.*, and *Farming Then and Now*. Engage students in a conversation that demonstrates how the texts they have read this week support their understanding of what life was like in the past. Encourage them to use the Academic Vocabulary words *change*, *time*, *discover*, and *tradition*.

## On-Level and Advanced



### INQUIRY

**Organize Information and Communicate** Help students organize their drawings of the past into a format to share with others.

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

See *Extension Activities* pp. 243–247 in the *Resource Download Center*.



## Conferring

3 students / 3–4 minutes  
per conference

### COMPARE TEXTS

**Talk About Independent Reading** Ask students to share the sentences they wrote about the two people they read about.

### Possible Conference Prompts

- How are the texts alike?
- How are the texts different?

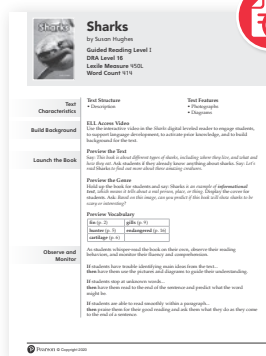
**Possible Teaching Point** Compare narrative nonfiction texts on the same topic or person to learn more information and to see ideas presented in different ways.

## Leveled Readers



### COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T196–T197.
- For instructional support on how to compare texts, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group and invite students to discuss comparisons they made between the week’s nonfiction texts. Celebrate what the class has learned.

## Independent/Collaborative

### Independent Reading



Students can

- reread and listen to leveled readers with a partner.
- read a self-selected trade book or their Book Club text.
- work with a partner to read a text and compare it to other texts read during the week.

### Centers



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

### Literacy Activities



Students can

- write and/or draw in a notebook in response to the Weekly Question.
- work in pairs to tell what life was like in the past, using the infographic for reference.
- play the myView games.

## BOOK CLUB



See Book Club, pp. T456–T459, for

- teacher’s summary of *Farming Then and Now*.
- 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 4 WEEK 5 SUGGESTED WEEKLY PLAN

## Suggested Daily Times

### READING WORKSHOP

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

### WRITING WORKSHOP

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

## Learning Goals

- I can read about the past.
- I can use words to make connections.
- I can write a story about myself.

### SEL SOCIAL-EMOTIONAL LEARNING

## Assessment Options for the Week

- Daily Formative Assessment Options
- Progress Check-Ups on SavvasRealize.com
- Writing Workshop Assessment

## Materials

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

### LESSON 1

RF.K.2.e, W.K.5, SL.K.3,  
SL.K.4, L.K.1.a

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T242–T243
  - » Phonological Awareness: Add Phonemes
  - » Phonics: Review Words for *Dd*, *Ff*, and *Vv*
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Poem: Weekly Question T244–T245
- Listening Comprehension: Read Aloud: “A Night at the Cogdells” T246–T247
- Fiction T248–T249
  - ☑ **Quick Check** T249

#### READING BRIDGE

- Academic Vocabulary: Oral Language T250–T251
- Handwriting: Write Words T250–T251

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T255
- Strategy, Intervention, and On-Level/Advanced Activities T254
- ELL Targeted Support T254
- Conferring T255

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T255
- Literacy Activities T255

**BOOK CLUB** T255 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- Personal Narrative T400–T401
  - » Edit for Capitalization
  - » Share Back

##### INDEPENDENT WRITING

- Personal Narrative T401
- Conferences T398

#### WRITING BRIDGE

- Spelling: **FLEXIBLE OPTION** Spell Words T402
  - ☑ **Assess Prior Knowledge** T402

- Language & Conventions: Spiral Review: Question Words T403
  - FLEXIBLE OPTION**

### LESSON 2

RL.K.4, W.K.5, SL.K.6,  
L.K.1.d, L.K.2, L.K.4

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T256–T257
  - » Phonics: Review Words for Short e
  - ☑ **Quick Check** T257
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T258–T263
  - » Preview Vocabulary
  - » Print Awareness
  - » Read: *Tempura, Tempora*
- Respond and Analyze T264–T265
  - » My View
  - » Develop Vocabulary
  - ☑ **Quick Check** T265
  - » Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Word Work Support T266
- Guided Reading/Leveled Readers T269
- Strategy and Intervention Activities T266, T268
- Fluency T268
- ELL Targeted Support T266, T268
- Conferring T269

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T267
- Independent Reading T269
- Literacy Activities T269

#### WRITING WORKSHOP

##### MINILESSON

- Personal Narrative T404–T405
  - » Edit for Spelling
  - » Share Back

##### INDEPENDENT WRITING

- Personal Narrative T405
- Conferences T398

#### WRITING BRIDGE

- Spelling: Teach: Spell Words T406
- Language & Conventions: Oral Language: Question Words T407
  - FLEXIBLE OPTION**

## LESSON 3

RL.K.7, RF.K.2.a, W.K.5,  
SL.K.2, L.K.1.e

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T270–T271
  - » Phonological Awareness: Identify and Produce Rhyming Words
  - » Phonics: Reinforce Words for Short *e*, *Dd*, *Ff*, and *Vv*
  - » High-Frequency Words

#### CLOSE READ

- Determine Theme T272–T273
- Close Read: *Tempura, Tempura*
  - ✔ **Quick Check** T273

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Graphic Features T274–T275
- Handwriting: Numerals 1, 2 T274–T275

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T277
- Strategy and Intervention Activities T276
- ELL Targeted Support T276
- Conferring T277

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T277
- Literacy Activities T277

### WRITING WORKSHOP

#### MINILESSON

- Personal Narrative T408–T409
  - » Prepare for Celebration
  - » Share Back

#### INDEPENDENT WRITING

- Personal Narrative T409
- Conferences T398

### WRITING BRIDGE

- Spelling: Review and More Practice: Spell Words T410 **FLEXIBLE OPTION** ↩
- Language & Conventions: Teach Question Words T411

## LESSON 4

RF.K.2.d, RF.K.3.a, RL.K.1,  
SL.K.2, L.K.1.d

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T278–T281
  - » Phonics: Sentences I Can Read
    - ✔ **Quick Check** T279
  - » Decodable Story: Read *We Have Fun* T280–T281

#### CLOSE READ

- Ask and Answer Questions T282–T283
- Close Read: *Tempura, Tempura*
  - ✔ **Quick Check** T283

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Word Work Support T284
- Guided Reading/Leveled Readers T287
- Strategy and Intervention Activities T284, T286
- Fluency T286
- ELL Targeted Support T284, T286
- Conferring T287

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T285
- Independent Reading T287
- Literacy Activities T287

### WRITING WORKSHOP

#### MINILESSON

- Personal Narrative T412–T413
  - » Celebration

#### INDEPENDENT WRITING

- Personal Narrative T413
- Conferences T398

### WRITING BRIDGE

- Spelling: Spiral Review: Spell Words T414 **FLEXIBLE OPTION** ↩
- Language & Conventions: Practice Question Words T415

## LESSON 5

RL.K.9, RL.K.2, RF.K.3.c,  
SL.K.1, W.K.3, L.K.1.d

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T288–T289
  - » Phonological Awareness: Identify and Count Words in Sentences
  - » Phonics: Sentences I Can Read
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T290–T291
  - » Talk About It
    - ✔ **Quick Check** T291
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T293
- Strategy, Intervention, and On-Level/Advanced Activities T292
- ELL Targeted Support T292
- Conferring T293

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T293
- Literacy Activities T293

**BOOK CLUB** T293 **SEL** →

### WRITING WORKSHOP

#### MINILESSON

- Personal Narrative T416
  - » Assessment

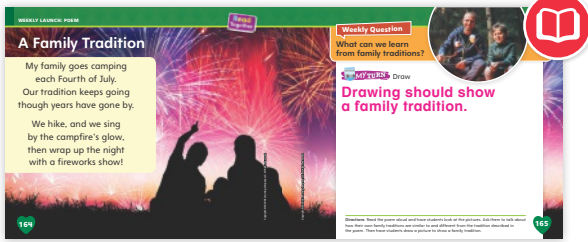
#### INDEPENDENT WRITING

- Writing Assessment T416–T417
- Conferences T398

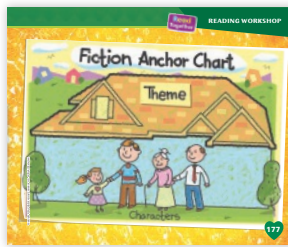
### WRITING BRIDGE

- Spelling: Spell Words T418
  - ✔ **Assess Understanding** T418
- Language & Conventions: Standards Practice T419 **FLEXIBLE OPTION** ↩

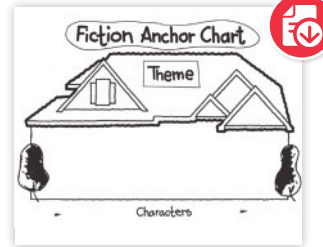
# Materials



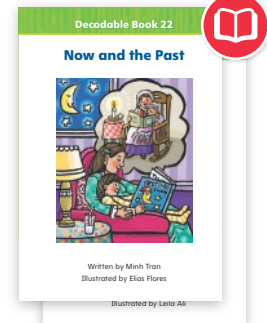
**POEM**  
"A Family Tradition"



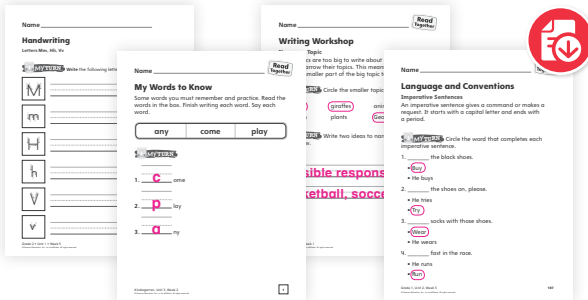
**READING ANCHOR CHART**  
Fiction



**EDITABLE ANCHOR CHART**  
Fiction



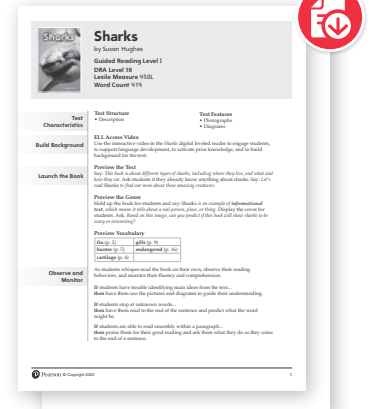
**DECODABLE BOOKS**



**RESOURCE DOWNLOAD CENTER**  
Additional Practice



**SONGS AND POEMS BIG BOOK**



**LEVELED READER TEACHER'S GUIDE**

## Words of the Week

### High-Frequency Words

want  
every  
please

### Develop Vocabulary

served  
sailed  
shared  
brought

### Spelling Words

bed  
fed  
den  
vet  
want  
please

### Unit Academic Vocabulary

time  
change  
discover  
tradition

WEEK 5 LESSON 1 READING WORKSHOP GENRE & THEME

### Listening Comprehension

**OBJECTIVES**  
Students will be able to identify the main idea or theme of a story and describe the characters and events in the story.

**ELL Language Transfer**  
Students will be able to identify the main idea or theme of a story and describe the characters and events in the story.

**START-UP**  
**READ-ALOUD ROUTINE**  
**PURPOSE** Have students listen actively for the theme.  
**READ** The entire text aloud without stopping for the Think Aloud callouts.  
**RETEACH** Use the read-aloud routine to model Think Aloud strategies related to the genre.

**A Night at the Cogdells**

Dalia was excited to visit her friend Imani. Dalia had been to Imani's house before, but today she had been invited to stay for dinner.

When she arrived, Dalia noticed colorful candles on the table. "Is it someone's birthday?" Dalia asked Imani. The only time she had seen candles at her house was on a birthday cake.

"No, we always light candles for dinner," replied Imani. "My grandmother says it creates a calm mood."

Dalia was surprised at how quiet it was when she sat down at dinner. Imani and her four brothers

**READ ALOUD**  
"A Night at the Cogdells"



**READ ALOUD TRADE BOOK LIBRARY**

Interactive Read Aloud

### Fiction Lesson Plan

**SWF**  
Interactive Read Aloud

**PLANNING**

- Select a book from the Read Aloud Trade Book Library or the school or classroom library.
- Identify the big idea of the story.
- Develop the Teaching Points.
- Write open-ended questions and model Think Alouds on sticky notes and place them at the points where you plan to stop in the story.

**BEFORE READING**

- Show the cover of the book to introduce the title, author, illustrator, and genre.
- Ask the students to share their thoughts.
- Ask questions to guide the discussion and draw attention to the teaching points.
- Use Think Alouds to model strategies related to the main idea or theme.
- Write open-ended questions and model Think Alouds on sticky notes and place them at the points where you plan to stop in the story.

**DURING READING**

- You can choose to do a first reading so students get the gist of the story and apply Think Alouds and open-ended questioning to a second reading of the story.
- Ask questions to guide the discussion and draw attention to the teaching points.
- Use Think Alouds to model strategies related to the main idea or theme.
- Write open-ended questions and model Think Alouds on sticky notes and place them at the points where you plan to stop in the story.

**AFTER READING**

- Summarize and ask students to share thoughts about the story.
- Student answer comprehension by writing the main idea of the story.
- Draw and write a Student Response Form available on Readaloud.com.

**INTERACTIVE READ ALOUD LESSON PLAN GUIDE**



**SHARED READ**  
*Tempura, Tempura*

**BOOK CLUB**

Titles related to Spotlight Genre and Theme: T456-T459

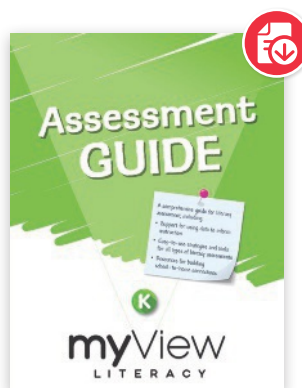
**Mentor STACK**

Writing Workshop T397



## Assessment Options for the Week

- Daily Formative Assessment Options
- Progress Check-Ups on SavvasRealize.com
- Writing Workshop Assessment



**ASSESSMENT GUIDE**

# Word Work

## OBJECTIVES

Demonstrate phonological awareness.

Identify and match the common sounds that letters represent.

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

Identify and read common high-frequency words by sight.



Picture Cards

## FOUNDATIONAL SKILLS EXTENSION

See p. T261 for a consonant *Dd* extension activity that can be used as the text is read on Days 2 and 3.

### ELL Language Transfer

Students who speak other languages may have difficulty pronouncing the sound /v/ because many languages do not have this sound. For example, Spanish-speaking students frequently pronounce the sound /v/ as /b/. Provide extra practice for students.

## Phonological Awareness: Add Phonemes

**FOCUS AND MODEL** Tell students that today they will add sounds to words to make new words. Display the *up* Picture Card. This picture shows the meaning of the word *up*. Say the word with me: *up*. Now listen as I add the sound /k/ to the beginning of *up*: /k/ -*up*. What is the new word? (cup)

**PRACTICE** Say the word *at*. Now say the word with me: *at*. Let's try adding different sounds to the beginning of this word. We'll begin with the sound /h/. Say the new word with me: /h/ -*at*, *hat*. What other sounds can we add to the beginning of the word *at*? Possible sounds include /b/, /k/, /m/, /p/, /r/, /s/, and /v/.

## Phonics: Review Words for *Dd*, *Ff*, and *Vv*

### Minilesson

**FOCUS** Write the letters *Dd*, *Ff*, and *Vv* on the board. Point to the letters and have students tell you the name and sound for each letter. Today we are going to work with words that have these letters and sounds.

**MODEL AND PRACTICE** Hold up the *bed* Picture Card. This is a picture of a bed. Turn the card over and cover the last letter with a self-stick note. Listen as I say the sounds for these letters: /b/ /e/. The last letter sound is missing. Who can tell me the last sound in *bed*? (/d/) What letter spells that sound? (the letter *d*) Uncover the letter *d* and read the word *bed* with students. Repeat with the *fan* and *van* Picture Cards, having students identify the letter *f* in *fan* and *v* in *van*.

**APPLY My TURN** Have students turn to p. 166 in the *Student Interactive*. Have them read the first sentence, and guide them to figure out the missing letter. What sound goes at the beginning of *ig*? What is the letter for that sound? Students should say /d/, *d*. Have them write *dig*. Then have students complete the page.



**ELL Targeted Support Practice the Sound /v/** Tell students that learning the sounds that make English words will help them understand English better. Provide students with ample opportunity to practice the sound /v/. Show students that the sound /v/ is made by gently placing the upper teeth on the bottom lip.

Say the following words: *van, vest, vacuum, volcano*. Have students repeat after you as you say each word. Monitor their pronunciation. **EMERGING**

Share examples of words that have the sound /v/: *van, volcano, vest, vet*. Have students say each word, pronouncing the /v/ correctly. Have them tell you one more word that begins with /v/. **DEVELOPING**

Help students practice making the sound /v/ at the beginning, middle, and end of words. Offer these words: *vest, volcano, give, giving*. Then have students take turns telling another word that has the sound /v/. Other students should tell whether the sound /v/ is at the beginning, middle, or end of the word. **EXPANDING**

Have students make a list of words with the sound /v/. Have them pronounce each word, and monitor their pronunciation. **BRIDGING**

## HIGH-FREQUENCY WORDS



Display the high-frequency words *please, want, and every*. Read the words aloud.

- Have students point to the word *please* and read it.
- Repeat for *want* and *every*.

please

every

want

## STUDENT INTERACTIVE, p. 166

### REVIEW AND REINFORCE

#### Words for Dd, Ff, Vv

**MY TURN** Read and write



It can \_ig.

dig



We have \_un.

fun



The \_et is with a cat.

vet

166

**Directions** Ask students to name each picture. Then have them read each sentence and say the picture word to complete the sentence. Finally, have them write the word for the picture on the lines.

# Interact with Sources

## OBJECTIVES

Describe personal connections to a variety of sources.

Describe familiar people, places, things, and events in detail.

## ACADEMIC VOCABULARY

**Language of Ideas** The unit Academic Vocabulary words help students access ideas. As you discuss the poem with students, ask: [What is a tradition?](#) [Why do traditions change over time?](#) [What does it feel like to discover something new?](#)

- change
- discover
- time
- tradition



Songs and Poems Big Book

See the *Songs and Poems Big Book* for selections that relate to the unit's theme.

## Explore the Poem

Remind students of the Essential Question for Unit 4: *What can we learn from the past?* Then tell them the Weekly Question: *What can we learn from family traditions?* Explain to students that a family tradition is one way that we can connect to the past. By connecting to the past, we can learn about it.

Have students turn to pp. 164–165 in the *Student Interactive*. Tell them that they are going to hear a poem about a family tradition. Guide the discussion with the following prompts:

- Read the poem aloud to students while they follow along.
- Then ask students for their initial responses to the poem. Ask students if they know what the Fourth of July is. Ask if they know what camping is, or if they can picture a campfire or fireworks. Try to ensure that students understand all the important concepts mentioned in the poem. Then read the poem aloud again as they follow along.
- Ask students to draw personal connections to the poem by saying how their own family traditions are similar to or different from the tradition described in the poem.
- Ask students to describe familiar people, places, and things related to their traditions. Ask them who takes part in their family traditions. Ask students where they celebrate their traditions. Have them describe with detail any objects that are part of their traditions.

**My TURN** Have students interact with the poem by completing the drawing activity on p. 165 in the *Student Interactive*.

**WEEKLY QUESTION** Remind students of the Week 5 Question: *What can we learn from family traditions?* Explain to them that they just heard and responded to a poem about a family tradition. The family in the poem camps out every Fourth of July. Other families have other traditions. Tell students they will learn about some other family traditions this week.

**ELL Targeted Support Prior Experiences** Tell students that the English word *tradition* has a Spanish cognate, *tradición*. Traditions are special things that people do together at the same time each year (or each month or week).

Guide students to use their prior experiences to complete the following sentence frame by talking about their own families: *Every year, my family \_\_\_\_\_*. Have students say something that their family does each year. **EMERGING**

Have students discuss family traditions with a partner or group. Monitor student responses. **DEVELOPING**

Have students write about their experiences of family traditions. Encourage students to describe their experiences in writing. Invite them to share their writing with the class. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 164–165

WEEKLY LAUNCH: POEM

**Read Together**

## A Family Tradition

My family goes camping each Fourth of July. Our tradition keeps going though years have gone by.

We hike, and we sing by the campfire's glow, then wrap up the night with a fireworks show!

**Weekly Question**  
What can we learn from family traditions?

**MY TURN** Draw

### Drawing should show a family tradition.

**Directions** Read the poem aloud and have students look at the pictures. Ask them to talk about how their own family traditions are similar to and different from the tradition described in the poem. Then have students draw a picture to show a family tradition.

164

165





# Listening Comprehension

## OBJECTIVES


Listen actively and ask questions to understand information and answer questions using multi-word responses.

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

## ELL Language Transfer

**Cognates** Point out the Spanish cognates in the Read Aloud. Many of the cognates relate to the story and to the theme of celebrating holidays.

- invited : *invitado*
- recipe : *receta*
- tradition : *tradición*

 **THINK ALOUD** Analyze Fiction After you reread the first paragraph, say: *I remember that all fiction stories have characters, or people the story is about, and a setting, or where and when the story takes place. The very beginning of this story tells me about both the characters and the setting. The characters are friends named Dalia and Imari. The setting is at Imari's house at dinnertime. Now, I'll read on to see what happens in the story!*

## Read Aloud

Tell students that you are going to read a fictional text, or story, aloud. Stories have a theme. A story's theme is the big idea or concept that the story is about. Have students listen as you read aloud "A Night at the Cogdells." Remind students to be active listeners by looking at you and thinking about the story as you read.

### START-UP

#### READ-ALOUD ROUTINE

**PURPOSE** Have students listen actively for the theme.

**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 Night at the Cogdells

Dalia was excited to visit her friend Imari. Dalia had been to Imari's house before, but today she had been invited to stay for dinner.

When she arrived, Dalia noticed colorful candles on the table. "Is it someone's birthday?" Dalia asked Imari. The only time she had seen candles at her house was on a birthday cake.

"No, we always light candles for dinner," replied Imari. "My grandmother says it creates a calm mood."

Dalia was surprised at how quiet it was when she sat down at dinner. Imari and her four brothers



“A Night at the Cogdells,” continued

did not say a word while her mother put the food on the table. Then Mrs. Cogdell sat down and smiled at Imari’s grandmother. Imari’s grandmother scooped out some rice and beans and passed the bowl to Imari. Suddenly, everyone started talking. All at once people were passing the food and putting it on their plates.

“Granny always takes the food first,” Imari explained. “That’s a tradition in our family.”

“Like the candles?” I asked.

“That’s right,” said Imari. “We always have candles, and Granny always starts the food around the table.”

Imari held the bowl with the rice and beans while Dalia scooped it onto her plate. She had never had rice and beans before. It smelled delicious. “Do you always have such good food?” she asked.

Mrs. Cogdell smiled at Dalia. “I love to cook!” she said. “This is one of Imari’s grandmother’s recipes.”

“Cooking and eating are the best family traditions!” said Imari.

**THINK ALOUD** Analyze Fiction After you reread the eighth paragraph, say: *In this story, the events all take place at the dinner table. Dalia is learning about some of Imari's family traditions. This seems like the big idea of this story. Theme is a word that we can use to talk about a story's big idea.*

## WRAP-UP

### “A Night at the Cogdells”

1. Celebration

2.

3.

4.

Use a chart to help students recognize the characteristics of fiction. Tell them to help you list all the parts of the text that help us see what the text’s theme is. Ask them to say what the theme is.

## 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.



# Fiction

## LEARNING GOAL

I can read about the past.

## OBJECTIVE

Discuss topics and determine the basic theme using text evidence with adult assistance.

## LANGUAGE OF THE GENRE

As you review the anchor chart, check that students understand the elements of fiction shown on the chart.

- Who are the characters in a story? What characters do you see in the anchor chart?
- What is a story's theme?
- What do you think the theme of the story shown on the anchor chart might be?

## FLEXIBLE OPTION ANCHOR CHARTS

Create a fiction anchor chart.

- Add *theme*.
- Ask students to explain to you what a text's theme is.
- Ask students what else they know a fiction text has. Work with students to add other elements, such as *characters*, *setting*, and *plot*.

## Minilesson

**FOCUS ON STRATEGIES** Explain to students that fiction has made-up characters. It also has a theme. Understanding a text's theme can help readers understand the text better.

- There are made-up characters in the text. They are not real people, but they can be like people you may know.
- The theme is the big idea of the text.
- A theme may be a lesson or something the author wants readers to learn or remember.

**MODEL AND PRACTICE** Remind students about the Read-Aloud story, "A Night at the Cogdells."

- The characters are two friends named Dalia and Imari.
- The theme is *family traditions*. This is what the story is mostly about.

Turn to p. 176 of the *Student Interactive*. Read aloud the page and work with students to identify the characters and theme of the story about the Johnsons.

**ELL Targeted Support Fiction** Provide support as students learn vocabulary to talk about fiction and how it is similar to or different from narrative nonfiction.

Provide examples of fiction and narrative nonfiction. Work with students to sort them into piles to show whether they are fiction or nonfiction. Then review the books in the fiction pile, one at a time. Talk about different features of fiction with each book: **This book is fiction because the characters are made up. This book is fiction because it does not tell about real events.** Check understanding: **Are the people/events in this book real or made-up?** **EMERGING/DEVELOPING**

Have students choose a fiction book from the class library. Ask them to use the pictures to tell you about the characters and the story. Then have them tell you why it is fiction. Provide a sentence frame if needed: **This is fiction because \_\_\_\_\_.** **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for identifying fiction.

**OPTION 1 TURN, TALK, AND SHARE** Have students complete the Turn and Talk activity on p. 176 of the *Student Interactive*. Have partners share their ideas with the class.

**OPTION 2 Use Independent Text** Have students look at and read fiction texts during independent reading. Have them write or draw pictures to tell what happens in the story.

### ✓ QUICK CHECK

**Notice and Assess** Can students identify fiction texts?

#### Decide

- **If students struggle**, revisit instruction for identifying fiction in Small Group on pp. T254–T255.
- **If students show understanding**, extend instruction for identifying fiction in Small Group on pp. T254–T255.

## STUDENT INTERACTIVE, pp. 176–177

GENRE: FICTION Read Together READING WORKSHOP

**My Learning Goal** I can read about the past.

**Fiction**  
Fiction stories tell about made-up characters. They often have a **theme**, or a big idea.

**Made-up Characters** • The Johnson family was having a special dinner. Grandma brought chicken. Uncle Jeff brought mashed potatoes. Everyone ate and talked.

**Theme** • The Johnsons like spending time together.

**TURN and TALK** How is this story like a narrative nonfiction story? How is it different?

**176** Directions Read aloud the genre information and model text. Have students discuss the topic of the story and determine the basic theme. Then have them talk about how fiction is similar to and different from narrative nonfiction.

**Fiction Anchor Chart**

**177**

# Academic Vocabulary

## LEARNING GOAL

I can use words to make connections.

## OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

## ELL Language Transfer

**Cognates** Help ELLs understand the Academic Vocabulary words by pointing out the following Spanish cognates:

- discover : *descubrir*
- tradition : *tradición*

## Oral Language

### Minilesson

**FOCUS ON STRATEGIES** Explain to students that they can practice using the Academic Vocabulary words by talking with a partner.

- Use new words in new ways. A partner can point out if you use a word incorrectly and help you use the word correctly.
- Ask a partner to help you understand the meaning of a word if you are having trouble with the word.

**MODEL AND PRACTICE** Model using Academic Vocabulary words by talking about a photo that shows a family eating together on p. 249 of the *Student Interactive*. In this picture a family is eating together. They are smiling and they look happy, so I think they are celebrating. A tradition is something that a family can do to celebrate together. I can use the word *tradition* to talk about this picture. I can say, “The family has a tradition of eating a big dinner together.”

# Handwriting

## OBJECTIVE

Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

## Write Words

**FOCUS** Explain to students that we write letters together to make words. Remind students that the letters in a word are not separated by spaces.

**MODEL** Write the word *it* on the board. Point to the word as you say it. We can write the word *it* by writing the letter *i* and the letter *t* next to each other. Show students how to write the word *it*. Have them practice tracing *it* on the surfaces of their desks. Write the word *kit* on the board. We can make this word by putting letters *k*, *i*, and *t* together. Have students practice tracing the word on the surface of their desks. Then repeat with the word *bit*.



ASSESS UNDERSTANDING

Apply

**TURN, TALK, AND SHARE** Have partners complete the activity on p. 193, using the Academic Vocabulary when they can.

STUDENT INTERACTIVE, p. 193


**VOCABULARY** **Read Together** **READING-WRITING BRIDGE**


I can use words to make connections. **My Learning Goal**


**Academic Vocabulary**


time change discover tradition

**TURN and TALK** Talk about the pictures.









**Directions** Have students talk about the pictures with a partner. Remind them to use the Academic Vocabulary words.

193

**PRACTICE** Have students use *Handwriting* p. 208 from the *Resource Download Center* to practice writing words.

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

**Handwriting**

Write Words

**MY TURN** Write

*write*

*change*

*discover*

*tradition*

*time*

*change*

*discover*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

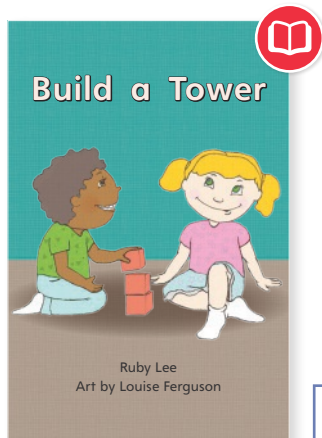
**Directions** Read each word aloud. Have students trace each word. Then have them write each word on their own, paying attention to proper letter size, formation, and spacing.

Grade K • Unit 4 • Week 5

Handwriting, p. 208

# 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 B

**Genre** Narrative

**Text Elements**

- One to two lines of text per page
- Text and illustrations

**Text Structure**

- Repetitive Structure



LEVEL B

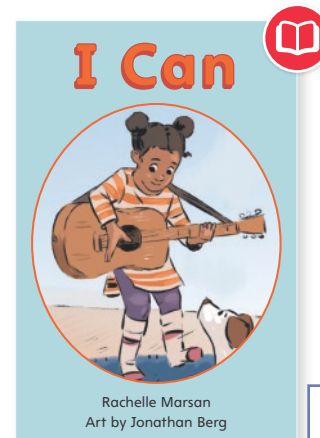
**Genre** Narrative Nonfiction

**Text Elements**

- Simple sentences
- Two lines of text per page

**Text Structure**

- Simple Factual



LEVEL C

**Genre** Narrative

**Text Elements**

- Text and pictures
- Two lines of text per page

**Text Structure**

- Simple Factual

## Guided Reading Instruction Prompts

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

### Identify Fiction

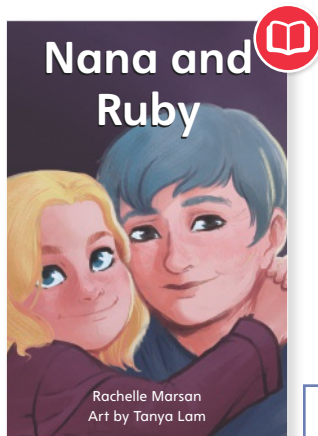
- Can you tell from the cover that this is fiction? Why or why not?
- Who are the characters?
- Are the people and events in the story real or made-up? How can you tell?

### Develop Vocabulary

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

### Determine Theme

- What happens in this story?
- What is the big idea that the story is about?
- How do the details in the story help make this big idea, or theme, come alive?



LEVEL D

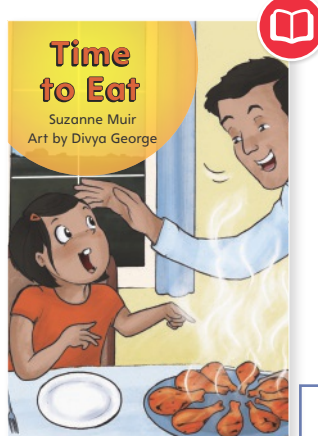
**Genre** Narrative

**Text Elements**

- Simple dialogue
- Some sentences go to next line

**Text Structure**

- Chronological



LEVEL D

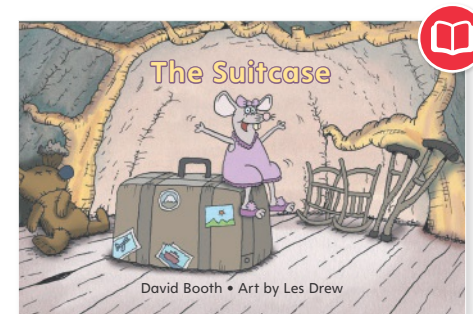
**Genre** Narrative

**Text Elements**

- Simple dialogue
- Some sentences go to next line

**Text Structure**

- Repetitive Structure



LEVEL D

**Genre** Animal Fantasy

**Text Elements**

- Easy content and ideas
- Two to four lines of text per page

**Text Structure**

- Repetitive Structure

## Ask and Answer Questions

- Ask a question about what a character says or does.
- Ask a question about a word the author used.
- Ask a question that helps you understand the theme, or big idea.

## Compare Texts

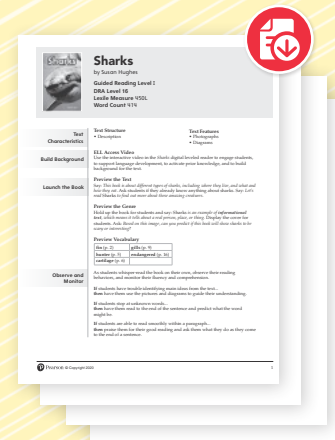
- What is the title of each text?
- What is the theme of each text?
- How are the characters similar and different?

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





Use the  **QUICK CHECK** on p. T249 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### IDENTIFY FICTION

**Teaching Point** Today I want to talk about how to recognize fiction. A fiction text is a story with made-up characters, setting, and events. Stories also have a theme. A story's theme is the big idea. Choose a fiction story your class has read recently and work with students to identify the characters, setting, and events. Talk about what the story is mostly about. Emphasize that the story is fiction because it did not really happen.

### ELL Targeted Support

Read aloud a simple picture book with a clear theme. Play a free-association game with students to help them practice determining a story's theme.

Have volunteers draw a picture of the first thing that the book makes them think of. **EMERGING**

Have students tell you what the book is about. Use a sentence frame: *This story is mostly about \_\_\_\_*. Provide ideas if needed, such as friendship, a trip, the importance of trying hard, etc. **DEVELOPING**

Have students talk to a partner about what the story is mostly about. Then have partners share their ideas with the class. **EXPANDING/BRIDGING**



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

## Intervention Activity



### FICTION

Use Lesson 39 in the *myFocus Intervention Teacher's Guide* for additional instruction on fiction texts.

LEVEL B • READ

**Lesson 39** Genre: Fiction

**DIRECTIONS** Follow along as your teacher reads aloud "The Green Kite" and "The Stubborn Horse." Look at the pictures.

**The Green Kite**

It was summer. Tom was at the park with his pal Max. Tom had a new green kite.

"We can have fun with my kite," Tom said.

Tom got the kite up. It was fun to fly his kite. He could see his kite up in the sky.

"Now you try, Max," said Tom. He gave the kite to Max. Max got the kite up, but then he let go of the string. The kite went up, up, up. Soon it was a dot of green. The kite went way up over the park.

"How can we find my kite?" said Tom. He was sad.


"Let me take a look under this bush," said Max. He had a look.

"Do you see the kite?" Tom said. Max did find a bug, but he did not find the kite.

Max said, "We can take a look over at the lake." They did find a duck, but they did not find the kite.

Then Tom saw a boy on a bike. The boy had a green kite. "Is this your kite?" said the boy. "It was in a tree over there in the park."

"Yes!" said Tom. "That kite is mine. Thank you!"



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## On-Level and Advanced



### INQUIRY

**Question and Investigate** Have students use the poem on p. 164 of the *Student Interactive* to generate questions about traditions. Throughout the week, have them conduct research about one of the questions. See *Extension Activities* pp. 243–247 in the *Resource Download Center*.



## Conferring

3 students / 3–4 minutes  
per conference

### IDENTIFY FICTION

**Talk About Independent Reading** Ask students to discuss the made-up features of their independent reading.

### Possible Conference Prompts

- Who are the main characters?
- What in the book is made up?

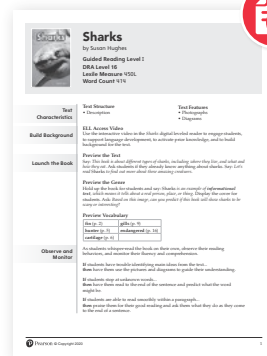
**Possible Teaching Point** Fiction books have made-up features. If a book includes made-up characters, settings, or events, it is a fictional story.

## Leveled Readers



### IDENTIFY FICTION

- For suggested titles, see “Matching Texts to Learning,” pp. T252–T253.
- For instructional support on how to identify characters, setting, and theme, see *Leveled Reader Teacher’s Guide*.



## Independent/Collaborative

### Independent Reading



Students can

- read a self-selected trade book.
- reread a fiction selection from past weeks on their own and determine why it is fiction.
- begin reading their Book Club text.

### Centers



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

### Literacy Activities



Students can

- write or draw about a fiction text they read this week.
- play the myView games.
- partner-read a trade book and work together to determine the book’s characters, setting, and theme.

## BOOK CLUB



See Book Club, pp. T456–T459, for

- ideas for guiding Book Club.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups’ collaboration.

## Whole Group

**Share** Bring the class back together as a whole group. Invite one or two students to talk about a fiction text they are reading. Ask them to share the names of the characters and what the story is about.

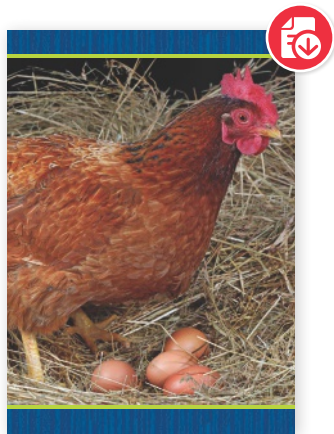
# Word Work

## OBJECTIVES

Identify and match the common sounds that letters represent.

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

Spell high-frequency words.



Picture Card

## ELL Language Transfer

Tell students that in Spanish, statements are written the same as in English. In each language, a statement begins with a capital letter and ends with a period.

## Phonics: Review Words for Short e

### Minilesson

**FOCUS** Hold up the *hen* Picture Card. This is a picture of a hen. What sound do you hear in the middle of *hen*? Have students identify /e/. The letter *e* spells the sound /e/ in *hen*. Turn the card over and read the word *hen* with students.

**MODEL AND PRACTICE** Now let's practice reading more words with the sound /e/. Write this sentence on the board: *My pet is wet.* Read the sentence with students. Have students raise their hand when they hear a word with the sound /e/. Have volunteers circle the words with the sound /e/ spelled e. Continue with the following sentences: *Jed will set it on top.* *Her pet went to the vet.* *Meg had a red vest.*



### EXPERT'S VIEW Pat Cunningham, Wake Forest University

“Writing is the best window into what a child actually knows. When children are writing, it's important they spell things as best they can. For example, if a kindergartner spells the word *coat* as *cot*, it shows you that the child knows a lot about letter-sound relationships and is applying that knowledge.”

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



## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 My TURN** Have students complete p. 167 in the *Student Interactive*.

**OPTION 2 Independent Activity** Provide the following sentences for partners to read together: *Deb had her dog at the vet. Den can run fast. We made the bed.*

## QUICK CHECK

**Notice and Assess** Can students read CVC words with e?

**Decide**

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T266–T267.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T266–T267.

## HIGH-FREQUENCY WORDS



Tell students that high-frequency words are words that they will hear and see over and over in texts. Write and read the words *please*, *want*, *every*. Have students

- read each word.
- spell each word, clapping as they say each letter.

## STUDENT INTERACTIVE, p. 167

FOUNDATIONAL SKILLS

### Words for Short e

**MY TURN** Read and circle

I get in the bed.

He had a red vest.

She fed the hen.

Sam went on a sled.

Directions Point out the word *get* in the first sentence and remind students that the letter e can make the sound /e/. Have students read the sentences and circle the words with the short e sound. Then have students draw lines from the sentences to the appropriate pictures.

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## ADDITIONAL PRACTICE

For additional student practice with short e, have students complete *Phonics* p. 190 from the *Resource Download Center*.

FOUNDATIONAL SKILLS

Name \_\_\_\_\_

**Phonics**

Short e

**MY TURN** Write, read, and match

1. A hen can peck

2. Can Jen help?

3. The jet left

4. Ted is in his bed.

Directions Have students write the letter e to complete the words with missing letters. Then have them read each sentence and draw a line to the picture it matches.

Grade K, Unit 4, Week 5

190

Phonics, p. 190

# Introduce the Text



## OBJECTIVES

Identify the front cover, back cover, and title page of a book.

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

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

Respond using newly acquired vocabulary as appropriate.

### 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 following words from p. 178 in the *Student Interactive*: *brought, served, sailed, shared*.
- Ask students what they already know about the words. Ask questions to help clarify meaning: *Have you brought your lunch to school today? What have they served for lunch? Have you ever sailed on a sailboat? What types of things have you shared with your fellow students?*

## Print Awareness

Choose three or four children’s books. Hold up the first book in front of the class, with the front cover facing students. Point to the book’s front cover and ask: *Is this the front cover, back cover, or title page?* Have students call out their responses as a class. Repeat the exercise with the second book, but this time show either the back cover or the title page. Keep going, holding up books for the class and eliciting their responses until all students can identify these parts of a book.

## Read

Discuss the First Read Strategies. In this first read, encourage students to read for understanding and enjoyment. After students complete the First Read, ask: *What part of the story did you like most?*

### FIRST READ STRATEGIES

**READ** Read or listen to the text. During the first reading, work to understand what the text is about.

**LOOK** Look at the pictures to help understand the text.

**ASK** Generate, or ask, questions about the text to deepen understanding.

**TALK** Talk to a partner about the text.

Help students read the whole text independently, in pairs, or as a whole class. Use the First Read notes to help students connect with the text and to monitor comprehension.



**ELL Targeted Support Share Information** Help students practice asking and answering questions. Write the words *who*, *what*, *when*, *where*, *how*, and *why* on the board. Tell students that these are words that we use to ask questions.

Model asking a question using one of the question words. *Who are the characters in this book?* Then ask a student to ask this question of another student. **EMERGING**

Have students practice asking one another questions about the setting and characters in the story. **DEVELOPING**

Call on volunteers to ask questions. Each time a student asks a question, have that student call on another student to answer the question. Then have the second student ask a question of his or her own and then call on a third student to answer that question. Continue the chain of questions and answers until all students have asked at least one question. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 178–179

VOCABULARY Read Together

## Tempura, Tempura

### Preview Vocabulary

served	sailed	shared	brought
--------	--------	--------	---------

**Read**  
What questions do you have before you read the story?

**Meet the Illustrator**

**Teresa Martinez** illustrates books for children. She grew up in Mexico, where she liked to play in the river and walk with the cows.

**178** Directions Have students listen to the title and look at the illustration on the title page. Ask them to generate questions about the text before reading.

**179**

STUDENT INTERACTIVE, pp. 180–181



It was Grandfather's birthday.  
He is from Portugal.

180



Haruko came to dinner.  
She is from Japan.

181

## First Read

### Ask

**THINK ALOUD** The author wrote that Grandfather is from Portugal and that Haruko is from Japan. These are details. These details make me think of questions to ask the author. For example, I want to ask the author why she included these details. Why does it matter where Grandfather is from? Why does it matter where Haruko is from? I wonder if family traditions are related to where families are from.

## CROSS-CURRICULAR PERSPECTIVES

Social Studies



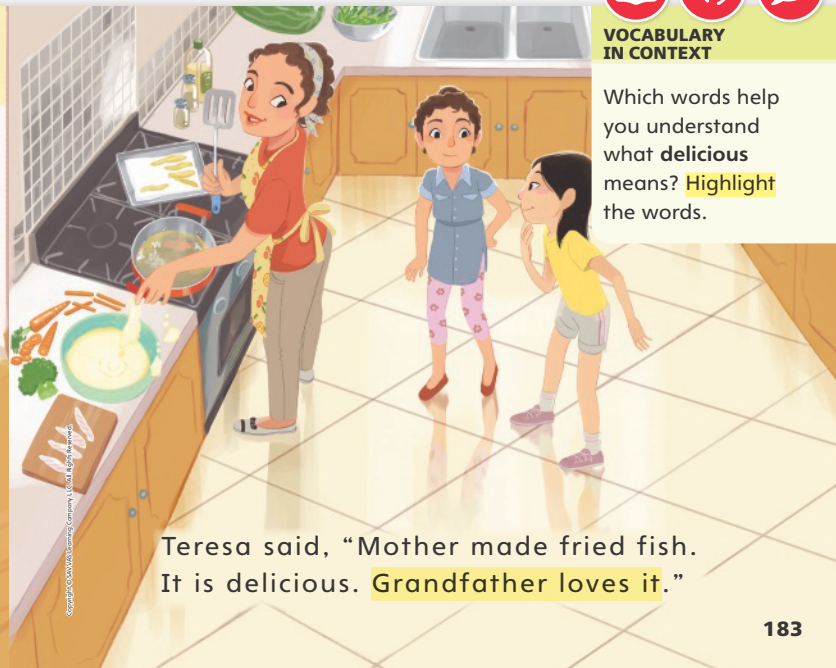
People from different parts of the world often have different family traditions. For example, the Fourth of July is a tradition for American families. Families may have a tradition of going to a parade, hosting a cook-out, or watching the fireworks on the Fourth of July. In other countries, families may have other customs and traditions to celebrate national holidays.



STUDENT INTERACTIVE, pp. 182–183

VOCABULARY  
IN CONTEXT

Which words help you understand what **delicious** means? **Highlight** the words.



## Foundational Skills Extension

### Consonant *Dd*

Have students identify, or point to, words that begin or end with the sound /d/, spelled *d*.

### Possible Teaching Point



#### Read Like a Writer | Graphic Features

Remind students that an author uses pictures and other graphic features to add meaning to a story. Looking at the pictures in a story can help a reader understand it. Use the instruction on pp. T274–T275 to help students grasp the author’s use of graphic features in the text.

## Vocabulary in Context

Point out the word *delicious* on p. 183 of the *Student Interactive*. Ask students to locate the part of the text that gives a clue about the meaning of the word. (*Grandfather loves it.*) Have students turn and talk briefly to a partner, using the word *delicious* to describe their favorite foods. **DOK 2**

### OBJECTIVE

Respond using newly acquired vocabulary as appropriate.



STUDENT INTERACTIVE, pp. 184–185



CLOSE READ



What questions could you ask about these pages? **Highlight** the parts of the text you have questions about.



**served** set food out for people to eat

Mother served the fish.  
She served beans.

184



“This looks like tempura!” said Haruko.  
Grandfather said, “Tempura comes from my home. We call it *tempera*.”

185

## First Read

### Read

**THINK ALOUD** When I ask questions about what I read, I can reread or read on to find the answers. As I read pp. 186–187, I see why it was important to know where Grandfather and Haruko are from. When I reread or read on with questions in mind, I learn more from my reading.

### Possible Teaching Point



#### Academic Vocabulary | Oral Language

Three of the unit Academic Vocabulary words are *change*, *time*, and *tradition*. Use the words to talk about the story to help students understand what these words mean. A family tradition can be eating a particular food. Use the instruction on pp. T250–T251 to review tips for oral language. Then, have students talk to a partner about the story, using the Academic Vocabulary words.



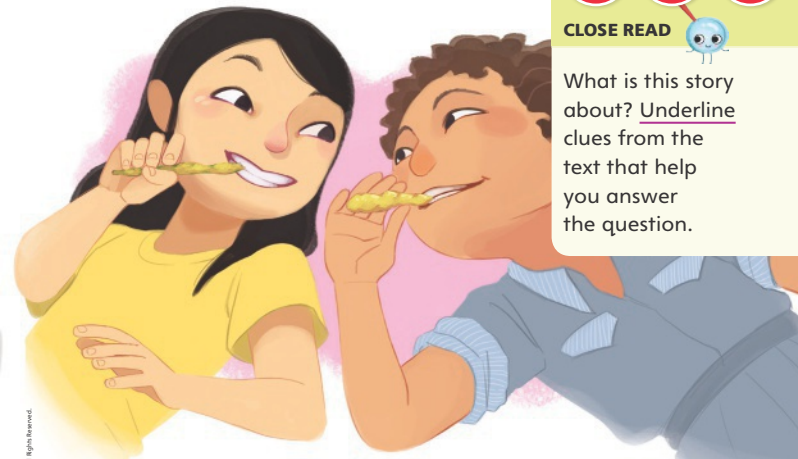
STUDENT INTERACTIVE, pp. 186–187



“A long time ago, sailors left Portugal,” explained Teresa. “They sailed to Japan. They shared their tempera.”

186

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“The Japanese liked tempera then,” said Teresa.  
“And I like tempura now!” said Haruko.

187

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## CLOSE READ



What is this story about? Underline clues from the text that help you answer the question.

## Foundational Skills Extension

### Short e Spelled e

As you read aloud pp. 186–187, have students identify, or point to, words with the sound short e (*left, then*). Ask volunteers to tell you the letter in each word that makes the sound. Have students draw the letter e in the air with their finger.

## Close Read

### Ask and Answer Questions

Read the Close Read note on p. 185. Have students share the text that they highlighted and their question about it. **DOK 3**

### Determine Theme

Have students look at pp. 186–187 and underline words that suggest what the story’s theme is. **DOK 3**

### OBJECTIVES

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

Discuss topics and determine the basic theme using text evidence with adult assistance.



# Respond and Analyze



Tempura, Tempura

## OBJECTIVES

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

Use text evidence to support an appropriate response.

Respond using newly acquired vocabulary as appropriate.

Describe the elements of plot development, including the main events, the problem, and the resolution, for texts read aloud with adult assistance.

## My View

Ask students to give their initial responses to the text. Say: *What did you think about the text? Was there anything you liked about it? Anything you didn't like?*

- **Talk** Encourage students to share their responses by reminding them that there are no right or wrong answers to these questions. Listen to students' responses and discuss them with the class.
- **Draw** Ask students to draw what they thought the story was about.

## Develop Vocabulary

### Minilesson

**FOCUS ON STRATEGIES** Tell students that they can learn or clarify the meanings of words by looking at the other words nearby in the text. This is called using context clues to learn and clarify meanings.

- **READ** First read a phrase, sentence, or passage from a text.
- **ASK** Then ask yourself if there are any words you do not know.
- **THINK** If there is a word you do not know, think about what the other words in the sentence or passage mean. By using the meanings of words you already know, you may be able to learn and clarify the meanings of words that you do not know.

**MODEL AND PRACTICE** Have students turn to p. 188 in the *Student Interactive*. Go over the four vocabulary words, reviewing their meanings as necessary. Write a simple sentence frame with a blank for the vocabulary word *shared* on the board. Have students identify the correct vocabulary word to fill in the blank. Then have them do the same with the two sentences on p. 188.

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students apply strategies for developing vocabulary.

**OPTION 1 My TURN** Have students practice developing vocabulary by completing the activity on p. 188 in the *Student Interactive*.

**OPTION 2 Use Independent Text** As students read texts independently, have them keep a list of new or unfamiliar words they encounter. Have them attempt to learn or clarify the meaning of each new word by using other words or sentences nearby.

### QUICK CHECK

**Notice and Assess** Are students able to use text to learn or clarify new word meanings?

#### Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T268–T269.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on pp. T268–T269.

**Check for Understanding My TURN** Have students complete the Check for Understanding on p. 189 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 188–189

VOCABULARY
Read Together
COMPREHENSION
Read Together
READING WORKSHOP



### Develop Vocabulary

**MY TURN** Write

served
sailed
shared
brought

Haruko brought flowers for Grandfather.

Mother served tempura for dinner.

Directions Read aloud the vocabulary words. Then read the sentences aloud. Have students complete each sentence by writing the vocabulary word that best completes it on the lines.

### Check for Understanding

**MY TURN** Write

**DOK 1** 1. What happens after Mother serves dinner?  
Possible response: The characters talk about where tempura comes from.

**DOK 2** 2. How does the author describe the food?  
Possible responses: fried, delicious

**DOK 3** 3. How do the characters share traditions?  
Possible responses: They share food. They tell stories.

Directions Read aloud the questions and have students write their responses. Remind them to use text evidence.

188
189

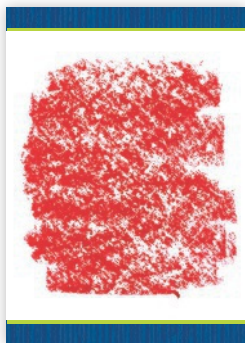
Use the  **QUICK CHECK** on p. T257 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### SHORT e

**Picture Card** Display the red Picture Card. This picture shows the color red. Red has the middle sound /e/. Turn the card over so students can see the spelling. What letter spells the sound /e/? Yes, the letter e.



Remind students that the sound /e/ can come at the beginning or middle of a word. Write the following words on the board: *hog, lime, dig, egg, elf, fed, wed, set, lip, jam, dug, mug, pan*. Ask for volunteers to decode the words. Instruct students to stand up when they hear the sound /e/.

### ELL Targeted Support

Write the following words on the board: *let, met, pet, get*.

Have students decode the short e words. As they read the word aloud, provide feedback to correct their pronunciation of the short e sound.

### EMERGING

Have students say and write each word. Then have them circle the short e. **DEVELOPING**

Have students provide feedback to each other as they read the words with a partner. Have them tell you other words with short e in them. **EXPANDING**

Have students write three words with the sound /e/ and share with partners. **BRIDGING**



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

## Intervention Activity

### SHORT e

Use Lesson 28 in the *myFocus Intervention Teacher's Guide* for instruction on reading words with the sound /e/ spelled e.

LEVEL A • MODEL AND TEACH

**Lesson 28 Short e**

**INTRODUCE** Emphasize that words are made up of consonant and vowel sounds. You learned that *let* is spelled with the letter e, and you learned how to blend letters to read words with this sound. Today we will learn another way to read words with the short e sound.

**MODEL** Display or share copies of the following passage, "Ben's Pet," from Student Page S165, and read it aloud.

Point to the word *red* in the last line. The word *red* has a consonant, then a vowel, and then another consonant. Each letter has its own sound. Point to the word *bed*. Changing a letter in a word makes a new word. When the *r* in *red* is changed to a *b*, the word *red* becomes *bed*.

**OBJECTIVES:**

- Read words with the short e sound.
- Form words using the short e sound.
- Change, add, and delete sounds to make new words.
- Spell VC, CVC, and CCVC words.

**Ben's Pet**

Ben gets a *pet*.  
He gets a *dog*.  
He gets the dog a *red bed*.

ends with -et  
ends with -ed

**TEACH** Point out the words with the short e sound. Explain that students can read more words when they learn how to recognize letter combinations that include a short e. *Red* and *bed* both have a short e sound and end with -ed. Now that I know -ed has a short e sound, I can use this letter combination to make new words. When I change, add, or delete a letter, I make a new word. Reinforce this idea by pointing out other words in the model that have the short e sound, such as *Ben* and *pet*.

Now point to the -et letter combination at the end of *pet* in the first sentence. Now that I know what the letters -et sound like, when I hear a word that ends with those sounds, I can spell the word. The word *pet* ends with the sounds /e/ and /t/. I can write the letter combination -et. The word starts with the sound /p/. I know the letter *p* makes the /p/ sound. I can add the letter *p* to the beginning of -et. Work through spelling other examples, such as *let*, *met*, and *bet* by changing, adding, and deleting letters.

Phonics, Morphology, and Spelling T • 165

## Intervention Activity

### PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 5–20.



## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles to students. Have students use the Letter Tiles to make words with the sound /e/. Allow any suitable answer, but example answers include: *let, pet, net, den, led.*

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



### Decodable Book



#### NOW AND THE PAST

Students can reread the Decodable Book *Now and the Past* to practice reading the sounds /p/, /y/, short and long *i*, and last week's high-frequency words.

Before reading, display and remind students of last week's high-frequency words: *good, could, open*. Tell them that they will practice reading these words in the Decodable Book *Now and the Past*. **When you see these words in today's story, you will know how to read them.**

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

### High-Frequency Words

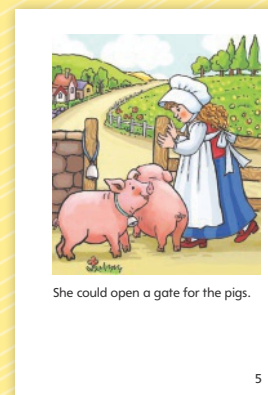
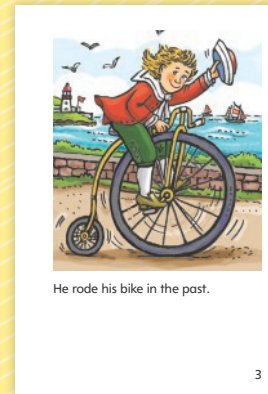
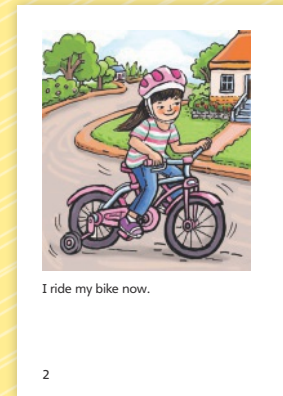
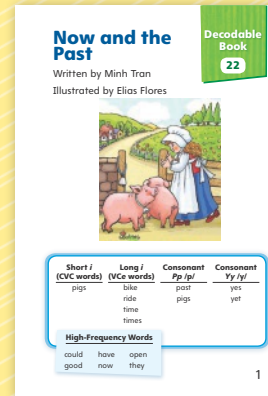
Have students make flashcards with the high-frequency words on them and use them to quiz each other.

### Centers



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

## Decodable Book



Use the  **QUICK CHECK** on p. T265 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DEVELOP VOCABULARY

**Teaching Point** Today I want to remind you that you can learn or clarify the meanings of new words by looking at other words nearby in the text. This is called using context clues. Have students look at pp. 182–183 in the *Student Interactive*. Read the text and ask students to identify vocabulary words. Ask students to try to say what they mean based on other words in context.

### ELL Targeted Support

**Develop Vocabulary** Write the words *brought*, *served*, *sailed*, and *shared* on the board.

Have pairs discuss the meaning of each word. Provide support if they are struggling. **EMERGING**

Have pairs create sentences for one of the vocabulary words. **DEVELOPING**

Set students in groups of four. Have each student write a sentence using one of the four words so that each word is used. Then have them read their sentence to the group. Have the group identify the vocabulary word and provide feedback if it is not used correctly. **EXPANDING**

Have students write a sentence for each vocabulary word. Then have them read each sentence to a partner. Have the partner identify the vocabulary word and provide feedback if it is not used correctly. **BRIDGING**



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

## Intervention Activity



### NOW AND THE PAST

Have students reread the Decodable Book *Now and the Past*. Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to provide instructional support for foundational skills and comprehension.



## Fluency

Assess 2–4 students



### ORAL READING

Have students take turns reading the Decodable Book aloud with a partner. Ask pairs to try to read all of the words correctly. Tell students to read without making any mistakes in order to improve their accuracy.

### ORAL READING RATE AND ACCURACY

Listen as a student reads the Decodable Book. Offer feedback. Finally, record each student's performance. 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 a new word they learned while reading independently. Then have them show you the context clues that helped them understand the word.

### Possible Conference Prompts

- What is a new word you learned? What clues helped you learn its meaning?
- What does this word mean? How can you tell?
- Tell me what you think these words mean. What in the text makes you think that that is what they mean?

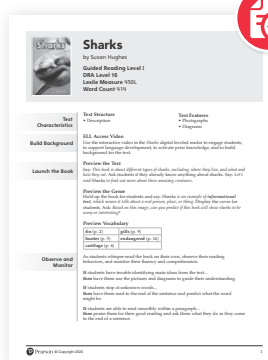
**Possible Teaching Point** Readers use words they already know to learn and clarify the meanings of new and unfamiliar words.

## Leveled Readers



### DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T252–T253.
- For instructional support on using context clues to learn and clarify the meaning of new words, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together. Invite one or two students to share new words they learned while reading independently. Have them explain how they learned the words’ meanings. Celebrate what they learned.

## Independent/Collaborative

### Independent Reading



Students can

- reread and listen to *Tempura, Tempura*.
- 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



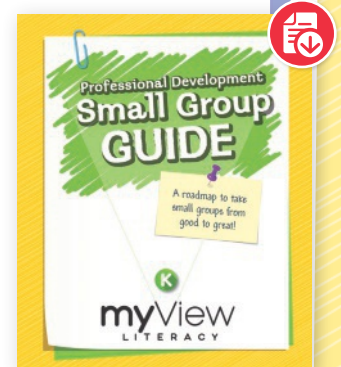
Students can

- play the myView games.
- reread *Tempura, Tempura* with a partner, focusing on reading each passage with appropriate expression.
- complete an activity from the *Resource Download Center*.

### SUPPORT PARTNER READING

Partner reading is a good time for students to practice using context clues. Each partner will have different background knowledge, so they will be able to help each other learn different words.

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





# Word Work

## OBJECTIVES

Identify and produce rhyming words.

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

Identify and read common high-frequency words by sight.



Picture Cards

## FOUNDATIONAL SKILLS EXTENSION

See p. T263 for a short e extension activity that can be used as the text is read on Days 2 and 3.

## Phonological Awareness: Identify and Produce Rhyming Words

**MODEL** Display the *net* Picture Card. This is a picture of a net. Listen carefully as I say some words: *net, bet, met*. What can you tell me about these words? Students should say they rhyme. How do you know they rhyme? Students should say that the words have the same middle and ending sounds but different beginning sounds.

Hold up the *jet* Picture Card. Listen carefully as I say this word: /j/ /e/ /t/. Does *jet* have the same middle and ending sounds as *net, bet, and met*? Students should say yes.

**PRACTICE** Display the *pen* Picture Card and say the word *pen*. Ask a student to repeat the word and tell you one word that rhymes with it. Repeat the activity three more times, so you have at least four rhyming words. Answers may include: *Ben, den, Jen, Ken, men, hen*.

## Phonics: Reinforce Words for Short e, Dd, Ff, and Vv

### Minilesson

**FOCUS** Write the word *fed* on the board. This is the word *fed*. I hear the sounds /f/ /e/ /d/ in the word *fed*. We have learned all these sounds before. What sounds do we hear in the word *fed*? Students should say /f/ /e/ /d/. Have students identify the letter that spells each sound. Continue with the word *vet*.

**MODEL AND PRACTICE** Write the word *led* on the board. Let's identify the letter sounds and read this word together. Point to each letter and ask students to say the sound the letter spells. Now let's blend the sounds together: /l/ /e/ /d/, *led*. Continue the activity with *fin, end, vest, and den*.

**APPLY** **TURN, TALK, AND SHARE** Have students turn to p. 168 in the *Student Interactive* and take turns reading with a partner.



# High-Frequency Words

## Minilesson

**FOCUS** Say: Today we will practice reading the high-frequency words *want*, *every*, and *please*. Have students read the words at the top of p. 169 in the *Student Interactive* with you: *want*, *every*, *please*.

**MODEL AND PRACTICE** Have students look at the words at the top of p. 169. Say: I will read a word, and I want you to point to it. Then we will read the word together. Read *want*, and have students point to it. Now let's read the word together: *want*. Repeat with the other words. Ask students to use each word in a sentence.

**APPLY MyTURN** Have students read the sentences on p. 169 with you. Ask students to underline the words *want*, *every*, and *please* in the sentences. Then have students read the sentences with a partner.

STUDENT INTERACTIVE, pp. 168–169

### REVIEW AND REINFORCE

#### Words for Short e, Dd, Ff, Vv

 **TURN and TALK** Read



Where did Dad go?



Dad went in the fast van.



He and Fin are at the vet.



Fin is a fun dog!

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Directions Remind students that e can make the sound /e/, d stands for /d/, f stands for /f/, and v stands for /v/. Then have partners take turns reading the sentences.

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### FOUNDATIONAL SKILLS

#### My Words to Know

want every please

#### My Sentences to Read

 **MY TURN**

I want to help every time.

Please let me help!



Directions Say: There are some words we will see a lot when we read. Listen as I read these words: *want*, *every*, *please*. Have students read the high-frequency words. Then have them read the sentences and underline the high-frequency words in the sentences.

169

# Determine Theme

## OBJECTIVE

Discuss topics and determine the basic theme using text evidence with adult assistance.

## ACADEMIC VOCABULARY

**Integrate** The unit Academic Vocabulary words help students access ideas. Use these words to teach and reinforce instruction throughout the lesson. For example, as you discuss theme:

- Did things change between the past and now?
- Can we discover the theme of the story?

## Minilesson

**FOCUS ON STRATEGIES** Explain to students that many stories have a theme, or a big idea or meaning. The theme is the lesson or idea the author is trying to tell. Readers can figure out the theme by discussing topics and important details in the story and by thinking about their own experiences.

- What is the story all about?
- What do the characters do? What do they learn?
- How do your own experiences help you understand the story?

Explain that using text evidence to determine the theme can help readers better understand a story. It can also help readers understand what the story means to them.

**MODEL AND PRACTICE** Model thinking about details to figure out the theme. Say: I want to figure out the big idea of *Tempura, Tempera*. I start by thinking about the topic, or what the story is all about. The story is about a girl who goes to a friend's house for dinner. Next, I think about what the characters do. They eat food together and talk about where the food comes from. One time I went to a friend's house to celebrate the Fourth of July. It was fun to see how our families' traditions are alike and different. I think the theme of this story is that we can share traditions even though our families are different. Maybe we share more than we think we do!

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for determining theme.

**OPTION 1 My TURN** Have students complete the My Turn activity on p. 190 of the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students determine the theme of a text they are independently reading. Have them write down details that support the theme.

### QUICK CHECK

**Notice and Assess** Can students determine the theme of a text?

#### Decide


- **If students struggle**, revisit instruction for determining theme in Small Group on pp. T276–T277.
- **If students show understanding**, extend instruction for determining theme in Small Group on pp. T276–T277.

**ELL Targeted Support Listening** Help students practice determining the theme of short texts read aloud.

Read simple picture books. Have students discuss in pairs what the story is all about. Have them use their findings to identify the theme. **EMERGING/DEVELOPING**


Read simple picture books and display the pictures. Have students write down what the big idea, or theme, of each book is. Then have them present their understanding to a group. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, p. 190

CLOSE READ 

### Determine Theme

The **theme** is the big idea of a text.

 **MY TURN** Draw

Drawing should show people sharing traditions.

**Directions** Read the information aloud to students. Say: You can talk about the topic, or what the story is all about, and use what you know from your own life to help you understand the theme. Have students discuss topics and determine the basic theme of the story. Remind them to look back at what they underlined in the text. Then have students draw a picture to show the theme.

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# Read Like a Writer, Write for a Reader

## OBJECTIVE

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

## ELL Access

**Graphic Features** Tell students that authors use pictures in their texts to make the meanings in the texts clearer. Have students pretend that they wrote *Tempura, Tempera*. Have them draw a picture they would add to further clarify the plot or meaning of the text.

## Graphic Features

### Minilesson

**FOCUS ON STRATEGIES** Explain to students that authors use pictures to help show what their texts mean.

- Authors choose pictures or images that are closely related to what happens in the text. Readers can look at these images to better understand the text.
- Authors also use graphic features to add information about a topic.

**MODEL AND PRACTICE** Have students look at the picture on p. 179 of the *Student Interactive*. *I ask myself what this picture has to do with the story. It shows a family eating dinner together. They are enjoying a tradition together. Because this picture is the first part of the story, it helps me guess what the story will be about before I read it.* Ask students to look at another picture and talk about what it tells them about the text.

# Handwriting

## OBJECTIVE

Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

## Numerals 1, 2

**FOCUS** Display the numerals 1 and 2.

**MODEL** Write the following sentence on the board: *There is 1 apple. How many apples are there? Show me with your fingers.* Model writing the numeral 1. Have students practice writing the number on the surface of their desk. Write the following sentence on the board: *There are 2 pigs. How many pigs are there? Show me with your fingers.* Model how to write the numeral 2, having students copy your movements on the surface of their desk with their finger.



## ASSESS UNDERSTANDING

## Apply

## MyTURN

Have students complete p. 195 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 195

AUTHOR'S CRAFT READING-WRITING BRIDGE

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

Write

- How does the author use pictures to help you understand the end of the story?  
Possible response:  
**The picture shows a boat going to a country.**
- What picture could you add to help readers better understand the story?  
Possible response:  
**a map of Portugal**

Directions Have students discuss how the author uses graphic features, such as maps and illustrations, to achieve a specific purpose and help readers understand the text. Read aloud the questions and have students write their responses.

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## Writing Workshop

Have students use graphic features to help readers understand why they wrote their Writing Workshop texts. During conferences, help students find opportunities to add pictures to their writing.

**PRACTICE** Have students use *Handwriting* p. 209 from the *Resource Download Center* to practice writing numerals 1 and 2.

Name \_\_\_\_\_

### Handwriting

Write Numerals 1, 2

Write

1 \_\_\_\_\_

1 \_\_\_\_\_

2 2 2 2 2 2 2 2

2 \_\_\_\_\_

Directions Model the accurate formation of the numbers 1 and 2, pointing out the starting points, direction, types of lines made, and ending points. Have students practice tracing the numbers, and then practice writing them on their own.

Grade K • Unit 4 • Week 5

209

*Handwriting*, p. 209

Use the  **QUICK CHECK** on p. T273 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DETERMINE THEME

**Teaching Point** When we determine a story's theme, we talk about what lesson or idea the author tells. Thinking about the topic of the story and your own experiences can help you understand what the story's big idea is.

Discuss with students the theme of *Tempura, Tempura*. Guide them to connect their own experiences to the story to determine what the big idea is.

### ELL Targeted Support

Select a level-appropriate children's book and read it aloud to the class.

Have students retell the topic of the text to a partner. **EMERGING**

Have students work in pairs to retell the topic and important details from the text. Have them use this to identify the theme. **DEVELOPING**

Have students summarize the theme of the book to a partner. Use the sentence frame: *The theme of the book is \_\_\_\_\_*. **EXPANDING**

Have students analyze independently read texts for frequently occurring ideas or concepts. Ask them to summarize the ideas that occur and how these ideas relate to each text's theme.

### BRIDGING



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

## Intervention Activity



### READING BEHAVIORS

**Teaching Point** Readers of fiction can reread a passage if they do not understand it.

Model rereading a passage in *Tempura, Tempura* to help clarify something in the text.

**Model** Tell students that, if they do not understand what they read on p. 185, they can reread the text.

*I will reread that page to understand what the author is saying. As I read, I will think about the words and make sure I understand them.*

Read the page aloud. Explain that tempura is a Japanese dish of fish, shellfish, or vegetables fried in batter.

## Conferring

3 students / 3–4 minutes  
per conference

### DETERMINE THEME

**Talk About Independent Reading** Ask students to share the theme of an independently read text.

#### Possible Conference Prompts

- What is the story's theme?
- What parts in the story help you understand the theme?
- How do the characters' words and actions support the theme?

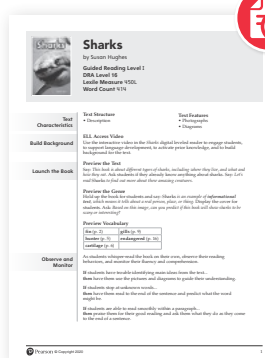
**Possible Teaching Point** Readers can think about what the big idea in a story is in order to find its theme. Determining a story's theme will help you understand what the story is about and will help you learn new things about it.

## Leveled Readers



### DETERMINE THEME

- For suggested titles, see “Matching Texts to Learning,” pp. T252–T253.
- For instructional support on how to determine the theme, see *Leveled Reader Teacher's Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to say what themes they found in fiction texts this week. Celebrate what they learned.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to *Tempura, Tempura*.
- read a self-selected trade book or their Book Club text.
- partner-read a text, coaching each other to use appropriate rate and expression as they read.

### Centers



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

### Literacy Activities



Students can

- compare their drawings on p. 190 in the *Student Interactive* with a partner and then create more drawings to depict the themes of texts read this week.
- play the myView games.

### SUPPORT PARTNER READING

By giving one another supportive and constructive feedback, students can make partner reading more productive. Positive feedback can motivate students more than negative feedback.

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





# Word Work

## OBJECTIVE

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

## Phonics: Sentences I Can Read

### Minilesson

**FOCUS** Tell students that today they will read some sentences. The sentences you read will include sounds and high-frequency words you have already learned. You can look at the pictures to help you understand the sentences better.

**MODEL AND PRACTICE** Display a picture of an airport scene where a boy is sitting in a plane. Write the following sentences on the board: *Ben is in a jet.* *Ben is next to a jet.* Let's read the sentences together: *Ben is in a jet.* *Ben is next to a jet.* Which sentence matches the picture? Yes, the sentence about Ben in the jet. Let's circle that sentence.

Have students turn to p. 170 in the *Student Interactive*. Let's read the first sentence: *Ted had a big fan.* Which picture matches that sentence? Yes, the picture of the boy and the fan. Let's trace the line from the sentence to the picture.

**ELL Targeted Support Internalize Vocabulary** Provide support for students to read the sentences on p. 170 by making sure they understand the meanings of key words.

Use pictures and actions to help students understand what key words mean. For example, pretend to dig as you say the word *dig*. Have students repeat the action and the word. Point to the picture of the van as you say the word *van*. Have students repeat. **EMERGING**

Have students point to each picture and use a word or phrase to tell what it shows. Ask questions to help connect the information they provide to the information in the sentence: *What do you do with a shovel?* *Is a cat a type of pet?* *Where are these children sitting?* **DEVELOPING**

Have students take turns describing the pictures. Tell them to use complete sentences. **EXPANDING/BRIDGING**



## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 MyTURN** Have students complete p. 170 in the *Student Interactive*. Guide them as they decode the words and read the sentences.

**OPTION 2 Independent Activity** Have students look in the classroom for items that have the sounds /f/, /v/, /d/, and /e/. Have them find at least one item for each sound. Provide students with a sheet of paper folded in half. Have them draw the items they found. Have them label their pictures with the letter for the sound or, if they can, with the word.

## QUICK CHECK

**Notice and Assess** Can students read sentences?

**Decide**

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T284–T285.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T284–T285.

**EXPERT'S VIEW** Sharon Vaughn, University of Texas, Austin

“One-minute lessons can have a big bang in kindergarten. When children are lining up, you can ask them to say the sound of the first letter in their name. Or you might ask them to segment a word they were just working on. Or you could ask them to delete the first phoneme of key words. In everyday activities, you can weave in the skills that are targeted for the week.”

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

## STUDENT INTERACTIVE, p. 170

REVIEW AND REINFORCE

### Sentences I Can Read

**MYTURN** Read and match

Ted had a big fan.

Dot can dig.

We go in the van.

Dan fed the pet.

170 Directions Have students read the sentences. Then have them draw a line from each sentence to the matching picture.

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## ADDITIONAL PRACTICE

For additional student practice with consonants *d*, *f*, and *v*, have students complete *Phonics* p. 191 from the *Resource Download Center*.

FOUNDATIONAL SKILL  
Read Together

Name \_\_\_\_\_

### Phonics

Consonants Dd, Ff, Vv

**MYTURN** Write and read

	fan
	lid
	vase
	desk
	five

Directions Have students name the pictures. Then have them write d, f, or v to complete the word that describes each picture. Have students read the words.

Grade K, Unit 4, Week 5

191

*Phonics*, p. 191

# Decodable Story

## OBJECTIVES

Identify and match the common sounds that letters represent.

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

Identify and read common high-frequency words by sight.

## ELL Access

Help students learn relationships between sounds and letters of the English language and recognize the elements of the English sound system in words. Remind students that words are made up of letter sounds, such as *b* for /b/ and *v* for /v/. Tell them to listen for these sounds in words as they read the story.

## Read *We Have Fun*

**FOCUS** Have students turn to p. 171 in the *Student Interactive*. *We are going to read a story today about families who like to help out and have fun. Point to the title of the story. The title is *We Have Fun*. I see one word with the beginning sound /f/. What is it? Yes, it is *Fun*. Have students find and point to the word. In this story, we will read other words that have sounds you have learned.*

**IDENTIFY AND READ HIGH-FREQUENCY WORDS** Remind students of this week’s high-frequency words: *please, want, every*. Tell them they will practice reading these words in the story *We Have Fun*. Display the words. Have students read them with you. *When you see these words in the story *We Have Fun*, you will know how to identify and read them.*

STUDENT INTERACTIVE, p. 171

DECODABLE STORY

FOUNDATIONAL SKILLS

### We Have Fun



Every June we go west on a jet.

We have a fun trip.

Highlight the words with the short e sound.

AUDIO

Audio with Highlighting

ANNOTATE

171



**READ** Have students whisper read the story as you listen in. Then have students reread the story page by page with a partner. Listen carefully as they use letter-sound relationships to decode. Partners should reread the story. This time the other student begins.

After students have read the story, review the words with the sound /e/ they read in the sentences on p. 171. Have them highlight the words with the sound /e/. Have students read the words to you.

Call students' attention to the sentences on p. 172. **Which word has the beginning sound /d/? Point to it.** Help students identify, or say, the sound /d/. Then have them find and underline the word *dive*. **Which word has the beginning sound /v/? Point to it.** Help students identify, or say, the sound /v/. Then have them say the word *van*. **Which word has the beginning sound /f/? Yes, the word *fix*.**

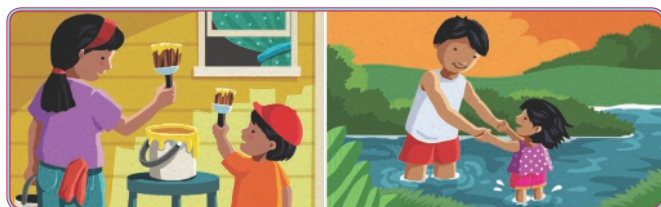
Have students look at the rest of the story on p. 173. **Which word has the sound /d/? Point to it.** Help students identify, or say, the sound /d/. Then have them find and underline the word *dine*.

## STUDENT INTERACTIVE, pp. 172–173



## DECODABLE STORY

## FOUNDATIONAL SKILLS



We fix up a home.  
We want to help.  
We go to the lake in a van.  
We get to dive and swim.

172



We have a big ham.  
Please sit and dine with us.

173

Underline the words with the **d** sound.

# Ask and Answer Questions

## OBJECTIVE

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

## ACADEMIC VOCABULARY

**Integrate** Use the unit Academic Vocabulary words to teach and reinforce instruction throughout the lesson. For example, as you discuss the text, ask:

- Can you tell me about a family tradition?
- Can you tell what time of year it is?

## Minilesson

**FOCUS ON STRATEGIES** Readers ask questions before, during, and after reading to help them understand a text. Remind students to

- Remember that most questions begin with *who*, *what*, *where*, *when*, *why*, or *how*.
- Think about what they know about the theme. What more do they want to learn?
- Look at the pictures. Do they have any questions about what they see?
- Think about the details. Is there anything they need clarified?
- Ask the teacher or another adult for help with questions or locating answers if they are having trouble.

**MODEL AND PRACTICE** Have students look at pp. 184–185 in the *Student Interactive*. Direct their attention to the Close Read note. Ask students to think about what questions they might have about the text or pictures on these pages. Have them highlight words that they want to ask questions about. *I want to think of a question to ask. I will find a word that I have a question about. Here is the word **beans**. I wonder what the beans taste like. What kind of bean is the family eating?*

Have students practice generating questions based on the content of pp. 184–185 in the *Student Interactive*.

**ELL Targeted Support Asking Questions** Help students grasp the language structures used to generate and answer questions.

Have students find a partner and practice asking each other questions.

### EMERGING/DEVELOPING

Write a question on the board. Point out the question mark and explain to students that this mark indicates that a question is being asked. Have students practice writing questions in notebooks or on blank sheets of paper. Have students share their questions with a partner.

### EXPANDING/BRIDGING

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for asking and answering questions.

**OPTION 1 MyTURN** Have students complete the My Turn activity on p. 191 of the *Student Interactive*. Optionally, have students share their drawings with the class.

**OPTION 2 Use Independent Text** Have students generate questions about a text they are independently reading. Then have them draw pictures to answer the questions.


### QUICK CHECK

**Notice and Assess** Can students ask and answer questions about the text?


#### Decide

- **If students struggle**, revisit instruction for asking and answering questions in Small Group on pp. T286–T287.
- **If students show understanding**, extend instruction for asking and answering questions in Small Group on pp. T286–T287.

STUDENT INTERACTIVE, p. 191

 **READING WORKSHOP**

### Ask and Answer Questions

 **MYTURN** Write and draw

Possible response:


**What is tempura?**

Drawing should show an answer to the question based on evidence from the text.

Directions Remind students that they can ask and answer questions about what they read to help them deepen understanding and gain information. Have students dictate or write a question they had about the story during reading or generate a new question about the text. Prompt them to look back at what they highlighted. Then have students draw a picture to answer their question.

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**191**

Use the  **QUICK CHECK** on p. T279 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group



### SENTENCES I CAN READ

**Picture Card** Display the *jet* Picture Card, pretend that it is flying through the air, and write the following sentence on the board: *The jet flies up high.* Read the sentence to students and have them read it after you.



Then distribute paper and have students draw a picture showing the sentence. Have students write the sentence on the paper and read it aloud.

Provide Decodable Books. Have students find a sentence, decode it, and illustrate it.

### ELL Targeted Support

Write the following sentence on the board: *Meg has a red bed.*

Provide feedback as students pronounce the sentence. Have them practice saying the sentence several times. **EMERGING**

Closely monitor students and help them self-correct as they read the sentence aloud. **DEVELOPING**

Have students work in pairs to decode sentences from a grade-level appropriate book. Encourage them to monitor their own speech and self-correct. **EXPANDING**

Have students work individually to decode sentences from a grade-level appropriate text. **BRIDGING**



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

## Intervention Activity



### CONNECT SOUND AND LETTER: CONSONANTS 2

Use Lesson 22 in the *myFocus Intervention Teacher's Guide* to review reading words with /d/, /f/, and /v/.

LEVEL A • MODEL AND TEACH

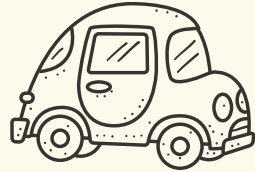
**Lesson 22** **Connect Sound and Letter: Consonants 2**

**INTRODUCE** Write the letters *Nn*, say the name *n*, and have students repeat after you. Explain that *n* is a consonant and spells the sound /n/. Point to a student whose name begins with *N*, such as *Nat*. **What sound do you hear at the beginning of *Nat*?** Write the name *Nat*. **In this lesson, we'll connect sounds and consonant letters.**

**MODEL** Display or share copies of the passage "Who Fits in the Car?" from Student Page S137, and read it aloud. Say: **The words in this story have the letters and sounds *n* /n/, *b* /b/, *c* /k/, *f* /f/, *d* /d/, and *g* /g/.**

**Who Fits in the Car?**

The dog got in the car.  
The duck got in the car.  
The goat got in the car.  
The fox with the big bag  
did not fit in the car!



**TEACH** Use examples to help students recognize letter-sound correspondences. Say: **We read the word *dog*. The first letter in *dog* is *d*. The letter *d* stands for the sound /d/. Point to other words in the story that begin with *d* /d/.** Help students identify the words *duck* and *did* as words beginning with *d* /d/. Circle each *d*. Continue the process for *n* /n/, *b* /b/, *c* /k/, *f* /f/, and *g* /g/, circling each letter as you identify it.

Phonics, Morphology, and Spelling T • 137

## Intervention Activity



### PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 5–20.



## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles to students. Have students use the Letter Tiles to make sentences. Allow any suitable answer, but example answers include *My pet likes to eat. The dog is wet. The cat is big.* Students can also play the Letter Tile game in the myView games on SavvasRealize.com.



### Decodable Book



#### ED AND EVE

Students can read the Decodable Book *Ed and Eve* to practice reading sentences and high-frequency words they have learned this week.

Before reading, display and remind students of this week's high-frequency words: *please, want, every*. Tell them that they will practice reading these words in the Decodable Book *Ed and Eve*. **When you see these words in today's story, you will know how to read them.**

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

### Centers



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

## Decodable Book

**Ed and Eve**  
Written by James Adams  
Illustrated by Leila Ali

Decodable Book  
23

Short e	Consonant Digraph	Consonant F/ff	Consonant Vx/vx
Ed vet	Ed dad	five fun	drives five van vet
Long e			
Eve drives			

**High-Frequency Words**  
every now they  
four please want

1

My dad is Ed.  
He drives a cab now.

2

That is my dad at four.  
That is his dad in the brown belt.

3

My mom is Eve.  
She is a vet now.

4

That is my mom at five.  
That is her mom in the blue hat.

5

That is mom and dad in the past.

6

They had a fun van.  
They did not have Sis and me yet.

7

I want to see us, please.  
I like this every time I see it.

8



Use the  **QUICK CHECK** on p. T283 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### ASK AND ANSWER QUESTIONS

**Teaching Point** By asking and answering questions about a story we are reading, we can learn to understand the story better. We can ask questions about text or illustrations to enhance understanding or learn background knowledge about the information. Guide students to ask questions about *Tempura, Tempora*. Have them identify what question word they used in each of their questions.

### ELL Targeted Support

Help students grasp the linguistic resources necessary to ask questions about a text. Depending on students' level of advancement, introduce them to the following question frames.

What did I like most about \_\_\_\_? **EMERGING**

What was the most important part of \_\_\_\_?

#### DEVELOPING

What idea is most important in \_\_\_\_?

#### EXPANDING

How can we tell that the theme of \_\_\_\_ is \_\_\_\_?

#### BRIDGING



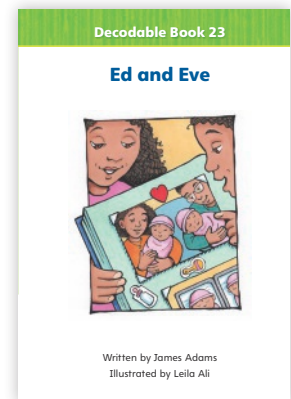
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### ED AND EVE

Have students reread the Decodable Book *Ed and Eve*. Use the teaching support online at SavvasRealize.com to provide instructional support for foundational skills and comprehension.



## Fluency

Assess 2–4 students



### ORAL READING

Have students read words and sentences from a Decodable Book.

### ORAL READING RATE AND ACCURACY

Listen as a student reads the Decodable Book. Offer feedback. Finally, record each student's performance. Use the *Fluency Progress Chart* to track student progress.

## Conferring

3 students / 3–4 minutes  
per conference

### ASK AND ANSWER QUESTIONS

**Talk About Independent Reading** Ask students to share the questions they asked about their independent reading text and the drawings they made in response.

### Possible Conference Prompts

- What is something you want to know about the text?
- Why did you ask about that part of the text? How would you answer the question?

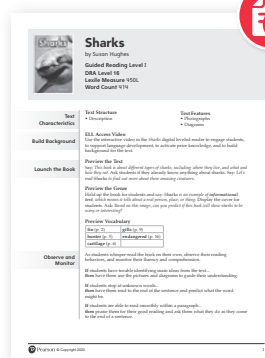
**Possible Teaching Point** By asking questions about a text, a reader can pay more attention and learn more about the text. Answering the questions you ask will help to complete your understanding of the text.

## Leveled Readers



### ASK AND ANSWER QUESTIONS

- For suggested titles, see “Matching Texts to Learning,” pp. T252–T253.
- For instructional support on how to ask and answer questions about a text, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class together. Have one or two volunteers talk about the questions they asked and answered about their texts.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to a text they read.
- read a trade book or their Book Club text.
- practice fluent reading with a partner by focusing on appropriate expression.

### Centers



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

### Literacy Activities



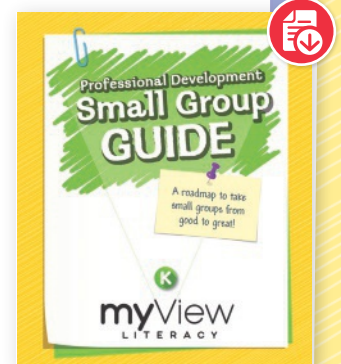
Students can

- play the myView games.
- take turns reading a passage with a partner, practicing appropriate expression.
- make a list of questions to ask about a text read during the week.

### SUPPORT INDEPENDENT READING

Giving students freedom and flexibility to select independent reading texts that are interesting and engaging to them personally is a great step in growing a lifelong love of reading.

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



# Word Work

## OBJECTIVES

Identify the individual words in a spoken sentence.

Identify and match the common sounds that letters represent.

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

Identify and read common high-frequency words by sight.

## ADDITIONAL PRACTICE

For additional student practice with high-frequency words, have students complete *My Words to Know* p. 198 from the *Resource Download Center*.

*My Words to Know*, p. 198

## Phonological Awareness: Identify and Count Words in Sentences

**MODEL** Tell students that today they will identify words in sentences and count how many words they hear. Say the following sentence: *I run in the sun. Listen as I say the sentence again: I (clap) run (clap) in (clap) the (clap) sun (clap). I clapped five times. There are five words in this sentence.*

**PRACTICE** Say the following sentences: *She has a big job. Mom and Dad are at my game. I go to school.* Have students clap for each word they hear and count the words in each sentence.

## Phonics: Sentences I Can Read

### Minilesson

**FOCUS** Tell students that today they will read some sentences. *The sentences you read will include sounds and high-frequency words you have already learned. You can also look at the pictures to help you understand the sentences better.*

**MODEL AND PRACTICE** Show students a mug. Write these sentences on the board: *It is a bug. It is a mug. Let's read these sentences together: It is a bug. It is a mug. Which sentence tells about this object? Yes, the sentence It is a mug tells about the object.*

**APPLY MyTURN** Have students turn to p. 174 in the *Student Interactive*. Guide them as they decode the words in the first sentence and write the word *van* from the word bank to complete the sentence to match the picture. Have students complete the activity.



**APPLY MyTURN** Have students look at p. 175 in the *Student Interactive*. Have them write the correct letter to complete each word. Then have them decode the sentences.

**ELL Targeted Support Seek Clarification** Tell students that if they do not understand something they hear in class, they should ask questions. Remind them to raise their hand. Have students practice asking for help by providing question or sentence frames:

- Can you explain what \_\_\_\_\_ means?
- I need help with \_\_\_\_\_, please.

Read the sentences on p. 174 aloud. Pause frequently, and encourage students to ask questions about the meanings or pronunciations of words. **EMERGING**

Read the sentences on p. 174 aloud. Ask students to listen and request clarification about things they do not understand. Remind students that sometimes looking at the pictures can help them understand sentences and texts better. **DEVELOPING**

In small groups, have students reread the decodable story. Encourage listeners to stop and ask questions about the pronunciations of words they have difficulty saying. Students should help clarify words for each other.

**EXPANDING/BRIDGING**

## HIGH-FREQUENCY WORDS



Remind students that high-frequency words are words that appear over and over in texts. Remind them they will be learning many high-frequency words this year, and the words will help them become better readers. Say the word *please* and ask students what letters spell the word. Have students

- say the letters in the word as you write the letters on the board.
- say and spell the word, doing a silent cheer for each letter.
- repeat with *want* and *every*.

## STUDENT INTERACTIVE, pp. 174–175

### REVIEW AND REINFORCE

#### Sentences I Can Read

**MY TURN** Read and write

dime van pen fun



Ted is in a red van.



It is fun to swim.



She had one dime.



The pig went in the pen.

174

**Directions** Ask students to read the words and sentences. Then have them write the word that best completes each sentence on the lines. Finally, have students read the completed sentences.

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### FOUNDATIONAL SKILLS

#### Sentences I Can Read

**MY TURN** Read and write

f v d e

I hit it over the net.

Dad can dig a hole.

It is hot and we want a fan.

Please let us ride in the Van.

**Directions** Have students identify the letters in the letter bank. Then have them read the sentences. Explain that students will use the letters to complete words in the sentences. Remind them to make sure the sentences make sense when they complete the words.

175

# Reflect and Share

## OBJECTIVES

Compare and contrast the adventures and experiences of characters in familiar stories.

Provide an oral, pictorial, or written response to a text.

Retell texts in ways that maintain meaning.

## ACADEMIC VOCABULARY

**Integrate** The unit Academic Vocabulary words help students access ideas. Use these words to teach and reinforce instruction throughout the lesson. For example, as you discuss the text, ask:

- What was the family's tradition?
- What can we discover about the family because of their tradition?

## Talk About It

### Minilesson

**FOCUS ON STRATEGIES** Tell students they can retell different texts that they have read in order to find connections between the texts.

- To retell a text is to say in your own words what the text is about and what happens in the text.
- When you retell a text, you start at the beginning and tell what happened in order.
- When retelling different stories, you can see where the stories are alike and where they are different.

**MODEL AND PRACTICE** Model retelling texts by focusing on *Tempura*, *Tempera*. Say:

- We read a story called *Tempura, Tempera*. For Grandfather's birthday, Teresa's mother makes tempera. Grandfather is from Portugal and tempera is a traditional Portuguese dish. Teresa invited her friend Haruko to dinner. Haruko explained that she had eaten tempera before, but in Japanese they call it tempura. Grandfather explains that they brought the dish from Portugal to Japan and shared it. Everyone enjoyed eating the tempera.
- We have read other texts about family traditions. We can retell those texts, too. We can say how they tell about traditions. Then we can see how they connect to *Tempura, Tempera*.

**ELL Targeted Support Speaking** You can help students understand how to retell texts in their own words by having them practice with simple texts.

Write the following sentences on the board: *I went to the store to buy some food. Then I went home and ate it.* Read the sentences aloud. Then help students retell the sentences in their own words. **EMERGING/DEVELOPING**

Write the following sentences on the board: *I went to the zoo. I saw a lion, a tiger, and a wolf. The lion was bigger than the tiger or wolf.* Read the sentences aloud. Then have students retell the meaning of the sentences to a partner. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for sharing information and ideas across texts.

**OPTION 1 TURN, TALK, AND SHARE** Have students find a partner and complete the Turn and Talk activity on p. 192 of the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students retell independently read texts. Have them make connections between these texts and others they have read.

### 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. T292–T293.
- **If students show understanding**, extend instruction for comparing texts in Small Group on pp. T292–T293.

**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 or write or draw their responses on a separate sheet of paper.

### STUDENT INTERACTIVE, p. 192

RESPOND TO TEXT 

### Reflect and Share

 What tradition does the story tell about? What other stories have you read that tell about a tradition? Retell the stories to a partner.

First      Next      Last

**Weekly Question**  
What can we learn from family traditions?

**Directions** Tell students they read about characters who eat a special kind of food. Ask them to think of another story they have read that tells about a tradition. Have students retell the events in the stories. Say: *When you retell a story, you tell the important events.* Then have partners respond to sources by discussing the traditions in each story.

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Use the  **QUICK CHECK** on p. T291 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### COMPARE TEXTS

**Teaching Point** I want to remind you that we can make connections between texts by retelling them in a way that brings out similarities and differences. By retelling different texts in this way, we can better understand them. Look back at the poem “A Family Tradition” and *Tempura, Tempera* and help students identify the similarities and differences in the texts.

### ELL Targeted Support

Choose two well-known children’s stories and have students compare the texts.

Pair students and have the students retell one of the two texts to the other. Have them write down a similarity between the two texts. **EMERGING**

Have students work in pairs to discuss similarities between the two stories. Have them write down these ideas. **DEVELOPING**

Have students work in pairs to identify and explain key differences between the texts. Have them write down these ideas and then present these differences to another group. **EXPANDING**

Have students compare the texts by identifying and writing down similarities and differences between the texts. Then have them present their information to a partner. Prompt them to write down ideas their partner had that were different than their own. **BRIDGING**



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

## Intervention Activity



### COMPARE TEXTS

Remind students of the texts they have read: “A Family Tradition,” *We Have Fun*, and *Tempura, Tempera*. Talk with students about how these texts discuss family traditions and how reading them makes us better understand what traditions are. Encourage students to use the Academic Vocabulary words *change*, *time*, *discover*, and *tradition* as they compare texts.

## On-Level and Advanced



### INQUIRY

**Organize Information and Communicate** Help students organize their findings about traditions into a format to share with others.

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

See *Extension Activities* pp. 243–247 in the *Resource Download Center*.

## Conferring

3 students / 3–4 minutes  
per conference

### COMPARE TEXTS

**Talk About Independent Reading** Ask students to retell independently read texts and make connections to other texts read this week.

### Possible Conference Prompts

- How does the text you read connect to something else we read this week?
- Can you think of any connections between the two texts?
- How were the themes of these two texts similar? How were they different?

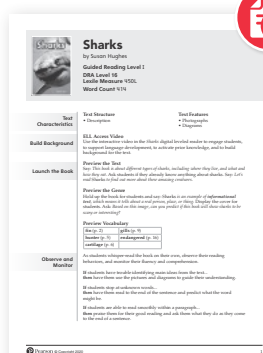
**Possible Teaching Point** Readers can retell texts to themselves or to others. After retelling texts, it is easier to see the connections between the texts.

## Leveled Readers



### COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T252–T253.
- For instructional support on how to compare texts, see *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 drew between different texts. Celebrate what students have learned!

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to *Tempura, Tempura* 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

- play the myView games.
- draw meals that they would want to eat with their families to celebrate traditions.
- work in pairs to retell and act out some of the events of *Tempura, Tempura*.

## BOOK CLUB



See Book Club, pp. T456–T459, 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



Name



Decide on



Teach

### Research

A student may discuss the topic of his or her writing and questions he or she may have.

Use this as an opportunity to learn about the student's writing and make decisions to focus conferences.

### Name a Strength

Once the student has discussed his or her writing, provide specific praise for an element of the writing. Naming a strength develops a student's energy for writing.

### Decide on a Teaching Point

Choose a teaching point that focuses on improving the writer within the student and not on improving the student's writing. A range of teaching points should be covered over the year.

### Teach

Help the student understand how he or she can achieve success. Use a minilesson from the bank of minilessons to provide instruction on the teaching point. One text from the unit's stack serves as an example of what the student's writing should emulate.

## Writing Assessment

Week 5 • Day 5

- The Writing Workshop Assessment is on Day 5 of Week 5 of every unit. Teachers may choose how to assess their students.
- Collect students' compositions after the Celebration and use the designated rubric to grade the writing.
- Give students an on-demand prompt that will require them to synthesize their understanding of the genre, author's purpose and craft, and writing conventions in one succinct piece of writing without the support of a teacher.
- Assessment prompts and writing rubrics can be found in the Writing Workshop of *myView Literacy Teacher's Edition* on Day 5 of Week 5, or they may be accessed on [SavvasRealize.com](https://www.savvasrealize.com).

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## Writing Workshop Unit Overview

**WEEK 1** Introduce and Immerse

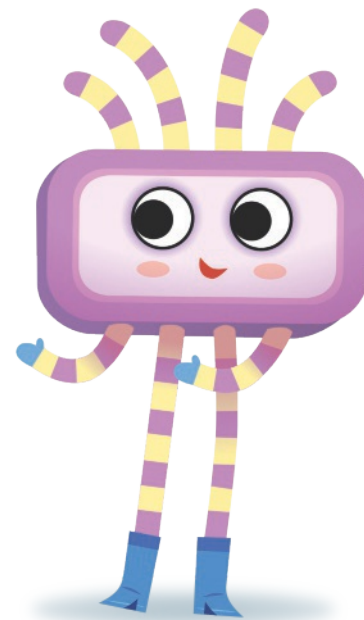
**WEEK 2** Develop Elements

**WEEK 3** Develop Structure

**WEEK 4** Writer's Craft

**WEEK 5** Publish, Celebrate, and Assess

FLEXIBLE PATH



# Units of Study

## This Unit: Narrative

UNIT  
1

### LAUNCHING WRITING WORKSHOP

Students will

- learn to think like an author
- begin writing independently
- incorporate feedback and make suggestions to other writers
- evaluate their writing

UNIT  
2

### INFORMATIONAL TEXT: LIST BOOK

Students will

- explore the elements of a list book
- generate ideas and plan a list book
- learn that drawings are a type of graphic
- edit for adjectives, nouns, prepositions, and capitalization

UNIT  
3

### NARRATIVE: FICTION

Students will

- learn about the elements of fiction and generate ideas
- understand characters, setting, and plot
- incorporate problems and solutions
- compose a beginning and an ending

UNIT  
4

### NARRATIVE PERSONAL NARRATIVE

Students will

- explore elements of a personal narrative
- develop drafts orally or by drawing
- organize events in a proper sequence and conclude with a resolution
- edit for punctuation, capitalization, and spelling

UNIT  
5

### INFORMATIONAL TEXT: LITERARY NONFICTION

Students will

- generate ideas and use a graphic organizer to plan
- learn how to compose questions and answers
- understand how pictures and drawings add details
- identify digital tools for writing and publishing



**BONUS!**

### OPINION WRITING: OPINION BOOK

Students will

- learn about the elements of opinion writing
- identify a topic, and state an opinion and a reason
- improve writing with the use of descriptive words
- use complete sentences and conjunctions

**FAST TRACK**

# Your Writing Workshop for Standards Success

UNIT  
**4**

## NARRATIVE: PERSONAL NARRATIVE

<b>WEEK 1</b> <b>INTRODUCE AND IMMERSE</b>	<b>Minilessons:</b> <ul style="list-style-type: none"><li>• Personal Narrative</li><li>• Generate Ideas</li><li>• Plan Your Personal Narrative</li></ul>
<b>WEEK 2</b> <b>DEVELOP ELEMENTS</b>	<b>Minilessons:</b> <ul style="list-style-type: none"><li>• Compose Setting</li><li>• Apply Narrator</li><li>• Apply Plot</li></ul>
<b>WEEK 3</b> <b>DEVELOP STRUCTURE</b>	<b>Minilessons:</b> <ul style="list-style-type: none"><li>• What Happens First</li><li>• Apply What Happens Next</li><li>• Apply What Happens Last</li></ul>
<b>WEEK 4</b> <b>WRITER'S CRAFT</b>	<b>Minilessons:</b> <ul style="list-style-type: none"><li>• Edit for Punctuation Marks</li><li>• Apply Edit for Verbs</li><li>• Apply Edit for Subjective and Possessive Pronouns</li></ul>
<b>WEEK 5</b> <b>PUBLISH, CELEBRATE, ASSESS</b>	<b>Minilessons:</b> <ul style="list-style-type: none"><li>• Edit for Spelling</li><li>• Celebration</li><li>• Assessment</li></ul>

# Weekly Overview

Students will

- explore elements of personal narratives
- generate ideas and plan their personal narrative
- develop drafts orally or by drawing

WEEK	WRITING PROCESS	FLEXIBLE PATH
▶ 1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

**FAST TRACK**

	LESSON 1	LESSON 2	LESSON 3
<b>MINILESSON</b> 5–10 min.	Personal Narrative T304	Personal Narrative: Characters and Setting T308	Personal Narrative: Plot T312
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T305	Independent Writing and Conferences T309	Independent Writing and Conferences T313
<b>SHARE BACK FOCUS</b> 5–10 min.	Why We Like Narratives T305	Characters and Settings T309	First Events T313
<b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling Assess Prior Knowledge</b> T306</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Spiral Review: Prepositional Phrases T307</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> Teach T310</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Oral Language: Complete Sentences T311</li> </ul>	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Review and More Practice T314</li> <li>• <b>Language &amp; Conventions</b> Teach Complete Sentences T315</li> </ul>



## Mentor STACK



- *My Apron* by Eric Carle
- *Harold and the Purple Crayon* by Crockett Johnson
- *Every Friday* by Dan Yaccarino
- *Knuffle Bunny: A Cautionary Tale* by Mo Willems

Use the following criteria to add to your personal narrative book stack:

- Books that are told in the first person.
- Books that have a clear and logical series of events.
- Books that are written by both males and females.

Preview these selections for appropriateness for your students. Selections are subject to availability.

### FAST TRACK

#### LESSON 4

Generate Ideas T316

Independent Writing and Conferences T317

Topic Ideas T317

- **Spelling** Spiral Review T318
- **Language & Conventions** Practice Complete Sentences T319

FLEXIBLE OPTION

### FAST TRACK

#### LESSON 5

Plan Your Personal Narrative T320

Writing Club and Conferences T320–T321

Events T320

- **Spelling** **Assess Understanding** T322
- **Language & Conventions** Standards Practice T323

FLEXIBLE OPTION

### ADDITIONAL RESOURCES

#### MINILESSON

5–10 min.

How Writers Choose Titles

Pick a Topic

#### INDEPENDENT WRITING AND CONFERENCES

30–40 min.

Independent Writing and Conferences

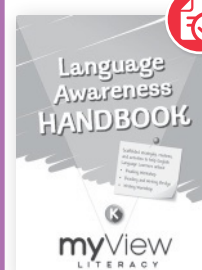
Independent Writing and Conferences

#### SHARE BACK FOCUS

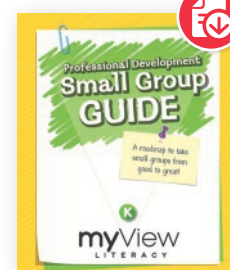
5–10 min.

Titles

Topics



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.



# Conferences



Mentor STACK



During this time, assess for understanding of the basic characteristics of personal narratives in order to gauge where students may need support in their writing. Have stacks and minilessons available to reference during the conferences.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### Genre Immersion Lessons

**If** students need additional support,

**Then** use the stack books to review the characters and setting in personal narratives. Point out the use of *I* and *me*, and emphasize that the main character is the author.

**If** students show understanding,

**Then** have students tell you an idea for their own personal narrative, including the characters and setting.

#### Generate Ideas

**If** students need additional support,

**Then** ask: What did you do over the weekend? What is your favorite memory? What do you remember about your first day of school?

**If** students show understanding,

**Then** have students describe their idea and events of their personal narrative aloud.

#### Plan Your Personal Narrative

**If** students need additional support,

**Then** ask: What events are most important in your story? What happened first? What happened next?

**If** students show understanding,

**Then** ask: What other details can you add to your story to make the events more exciting or interesting?

## Conference Support for ELL

### EMERGING

- Learn the words for “personal story” in your students’ home language.
- Ask students to generate ideas by drawing pictures.
- Point out *I*, *me*, and *my* in personal narrative stories.

### DEVELOPING

- Read aloud personal narratives the students may be familiar with.
- Ask students to tell about a special moment in their lives. Transcribe their ideas.
- Model how to brainstorm topics.

### EXPANDING

- Think aloud using a graphic organizer.
- Prompt students to read stack texts to help generate ideas.
- Have students ask questions during Share Back.

### BRIDGING

- Invite students to lead a discussion about personal narratives they have read.
- After reading stack texts, encourage students to summarize the story.
- Use guided writing to teach about the plot, or what happens first, next, and last.



### Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **first-person narration** and **complete sentences**.



## ELL Minilesson Support

### Week 1: Introduce and Immerse

During the immersion week, your ELLs will benefit from additional support that expands their awareness of personal narrative writing. These targeted supports were chosen to help students identify the characteristics of personal narratives and communicate their ideas aloud.

Use this note for the genre immersion lesson on pp. T304–T305.

### ELL Targeted Support

#### PERSONAL NARRATIVE

Use the stack books to help students recognize the elements of personal narratives.

Work closely with students to point out the use of *I*, *me*, and *my* in personal narratives. Use pictures and words to help students understand the genre. **EMERGING**

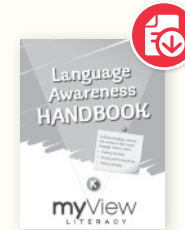
Have students identify the personal pronouns, and help them understand that the pronouns *I*, *me*, and *my* refer to the author. Ask students to point out other characteristics of the genre.

#### **DEVELOPING**

Have students talk about a personal narrative they recall reading, and have them explain what they liked about the narrative. **EXPANDING**

Have students summarize one of the stack texts and then describe the setting and characters. Ask students to identify any personal pronouns and the people those pronouns refer to.

#### **BRIDGING**



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T320.

### ELL Targeted Support

#### PLAN YOUR PERSONAL NARRATIVE

This lesson can help students build upon their English conversational skills. Prompt them to talk through their ideas as best they can.

Pair your students with an advanced ELL student who shares the same home language, and tell the two to talk about special events in their lives, using as much English as possible.

#### **EMERGING**

As students plan their story, tell them to draw pictures about their story. Help them talk through the details. **DEVELOPING**

Have students talk through their personal narrative with you. Guide students with questions to help them think through the elements of their narratives. **EXPANDING**

Pair students with ELL students who share the same home language and tell students to discuss their personal narrative ideas.

#### **BRIDGING**

## FAST TRACK

# Personal Narrative

## OBJECTIVE

Hold a book right side up, turn pages correctly, and know that reading moves from top to bottom and left to right with return sweep.

STUDENT INTERACTIVE, p. 49

The screenshot shows a page from a student interactive. At the top, it says 'PERSONAL NARRATIVE' and 'WRITING WORKSHOP'. Below that, there's a goal: 'I can write a story about myself.' and a 'My Learning Goal' icon. The main title is 'Personal Narrative'. Below the title, it says: 'A personal narrative is a true story about an event in the writer's life. The writer uses words such as I and me.' There are three sections: 'People' with the text 'Dad and I went', 'Setting' with 'to the zoo last week.', and 'Plot' with 'First, we saw lions.', 'Next, we saw monkeys.', and 'Last, we saw penguins.' At the bottom, there are directions: 'Directions: Say: When you read in English, you read from left to right. When you get to the end of a line, move your finger down to the beginning of the next line. Have students track the path as you read about the model text. Discuss the people in the text with students and identify the author in the narrative.' The page number '49' is in the bottom right corner.

## Minilesson

Mentor STACK



**TEACHING POINT** An author writes a personal narrative to tell a true story about an event that happened in his or her life. Personal narratives include real people and a real life setting. The author is writing about real events that happened.

**MODEL AND PRACTICE** Tell students that they will be exploring personal narratives over the next few days to prepare them to write their own. Today, they will explore a true story about an event in an author's life, and they will learn what words authors use to tell a personal narrative.

Choose a book from the stack. As you read, show students how to hold the book right side up and read from left to right and top to bottom. Model this with your finger as you read aloud, including sweeping your finger from the end of one line to the beginning of the next line. When reading a personal narrative for the first time, emphasize the first-person words, such as *I* and *me*, that the author uses.

Use the following questions to discuss personal narratives:

- Who is this story about?
- Why do you think the author chose this event to write about?
- What did you notice about the people, setting, and events in the story?

Direct students to p. 49 in the *Student Interactive*. Read through the instruction with them. Be sure to point out the use of *I* and *we*.

## Independent Writing

Mentor STACK



## FOCUS ON GENRE

- If students need additional opportunities to develop their understanding of personal narratives, they should read and look through additional books from the stack.

## WRITING SUPPORT

- **Modeled** Show a stack text and think aloud to identify elements of a personal narrative.
- **Shared** Have students choose a stack text to identify elements.
- **Guided** Use the stack text to provide explicit instruction on why authors write personal narratives.

 **Intervention** Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, provide stapled booklets so they may begin writing their personal narratives.

If time allows, confer with students using the **Conference Prompts** on p. T302.

## Share Back

Call on a few students to share a reason that they like to read and write personal narratives.



# Spelling Spell Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell high-frequency words.

### SPELLING WORDS

hop mop  
 box dot

### HIGH-FREQUENCY WORDS

find  
 over

## FLEXIBLE OPTION

### LESSON 1

#### Assess Prior Knowledge

Tell students that they are going to spell words. Tell them that you will read a word, a sentence, and then repeat the word. Students will spell the word. Guide them through the first one. Say: *hop*; *A rabbit can hop*. Ask students what sounds they hear in the word *hop* and what letters spell those sounds. Have them use what they know to spell the word. Continue with the rest of the words and sentences.

#### Spelling Sentences

1. A rabbit can **hop**.
2. The **box** is heavy.
3. Use the **mop** to clean the floor.
4. I need to **find** my book.
5. Can you come **over** and play?
6. I drew a **dot** on the page.

## ELL Targeted Support

**Spell Words** Provide practice spelling familiar words.

Display *hot* and *mop*. Point to each letter and ask students to spell each word with you. Then spell the words aloud again as students write the letters on a sheet of paper. **EMERGING**

Display CVC words with short o. Have students spell each word as you point to the letters. Then have them choose two words to spell on paper. **DEVELOPING**

Display *hop* and *dot*. Ask volunteers to circle the vowel and underline the consonants in each word. Point out that the words have a short o sound. Ask partners to say the sounds in each word and write it. **EXPANDING**

Repeat the Expanding activity, but this time have students say the sounds and write the words on their own. **BRIDGING**

## FLEXIBLE OPTION

### LESSON 1

Assess Prior Knowledge

### LESSON 2

Teach

## FLEXIBLE OPTION

### LESSON 3

Review and More Practice

## FLEXIBLE OPTION

### LESSON 4

Spiral Review

### LESSON 5

Assess Understanding



# Language & Conventions

## Spiral Review

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Prepositional Phrases

**FOCUS** Remind students that prepositional phrases tell where or when something happens.

**MODEL AND PRACTICE** Model using this sentence: *The book is on the table.* Where is the book? The words *on the table* tell me where it is. That means *on the table* is a prepositional phrase and *on* is a preposition.

Have students complete the following directions and tell what the prepositional phrase is: *Jump on one foot.* (*on one foot*) *Put your book under the desk.* (*under the desk*) *Point at the ceiling.* (*at the ceiling*)

**APPLY** Provide students with a sentence that does not have a prepositional phrase, such as: *I play.* Ask them to add a prepositional phrase. Challenge students to think of new prepositional phrases that describe *where, when, or how.* Provide prepositions if needed. (Examples include: *I play with my friends; I play on the playground; I play after school.*)

#### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including prepositions.

#### ELL Targeted Support

**Prepositions** Help students understand that prepositions show relationships, including where something is or when something happened or will happen.

Have students focus on the preposition *to.* Model sentences using the preposition *to* for students: *I am walking to my desk.* Then give them a sentence (e.g. *I am walking or I am pointing*) and have them add a prepositional phrase using *to.* **EMERGING**

Provide, and read aloud with students, sentence frames that have one of the following prepositions missing: *in, out, on, under.* Then ask students to fill in the missing preposition.

#### DEVELOPING

Have student pairs write and then read aloud sentences using the prepositions *in, out, on, by.* **EXPANDING**

Have students write sentences using the prepositions *in, out, on, by.* Then have them read their sentence to a partner and have the partner identify the preposition. **BRIDGING**

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Prepositional Phrases

FLEXIBLE OPTION

### LESSON 2

### LESSON 3

### LESSON 4

FLEXIBLE OPTION

### LESSON 5

Oral Language: Complete Sentences

Teach Complete Sentences

Practice Complete Sentences

Standards Practice

# Personal Narrative: Characters and Setting

## OBJECTIVE

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

## Minilesson

Mentor STACK



**TEACHING POINT** The characters and setting of a personal narrative are taken from real life. The characters are people from the author's life. The setting is a real place the author has been.

**MODEL AND PRACTICE** Hold up a stack text. Explain that this story really happened. Read the story aloud. After reading, ask students to name the main character. If the story is told in first person, students may need help naming the author. Then ask students to name other characters in the story. *When we write our own personal narratives, you will be the main character because your story will be about something that happened to you. Who will your other characters be?* Discuss what other people in real life might appear in students' own personal narratives.

Follow the same process with setting. Explain that the setting is where and when a story takes place. Have students identify the setting in the stack text. Then discuss possible real settings for their narratives.

Read another stack text. Ask students to identify the characters and setting, using both the text and the pictures to gather information. Emphasize that the characters and setting in a personal narrative are from the author's real life.

## Possible Teaching Point

## Writing Process

### Prewriting | Characters and Setting

Remind students that they can write about any experience or event from their lives. Ask questions to help them identify the characters and setting.

- Where did the event happen?
- What time of year was it? What time of day?
- Who was with you? What did they do?

Have students draw and label the characters and the setting they plan to write about.

## Independent Writing

Mentor **STACK**

### FOCUS ON CHARACTERS AND SETTING

- If students struggle to understand characters and setting in personal narratives, give them more time to read books from the stack.

### WRITING SUPPORT

---

- **Modeled** Read a stack text aloud and point out the characters and setting.
- **Shared** Have students think of a story and explain the characters and setting.
- **Guided** Prompt students to add details to their pictures of their characters and setting.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- If students demonstrate understanding, let them begin or continue writing or drawing their personal narratives.

See the **Conference Prompts** on p. T302.

## Share Back

Call on a few students who have started to write. Ask them to share the setting, or the time and place, of their personal narrative.



# Spelling Spell Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell high-frequency words.

### SPELLING WORDS

hop mop  
 box dot

### HIGH-FREQUENCY WORDS

find  
 over

## LESSON 2

### Teach

**FOCUS** Practice the short o sound with students. Help them recognize that many words with short o are spelled with the letter o between two consonants.

**MODEL AND PRACTICE** Have students turn to p. 46. Point out the following words: *hop, box, dot, mop*. *These words have a CVC pattern and the short vowel o. I can use that to spell these words correctly.* Ask students to read aloud each word, paying attention to letters and spelling patterns.

### APPLY My TURN

Have students complete the activity on p. 46.

SPELLING

### Spell Words

**MY TURN** Sort and spell

hop	box	mop
find	dot	over

hop \_\_\_\_\_

box \_\_\_\_\_

mop \_\_\_\_\_

dot \_\_\_\_\_

find \_\_\_\_\_

over \_\_\_\_\_

**46** **Directions** Say: Short o is often spelled o in words with three letters. Have students determine if each word follows the CVC pattern. Then have them spell and write the CVC words in the left column and the high-frequency words in the right column.

## LESSON 2

### Teach

FLEXIBLE OPTION  
**LESSON 1**

Assess Prior Knowledge

FLEXIBLE OPTION  
**LESSON 3**

Review and More Practice

FLEXIBLE OPTION  
**LESSON 4**

Spiral Review

## LESSON 5

Assess Understanding



# Language & Conventions

## Complete Sentences

FLEXIBLE OPTION

### LESSON 2

#### Oral Language: Complete Sentences

**FOCUS** Tell students that sentences tell ideas. A complete sentence has a noun (a naming part) and a verb (an action part).

**MODEL AND PRACTICE** Say incomplete sentences for students. For example, say: *The dog.* This is not a complete sentence because it does not have a verb, or action part. *Runs.* This is not a complete sentence either because it does not have a noun, or naming part. *The dog runs.* This is a complete sentence. It has both a noun and a verb.

**APPLY** Provide students with sentences and sentence fragments. Have them identify whether they are complete sentences. If needed, review each sentence fragment and talk about the part of the sentence that is missing.

#### OBJECTIVES

Edit drafts with adult assistance using standard English conventions, including complete sentences.

Edit drafts with adult assistance using standard English conventions, including capitalization of the first letter in a sentence and name.

FLEXIBLE OPTION   
**LESSON 2**

**Oral Language:**  
Complete Sentences

FLEXIBLE OPTION   
**LESSON 1**

**Spiral Review:**  
Prepositional  
Phrases

**LESSON 3**

Teach Complete  
Sentences

**LESSON 4**

Practice Complete  
Sentences

FLEXIBLE OPTION   
**LESSON 5**

Standards Practice

# Personal Narrative: Plot

## OBJECTIVE

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

## Minilesson

Mentor STACK



**TEACHING POINT** The plot of a personal narrative includes the events that make up a story. The events are usually told in the order that they happened.

**MODEL AND PRACTICE** Explain that in a personal narrative, an author writes about events that happened in real life. Those events are called a plot. Read a stack text aloud. When you are finished reading, have students recall the plot. Flip through the book to help them. As they name events, write the events on the board. **In a personal narrative, the events are told in the order they happened—first, next, and last. When we write our own narratives, we will write what happened in the order that it happened in real life.**

Read another book from the stack, or have students think about a personal narrative they have already read as a class. Call on students to name the events from the story. Help them retell the events in order.

Tell students that small moments usually make the best personal narratives. Think aloud about a small moment, and write the events you could include in your story. For instance: *I remember taking a bike ride with my mom. First, we put on our helmets. Then we rode our bikes down the street. Next, we went down a big hill! I asked Mom if we were lost, but she told me she knew where we were going. Finally, we turned a corner, and we were at the park!*

## Possible Teaching Point

### Language & Conventions | Complete Sentences

Students have learned that a complete sentence tells a complete thought or idea. Complete sentences have two parts: a naming part and an action part.

As students begin writing, have them check that their sentences are complete. Tell them to check that

- the naming part has a noun
- the action part has a verb

## Independent Writing

Mentor STACK



### FOCUS ON PLOT

- If students need more time to understand how authors write and draw personal narratives, have them continue reading the stack texts.

### WRITING SUPPORT

---

- **Modeled** Read a stack book aloud and identify the sequence of events in the plot.
- **Shared** Have students tell the plot of their favorite story.
- **Guided** Encourage students to identify their plot events in detail.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- If students show understanding, have them work on their own personal narratives.

Confer with students as time allows. See the **Conference Prompts** on p. T302.

## Share Back

Have a few students share the first event of their own personal narratives. Then ask what might happen next.

# Spelling Spell Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell high-frequency words.

### SPELLING WORDS

hop mop  
 box dot

### HIGH-FREQUENCY WORDS

find  
 over

## FLEXIBLE OPTION

### LESSON 3

#### Review and More Practice

**FOCUS** Remind students that when words have a short o sound, they are usually spelled with the letter o between two consonants.

**MODEL AND PRACTICE** Have students practice spelling CVC words with short o as you read a list of words. Use the following words: *pot, got, cot, fox*.

**APPLY** Have students complete *Spelling* p. 210 from the *Resource Download Center*.

Name \_\_\_\_\_

**Spelling Words**

hop	box	find
dot	mop	over

**MY TURN Write**

dot \_\_\_\_\_

mop \_\_\_\_\_

hop \_\_\_\_\_

box \_\_\_\_\_

Go find it! It is over there.

Directions: Have students look at the pictures and write the word that describes each one. Then read the sentences and have students write the word that best completes each one.  
 Grade K, Unit 4, Week 1  
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## FLEXIBLE OPTION

### LESSON 1

✓ Assess Prior Knowledge

### LESSON 2

Teach

## FLEXIBLE OPTION

### LESSON 3

Review and More Practice

## FLEXIBLE OPTION

### LESSON 4

Spiral Review

### LESSON 5

✓ Assess Understanding



# Language & Conventions

## Complete Sentences

### LESSON 3

#### Teach Complete Sentences

**FOCUS** Remind students that a complete sentence has a naming part and an action part. The naming part has a noun or pronoun. The action part has a verb.

**MODEL AND PRACTICE** Write this sentence on the board: *The boy opened the door. I can see that this sentence has a naming part: The boy.* Underline this part of the sentence and point to the noun *boy*. *The sentence also has an action part: opened the door.* Circle this part of the sentence and point out the verb *opened*.

Point out that the sentence begins with a capital letter. *The capital T tells me that this is the beginning of the sentence.*

Repeat this procedure with the sentence: *A bus honks its horn.* Ask a volunteer to point out the noun, verb, and capital letter at the beginning of the sentence.

#### OBJECTIVES

Edit drafts with adult assistance using standard English conventions, including complete sentences.

Edit drafts with adult assistance using standard English conventions, including capitalization of the first letter in a sentence and name.

#### ELL Targeted Support

**Oral Language Practice** Have students practice speaking in complete sentences.

Display students' names (nouns) and a list of familiar action words (verbs). Provide sentence frames for students to complete orally, such as: *Ana \_\_\_\_.* (*Ana sings.*)

**EMERGING/ DEVELOPING**

Have students write a list of nouns and a list of verbs. Then give partners a copy of each list. Have them create sentences using a noun and verb from the list. Have Bridging students create sentences with more than one noun or verb.

**EXPANDING/BRIDGING**

### LESSON 3

#### Teach Complete Sentences

FLEXIBLE OPTION

#### LESSON 1



**Spiral Review:**  
Prepositional  
Phrases

FLEXIBLE OPTION

#### LESSON 2

**Oral Language:**  
Complete Sentences

#### LESSON 4

**Practice Complete Sentences**

FLEXIBLE OPTION

#### LESSON 5

**Standards Practice**

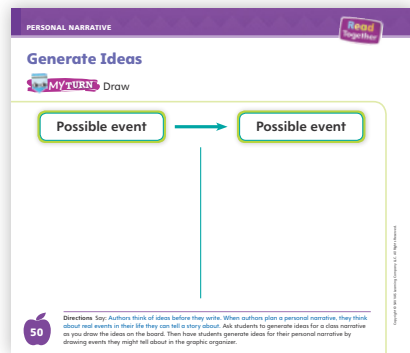
## FAST TRACK

## Generate Ideas

## OBJECTIVE

Plan by generating ideas for writing through class discussions and drawings.

STUDENT INTERACTIVE, p. 50



## Minilesson

Mentor STACK



**TEACHING POINT** Authors can brainstorm ideas by drawing. Ideas for personal narratives come from an author's life. Authors brainstorm ideas based on something interesting that happened in their lives. They might write about something interesting they learned and can teach others.

**MODEL AND PRACTICE** Read a stack text and discuss how the author might have come up with the idea. Then tell students you would like to write a personal narrative, but you are not sure which event in your life might make a good story. Briefly engage students in a discussion about the elements of a story, including setting, characters, and plot. Recall that these things must be memorable so that readers keep reading the story.

With students, brainstorm ideas for a personal narrative. Tell them to recall a small moment in their life that had interesting people, events, or setting. As they name small moments, write their ideas on a board or flipchart. Provide examples if students struggle, such as: *my first day of school, the day I got my pet, skateboarding with a friend, riding my bike.*

During brainstorming, prompt students with questions to generate ideas:

- Have you ever gone on a fun trip? What happened?
- What do you like to do with your friends?
- What is the funniest thing that has happened to you?

Direct students to p. 50 in the *Student Interactive*. Tell them that generating their ideas through drawing is a good way to brainstorm. Explain that they should draw a lot of ideas on this page. Later, they will choose their favorite idea to write about. Tell them that they can return to this page later in the unit when they decide to start another book.

## Possible Teaching Point

**Spelling | Words with Short o**

Tell students that they can use the CVC pattern to spell some short o words, such as *not* and *hop*. Say a few words with short o and ask students to spell them. Have students look for places they can use these words in their writing.

## Independent Writing

Mentor STACK



### FOCUS ON WRITING

- After this lesson, students should begin writing their personal narratives if they have not done so already.

### WRITING SUPPORT

---

- **Modeled** Discuss the main event of a stack text.
- **Shared** Prompt students to generate ideas by looking through the stack texts or class library.
- **Guided** Have students think about an event in their life to write about.

 **Intervention** Refer to the *Small Group Guide* for support.

---

Confer with students one-on-one using the **Conference Prompts** on p. T302.

## Share Back

Ask one or two students to share their ideas and some events with the class. Prompt students to talk about why they chose that idea.



# Spelling Spiral Review

## OBJECTIVE

Spell high-frequency words.

### SPELLING WORDS

hop mop  
 box dot

### HIGH-FREQUENCY WORDS

find  
 over

### Writing Workshop

As students work on their writing, encourage them to check the spellings of CVC words with short o and high-frequency words they have learned.

## FLEXIBLE OPTION

### LESSON 4

#### Spiral Review

**FOCUS** Have students recall previously learned high-frequency words.

**MODEL AND PRACTICE** Model spelling the high-frequency words *find*, *again*, and *over* by remembering the letters. Then give students letter cards to help them practice spelling the words.

**APPLY** Have students work in pairs to practice spelling high-frequency words.

## FLEXIBLE OPTION

### LESSON 1

Assess Prior Knowledge

### LESSON 2

Teach

## FLEXIBLE OPTION

### LESSON 3

Review and More Practice

## FLEXIBLE OPTION

### LESSON 4

#### Spiral Review

### LESSON 5

Assess Understanding



# Language & Conventions

## Complete Sentences

### LESSON 4

#### Practice Complete Sentences

##### APPLY MyTURN

Have students edit for complete sentences on p. 48 in the *Student Interactive*.

LANGUAGE AND CONVENTIONS Read Together

#### Complete Sentences

A **complete sentence** has a naming part and an action part.  
A sentence begins with a capital letter.

The woman drives the car.



**TURN and TALK** Talk about the parts of the sentence.

**MYTURN** Circle and write

Possible response: \_\_\_\_\_

the girls \_\_\_\_\_ **run** \_\_\_\_\_.

**48** Directions Read aloud the information. Have partners identify the naming part and action part of the model sentence. Then read the sentence part at the bottom of the page. Ask students to edit the sentence by circling the letter that should be capitalized and writing a word or phrase to form a complete sentence.

#### OBJECTIVES

Edit drafts with adult assistance using standard English conventions, including complete sentences.

Edit drafts with adult assistance using standard English conventions, including capitalization of the first letter in a sentence and name.

#### Writing Workshop

Tell students to make sure they use complete sentences when they write their drafts during Writing Workshop. Encourage them to return to their drafts to make sure their sentences contain a noun and a verb and begin with a capital letter.

FLEXIBLE OPTION  
**LESSON 1**

 **Spiral Review:**  
Prepositional  
Phrases

FLEXIBLE OPTION  
**LESSON 2**

**Oral Language:**  
Complete Sentences

**LESSON 3**

**Teach Complete  
Sentences**

**LESSON 4**

**Practice Complete  
Sentences**

FLEXIBLE OPTION  
**LESSON 5**

**Standards Practice**

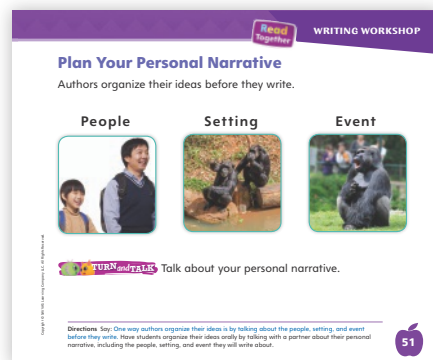
**FAST TRACK**

# Plan Your Personal Narrative

## OBJECTIVE

Plan by generating ideas for writing through class discussions and drawings.

STUDENT INTERACTIVE, p. 51



## Minilesson

**TEACHING POINT** Authors plan the events for their personal narratives before they write them. Planning out the story helps an author think through the setting, characters, plot, and details. During the planning stage, authors might talk through the story before writing it.

**MODEL AND PRACTICE** Model planning your personal narrative by saying your story idea out loud. *I have lots of ideas, but I need to choose the idea that my friends would enjoy reading about the most. I think the story about my first pet will be the most entertaining. Listen as I say my story out loud. One day I visited my cousin at his house. His hamster just had babies! There were four baby hamsters. I liked the white one best. I helped my cousin give the hamsters food and water. Then we watched the baby hamsters play. When we were leaving, my cousin asked me if I wanted one of the hamsters. I asked my mom, but she said no. She said we don't have a cage and food. We wouldn't be able to take care of it. I was sad. We went home and ate spaghetti for dinner. The next day, when I got home from school, my mom told me she had a surprise waiting for me. On the kitchen table, there was a cage with the white baby hamster inside! I was so excited to have a pet of my own.* Ask students if they have any questions about your story. Then tell them about some things you would change now that you have said it aloud (e.g., leaving out the detail about spaghetti; adding the cousin's name). *Now I'm ready to write down my story.*

Direct students to p. 51 in the *Student Interactive* to help them plan their personal narrative. Have them tell their story to a partner. Use the pictures on the page to remind them that they should tell about the people, setting, and events in their story.

## WRITING CLUB

Use p. T321 to guide Writing Club discussions. See the **Conference Prompts** on p. T302.

## Share Back

After Writing Club, call on a few students to share an event from their personal narrative.

## WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students should tell their stories aloud. Telling their stories orally can help students plan what they will actually write.

Place students in their Writing Club groups for the unit. Have them spend the first 5–10 minutes:

- introducing themselves
- deciding who will speak first
- deciding how a listener will ask a question, such as raising a hand

**What Are We Sharing?** Students can share personal narrative ideas. If they are ready to tell their story orally, they should tell it to their group. Listeners should ask questions about the setting, characters, and plot.



### **How Do We Get Started?** *Conversation Starters*

Use these prompts to help students begin the discussions in their Writing Clubs.

- What event would you like to write about from your life?
- I chose this event because \_\_\_\_.
- What was the setting for your story?
- The setting of my narrative is \_\_\_\_.
- What people were part of the event in real life?
- I chose these people because \_\_\_\_.



# Spelling Spell Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell high-frequency words.

## SPELLING WORDS

hop mop  
box dot

## HIGH-FREQUENCY WORDS

find  
over

## LESSON 5


### Assess Understanding

Read the sentences aloud. Ask students to spell each high-frequency word or CVC word with short o. Allow enough time for students to write each word before you read the next sentence.

### Spelling Sentences

1. The **mop** is in the corner.
2. The clown had a **dot** on his tie.
3. Turn the book **over** to see the title.
4. I **hop** when I play jump rope.
5. Put the old toys in the **box**.
6. I need to **find** my missing sock.

FLEXIBLE OPTION  
LESSON 1

 Assess Prior Knowledge

LESSON 2

Teach


FLEXIBLE OPTION  
LESSON 3

Review and More Practice

FLEXIBLE OPTION  
LESSON 4

 Spiral Review

LESSON 5

 Assess Understanding



# Language & Conventions

## Complete Sentences

FLEXIBLE OPTION

### LESSON 5

#### Standards Practice

Display the sentence: *Two children play in the park.* Read aloud the sentence and then the question and answer choices below.

Which words are the naming part and the action part?

- A Two, park
- B play, Two
- C children, play
- D children, park

**APPLY MyTURN** Have students complete *Language and Conventions* p. 216 from the *Resource Download Center*.

Name \_\_\_\_\_

**Language and Conventions**

**Complete Sentences**  
A complete sentence has a naming part. It can also have an action part.  
A sentence begins with a capital letter.  
The cat played on the mat.

**MYTURN Underline and circle**

- Sam and Viv camped in a tent.
- A bug sat on a log.

**MYTURN Write**

- they made a snack over the fire. They
- it was good. It

Directions: Read the first set of sentences. Ask students to underline the naming part and circle the action part in each one. Then have students read the last two sentences. Tell them to write the words that need a capital letter on the lines.

Grade K, Unit 4, Week 1

#### OBJECTIVES

Edit drafts with adult assistance using standard English conventions, including complete sentences.

Edit drafts with adult assistance using standard English conventions, including capitalization of the first letter in a sentence and name.

FLEXIBLE OPTION

### LESSON 5

#### Standards Practice

FLEXIBLE OPTION

### LESSON 1



**Spiral Review:**  
Prepositional  
Phrases

FLEXIBLE OPTION

### LESSON 2

**Oral Language:**  
Complete Sentences

### LESSON 3

**Teach Complete  
Sentences**

### LESSON 4

**Practice Complete  
Sentences**

# Weekly Overview

Students will

- compose a setting
- learn about the role of narrator
- compose a problem and resolution for their plot

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
▶ 2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	<b>FAST TRACK</b> LESSON 1	LESSON 2	<b>FAST TRACK</b> LESSON 3
<b>MINILESSON</b> 5–10 min.	Compose Setting T328	Explore Narrator T332	Apply Narrator T336
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T329	Independent Writing and Conferences T333	Independent Writing and Conferences T337
<b>SHARE BACK FOCUS</b> 5–10 min.	Settings T329	Reader and Narrator T333	Narrator T337
<b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling Assess Prior Knowledge</b> T330</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Spiral Review: Complete Sentences T331</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> Teach T334</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Oral Language: Kinds of Sentences T335</li> </ul>	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Review and More Practice T338</li> <li>• <b>Language &amp; Conventions</b> Teach Kinds of Sentences T339</li> </ul>



# Mentor STACK



Use the following criteria to add to your personal narrative book stack:

- Books with pictures and words that provide strong details about the setting.
- Books written in the first person and books written in the third person.
- Books with a clear problem and resolution.

**FAST TRACK**

**LESSON 4**

**LESSON 5**

Explore Plot T340	Apply Plot T344
Independent Writing and Conferences T341	Writing Club and Conferences T344–T345
Plot T341	Problem and Resolution T344
<p><b>FLEXIBLE OPTION</b> ↩</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Spiral Review T342</li> <li>• <b>Language &amp; Conventions</b> Practice Kinds of Sentences T343</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> <i>Assess Understanding</i> T346</li> </ul> <p><b>FLEXIBLE OPTION</b> ↩</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Standards Practice T347</li> </ul>

**ADDITIONAL RESOURCES**

<b>MINILESSON</b>			
5–10 min.	Small Moments and Big Moments	Drawings–Only Narratives	
<b>INDEPENDENT WRITING AND CONFERENCES</b>			
30–40 min.	Independent Writing and Conferences	Independent Writing and Conferences	
<b>SHARE BACK FOCUS</b>			
5–10 min.	Writing Plan	Drawings	
	See the online <i>Language Awareness Handbook</i> for additional writing support.		See the <i>Small Group Guide</i> for additional writing support.



# Conferences



Mentor STACK




During this time, assess for understanding of personal narratives and their elements, including character, setting, plot, and first-person/third-person narrators. Have stacks and minilessons available to reference during the conferences.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### Compose Setting

**If** students need additional support,


 **Then** walk them through a stack book to identify the setting. What details did the author include?

**If** students show understanding,

**Then** have them add more details, such as descriptive words, to their setting.

#### Narrator

**If** students need additional support,


 **Then** review another stack book, pointing out the words *I* and *me*. Then have them tell you about something that happened to them, using words like *I* and *me*.

**If** students show understanding,

**Then** ask: Who are the other characters, or people, in your story?

#### Plot

**If** students need additional support,

 **Then** read a stack book, encouraging students to look at the pictures to identify events in the story. Have students use the words *first*, *next*, and *last*.

**If** students show understanding,

**Then** ask: What is the problem in the personal narrative you are writing? What is the resolution?

### Conference Support for ELL

#### EMERGING

- Identify the settings of stack books.
- Learn the word “narrator” in your students’ home language, using the word to point out the narrator in each story.
- Use pictures or drawings to show and label the sequence of events in a personal narrative.

#### DEVELOPING

- Talk through some familiar real-life moments, for example, going to the doctor, riding a bus for the first time, or getting a new pet.
- Have students talk about a real-life event they remember, prompting them to recall details and feelings.
- As students work on plot, transcribe the sequence of events for them as needed.

#### EXPANDING

- Prompt students to describe a real-life event in detail, helping them to further develop language skills.
- Ask students to describe how they felt or what they said during an event.
- Have students recall the sequence of events for their story.

#### BRIDGING

- Invite students to name the narrator in the stack texts.
- Have students talk in detail about how they felt or what they said during the real-life event.
- Use guided writing to help students compose their plot.



### Reading-Writing Workshop Bridge

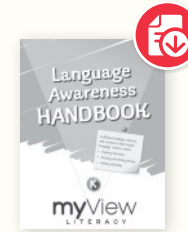
While conferring with students, refer back to the Bridge minilessons on **visualizing** and **kinds of sentences**.



## ELL Minilesson Support

### Week 2: Develop Elements

This week, students may require extra support to understand the elements of character and plot. These targeted supports were chosen to help students learn how to narrate and sequence the events in their plots.



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on pp. T332–T333.

### ELL Targeted Support

#### EXPLORE NARRATOR

Use the stack books to identify the narrator of a story.

Work individually with students to point out the main narrator of a story, using pictures, drawings, and words to help students.

#### EMERGING

Have students identify the narrator in the stack book and describe his or her feelings. If students have difficulty identifying the character's feelings, ask them to pretend they are the narrator. Have students explain how they may feel. **DEVELOPING**

Have students talk with a partner about other narrators, or characters, they recall from books or movies. **EXPANDING**

Have students identify the narrator in a stack book and then compare that narrator to the narrator of another book. As students share their ideas, have them make suggestions and respond to feedback. **BRIDGING**

Use this note for the minilesson on p. T344.

### ELL Targeted Support

#### APPLY PLOT

Students may need support in using English words to describe the events in their plot.

Learn the words *first*, *next*, *then*, and *last* in your students' home languages. Use the words interchangeably with English as you read or write a personal narrative plot. **EMERGING**

If students have plot ideas but do not know how to write the words, prompt them to talk about what happened to them and how they felt. Help transcribe their words. **DEVELOPING**

Tell students to add details to their stories, using adjectives and other words that describe. **EXPANDING**

Ask students to lead a discussion about the plot in their story. **BRIDGING**

## FAST TRACK

# Compose Setting

## OBJECTIVE

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

STUDENT INTERACTIVE, p. 87

PERSONAL NARRATIVE **Read Together** WRITING WORKSHOP **My Learning Goal**

I can write a story about myself.

### Compose Setting

The **setting** is where and when a narrative takes place.

**MY TURN** Circle

**Directions:** Say, In a personal narrative, the setting is a real place that you have been to at a real time. Have students tell what they see in each picture. Have them circle the pictures that show a setting they could tell about in a personal narrative. Direct students to dictate or compose the setting for their personal narrative.

87

## Minilesson

Mentor **STACK**



**TEACHING POINT** The setting of a personal narrative is the place and time in which the story takes place. Authors describe the setting of their stories using words and pictures. The setting of a personal narrative is a real place and a real time.

**MODEL AND PRACTICE** Show a book from the stack that includes many details about the setting in the text and pictures. Read the text aloud. Pause when you finish reading each page, and ask students if they notice any details about the setting. Explain that authors give a lot of big details and little details in the background that help the reader picture the story.

On a flipchart or board, make a stick figure drawing of yourself. Include a desk and another stick figure to represent a student. Beneath the drawing write *Today I went to school*. Ask students to name the setting (school, today). Then ask them what you should add to your background. Tell students to look around the classroom and suggest details for your background.

Direct students to p. 87 of the *Student Interactive*. Read the page aloud and have students circle the pictures of settings that they could compose in a personal narrative. Remind them that a personal narrative is a story that happened in real life, so the setting of their story should be somewhere they have been.

## Independent Writing

Mentor **STACK**



**FOCUS ON SETTING** After learning how to add details to a setting, students should continue writing independently.

- Ask them to review the personal narrative they are writing to make sure a reader can tell where and when the story takes place. Remind them that they can add details to the pictures as well as the words.

### WRITING SUPPORT

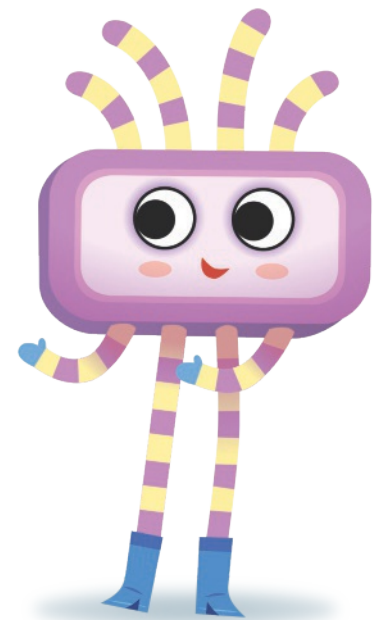
- **Modeled** Use stack texts to show setting details in drawings or pictures.
- **Shared** As students write, share details they could include in their setting.
- **Guided** Prompt students with questions about what is found in their setting.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T326.

## Share Back

Call on students with whom you conferred to share their settings with the class. Remind students to tell both the place and the time.



# Spelling Spell Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell high-frequency words.

### SPELLING WORDS

but                  rug  
fun                  cup

### HIGH-FREQUENCY WORDS

all  
now

## FLEXIBLE OPTION

### LESSON 1

#### ✓ Assess Prior Knowledge

Read aloud the words and sentences. Have students spell each word with short *u* and the two high-frequency words.

#### Spelling Sentences

1. Playing at the park is **fun**.
2. I need to finish my math homework **now**.
3. Please put **all** the books back on the shelf.
4. My uncle spilled juice on the **rug**.
5. He filled the **cup** too full.
6. She is nice, **but** her dog growled at me.

## ELL Targeted Support

**Spelling Patterns** Provide practice using the CVC pattern to spell words. Write *run* and *fun*.

Spell each word as you point to the letters, and have students repeat. Circle the vowels and underline the consonants. Then have students write the words. **EMERGING**

Have students spell the words aloud as you point to each letter. Circle the vowels and underline the consonants. Then cover the words and have students write them. **DEVELOPING**

Challenge students to think of two more short *u* words with a CVC pattern. Have students spell the words aloud together and then write them. **EXPANDING**

Write *hot* and *fun*. Spell each word as you point to the letters, and have students repeat. Circle the vowels. Then have students write the word. Ask partners to write short *o* and short *u* CVC words they know. **BRIDGING**

## FLEXIBLE OPTION

### LESSON 1

✓ Assess Prior Knowledge

### LESSON 2

Teach

## FLEXIBLE OPTION

### LESSON 3

Review and More Practice

## FLEXIBLE OPTION

### LESSON 4

 Spiral Review

### LESSON 5

✓ Assess Understanding



# Language & Conventions

## Spiral Review

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Complete Sentences

**FOCUS** Review with students that complete sentences begin with a capital letter and have a naming part and an action part. Invite volunteers to tell you complete sentences.

**MODEL AND PRACTICE** Display this sentence on the board: *The man went to the store.* Ask a student to circle the capital letter at the beginning of the sentence.

**APPLY** Have students work with a partner to complete the following sentence frame by adding an action part: *The girl \_\_\_\_.*

### OBJECTIVES

Edit drafts with adult assistance using standard English conventions, including complete sentences.

Edit drafts with adult assistance using standard English conventions, including capitalization of the first letter in a sentence and name.

### ELL Targeted Support

**Oral Language Practice** Have students practice speaking in complete sentences.

Display students' names (nouns) and a list of familiar action words (verbs). Provide sentence frames for students to complete orally, such as: *Ana \_\_\_\_.* (*Ana sings.*)

**EMERGING/DEVELOPING**

Have students write a list of nouns and a list of verbs. Then give partners a copy of each list. Have them create sentences using a noun and verb from the list. Have Bridging students create sentences with more than one noun or verb.

**EXPANDING/BRIDGING**

FLEXIBLE OPTION

### LESSON 1



Spiral Review:  
Complete Sentences

FLEXIBLE OPTION

### LESSON 2

Oral Language:  
Kinds of Sentences

### LESSON 3

Teach Kinds of Sentences

### LESSON 4

Practice Kinds of Sentences

FLEXIBLE OPTION

### LESSON 5

Standards Practice

# Explore Narrator

## OBJECTIVE

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

## Minilesson

Mentor STACK



**TEACHING POINT** A narrator of a personal narrative is the person or character who tells the story. The narrator tells about the characters, setting, and events of a story. In a personal narrative, the author is the narrator of the story because it is a story about his or her life.

**MODEL AND PRACTICE** Read the title and author name from a stack book. Tell students that the book is a personal narrative about something that happened in the author's life. Recall that personal narratives use the words *I*, *me*, and *my* because the story is a true story told by the author. Explain that the author is the narrator, or the person who tells the story.

Read the stack text aloud. Prompt students to identify the narrator. Then read another stack text or review ones you read during the immersion days. Point out the author's name on the cover and tell students that he or she is the narrator; the story in the book happened to this person. When they write their own personal narratives, they will be the narrator.

## Possible Teaching Point

### Spelling | Words with Short *u*

Many words with a short vowel sound have a CVC pattern, such as *fun* and *cut*. Have students brainstorm a list of short *u* words. Tell them they may use some of these words in their writing.

## Independent Writing

Mentor STACK



**FOCUS ON NARRATOR** After this lesson, students may be able to transition into using their knowledge about narrators in their own writing.

- Students should write independently, making sure to use words like *I*, *me*, and *my* when they write their personal narratives.

### WRITING SUPPORT

---

- **Modeled** Write a personal narrative about an event students can relate to.
- **Shared** As you read a stack text, have students identify the narrator in the story.
- **Guided** Prompt students to think about how they would tell the story to a friend.

 **Intervention** Refer to the *Small Group Guide* for support.

---

See the **Conference Prompts** on p. T326.

## Share Back

Ask a student with whom you have conferred if you can read a sentence from his or her personal narrative. Once you have done that, engage students in a discussion about who is the reader and who is the narrator of the story.



# Spelling Spell Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell high-frequency words.

### SPELLING WORDS

but                      rug  
 fun                     cup

### HIGH-FREQUENCY WORDS

all  
 now

## LESSON 2

### Teach

**FOCUS** Write the word *run* on the board. Tell students that in *run*, the sound /u/ is spelled with the letter *u*. *Run* also has a CVC pattern.

**MODEL AND PRACTICE** Write *sun* on the board. I see a consonant, a vowel, and another consonant, so I know the word has a CVC pattern. The vowel *u* has a short sound: /u/. Knowing the vowel sounds in a CVC word helps me spell words. Write *tug* on the board. Ask students to identify the vowel pattern. Ask what sound the letter *u* spells.

### APPLY MyTURN

Have students complete the activity on p. 84 in the *Student Interactive*.

SPELLING

**Spell Words**

Sort and spell

all	but	fun
rug	cup	now

but <hr/> <hr/> <hr/> fun <hr/> <hr/> <hr/> rug <hr/> <hr/> <hr/> cup <hr/> <hr/> <hr/>	all <hr/> <hr/> <hr/> now <hr/> <hr/> <hr/>
---	---

**84** Directions Say: Short u is often spelled u in words with three letters. Have students determine if each word follows the CVC pattern. Then have them spell and write the CVC words in the left column and the high-frequency words in the right column.
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## LESSON 2

### Teach

FLEXIBLE OPTION  
**LESSON 1**

Assess Prior Knowledge

FLEXIBLE OPTION  
**LESSON 3**

Review and More Practice

FLEXIBLE OPTION  
**LESSON 4**

Spiral Review

## LESSON 5

Assess Understanding



# Language & Conventions

## Kinds of Sentences

FLEXIBLE OPTION

### LESSON 2

#### Oral Language: Kinds of Sentences

**FOCUS** Answer any questions students may have about complete sentences. Then tell students that there are different kinds of sentences. Telling, or declarative, sentences end with a period. Sentences that ask questions end with a question mark. Sentences said with excitement end with an exclamation point.

**MODEL AND PRACTICE** Display these sentences: *Tim baked a cake. What kind of cake did Tim bake? What a great cake!*

Read the sentences aloud, modeling intonation for a statement, question, and exclamation. Point to the end punctuation as you read each one. Ask students to tell what the punctuation mark is at the end of each sentence and what kind of sentence it is.

**APPLY** Have partners create oral sentences that tell, question, and exclaim. Have students share their sentences with the class, identifying each type of sentence.

#### OBJECTIVES

Edit drafts with adult assistance using standard English conventions, including capitalization of the first letter in a sentence and name.

Recognize and name end punctuation.

---

FLEXIBLE OPTION   
**LESSON 2**

**Oral Language:**  
Kinds of Sentences

FLEXIBLE OPTION   
**LESSON 1**

**Spiral Review:**  
Complete Sentences

**LESSON 3**

Teach Kinds of Sentences

**LESSON 4**

Practice Kinds of Sentences

FLEXIBLE OPTION   
**LESSON 5**

Standards Practice

## FAST TRACK

# Apply Narrator

## OBJECTIVE

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

STUDENT INTERACTIVE, p. 88

**PERSONAL NARRATIVE** Read Together

**Narrator**  
The narrator is the person who is telling the story.  
The narrator tells about the people, setting, and events.

**MY TURN** Cross out and draw

**Directions** Draw the narrator in a personal narrative is usually the author. Have students look at the people in the pictures and identify which one could be in a narrative about themselves. Have them draw an X over the person who could not. Then have students draw a picture of another person they might tell about in a narrative about themselves.

## Minilesson

Mentor STACK

**TEACHING POINT** In a personal narrative, the author often narrates the story using words like *I*, *me*, and *my*. Another way for the author to narrate the story is by naming a main character and using words like *he*, *him*, and *his*.

**MODEL AND PRACTICE** Remind students that a personal narrative is a story about what happened in the author's life. When the author writes a story based on a moment in his or her own life, that person is the narrator. Point out the name of an author on the cover of a stack text. Tell students that this person is the author, and he or she is also the narrator. Many writers of personal narratives write using words such as *I*, *me*, and *my*.

Next, hold up a stack text that is told in the third person. Read the author's name on the cover, and tell students that the story they are about to read really happened to this person. Begin reading the book. Then tell students that some personal narratives do not include the words *I*, *me*, and *my*. In some books, the main character is referred to by name instead, but these books can still be personal narratives.

Direct students to p. 88 of the *Student Interactive*. Read the instructions at the top of the page, and complete the activity together.

## Possible Teaching Point

**Language & Conventions | Kinds of Sentences**

Review with students that good writers use different kinds of sentences.

- telling sentences, that end with a period
- questions, that end with a question mark
- exclamations, that end with an exclamation point

As students review their personal narratives, have them find places where they can revise their sentences to make their writing more interesting.

## Independent Writing

Mentor STACK



### FOCUS ON NARRATOR

- During independent writing time, have students review what they have written to be sure they are writing a story that has happened to them.
- Tell them that they should write their name on the front cover so readers know who the narrator is.

### WRITING SUPPORT

---

- **Modeled** Read stack books to identify the narrator.
- **Shared** Have students look through stack texts to identify the narrator of the story.
- **Guided** Prompt students to think of how the story would change if the narrator changed.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- If they show understanding, have them continue writing their personal narratives.

See the **Conference Prompts** on p. T326.

## Share Back

Have one or two students share their personal narratives with the class. Tell students to discuss who the narrator is in each story.

# Spelling Spell Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell high-frequency words.

### SPELLING WORDS

but                      rug  
 fun                     cup

### HIGH-FREQUENCY WORDS

all  
 now

FLEXIBLE OPTION 

## LESSON 3

### Review and More Practice

**FOCUS** Tell students that many CVC words have short vowels.

**MODEL AND PRACTICE** Write the word *bun*. I see this word has a CVC pattern. The *u* probably has a short vowel sound: /u/. This helps me spell the word. Say *cut*. Have students say each phoneme: /k/ /u/ /t/. Ask what vowel sound they hear. (/u/) Tell students *cut* has a CVC pattern. Have them write *cut* using what they know about letters, sounds, and vowel patterns.

**APPLY** Have students complete *Spelling* p. 211 from the *Resource Download Center*.

Name \_\_\_\_\_

**Spell Words**

Spelling Words		
but	fun	all
rug	cup	now

**MY TURN Write**

*rug* *fun* *cup*

*All* the kids can play!


*But* they can not play *now*.

Directions: Have students look at the pictures and write the spelling word that describes each one. Then read the sentences and have students write the spelling word or words that best complete each one.

Grade K, Unit 4, Week 2

FLEXIBLE OPTION 

## LESSON 1

 Assess Prior Knowledge

## LESSON 2

Teach

FLEXIBLE OPTION 

## LESSON 3

Review and More Practice

FLEXIBLE OPTION 

## LESSON 4

 Spiral Review

## LESSON 5

 Assess Understanding



# Language & Conventions

## Kinds of Sentences

### LESSON 3

#### Teach Kinds of Sentences

**FOCUS** Remind students of the three kinds of sentences: telling sentences that end with periods, questions that end with question marks, and exclamations that end with exclamation points.

**MODEL AND PRACTICE** To reinforce kinds of sentences, write two examples of each type of sentence on the board. Ask students to name the punctuation mark at the end of each sentence and identify each type of sentence.

#### OBJECTIVES

Edit drafts with adult assistance using standard English conventions, including capitalization of the first letter in a sentence and name.

Recognize and name end punctuation.

#### ELL Targeted Support

**Sentence Patterns** Have students write using a variety of sentence patterns.

Write examples of telling sentences, questions, and exclamations on the board. Have students identify each type of sentence. Then have them copy one example of each sentence pattern. **EMERGING**

Write these sentence frames: *The boy \_\_\_\_.* *He \_\_\_\_!* *What does he \_\_\_\_?* Have students complete the sentence frames to write using a variety of sentence patterns. **DEVELOPING**

Ask partners to write at least two sentences using different patterns, such as a telling sentence and an exclamation. **EXPANDING**

Have students write at least three sentences using different patterns. **BRIDGING**

### LESSON 3

#### Teach Kinds of Sentences

FLEXIBLE OPTION

#### LESSON 1



**Spiral Review:**  
Complete  
Sentences

FLEXIBLE OPTION

#### LESSON 2

**Oral Language:**  
Kinds of Sentences

#### LESSON 4

**Practice Kinds of Sentences**

FLEXIBLE OPTION

#### LESSON 5

**Standards Practice**

# Explore Plot

## OBJECTIVE

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

## Minilesson

Mentor STACK



**TEACHING POINT** The plot of a personal narrative consists of real-life events and actions that are important or memorable for the author. The plot often tells a real event or problem and how the author or narrator solved it.

**MODEL AND PRACTICE** Remind students that they are learning about personal narratives. Think aloud and write as you remember characteristics of a personal narrative. For example:

- A personal narrative is a real story.
- A personal narrative tells what happened in the author's life.
- A personal narrative has a real-life setting and characters.

Next, think aloud and write as you remember elements of a plot. For example:

- A plot of a story tells events in order.
- A plot has a problem and resolution.

Read or reread a stack book. Tell students that the plot of the story tells events in order. Ask students to tell you what happened first in the book. Then ask what happened next. Continue retelling the plot together. [When you write your own personal narratives, you will write the events in the order they happened.](#)

## Possible Teaching Point

## Writing Process

### Drafting | Story Events

A story map can help students organize the most important events in their stories. Have students draw or write in a story map to show the events that happened in the order in which they happened. Explain that they can use this information as they continue to write their personal narratives.

## Independent Writing

Mentor STACK



**FOCUS ON PLOT** After this lesson, students should transition into independent writing and conferences.

- Have them review what they have written to be sure the events are told in order and no important events are missing.

### WRITING SUPPORT

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- **Modeled** Use stack texts to identify the problem and resolution of a story.
- **Shared** Encourage students to think about their favorite book and identify the challenge the character faced and how he or she resolved it.
- **Guided** Prompt students to identify the events of their plot, including the problem and resolution.

 **Intervention** Refer to the *Small Group Guide* for support.

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See the **Conference Prompts** on p. T326.

## Share Back

Have a student share his or her personal narrative. Call on other students to retell the plot, one event at a time.



# Spelling Spiral Review

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

### SPELLING WORDS

but                      rug  
 fun                      cup

### HIGH-FREQUENCY WORDS

all  
 now

### Writing Workshop

As students work on their writing, encourage them to practice spelling CVC words with the short o and u sounds and high-frequency words they have learned.

FLEXIBLE OPTION 

## LESSON 4

### Spiral Review

**FOCUS** Write the word *hop*. Point out the CVC pattern and explain that the vowel probably has the short sound. Ask them what sound the vowel spells in this word. (/o/)

**MODEL AND PRACTICE** Say the word *hop*. *I hear short o in hop: /o/. I hear one consonant at the beginning and one at the end. I can spell this CVC word.* Write the word. Then say the following words and ask students to spell them: *box, mop, dot*.

**APPLY** Have pairs spell other CVC words. Have students focus on words in the *-op, -ox,* and *-ot* word families (examples: *pop, top; fox; cot, lot, not*).


FLEXIBLE OPTION 

## LESSON 4

### Spiral Review

FLEXIBLE OPTION 

## LESSON 1

 **Assess Prior Knowledge**

## LESSON 2

Teach

FLEXIBLE OPTION 

## LESSON 3

Review and More Practice

## LESSON 5

 **Assess Understanding**



# Language & Conventions

## Kinds of Sentences

### LESSON 4

#### Practice Kinds of Sentences

##### APPLY **My TURN**

Have students edit for punctuation and capitalization in declarative sentences on p. 86 in the *Student Interactive*.

LANGUAGE AND CONVENTIONS Read Together

### Kinds of Sentences

Telling sentences tell something.  
Asking sentences ask a question.  
Exclamations show strong feelings.



They play a game. Is the ball black? They win!

**MY TURN** Circle and write

We play baseball .

**86** Directions Say: All sentences begin with a capital letter. Telling sentences end with a period. Asking sentences end with a question mark. Exclamations end with an exclamation point. Read the sentence at the bottom of the page. Have students edit the sentence by circling the letter that should be capitalized and writing the correct punctuation mark at the end.

#### OBJECTIVES


Edit drafts with adult assistance using standard English conventions, including capitalization of the first letter in a sentence and name.

Recognize and name end punctuation.

#### Writing Workshop

Tell students to pay attention to the different kinds of sentences when writing their drafts. Remind students that all sentences begin with a capital letter and end with a punctuation mark.

FLEXIBLE OPTION  
**LESSON 1**

 **Spiral Review:**  
Complete Sentences

FLEXIBLE OPTION  
**LESSON 2**

**Oral Language:**  
Kinds of Sentences

**LESSON 3**

**Teach Kinds of Sentences**

**LESSON 4**

**Practice Kinds of Sentences**

FLEXIBLE OPTION  
**LESSON 5**

**Standards Practice**

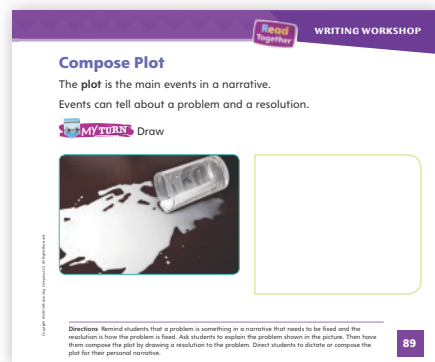
FAST TRACK

# Apply Plot

## OBJECTIVE

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

STUDENT INTERACTIVE, p. 89



## Minilesson

**TEACHING POINT** As authors compose the plot of their personal narratives, they organize the events in a sequence of how things happened. Authors use sequence words, such as *first*, *next*, and *last*, when writing the plots of their personal narratives. An author also includes a problem and a resolution.

**MODEL AND PRACTICE** Choose an event that may have happened to you that students can relate to, such as falling off your bike. Tell students the story, for example: *I was riding my new green bike on the sidewalk. First, I noticed that I was going very fast. Next, I pushed the handbrake to stop, and the bike stopped. Then I tried touching the ground with my feet but I couldn't reach, and I fell. Luckily I was not hurt. Last, I told my mom to lower the seat so I wouldn't fall next time.* Ask students to name the problem (the bike seat was too high) and the resolution (my mom lowered the seat).

Now retell the story using the same sequence of events, drawing pictures to show your story. Make sure to think aloud as you draw details in the setting and characters. For example: *It was a sunny day, so I will draw the sun. I remember there were trees and bushes, so I will draw those in my setting. At the end of my story, I am happy, so I will draw a smile on my face.* Tell students that they can write their story using both words and pictures.

Direct students to dictate or compose plot on p. 89 of the *Student Interactive*.

## WRITING CLUB

Use p. T345 to guide Writing Club discussions. See the **Conference Prompts** on p. T326.

## Share Back

Have a few students share their stories with the class. Prompt students to identify the problem and resolution in their stories. Tell students to talk about why they chose this problem and resolution.

# WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share their personal narratives, focusing on the characters, setting, and plot.

Students should spend the first 5–10 minutes in their groups reviewing the following:

- How to ask a question
- How to answer a question
- How to make and respond to suggestions

Tell students that they should use the feedback from their peers to add details and strengthen their writing.

**What Are We Sharing?** Students should share their personal narrative. They should describe the people, places, things, and events in their story. Other students should ask for clarification or more details if needed.



## How Do We Get Started? *Conversation Starters*

Use these prompts to help students begin the discussions in their Writing Club.

- I wrote about this event because \_\_\_\_.
- The other characters in my narrative are \_\_\_\_.
- Can you tell me more about this person in real life?
- What other details do you remember about the place?
- What was the problem? What was the resolution?



# Spelling Spell Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell high-frequency words.

### SPELLING WORDS

but                  rug  
fun                  cup

### HIGH-FREQUENCY WORDS

all  
now

## LESSON 5


### Assess Understanding

Read the following sentences aloud. Ask students to spell the high-frequency word or CVC word. Read the word, read the sentence, and repeat the word. Allow enough time for students to write each word before you read the next sentence.

### Spelling Sentences

1. I got a new **rug** for my room.
2. Our family trip was so much **fun**.
3. I ate **all** of the strawberries.
4. We need a **cup** of water for the recipe.
5. Mom said to clean my room right **now**.
6. I can go to the park, **but** I have to be home for dinner.

FLEXIBLE OPTION   
LESSON 1

 Assess Prior Knowledge

LESSON 2

Teach

FLEXIBLE OPTION   
LESSON 3

Review and More Practice

FLEXIBLE OPTION   
LESSON 4

 Spiral Review

LESSON 5

 Assess Understanding



# Language & Conventions

## Kinds of Sentences

FLEXIBLE OPTION

## LESSON 5

## Standards Practice

Guide students to complete the question.

Which sentence ends in a question mark?

- A Jill likes to read.
- B** What book is Jill reading?
- C What a great book!
- D It is fun to read.

**APPLY MyTURN** Have students complete *Language and Conventions* p. 217 from the *Resource Download Center*.

Name \_\_\_\_\_

**Read Together**

**Language and Conventions**

**Kinds of Sentences**

Telling sentences tell something.  
Asking sentences ask a question.  
Exclamations show strong feelings.

The cat is pretty. Do you like it? It is funny!

**MYTURN** Circle and match

Can you play?      telling  
I won the game!      asking  
He will pet the dog!      exclamation

Directions: Read the sentences and words to students. Ask them to circle the punctuation mark at the end of each sentence. Then have them draw a line to match each sentence with the word that names the type of sentence.

Grade 4, Unit 4, Week 2

217

## OBJECTIVES

Edit drafts with adult assistance using standard English conventions, including capitalization of the first letter in a sentence and name.

Recognize and name end punctuation.

FLEXIBLE OPTION

## LESSON 5

## Standards Practice

FLEXIBLE OPTION

## LESSON 1



**Spiral Review:**  
Complete  
Sentences

FLEXIBLE OPTION

## LESSON 2

**Oral Language:**  
Kinds of Sentences

## LESSON 3

**Teach Kinds of**  
**Sentences**

## LESSON 4

**Practice Kinds of**  
**Sentences**

# Weekly Overview

Students will

- explore what happens first, next, and last in a personal narrative
- organize the events in their personal narratives into proper sequence
- conclude their personal narratives with a resolution

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	<b>Drafting</b>	<b>Develop Structure</b>
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	<b>FAST TRACK</b> LESSON 1	LESSON 2	<b>FAST TRACK</b> LESSON 3
<b>MINILESSON</b> 5–10 min.	What Happens First T352	Explore What Happens Next T356	Apply What Happens Next T360
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T353	Independent Writing and Conferences T357	Independent Writing and Conferences T361
<b>SHARE BACK FOCUS</b> 5–10 min.	First Events T353	Middle Events T357	Sequence of Events T361
<b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling Assess Prior Knowledge</b> T354</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Spiral Review: Kinds of Sentences T355</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> Teach T358</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Oral Language: End Punctuation T359</li> </ul>	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Review and More Practice T362</li> <li>• <b>Language &amp; Conventions</b> Teach End Punctuation T363</li> </ul>



## Mentor STACK



Use the following criteria to add to your personal narrative book stack:

- Books that include multiple events.
- Books with an interesting first event.
- Books with a clear problem that is resolved at the end.

### FAST TRACK

#### LESSON 4

#### LESSON 5

Explore What Happens Last T364	Apply What Happens Last T368
Independent Writing and Conferences T365	Writing Club and Conferences T368–T369
Endings T365	Resolutions T368
<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Spiral Review T366</li> <li>• <b>Language &amp; Conventions</b> Practice End Punctuation T367</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> <i>Assess Understanding</i> T370</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Standards Practice T371</li> </ul>

#### ADDITIONAL RESOURCES

<p><b>MINILESSON</b></p> <p>5–10 min.</p>	Where to Begin	Where to End
<p><b>INDEPENDENT WRITING AND CONFERENCES</b></p> <p>30–40 min.</p>	Independent Writing and Conferences	Independent Writing and Conferences
<p><b>SHARE BACK FOCUS</b></p> <p>5–10 min.</p>	Beginnings	Endings
 <p>See the online <i>Language Awareness Handbook</i> for additional writing support.</p>	 <p>See the <i>Small Group Guide</i> for additional writing support.</p>	



# Conferences



Mentor STACK




During this time, assess for understanding of the structure of a personal narrative in order to gauge where students may need support in their writing. Have stacks and minilessons available to reference during the conferences.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### What Happens First

**If** students need additional support,


 **Then** help them read a stack book to identify the first event in a plot.

**If** students show understanding,

**Then** ask: Why did you choose this event as the first one in your personal narrative? How did you introduce the problem?

#### What Happens Next

**If** students need additional support,


 **Then** ask: What happens first in your personal narrative? Then what event comes next?

**If** students show understanding,

**Then** ask: What other events can you include? How will your personal narrative end?

#### What Happens Last

**If** students need additional support,

 **Then** read the endings of stack books aloud, focusing on the last event or resolution.

**If** students show understanding,

**Then** ask: Are there any important events missing from your personal narrative? Did you include anything that isn't important?

## Conference Support for ELL

### EMERGING

- Allow students to pick a stack text. Point out what happens first, next, and last.
- Have students identify parts of the book.
- Encourage students to draw their narratives.
- Tell students to draw the ending to their personal narratives.

### DEVELOPING

- Help students sound out words as they write.
- Ask students to talk through the first and next events in a personal narrative.
- Have students talk through the narrative's ending.

### EXPANDING

- Tell students to retell a favorite book.
- Guide students to find transition words in the text.
- Prompt students to identify the events of a book.
- Have students talk through how they can organize their ideas.

### BRIDGING

- Invite students to talk about what happens first, next, and last in their favorite book.
- Have students think aloud as they organize the ideas for their personal narratives.
- Have students revise their narratives based on feedback.



### Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **third-person text** and **end punctuation**.



## ELL Minilesson Support

### Week 3: Develop Structure

During this week, your ELLs will benefit from additional writing support that expands their awareness of plot structure. These targeted supports were chosen to help students better understand the English language and build foundational writing skills.

Use this note for the minilesson on pp. T352–T353.

#### ELL Targeted Support

##### WHAT HAPPENS FIRST

Use the stack texts to increase student familiarity with plot structures and what happens first in a plot. Then guide students to narrate the beginning of their own personal narrative with increasing specificity and detail.

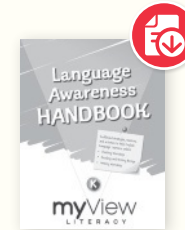
Work one-on-one with students to help them draw a picture to start their personal narrative. Guide them to write a label for their picture that narrates a detail about the first event.

##### EMERGING

If students have difficulty incorporating character, setting, and events into the beginning of their narratives, give them ideas. Help them write a sentence narrating the first event. **DEVELOPING**

Have students talk with other students about how they will choose the first event in their personal narratives. Have them write the beginning sentences of their narrative, including specific details. **EXPANDING**

Have students write the beginning of their personal narrative. Challenge them to go back to their sentences and add more specific details. **BRIDGING**



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T368.

#### ELL Targeted Support

##### APPLY WHAT HAPPENS LAST

Students may need support in composing succinct endings.

Learn the words *problem* and *resolution* in your students' home language. Point out each in a book, repeating words for student understanding. Have students describe or draw their ending. Transcribe their ideas into a sentence. **EMERGING**

Have students describe or draw a picture to show their ending. Work with students to write an ending for their narrative. If students need help writing, transcribe their ideas and then read the sentences together. **DEVELOPING**

Have students work within a group to help generate multiple endings for a narrative. Then have students work together to write one ending to their narrative. **EXPANDING**

Have students write an ending to their narrative. Review the ending with them, and ask why they chose to end with this event. Have students revise as necessary. Then ask students to draw a picture to go with their ending. **BRIDGING**

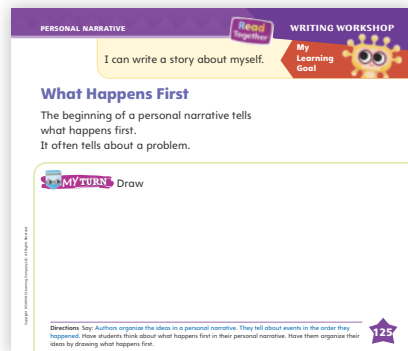
## FAST TRACK

# What Happens First

## OBJECTIVE

Develop drafts in oral, pictorial, or written form by organizing ideas.

STUDENT INTERACTIVE, p. 125



## Minilesson

Mentor STACK



**TEACHING POINT** Authors organize personal narratives by putting the events in their narratives in order. What happens first in a book is important because it often tells about the problem.

**MODEL AND PRACTICE** Choose a stack text and have students listen as you read to identify the first event in the story. Point out details in the pictures that show what happens first. When you finish, think aloud to recall and write down the events in the story. Point out what happened first in the book, and explain how this event introduced the problem and made you excited to keep reading.

Pull out another stack book and read it aloud. Have students recall the events in the story, specifically the first event. Ask how they felt about the first event and if it introduced the problem. Say: **When we write our own personal narratives, we will organize the events so that the first event introduces the problem.**

Direct students to organize ideas by completing the drawing activity on p. 125 in the *Student Interactive*.

## Independent Writing

Mentor **STACK**



### FOCUS ON THE FIRST EVENT

- Have students reread the first event in the book they are writing and make sure it introduces the problem.
- They can edit their first event in this book or other books they have written during this unit before continuing to write.

### WRITING SUPPORT

- **Modeled** Use stack texts to show what happens first.
- **Shared** Prompt students to tell about the first event in their own narrative.
- **Guided** Use a stack text to provide instruction on how to identify the first event.

 **Intervention** Refer to the *Small Group Guide* for support.

As you confer one-on-one with students, see the **Conference Prompts** on p. T350.

## Share Back

Ask students to share what happens first in their personal narrative. Have students provide feedback if the first event introduced the problem.



# Spelling Spell Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell high-frequency words.

### SPELLING WORDS

met                  pen  
red                  net

### HIGH-FREQUENCY WORDS

black  
brown

## FLEXIBLE OPTION

### LESSON 1

#### ✓ Assess Prior Knowledge

Read aloud the words in the side column. Then read the sentences below. Have students spell each word with short e and the two high-frequency words.

#### Spelling Sentences

1. Ben has **brown** hair.
2. We **met** Grandpa at the carnival.
3. I like the color **red**.
4. Pam has **black** shoes.
5. Dad uses a **pen** to write a letter.
6. How high is the basketball **net**?

## ELL Targeted Support

**Spelling Patterns** Provide practice using the CVC pattern to spell short e words. Write *met*, *red*, and *pen* on the board.

Point out the CVC pattern in *met*, and spell the word aloud. Have students spell the word on paper. Repeat with *red* and *pen*. **EMERGING**

Have volunteers circle the vowel and underline the consonants in each word. Then have students spell the words on paper. **DEVELOPING**

Have partners identify the CVC pattern. Then cover the words and have students spell them on paper. **EXPANDING**

Say other CVC words, such as *pet*, *ten*, and *led*. Have students use what they know about the CVC pattern to spell the words on paper. **BRIDGING**

## FLEXIBLE OPTION

### LESSON 1

✓ Assess Prior Knowledge

### LESSON 2

Teach

## FLEXIBLE OPTION

### LESSON 3

Review and More Practice

## FLEXIBLE OPTION

### LESSON 4

 Spiral Review

### LESSON 5

✓ Assess Understanding



# Language & Conventions

## Spiral Review

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Kinds of Sentences

**FOCUS** Remind students that there are different kinds of sentences.

**MODEL AND PRACTICE** Write the following sentences: *I love cats. Do you love cats? Cats are awesome!* Read aloud the sentences with students and ask: Which sentence is an asking sentence? Which is a telling sentence? Which is an exclamation?

**APPLY** Pair students and have them take turns saying different kinds of sentences.

#### OBJECTIVE

Recognize and name end punctuation.

#### ELL Targeted Support

**Sentence Patterns** Have students write using a variety of sentence patterns.

Write examples of telling sentences, questions, and exclamations on the board. Have students identify each type of sentence. Then have them copy one example of each sentence pattern. **EMERGING**

Write these sentence frames: *The boy \_\_\_\_.* *He \_\_\_\_!* *What does he \_\_\_\_?* Have students complete the sentence frames to write using a variety of sentence patterns. **DEVELOPING**

Ask partners to write at least two sentences using different patterns, such as a telling sentence and an exclamation.

**EXPANDING**

Have students write at least three sentences using different patterns. **BRIDGING**

FLEXIBLE OPTION

### LESSON 1



Spiral Review:  
Kinds of  
Sentences

FLEXIBLE OPTION

### LESSON 2

Oral Language:  
End Punctuation

### LESSON 3

Teach Punctuation

### LESSON 4

Practice Sentences

FLEXIBLE OPTION

### LESSON 5

Standards Practice

# Explore What Happens Next

## OBJECTIVE

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

## Minilesson

Mentor **STACK**

**TEACHING POINT** Authors must keep the action going in their stories so that readers will keep reading. The middle of a personal narrative tells what happens next in the plot.

**MODEL AND PRACTICE** Tell students that authors think through the events in a narrative before writing. After the first event, there is another event. Sometimes, the events are separated by the words *next* or *then*. Read a stack text aloud. Point out what happens first, and then identify what happens next. Do a Think Aloud as you wonder what will happen after that.

Use another stack text to have students identify the first and next events. Engage students in a discussion to identify the words the author uses to show the next event.

## Possible Teaching Point

### Spelling | Words with Short e

Remind students they have been learning how to spell words with the CVC pattern. This week they are learning to spell words with short e, such as *let* and *red*. Have students brainstorm a list of short e words. Tell them to look for places in their writing where they can use some of these words.

## Independent Writing

Mentor STACK



### FOCUS ON EVENTS

- Have students continue working on their personal narratives. Tell them to use words like *next* and *then* to show the order of events.

### WRITING SUPPORT

---

- **Modeled** Read a stack text aloud and point out what comes after the first event or problem.
- **Shared** Have students identify the second event in a stack text.
- **Guided** Ask questions to help students identify the events in their stories.

 **Intervention** Refer to the *Small Group Guide* for support.

---

See the **Conference Prompts** on p. T350.

## Share Back

Have a few students share their drawings and narratives with the class. Prompt discussion on how the first event relates to the next event.



# Spelling Spell Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell high-frequency words.

### SPELLING WORDS

met                  pen  
 red                  net

### HIGH-FREQUENCY WORDS

black  
 brown

## LESSON 2

### Teach

**FOCUS** Tell students that the short e sound can be spelled with the letter e. Point out that words with this sound are often spelled with the consonant-vowel-consonant, or CVC, pattern. Then tell students that they can also use letter-sounds they know to help them spell high-frequency words.

**MODEL AND PRACTICE** Write or display these words with the CVC pattern: *met, red*. Say each word aloud and point out that these words have the short e sound. Then model spelling the high-frequency words by pointing out letter-sounds that students know.

### APPLY MyTURN

Have students complete the activity on p. 122 of the *Student Interactive*.

SPELLING

**Spell Words**

**MYTURN** Sort and spell

met	red	black
pen	brown	net

met \_\_\_\_\_ black \_\_\_\_\_  
red \_\_\_\_\_ brown \_\_\_\_\_  
pen \_\_\_\_\_  
net \_\_\_\_\_

122 **Directions** Say: Short e is often spelled e in words with three letters. Have students determine if each word follows the CVC pattern. Then have them spell and write the CVC words in the left column and the high-frequency words in the right column.

## LESSON 2

### Teach

FLEXIBLE OPTION  
**LESSON 1**

**Assess Prior Knowledge**

FLEXIBLE OPTION  
**LESSON 3**

**Review and More Practice**

FLEXIBLE OPTION  
**LESSON 4**

**Spiral Review**

## LESSON 5

**Assess Understanding**



# Language & Conventions

## End Punctuation

FLEXIBLE OPTION

### LESSON 2

#### Oral Language: End Punctuation

**FOCUS** Explain that sentences need end punctuation. The punctuation depends on the type of sentence.

**MODEL AND PRACTICE** Display the following sentence without punctuation: *I want to go home.* Read the sentence and say: *This is a telling sentence. A telling sentence needs a period at the end.* Repeat with the sentences *Can I go home* and *We won the game*. Ask students to read each sentence with you, tell what kind of sentence it is, and what punctuation is needed.

**APPLY** Ask students to work with a partner to say a telling sentence, a question, and an exclamation.

#### OBJECTIVE

Recognize and name end punctuation.

---

FLEXIBLE OPTION   
**LESSON 2**

#### Oral Language: End Punctuation

FLEXIBLE OPTION   
**LESSON 1**

**Spiral Review:**  
Kinds of  
Sentences

**LESSON 3**

Teach Punctuation

**LESSON 4**

Practice Sentences

FLEXIBLE OPTION   
**LESSON 5**

Standards Practice

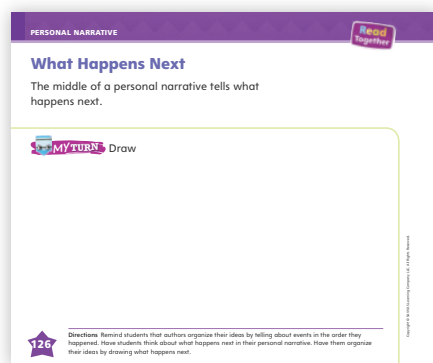
## FAST TRACK

# Apply What Happens Next

## OBJECTIVE

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

STUDENT INTERACTIVE, p.126



## Minilesson

Mentor STACK



**TEACHING POINT** Tell students that the middle of a personal narrative tells what happens next.

**MODEL AND PRACTICE** Read a stack book aloud and have students identify each event. Encourage students to use words like *then* and *next* when giving the order of events.

Then write a personal narrative that students can relate to, for example, your first day of kindergarten or losing a tooth. Tell students your idea and let them know you will write a personal narrative about it. Model writing a personal narrative. Point out the beginning and then focus on what happens next. Explain to students that the middle of a story tells what happens next.

Have students decide on a personal narrative they will write as a class. Ask students what happens first, next, and last. Transcribe their events into a narrative.

Direct students to complete p. 126 in the *Student Interactive*.

## Possible Teaching Point

### Language & Conventions | End Punctuation

Remind students that every sentence needs punctuation at the end. Review the different types of end punctuation and when they are used.

Have students review their drafts to make sure that each sentence has a punctuation mark at the end. Ask them to check that the end punctuation they used is the right kind needed for each sentence.

## Independent Writing

Mentor **STACK**

**FOCUS ON SEQUENCE OF EVENTS** As students transition into independent writing, have them think about their sequence of events.

- If they have composed the beginning and middle of their personal narrative already, have them reread and improve them.

### WRITING SUPPORT

---

- **Modeled** Walk through a stack text with students to help them identify the order of events.
- **Shared** Have students dictate the middle of their narrative as you transcribe.
- **Guided** Ask students questions to help them add details to the middle of their stories.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- Then they should continue writing their personal narratives.

See the **Conference Prompts** on p. T350.

## Share Back

Have a few students share their stories with the class. Encourage discussion about the sequence of events.

# Spelling Spell Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell high-frequency words.

### SPELLING WORDS

met	pen
red	net

### HIGH-FREQUENCY WORDS

black  
 brown

FLEXIBLE OPTION 

## LESSON 3

### Review and More Practice

**FOCUS** Review how to spell CVC words with short e.

**MODEL AND PRACTICE** Give each student three cards with the letters *j*, *e*, *t*. Have students arrange the letter cards to spell the word *jet*. Remind them to use what they know about the CVC pattern for short vowel words.


**APPLY** Have students complete *Spelling* p. 212 from the *Resource Download Center*.


Name \_\_\_\_\_


**Spelling Words**


met	red	black
net	pen	brown

**MY TURN Write**

 net

 pen

 met

 black

The tree bark is brown. The apple is red.

Directions: Have students look at the pictures and write the spelling word that describes each one. Then read the sentences and have students write the spelling word that best completes each sentence.

Grade K, Unit 4, Week 3

FLEXIBLE OPTION 

## LESSON 1

Assess Prior Knowledge

## LESSON 2

Teach

FLEXIBLE OPTION 

## LESSON 3

Review and More Practice

FLEXIBLE OPTION 

## LESSON 4

 Spiral Review

## LESSON 5

Assess Understanding



# Language & Conventions

## End Punctuation

### LESSON 3

#### Teach Punctuation

**FOCUS** Discuss what type of punctuation to use with different types of sentences. Ask: *When do we use a question mark? When do we use a period? When do we use an exclamation point?*

**MODEL AND PRACTICE** Display the following sentences without punctuation: *Jen wants to win; Can Jen win; Jen won the race.* The first sentence tells me what Jen wants. It is a telling sentence, so it needs a period. The second sentence asks if Jen will win, so it is a question and needs a question mark. The third sentence tells about something exciting that happens. It needs an exclamation point. Display sentences without punctuation, for example: *Watch out, I need a new pencil, Where are you going.* Ask students to copy the sentences and use the correct punctuation.

For additional help with teaching end punctuation, see the *Language Awareness Handbook*.

#### OBJECTIVE

Recognize and name end punctuation.

#### ELL Targeted Support

**End Punctuation** Write a question, statement, and exclamation on the board: *Is that a cat? That is a cat. That is a huge cat!* Read aloud each sentence using the proper expression. Circle the end punctuation in each word.

Write the following sentences without punctuation: *I need a hat; I love my new hat; Do I need a hat.* Read aloud the

sentences and ask students what punctuation you should add. **EMERGING/DEVELOPING**

Ask partners to work together to say an example of each type of sentence. Call on volunteers to share sentences. **EXPANDING/BRIDGING**

### LESSON 3

#### Teach Punctuation

FLEXIBLE OPTION

#### LESSON 1



**Spiral Review:**  
Kinds of  
Sentences

FLEXIBLE OPTION

#### LESSON 2

**Oral Language:**  
End Punctuation

#### LESSON 4

Practice Sentences

FLEXIBLE OPTION

#### LESSON 5

Standards Practice

# Explore What Happens Last

## OBJECTIVE

Plan by generating ideas for writing through class discussions and drawings.

## Minilesson

Mentor STACK



**TEACHING POINT** A personal narrative has an ending event, or conclusion. The event that happens last tells how the problem from the beginning of the narrative is solved.

**MODEL AND PRACTICE** Thumb through a stack text. Look at the pictures, telling what you see. Focus on the last pictures in the book. Point out how they relate to the first. Think aloud as you draw conclusions about what happens last in the story. Read the text aloud, commenting on the first, next, and last events. Explain to students that the last event ends the narrative. It tells how a problem is solved or what happens to a character.

Have students practice identifying the ending of a narrative. Read a stack text aloud, and have students identify the first, next, and last events. Prompt a discussion about how the events in the narrative are connected and how the narrative ends.

Choose another stack book and read the first and middle events. Be sure the first event introduces the problem. *We're going to plan an ending for this book. What is the problem? How can we write an ending that will solve the problem?* Write students' ideas on a flipchart or board. Then tell students they will plan an ending to their own narratives. To help students get started, call on a few students to describe the problem in their narrative and how the problem was solved in real life. Ask the class to discuss how the ending could tell the resolution to the problem.

## Possible Teaching Point

## Writing Process

### Drafting | Conclusion

Students' narratives should include a problem they had in real life that was solved. As students write the endings for their stories, have them check that the ending

- is connected to the events that come before it
- tells how the problem was solved

## Independent Writing

**FOCUS ON ENDINGS** After this lesson, students should transition into independent writing.

- Have them work on their narrative's ending. Remind students that the conclusion of the narrative should tell how the problem is solved.

### WRITING SUPPORT

---

- **Modeled** Think aloud about an ending to a narrative.
- **Shared** Tell students to talk about their ending ideas as you transcribe their notes.
- **Guided** Prompt students to identify what would be a good ending to the narrative.

 **Intervention** Refer to the *Small Group Guide* for support.

---

See the **Conference Prompts** on p. T350.

## Share Back

Ask a few students to share their endings with the class. Prompt students to explain why they chose their ending and how it solved the problem.



# Spelling Spiral Review

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

## SPELLING WORDS

met                  pen  
red                  net

## HIGH-FREQUENCY WORDS

black  
brown

## Writing Workshop

As students work on their writing, ask them to practice spelling short e CVC words and high-frequency words.

## FLEXIBLE OPTION

### LESSON 4

#### Spiral Review

**FOCUS** Remind students that CVC words with the sound /u/ are spelled with the letter *u*.

**MODEL AND PRACTICE** Display letters, such as foam letters or letters on construction paper, for the words *but* and *fun*. Say the word *but* and ask a volunteer to arrange the letters to spell the word. Have students spell the word together as the volunteer points to the letters in order. Continue with the word *fun*.

**APPLY** Arrange students in groups of three, and give each group the letters for a CVC word, such as *rug* or *cup*. Have each group work together to spell a CVC word with their letters. Then have them share their word with the group and spell it aloud.

## FLEXIBLE OPTION

### LESSON 1

Assess Prior Knowledge

### LESSON 2

Teach

## FLEXIBLE OPTION

### LESSON 3

Review and More Practice

## FLEXIBLE OPTION

### LESSON 4

 Spiral Review

### LESSON 5

Assess Understanding



# Language & Conventions

## End Punctuation

### LESSON 4

#### Practice Sentences


#### APPLY My TURN

Have students complete the practice activity on p. 124 in the *Student Interactive*.

LANGUAGE AND CONVENTIONS Read Together

### End Punctuation

Telling sentences end with a period.  
Asking sentences end with a question mark.  
Exclamations end with an exclamation point.



Adam wants a pumpkin.  
Which one is best?  
It is heavy!

**MY TURN** Write \_\_\_\_\_

I love pumpkins ! \_\_\_\_\_

The pumpkin is orange . \_\_\_\_\_

**124** Directions: Read the information to students. Then read the exclamatory and declarative sentences at the bottom of the page. Have students edit the sentences by writing the correct punctuation mark at the end of each one.

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#### OBJECTIVE

Recognize and name end punctuation.

#### Writing Workshop

Tell students to pay attention to end punctuation as they write their drafts during Writing Workshop. Ask them to check whether they have used different types of sentences in their writing.

FLEXIBLE OPTION  
**LESSON 1**

 **Spiral Review:**  
Kinds of Sentences

FLEXIBLE OPTION  
**LESSON 2**

**Oral Language:**  
End Punctuation

**LESSON 3**

**Teach Punctuation**

**LESSON 4**

**Practice Sentences**

FLEXIBLE OPTION  
**LESSON 5**

**Standards Practice**

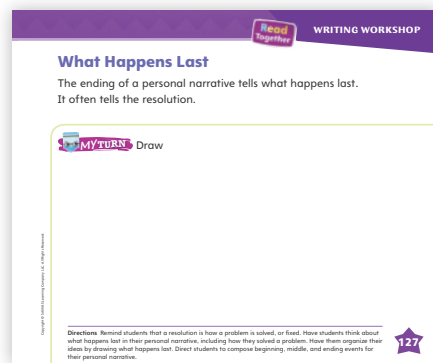
**FAST TRACK**

# Apply What Happens Last

## OBJECTIVE

Develop drafts in oral, pictorial, or written form by organizing ideas.

STUDENT INTERACTIVE, p. 127



## Minilesson

Mentor **STACK**



**TEACHING POINT** A personal narrative has an ending event, or conclusion. The event that happens last tells how the problem is solved. Authors of personal narratives also include a reaction to what happened to tell how they felt.

**MODEL AND PRACTICE** Choose one of the stack books to discuss in more detail, and display a simple sequence chart. As you discuss the events, fill in the chart. As students remember, record their responses.

Choose one of the stack books to discuss in more detail. Point out how the story is organized. First, the problem is introduced. Then more events happen. These events tell what the character is doing to solve the problem. Finally, the problem is solved. A narrative ends with a resolution. **Authors organize the events by putting them in the order in which they happened. It would be confusing if the author told how the problem was solved before the characters started trying to solve it. When you write your narratives, you will write the events in the order they happened in real life. You will end by telling how the problem was solved. After the problem is solved, write how you felt about it.**

Tell students that using an organizer such as a sequence chart can help them plan their narratives. They can draw what happens first, what happens next, and what happens last.

Direct students to organize ideas in pictorial form on p. 127 in the *Student Interactive*.

## WRITING CLUB

Place students into Writing Club groups. See p. T369 for details on how to run Writing Club. See the **Conference Prompts** on p. T350.

## Share Back

Have one or two students read their personal narratives aloud to the class. When they are finished reading, prompt the students to identify what happened to the character or how a problem was resolved at the end of the book.

## WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share their personal narratives and talk about their beginning, middle, and end.

Students should spend the first 5–10 minutes in their groups reviewing the following:

- Being respectful and considerate when sharing ideas
- Process for taking turns during discussions
- Providing constructive feedback

**What Are We Sharing?** Students can share how they organized their personal narratives. They may read or dictate their drawings and narratives aloud. Have the class listen actively and provide feedback about the order of events and the resolution of the narrative.



### How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- The first event in my narrative is \_\_\_\_\_. I chose this event because \_\_\_\_\_.
- What happens first, next, and last?
- I think this is a good ending because \_\_\_\_\_.
- One way to improve your narrative is \_\_\_\_\_.



# Spelling Spell Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell high-frequency words.

### SPELLING WORDS

met                  pen  
red                  net

### HIGH-FREQUENCY WORDS

black                brown

## LESSON 5


### Assess Understanding

Read aloud the sentences below one at a time. After reading each sentence, repeat the spelling word and allow time for students to spell it.

### Spelling Sentences

1. The ball went over the **net**.
2. The table is **brown**.
3. The **red** light means to stop.
4. We have a **black** car.
5. Mom **met** her favorite author.
6. The **pen** is out of ink.

FLEXIBLE OPTION   
LESSON 1

 Assess Prior Knowledge

LESSON 2

Teach

FLEXIBLE OPTION   
LESSON 3

Review and More Practice

FLEXIBLE OPTION   
LESSON 4

 Spiral Review

LESSON 5

 Assess Understanding



# Language & Conventions

## End Punctuation

FLEXIBLE OPTION

**LESSON 5****Standards Practice**

Display the following sentence and guide students to choose the correct punctuation.

(1) Is that your cat

What end punctuation do we need for this sentence?

A .

**B** ?

C !

**APPLY MyTURN** Have students complete *Language and Conventions* p. 218 from the *Resource Download Center*.

Name \_\_\_\_\_

**Language and Conventions**

**End Punctuation**

A **telling sentence** ends with a period.

An **asking sentence** ends with a question mark.

An **exclamation** ends with an exclamation point.

That is a pretty plant. Did you see it? It is big!

**MYTURN** Circle

Tom played in the sand.

A big wave hit him!

**MYTURN** Write

Possible response:  
Did he get wet?

Directions: Read the sentences to students. Have them circle and name the end punctuation in each sentence. Then ask students to write an asking sentence or question, on the lines.

Grade K, Unit 4, Week 2

**OBJECTIVE**

Recognize and name end punctuation.

FLEXIBLE OPTION

**LESSON 1**

**Spiral Review:**  
Kinds of  
Sentences

FLEXIBLE OPTION

**LESSON 2**

**Oral Language:**  
End Punctuation

**LESSON 3**

**Teach Punctuation**

**LESSON 4**

**Practice Sentences**

FLEXIBLE OPTION

**LESSON 5****Standards Practice**

# Weekly Overview

Students will

- learn about subjective and objective case pronouns
- identify the naming part and action part of a sentence
- edit for punctuation marks

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
▶ 4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	<b>FAST TRACK</b> LESSON 1	LESSON 2	<b>FAST TRACK</b> LESSON 3
<b>MINILESSON</b> 5–10 min.	Edit for Punctuation Marks T376	Explore Edit for Verbs T380	Apply Edit for Verbs T384
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T377	Independent Writing and Conferences T381	Independent Writing and Conferences T385
<b>SHARE BACK FOCUS</b> 5–10 min.	Punctuation Marks T377	Action Words T381	Action Words T385
<b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling Assess Prior Knowledge</b> T378</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Spiral Review: End Punctuation T379</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> Teach T382</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Oral Language: Question Words T383</li> </ul>	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Review and More Practice T386</li> <li>• <b>Language &amp; Conventions</b> Teach Question Words T387</li> </ul>

Mentor **STACK**

Use the following criteria to add to your personal narrative book stack:

- Books that include a variety of end punctuation, including periods, question marks, and exclamation points.
- Books that include a strong use of action words.
- Books that include descriptive language and details.

**FAST TRACK****LESSON 4****LESSON 5**

Explore Edit for Subjective and Possessive Pronouns T388

Apply Edit for Subjective and Possessive Pronouns T392

Independent Writing and Conferences T389

Writing Club and Conferences T392–T393

Pronouns T389

Pronouns T392

**FLEXIBLE OPTION**

- **Spelling** Spiral Review T390
- **Language & Conventions** Practice Question Words T391

- **Spelling** *Assess Understanding* T394

**FLEXIBLE OPTION**

- **Language & Conventions** Standards Practice T395

**ADDITIONAL RESOURCES****MINILESSON**

5–10 min.

Add Details: Things on the Outside

Add Details: Things on the Inside

**INDEPENDENT WRITING AND CONFERENCES**

30–40 min.

Independent Writing and Conferences

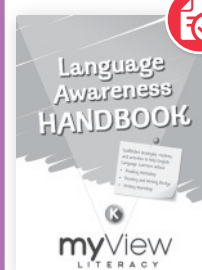
Independent Writing and Conferences

**SHARE BACK FOCUS**

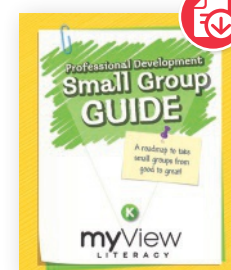
5–10 min.

Setting Details

Character Descriptions



See the online *Language Awareness Handbook* for additional writing support.






See the *Small Group Guide* for additional writing support.



# Conferences Mentor STACK

During this time, assess for understanding of grammar and conventions in order to gauge where students may need support in their writing. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT		Conference Prompts
<b>Edit for Punctuation Marks</b>		
<b>If</b> students need additional support,	 <b>Then</b> read sentences from a stack book aloud. Have the student tell you the punctuation mark in each sentence.	
<b>If</b> students show understanding,	<b>Then</b> point to a sentence in their book and ask: How would this sentence be different if we changed the period to an exclamation point?	
<b>Edit for Verbs</b>		
<b>If</b> students need additional support,	 <b>Then</b> have them identify action verbs in a stack text.	
<b>If</b> students show understanding,	<b>Then</b> have them point to a verb in their book. Help them think of another verb they could use in its place.	
<b>Edit for Subjective and Possessive Pronouns</b>		
<b>If</b> students need additional support,	 <b>Then</b> have them practice choosing pronouns to replace nouns in a stack book.	
<b>If</b> students show understanding,	<b>Then</b> ask: Why do we use subjective and possessive pronouns in our writing? Are there other nouns you can replace with pronouns?	

## Conference Support for ELL

### EMERGING

- Point to an illustration of a girl character in a stack book and say her name. Then say “she.” Have students repeat the pronoun.
- Allow students to write in their home language and use their drawings to translate to English if possible.
- Circle the nouns in a stack text and write the pronouns above them on sticky notes.

### DEVELOPING

- Use shared writing to help clarify which pronouns students can use in speaking and writing.
- Offer verb options for students to use in writing.
- Model revising writing.

### EXPANDING

- Prompt students to substitute nouns with pronouns as they write.
- Have students use action verbs in their writing.
- Guide students to check for punctuation.

### BRIDGING

- Invite students to assist in classroom discussions.
- Have students think aloud as they brainstorm ideas.
- Tell students to revise their peers’ work during Writing Club.



## Reading-Writing Workshop Bridge

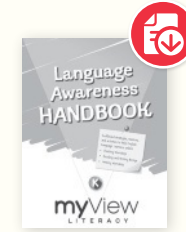
While conferring with students, refer back to the Bridge minilessons on **supporting information** and **question words**.



## ELL Minilesson Support

### Week 4: Writer's Craft

During Writer's Craft week, your ELL students will build on their writing skills as they compose stories. These targeted supports were chosen to help students better understand the English language and build foundational writing skills.



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on pp. T384–T385.

### ELL Targeted Support

#### APPLY EDIT FOR VERBS

Explain that good writers edit their writing for subject-verb agreement. Provide practice with identifying subjects and verbs that do not agree and correcting verb forms.

Write simple sentences on the board, such as: *I walk. Tom walk too.* Guide students to edit the sentences by identifying and fixing incorrect verb forms. **EMERGING**

Write *I* and *He* in one column and *walks* and *walk* in another column on the board. Have students write two-word sentences using the words. Ask a volunteer to share his or her sentences. Have students tell whether the subjects and verbs agree. **DEVELOPING**

Write sentences on the board, including some with subjects and verbs that do not agree. Have partners copy the sentences on paper and edit the sentences by circling the incorrect verbs and writing the correct verb forms above them. **EXPANDING**

Have students go back to their writing and circle any sentences with incorrect subject-verb agreement. Have them cross out the verbs and write the correct verb forms above them.

**BRIDGING**

Use this note for the minilesson on pp. T388–T389.

### ELL Targeted Support

#### EXPLORE EDIT FOR SUBJECTIVE AND POSSESSIVE PRONOUNS

As students begin to understand and use pronouns in their writing, they learn to employ increasingly complex grammatical structures. Provide practice with using pronouns that match their antecedents. Write a bank of pronouns on the board.

Write: *Tim woke up. \_\_\_ got dressed.* Have students write the sentences, adding a pronoun to the second sentence that matches the antecedent. **EMERGING**

Write: *Tim woke up.* Ask students to write a second sentence about Tim that uses a pronoun. Continue with other simple sentences. **DEVELOPING**

Have students write two or three sentences telling about a friend or family member. Tell them to use the person's name in the first sentence and pronouns in the other sentences. **EXPANDING**

Have students go back to their writing and check for places where they can replace nouns with pronouns. Tell them to make sure the pronouns match the nouns they are replacing. **BRIDGING**

**FAST TRACK**

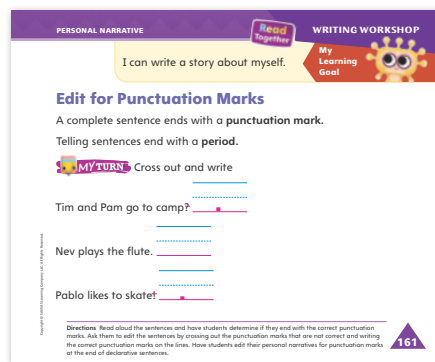
# Edit for Punctuation Marks

## OBJECTIVES

Edit drafts with adult assistance using standard English conventions, including complete sentences.

Recognize and name end punctuation.

STUDENT INTERACTIVE, p. 161



## Minilesson

Mentor STACK



**TEACHING POINT** Sentences end in punctuation marks, such as periods, question marks, or exclamation points. Authors use the right punctuation marks. A telling sentence ends with a period.

**MODEL AND PRACTICE** Use stack texts to point out punctuation marks at the ends of sentences. Read examples of sentences that end in periods, question marks, and exclamation points, emphasizing how the ending sounds differently depending on the punctuation mark.

Write sentences from the stack books on the board, but place the wrong end punctuation. **I am going to show you how to edit for punctuation marks. Let's read these sentences and decide if the end punctuation is correct.**

Read the sentences aloud and guide students to name the correct punctuation mark. Replace the wrong mark with the correct one or invite students to do so. Have them identify if the sentences are telling sentences, questions, or exclamations.

Direct students to complete the activity on p. 161 in the *Student Interactive*.

## Independent Writing

Mentor STACK



## FOCUS ON PUNCTUATION MARKS

- Have students look through their personal narratives and edit the punctuation marks at the ends of their sentences.
- Then they can continue writing.

## WRITING SUPPORT

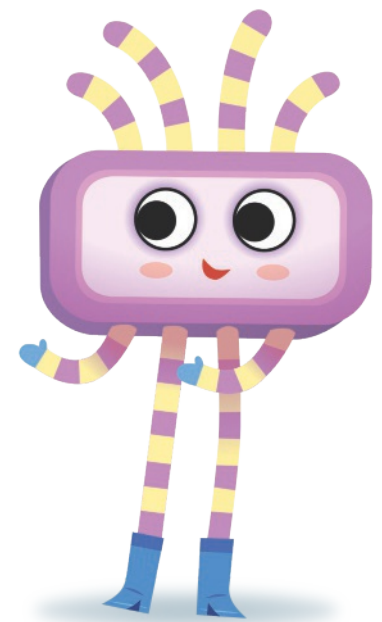
- **Modeled** As you model writing, emphasize punctuation.
- **Shared** Use stack texts to point out punctuation.
- **Guided** Prompt students to think about what punctuation to use.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T374.

## Share Back

Ask for student volunteers to read their sentences aloud to the class. Ask students why they used certain end punctuation marks.



# Spelling Spell Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell high-frequency words.

### SPELLING WORDS

in                    it  
 if                    is

### HIGH-FREQUENCY WORDS

good  
 open

FLEXIBLE OPTION 

## LESSON 1

### Assess Prior Knowledge

First read the words, then read the sentence, and then repeat the word. Have students spell each word with short *i* and the high-frequency words.

### Spelling Sentences

1. The dog **is** by the van.
2. Get **in** the car.
3. Please **open** the door.
4. Look at **it** go!
5. Run fast **if** you can.
6. He is a **good** friend.

## ELL Targeted Support

**Spell Words** Provide practice with spelling familiar words.

Say the word *it*. Then segment the sounds in the word, and have students name the letter that spells each sound. Have students write *it* on a sheet of paper. Continue with *in*.

### EMERGING

Say these words one at a time: *it, in, if*. Have partners work together to say the sounds in each word and the letters that

spell the sounds. Have them write the words on a sheet of paper. **DEVELOPING**

Say the words *in, it, if, and is*. Have students spell the words on a sheet of paper. Then have partners trade papers to check their spelling. **EXPANDING**

Say other familiar VC words, such as *at, am, and on*. Have students spell the words on a sheet of paper. **BRIDGING**

FLEXIBLE OPTION 

## LESSON 1

### Assess Prior Knowledge

## LESSON 2

Teach

FLEXIBLE OPTION 

## LESSON 3

Review and More Practice

FLEXIBLE OPTION 

## LESSON 4

 Spiral Review

## LESSON 5

 Assess Understanding



# Language & Conventions

## Spiral Review

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: End Punctuation

**FOCUS** Remind students that the end punctuation of a sentence depends on the type of sentence. Telling sentences use periods. Asking sentences use question marks. Sentences said with excitement use exclamation points.

**MODEL AND PRACTICE** Say the following sentences with appropriate expression:

I am happy.

Am I happy?

I am so happy!

Then say each sentence again, and have students identify the correct punctuation for each sentence.

**APPLY** Give each student three cards: one with a period, one with a question mark, and one with an exclamation point. Read the following sentences one at a time: *Who will go to school today? I am at school. School is really great! As you say each sentence, have students hold up the card with the correct punctuation.*

#### OBJECTIVE

Recognize and name end punctuation.

#### ELL Targeted Support

**End Punctuation** Write a question, statement, and exclamation on the board: *Is that a cat? That is a cat. That is a huge cat!* Read aloud each sentence using the proper expression. Circle the end punctuation in each word.

Write the following sentences without punctuation: *I need a hat; I love my new hat; Do I need a hat.* Read aloud the

sentences and ask students what punctuation you should add. **EMERGING/DEVELOPING**

Ask partners to work together to say an example of each type of sentence. Call on volunteers to share sentences.

**EXPANDING/BRIDGING**

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: End Punctuation

FLEXIBLE OPTION

### LESSON 2

Oral Language:  
Question Words

### LESSON 3

Teach Question  
Words

### LESSON 4

Practice Question  
Words

FLEXIBLE OPTION

### LESSON 5

Standards Practice

# Explore Edit for Verbs

## OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including verbs.

## Minilesson

Mentor STACK



**TEACHING POINT** Verbs are action words. They occur in the action part of a sentence. Verbs that tell about an action that happened already often end with an *-ed*. Since personal narratives are usually stories about something that happened in the past, verbs will probably end in *-ed*.

**MODEL AND PRACTICE** Find a stack book that is written in the past tense. Copy five sentences with action verbs ending in *-ed* on a flipchart or board. Read them aloud to the class. Have students identify the naming part of the sentence and action part of the sentence. Next, have them identify one verb that ends in *-ed*. Say the verb aloud. *This word is an action word. Another name for an action word is a verb. All sentences have verbs because there is always an action in a sentence. An action that already happened ends in -ed. Actions that are happening now can end in -ing.*

Have students find verbs using the stack texts. Prompt them to look for verbs ending in *-ed*.

## Possible Teaching Point

### Spelling | Short *i* Words with VC Pattern

Remind students that they have learned to spell short *i* words with the VC pattern, such as *in* and *if*. Have them read their personal narratives and look for words with the VC pattern that begin with *i*. Have students check that the words are spelled correctly.

## Independent Writing

Mentor STACK



### FOCUS ON VERBS

- Have students reread their personal narratives and edit any verbs that are written in the wrong tense.

### WRITING SUPPORT

---

- **Modeled** Write sentences from a stack text, underlining the verb.
- **Shared** Have students say their sentences as you transcribe them.
- **Guided** Help students figure out the past tense of a verb in their narratives.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- Then have them continue writing their personal narratives, using action verbs that end in *-ed* if appropriate.

See the **Conference Prompts** on p. T374.

## Share Back

Have a few students share their narratives and drawings with the class. Have students identify the verbs in the sentences.



# Spelling Spell Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell high-frequency words.

### SPELLING WORDS

in                      it  
 if                      is

### HIGH-FREQUENCY WORDS

good  
 open

## LESSON 2

### Teach

**FOCUS** Explain that short *i* is often spelled *i* in words that have only two letters. Tell students that this is a VC, or vowel-consonant pattern.

**MODEL AND PRACTICE** Demonstrate sorting the short *i* words on p. 158 in the *Student Interactive*. I am looking for short *i* words that have just two letters, a vowel followed by a consonant. I will read the first word, *in*. It has two letters. It starts with a vowel and then has a consonant. It also has a short *i* sound. This follows the vowel-consonant pattern, so I will write it in the first column.

### APPLY My TURN

Have students complete p. 158 in the *Student Interactive*.

SPELLING

### Spell Words

**MY TURN** Sort and spell

in	good	it
if	is	open

\_\_\_\_\_

\_\_\_\_\_ *in* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ *it* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ *if* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ *is* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ *good* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ *open* \_\_\_\_\_

\_\_\_\_\_

158
 Directions Say: Short *i* is often spelled *i* in words with two letters. Have students determine if each word follows the VC pattern. Then have them spell and write the VC words in the left column and the high-frequency words in the right column.

## LESSON 2

### Teach

### FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

### FLEXIBLE OPTION LESSON 3

Review and More Practice

### FLEXIBLE OPTION LESSON 4

Spiral Review

### LESSON 5

Assess Understanding



# Language & Conventions

## Question Words

FLEXIBLE OPTION

### LESSON 2

#### Oral Language: Question Words

**FOCUS** Explain to students that certain words are called question words. The words *who, what, when, where, why, and how* are all question words.

**MODEL AND PRACTICE** Say: Different question words are used for different types of questions. *When* tells about time. If I ask: “When is lunch?” the answer might be “Lunch is at 12:00.” *Where* tells about a place. If I ask: “Where is lunch?” someone might answer “Lunch is in the cafeteria.”

**APPLY** Ask students questions using each of the question words, and allow time for them to answer. Then have students ask you questions using these words.

#### OBJECTIVES

Generate questions for formal and informal inquiry with adult assistance.

Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

FLEXIBLE OPTION   
**LESSON 2**

#### Oral Language: Question Words

FLEXIBLE OPTION   
**LESSON 1**

**Spiral Review:**  
End Punctuation

**LESSON 3**

**Teach Question  
Words**

**LESSON 4**

**Practice Question  
Words**

FLEXIBLE OPTION   
**LESSON 5**

**Standards Practice**

## FAST TRACK

## Apply Edit for Verbs

## OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including verbs.

STUDENT INTERACTIVE, p. 162

**PERSONAL NARRATIVE** Read Together

**Edit for Verbs**  
A verb is an action word.  
Verbs that tell about an action in the past often end with *ed*.

**MY TURN** Circle and write  
Dad and I walk a lot.  
walked

We look at the monkeys.  
looked

162 **Directions:** Say, "Personal narratives often use verbs that tell about actions in the past. Have students edit the draft by circling the present-tense verb in each sentence and rewriting it as a past-tense verb. Direct students to add the verbs in their personal narratives."

## Minilesson

Mentor STACK



**TEACHING POINT** A verb is a word that tells an action. A present-tense verb usually ends in *-s*, and a past-tense verb usually ends in *-ed*.

**MODEL AND PRACTICE** Write a list of action verbs ending in *-ed* on a board or flipchart. Write the present-tense form of each word next to it (for example: *talked—talk*). Tell students that sometimes authors write their stories as if the action is taking place right now, even though personal narratives tell of events that took place in the past.

Using a stack text that is written in the past tense, copy a few sentences on the board. Underline the verbs. Have students identify whether the verbs are in past tense or present tense. **Let's pretend we are the author, and we want to change our story to present tense. To do that, we need to change the verbs. Let's edit this story so it is in the present tense.** Have student volunteers tell you how to edit the verbs. Show them how to replace the letters *-ed* with *-s* to change the words into their present forms. Then read the sentences aloud.

Repeat the activity with a present-tense sentence from a stack text, asking students how they would change it to the past tense.

Direct students to complete the activity on p. 162 of the *Student Interactive*.

## Possible Teaching Point

## Language &amp; Conventions | Question Words

Remind students that different question words are used for different kinds of questions. The words *who*, *what*, *when*, *where*, *why*, and *how* are question words. Tell students they can use these question words to ask themselves questions about their writing.

As they review their narratives, have students ask

- *Who* are the characters in my personal narrative?
- *What* problem do the characters have?
- *When* and *where* do the events happen?
- *How* is the problem resolved?

## Independent Writing

### FOCUS ON VERBS

- Have students review what they have written so far and edit for verbs. They should make sure all of the verbs in their narratives are written in the same tense.

### WRITING SUPPORT

---

- **Modeled** Think aloud as you choose verbs for your sentences.
- **Shared** Work with students to edit the verbs in their narratives.
- **Guided** Guide students to use the same verb tense in their writing.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- Then have them continue writing. Remind them that they can begin a new book at any time.

See the **Conference Prompts** on p. T374.

## Share Back

Have student pairs share their stories. Prompt students to talk about the verbs they chose for their stories.

# Spelling Spell Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell high-frequency words.

### SPELLING WORDS

in                      it  
 if                      is

### HIGH-FREQUENCY WORDS

good  
 open

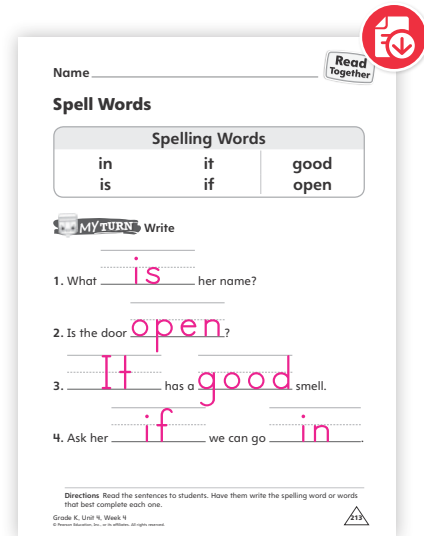
FLEXIBLE OPTION   
**LESSON 3**


### Review and More Practice

**FOCUS** Explain that the sound /i/ is often spelled using the letter *i* in words that have only two letters. Tell students that this is a VC, or vowel-consonant, pattern.

**MODEL AND PRACTICE** On the board, write short sentences using the spelling words. I will circle words with the vowel-consonant pattern. Wave your hands in the air when you hear words I should circle in each sentence. Read the sentences aloud, emphasizing the spelling words as needed to guide students to wave their hands at the appropriate time.


**APPLY** Have students complete *Spelling* p. 213 from the *Resource Download Center*.



Name \_\_\_\_\_ 

**Spell Words**


Spelling Words		
in	it	good
is	if	open

 Write

- What is her name?
- Is the door open?
- It has a good smell.
- Ask her if we can go in.

Directions: Read the sentences to students. Have them write the spelling word or words that best complete each one.  
 Grade K, Unit 4, Week 4  
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FLEXIBLE OPTION   
**LESSON 1**

 Assess Prior Knowledge

**LESSON 2**

Teach

FLEXIBLE OPTION   
**LESSON 3**

Review and More Practice

FLEXIBLE OPTION   
**LESSON 4**

 Spiral Review

**LESSON 5**

 Assess Understanding



# Language & Conventions

## Question Words

### LESSON 3

#### Teach Question Words

**FOCUS** Write a giant question mark on the board. Say: *This mark tells you that a sentence is a question. Which words are question words?* Display each question word as students suggest them.

**MODEL AND PRACTICE** Model a sentence using a question word: *In the sentence, Who is singing? the word who is asking about a person. The answer to the question would be a person's name.* Provide additional examples as needed so that students can easily identify question words in a variety of sentences.

#### OBJECTIVES

Generate questions for formal and informal inquiry with adult assistance.

Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

#### ELL Targeted Support

**Oral Language** Attach visuals when practical to the written question words (*who*: person, *when*: clock, *where*: place, and so on).

Display an image of a child wearing a red shirt next to the word *who*. Ask questions, such as: *Who is wearing a red shirt?* Provide sentence frames as needed to help students respond: *\_\_\_ is wearing a red shirt.* As students become

familiar with *who*, introduce additional words one at a time, providing sentence frames as needed. **EMERGING/DEVELOPING**

Have students think of a sample question for each question word. Pair students and have them ask each other the questions. Have students think of questions for each question word and write them down. **EXPANDING/BRIDGING**

### LESSON 3

#### Teach Question Words

FLEXIBLE OPTION

#### LESSON 1



**Spiral Review:**  
End Punctuation

FLEXIBLE OPTION

#### LESSON 2

**Oral Language:**  
Question Words

#### LESSON 4

**Practice Question**  
Words

FLEXIBLE OPTION

#### LESSON 5

**Standards Practice**

# Explore Edit for Subjective and Possessive Pronouns

## OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

## Minilesson

**TEACHING POINT** A noun is a person, place, or thing. A pronoun can take the place of a noun in a sentence. Some pronouns tell who a sentence is about. Some pronouns tell that something belongs to someone.

**MODEL AND PRACTICE** Write the words *mom*, *she*, and *her* on a board or flipchart. I know that a noun is a person, place, or thing. Let's read the first word on the board. It says *mom*. Is *mom* a person, place, or thing? Yes, *mom* is a person, so *mom* is a noun. Write a sentence using the word *mom* on the board or chart: *Mom went to a meeting today.* Underline *Mom*. I know that *Mom* is the noun in this sentence. There are words called pronouns that can take the place of nouns. Look at the other words we have on the board: *she* and *her*. Which word can I use to replace *Mom* in my sentence? I can use the word *She*. Edit the sentence by crossing out the word *Mom* and writing *She* above it. Tell students that *she* is the pronoun, or who the sentence is about.

Write another sentence: *This is Mom's notebook.* Point out the apostrophe. I can replace the word *Mom's* with a pronoun. Let's look at the words I wrote on the board: *mom*, *she*, and *her*. Which word can I use in my sentence? Edit the sentence by crossing out the word *Mom's* and writing *her* above it. Read the sentence. *Her* is a pronoun. It tells that something belongs to someone. In this sentence, the notebook belongs to mom.

Have students repeat the exercise using *dad*, *he*, and *his*.

## Possible Teaching Point

## Writing Process

### Revising and Editing | Subjective and Possessive Pronouns

Students should be using both nouns and pronouns in their writing. Have students review their personal narratives and look for nouns and pronouns.

Have them

- circle the nouns, and tell what each noun names (a person, place, animal, or thing)
- underline the pronouns, and tell what noun each one replaces

## Independent Writing

### FOCUS ON PRONOUNS

- Tell students to continue writing their personal narratives. Remind them to use pronouns.

### WRITING SUPPORT

---

- **Modeled** Write sentences using pronouns.
- **Shared** Have students choose nouns, and help them identify their pronouns.
- **Guided** Prompt students to think about pronouns they could use in a sentence.

 **Intervention** Refer to the *Small Group Guide* for support.

---

See the **Conference Prompts** on p. T374.

## Share Back

Have a few students share a sentence with the class. As students read their sentences aloud, transcribe them on a chart or board. Prompt the class to identify any pronouns in each sentence.



# Spelling Spiral Review

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

### SPELLING WORDS

in                      it  
if                        is

### HIGH-FREQUENCY WORDS

good  
open

### Writing Workshop

As students work on their writing during Writing Workshop, have them check the spelling of short *i* VC words and short *e* CVC words.

FLEXIBLE OPTION 

## LESSON 4

### Spiral Review

**FOCUS** Have students recall the short *e* CVC words that they spelled last week. Remind them that short *e* is spelled using the letter *e* in words with a CVC pattern.

**MODEL AND PRACTICE** Read aloud these short *e* CVC words and have students spell them: *met, red, pen, net*.

**APPLY** Have two or three students choose a short *e* CVC word to use in a sentence and share the sentence with the class.


FLEXIBLE OPTION 

## LESSON 4

### Spiral Review

FLEXIBLE OPTION 

## LESSON 1

 Assess Prior Knowledge

## LESSON 2

Teach

FLEXIBLE OPTION 

## LESSON 3

Review and More Practice

## LESSON 5

 Assess Understanding



# Language & Conventions

## Question Words

### LESSON 4

#### Practice Question Words


##### APPLY MyTURN

Have students complete p. 160 in the *Student Interactive*.

LANGUAGE AND CONVENTIONS Read Together

#### Question Words

A question begins with a question word.  
It ends with a question mark.  
Some question words are **who**, **what**, **where**, **when**, **why**, and **how**.



**Who** is in the picture?

**TURN and TALK** Ask questions using question words.

**MYTURN** Write

**Who** **When** **How**

**When** \_\_\_\_\_ was Martin born **?**

**160** Directions Read aloud the information and discuss the question words with students. Have partners take turns asking questions using the question words. Then ask students to edit the sentence at the bottom of the page by writing a question word at the beginning and adding a punctuation mark at the end.

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#### OBJECTIVES

Generate questions for formal and informal inquiry with adult assistance.

Understand and use question words (interrogatives) (e.g., *who*, *what*, *where*, *when*, *why*, *how*).

#### Writing Workshop

Tell students to pay attention to question words as they write their drafts during Writing Workshop. Ask them to look for examples of question words that answer questions about their topic.

### LESSON 4

#### Practice Question Words


FLEXIBLE OPTION

### LESSON 5

Standards Practice

FLEXIBLE OPTION

### LESSON 1

 **Spiral Review:**  
End Punctuation

FLEXIBLE OPTION

### LESSON 2

**Oral Language:**  
Question Words

### LESSON 3

**Teach Question Words**

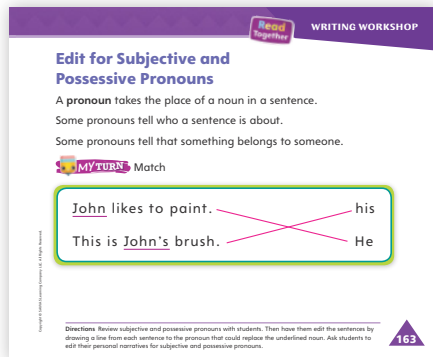
**FAST TRACK**

# Apply Edit for Subjective and Possessive Pronouns

## OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

STUDENT INTERACTIVE, p. 163



## Minilesson

Mentor STACK 

**TEACHING POINT** Authors use pronouns to take the place of some nouns. Authors use pronouns to avoid repetition. Some pronouns can tell who a sentence is about. Some pronouns can tell that something belongs to someone.

**MODEL AND PRACTICE** Tell students that you will change some nouns to pronouns in a story. Explain that you can not turn every noun into a pronoun because the reader has to know who the story is about. You will keep the first person, place, or thing to identify who or what the story is about.

Copy sentences from a stack text on the board, changing every subjective and possessive pronoun to the character's name. For example, change "Emma rides her bike. She rides far." to "Emma rides Emma's bike. Emma rides far." Say: **These sentences aren't wrong, but they don't sound the way we would speak. Let's replace the character's name with pronouns.** Ask student volunteers to suggest edits for the sentence. Repeat the activity with other sentences from the stack as time allows.

Direct students to edit for subjective and possessive pronouns on p. 163 of the *Student Interactive*.

## WRITING CLUB

Place students into Writing Club groups. See p. T393 for details of how to run Writing Club. See the **Conference Prompts** on p. T374.

## Share Back

Have students read their stories aloud to the class. Tell them to talk about the pronouns they used in the story. Have students talk about how they chose the pronouns in their sentences.

## WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share their personal narratives and discuss the edits they made.

Students should spend the first 5–10 minutes in their groups discussing the following:

- How to use inflection when reading sentences with exclamation points or question marks
- Process for taking turns during discussions
- Listening attentively and asking questions related to the content

**What Are We Sharing?** Students can share the narratives they have written. Students should talk about which action verbs they used, what pronouns they used, and what punctuation marks they included at the end of each sentence.

### **How Do We Get Started?** *Conversation Starters*

Use these prompts to help students begin the discussions in their Writing Club.

- I used the action verb \_\_\_\_ because \_\_\_\_.
- What nouns can you replace with pronouns?
- What punctuation marks did you use at the end of each sentence?

# Spelling Spell Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell high-frequency words.

### SPELLING WORDS

in                      it  
if                        is

### HIGH-FREQUENCY WORDS

good  
open

## LESSON 5

### Assess Understanding


Read aloud the words and sentences. Have students spell the VC words with short *i* and the high-frequency words.

### Spelling Sentences

1. The soup tastes **good**.
2. Wear gloves **if** your hands are cold.
3. The air inside **is** cool.
4. Leave the door **open** for me.
5. I can fill **in** the hole with dirt.
6. Please put **it** here.

## LESSON 5

FLEXIBLE OPTION   
**LESSON 1**

 **Assess Prior Knowledge**

## LESSON 2

Teach

FLEXIBLE OPTION   
**LESSON 3**

Review and More Practice

FLEXIBLE OPTION   
**LESSON 4**

 **Spiral Review**

 **Assess Understanding**



# Language & Conventions

## Question Words

FLEXIBLE OPTION

**LESSON 5****Standards Practice**

Display the following question and guide students to select the correct response to the question that follows.

(1) Who is the teacher?

Which word in the sentence is a question word?

- A Who
- B is
- C the
- D teacher

**APPLY My TURN** Have students complete *Language and Conventions* p. 219 from the *Resource Download Center*.

Name \_\_\_\_\_

**Language and Conventions**

**Question Words**  
A question begins with a question word.  
It ends with a question mark.  
Some question words are who, what, when, where, why, and how.

who    where    what

**MY TURN Write**

1. Where did that pig go?

2. What did it do?

3. Who can find it?

Directions: Read the words in the box and the sentence stems to students. Ask them to complete each sentence by writing the best question word on the lines.  
Grade K, Unit 4, Week 4  
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**OBJECTIVES**

Generate questions for formal and informal inquiry with adult assistance.

Understand and use question words (interrogatives) (e.g., *who*, *what*, *where*, *when*, *why*, *how*).

FLEXIBLE OPTION

**LESSON 5****Standards Practice**

FLEXIBLE OPTION

**LESSON 1**

**Spiral Review:**  
End Punctuation

FLEXIBLE OPTION

**LESSON 2**

**Oral Language:**  
Question Words

**LESSON 3**

**Teach Question**  
**Words**

**LESSON 4**

**Practice Question**  
**Words**

# Weekly Overview

Students will


- edit for capitalization of names
- edit for spelling
- review what they have learned about personal narratives

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
▶ 5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK		
	LESSON 1	LESSON 2	LESSON 3
<b>MINILESSON</b> 5–10 min.	Edit for Capitalization T400	Edit for Spelling T404	Prepare for Celebration T408
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T401	Independent Writing and Conferences T405	Independent Writing and Conferences T409
<b>SHARE BACK FOCUS</b> 5–10 min.	Capitalization T401	Correct Spelling T405	Revisions T409
 <b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling Assess Prior Knowledge</b> T402</li> </ul> <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Spiral Review: Question Words T403</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling Teach</b> T406</li> </ul> <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Oral Language: Question Words T407</li> </ul>	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling Review and More Practice</b> T410</li> <li>• <b>Language &amp; Conventions Teach</b> Question Words T411</li> </ul>



# Mentor STACK



Use the following criteria to add to your personal narrative book stack:

- Books that include many characters with capitalized names.
- Books that are fun to read aloud.

**FAST TRACK**

**LESSON 4**

**FAST TRACK**

**LESSON 5**

Celebration T412	Assessment T416
Celebration T413	Assessment T416–T417
Celebration T413	Assessment T416–T417
<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Spiral Review T414</li> <li>• <b>Language &amp; Conventions</b> Practice Question Words T415</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> <i>Assess Understanding</i> T418</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Standards Practice T419</li> </ul>

**ADDITIONAL RESOURCES**

**MINILESSON**

5–10 min.

Edit for Words and Illustrations

Apply Capitalization

**INDEPENDENT WRITING AND CONFERENCES**

30–40 min.

Independent Writing and Conferences

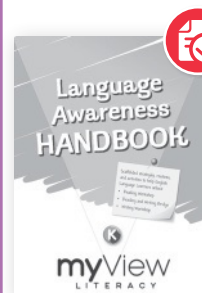
Independent Writing and Conferences

**SHARE BACK FOCUS**

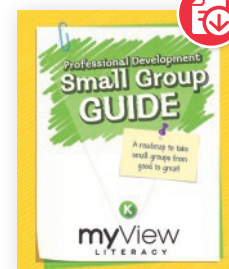
5–10 min.

Illustrations

Capitalization



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 capitalization and spelling to gauge where students may need support in their writing and revision. Have stacks and minilessons available to reference during the conferences.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### Edit for Capitalization

**If** students need additional support,


 **Then** read their personal narratives together, guiding them to revise any incorrect capitalization.

**If** students show understanding,

**Then** guide them to edit their personal narratives for end punctuation.

#### Edit for Spelling

**If** students need additional support,


 **Then** write a sentence with one word spelled incorrectly. Work with students to find and correct the word. Then review their narrative and work together to correct any spelling errors.

**If** students show understanding,

**Then** ask: What details can you add to make your narrative more interesting? Make sure the words you add are spelled correctly.

#### Prepare for Celebration

**If** students need additional support,

 **Then** help them make a checklist of items to revise before celebration time.

**If** students show understanding,

**Then** have them practice reading their personal narrative aloud, pausing when they come to the end of a sentence.

## Conference Support for ELL

### EMERGING

- Talk about words that get capitalized in a sentence.
- Have students point out capitalized words.
- Circle capital letters in stack texts and circle the names and punctuation marks in your students' writing that need to be revised.

### DEVELOPING

- Have students point out capitalized words in sentences.
- Provide students practice with spelling by writing a sentence with a word that is spelled incorrectly.
- Provide students practice opportunities before reading their writing aloud to build confidence and sound/word recognition.

### EXPANDING

- Have students discuss why capitalization is important in a sentence.
- Prompt students to recall when capital letters are needed.
- Prompt students to revise their narratives before publishing.

### BRIDGING

- Have students discuss elements of a complete sentence, including capitalization.
- Prompt students to review their drafts to correct any spelling errors.
- Tell students to practice reading their narratives aloud before sharing with the class.



### Reading-Writing Workshop Bridge

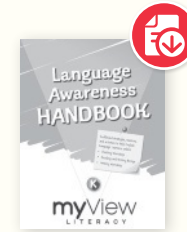
While conferring with students, refer back to the Bridge minilessons on **question words** and **graphic features**.



## ELL Minilesson Support

### Week 5: Publish, Celebrate, and Assess

During this week, your ELLs will benefit from additional support to help them develop their understanding of editing and publishing. These targeted supports were chosen to help students further develop their English language skills and build foundational writing and speaking skills.



See the online *Language Awareness Handbook* for additional support.

Use this note for the minilesson on pp. T400–T401.

### ELL Targeted Support

#### EDIT FOR CAPITALIZATION

Students may need support in identifying which names and words to capitalize within sentences.

Show a calendar and point to capital letters in the month, days, and holidays. Use a stack text to show that the names of characters are capitalized. **EMERGING**

Tell students to identify when words are capitalized, prompting them to find words using stack texts or books from the classroom library. **DEVELOPING**

#### **DEVELOPING**

Have students work with a partner to edit each other's work as they look for capital letters, especially identifying character names. **EXPANDING**

#### **EXPANDING**

Ask students to point out and say words that should be capitalized in the classroom. **BRIDGING**

#### **BRIDGING**

Use this note for the minilesson on pp. T408–T409.

### ELL Targeted Support

#### PREPARE FOR CELEBRATION

As students build their language and speaking skills, they may need support and guidance as they practice reading their narratives aloud to the class. Before reading their narratives, have students review their verbs and pronouns.

Have students practice with you until they are comfortable speaking to a larger audience. **EMERGING**

#### **EMERGING**

Have students read aloud to a partner first, speaking slowly and clearly. **DEVELOPING**

Have students practice reading their narratives in front of a mirror or to a partner. **EXPANDING**

Ask students to provide feedback to a peer who is practicing before reading aloud to the class. **BRIDGING**

#### **BRIDGING**

# Edit for Capitalization

## OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including capitalization of the first letter in a sentence and name.

STUDENT INTERACTIVE, p. 197

The screenshot shows a student interactive page with the following content:

- Header: PERSONAL NARRATIVE, Read Together, WRITING WORKSHOP, My Learning Goal.
- Text: I can write a story about myself.
- Section: **Edit for Capitalization**
- Text: The first letter in a name is always capitalized.
- Instruction: **MY TURN** Underline and write
- Example 1: I saw mike at the zoo. Mike
- Example 2: He was with his sister abby. Abby
- Example 3: His dog max was there too. Max
- Directions: How students edit the draft by underlining the name in each sentence and rewriting it with correct capitalization on the lines. Direct students to edit for capitalization in their personal narratives.
- Page number: 197

## Minilesson

Mentor STACK



**TEACHING POINT** As authors edit their writing, they make sure they used capital letters correctly. Authors follow rules when deciding which words to capitalize. Capital letters:

- start sentences.
- show names of people and places.
- show months, days of the week, and holidays.

**MODEL AND PRACTICE** Tell students that good writers go back and revise their work to make sure they have capitalized all the correct words in their books. Review the rules of capitalization using the list above.

Focus on capitalizing names. Explain that capitalizing the first letter of a name shows a reader that the word refers to a person or a named animal.

Review a stack text and point out the names in the story. Say: *In this book, I see a word that begins with a capital letter. I know that names of people and animals begin with capital letters, so this must be a character's or an animal's name. When you write names in your own book, you should capitalize them, just like you capitalize your own name.* To practice editing for capitalization, write sentences from a stack book on the board, but change the capital letters to lowercase. Assist students in naming which words in the sentences should begin with a capital letter. Cross out the lowercase letter and write the capital letter above it.

Direct students to edit for capitalization on p. 197 of the *Student Interactive*.

## Independent Writing

### FOCUS ON CAPITALIZATION

- Have students look through their writing folders to revise their work for capitalization. Then have them continue writing or making final adjustments to their books.

### WRITING SUPPORT

- **Modeled** Write sentences with names in them and point out your use of capital letters.
- **Shared** As students share their ideas for revision, point out where capitalization is needed.
- **Guided** Guide students to use capital letters at the beginnings of the names of people or animals as well as at the start of a sentence.

 **Intervention** Refer to the *Small Group Guide* for support.

- Today, they should decide which book they will share with the class on Celebration Day.

See the **Conference Prompts** on p. T398.

## Share Back

Call on a few students to show their revisions to the class. Prompt the students to recall why capitalization is important in writing.



# Spelling Spell Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell high-frequency words.

### SPELLING WORDS

bed                  fed  
 den                  vet

### HIGH-FREQUENCY WORDS

want  
 please

## FLEXIBLE OPTION

### LESSON 1

#### ✓ Assess Prior Knowledge

Read aloud the CVC spelling words, high-frequency words, and sentences. Have students spell each word with short e and the high-frequency words. First read the word, then read the sentence, and then repeat the word.

#### Spelling Sentences

1. We **fed** the dogs.
2. It's time for **bed**.
3. We watch TV in the **den**.
4. We will take my cat to the **vet**.
5. **Please** help me with my homework.
6. We **want** chicken for dinner.

## ELL Targeted Support

**Letter-Sound Relationships** Help students recognize vowels and their corresponding short sounds.

Display the letters of the alphabet. Point to different letters and ask students to name the letter and say the sounds.

### EMERGING

Write the word *fed*. Circle the letter e. Model sounding out each letter and have students repeat. Then write *den* and

have students sound it out. Say the word *vet*. Tell students it is a CVC word. Ask them to spell it orally. **DEVELOPING/EXPANDING**

Write the words *bed*, *fed*, *den*, *vet*. Have students look carefully at the words, noticing the letter e in the middle. Ask students to write down some other three-letter words with the sound /e/ spelled e. **BRIDGING**

## FLEXIBLE OPTION

### LESSON 1

✓ Assess Prior Knowledge

### LESSON 2

Teach

## FLEXIBLE OPTION

### LESSON 3

Review and More Practice

## FLEXIBLE OPTION

### LESSON 4

 Spiral Review

### LESSON 5

✓ Assess Understanding



# Language & Conventions

## Spiral Review

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Question Words

**FOCUS** Review with students that question words are words such as *who*, *what*, *when*, *how*, *where*, and *why*. Question words are words used to ask people for information.

**MODEL AND PRACTICE** Model for students how to ask a question with the word *what*. Ask: *What did you eat for breakfast?* Listen to students' answers to the question.

**APPLY** Pair students and have them ask each other *what* questions and answer them in turn. If students can use the word *what* competently, encourage them to use other question words, such as *how* or *why*.

#### OBJECTIVES

Generate questions for formal and informal inquiry with adult assistance.

Understand and use question words (interrogatives) (e.g. *who*, *what*, *where*, *when*, *why*, *how*).

#### ELL Targeted Support

**Oral Language** Attach visuals when practical to the written question words (*who*: person, *when*: clock, *where*: place, and so on).

Display an image of a child wearing a red shirt next to the word *who*. Ask questions, such as: *Who is wearing a red shirt?* Provide sentence frames as needed to help students respond: *\_\_\_ is wearing a red shirt.* As students become

familiar with *who*, introduce additional words one at a time, providing sentence frames as needed. **EMERGING/DEVELOPING**  
Have students think of a sample question for each question word. Pair students and have them ask each other the questions. Have students think of questions for each question word and write them down. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Question Words

FLEXIBLE OPTION

### LESSON 2

### LESSON 3

### LESSON 4

FLEXIBLE OPTION

### LESSON 5

Oral Language:  
Question Words

Teach Question  
Words

Practice Question  
Words

Standards Practice

FAST TRACK

# Edit for Spelling

## OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.

STUDENT INTERACTIVE, p. 198

## Minilesson

Mentor STACK



**TEACHING POINT** Authors edit their work to correct the spelling of high-frequency words and words with spelling patterns and rules.

**MODEL AND PRACTICE** Copy a sentence from a stack book on the board or flipchart. Change some of the words with spelling patterns or rules students are familiar with or high-frequency words they know so the words are spelled incorrectly. Say: *Today we are going to edit our books to make sure every word is spelled correctly. Let's practice editing this sentence. We will read the sentence together. Then we will check each word to see if it needs to be edited, or changed.* Work with students to identify the words that are spelled incorrectly. Cross out the word and write the correct word above it. Repeat with additional sentences until your class shows understanding. If students need help identifying words that are spelled incorrectly or editing the words, review spelling patterns and rules or high-frequency words students have learned.

Have students complete the My Turn activity on p. 198 of the *Student Interactive*.

## Possible Teaching Point

### Spelling | My Words to Know

Tell students that each week they learn words that are used often in texts. These words are called My Words to Know. List the Unit 4 My Words to Know on the board:

- find
- over
- all
- now
- black
- brown
- good
- open
- want
- please

If students have used words from the My Words to Know list in their writing, they should make sure the spelling is correct.

## Independent Writing

Mentor STACK



### FOCUS ON SPELLING

- Have students edit their narratives to make sure all words are spelled correctly. Refer them to digital resources if they are not sure how to spell a word.

### WRITING SUPPORT

---

- **Modeled** Go back to the student's writing and model editing spelling errors.
- **Shared** Have students identify any spelling errors in their writing.
- **Guided** Use a stack text to provide explicit instruction about how to edit spelling errors.



**Intervention** Refer to the *Small Group Guide* for support.

---

- Then have them continue writing and editing the narrative they will be sharing on Celebration Day.

See the **Conference Prompts** on p. T398.

## Share Back

Call on a few students to show their revisions to the class, especially those demonstrating the ability to spell words correctly. Prompt students to explain why it is important to revise books.



# Spelling Spell Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell high-frequency words.

### SPELLING WORDS

bed fed  
 den vet

### HIGH-FREQUENCY WORDS

want  
 please

## LESSON 2

### Teach

**FOCUS** Explain that short e is often spelled with the letter e in words with three letters. Explain that this is the CVC, or consonant-vowel-consonant, pattern. Explain that knowing this pattern helps them read and spell words because words with this pattern usually have a short vowel sound.

**MODEL AND PRACTICE** Write or display these words with CVC short e: *pet, men, led*. Say each word aloud and point out the short e sound in each word.

### APPLY MyTURN

Have students complete p. 194 in the *Student Interactive*.

SPELLING

### Spell Words

Sort and spell

bed	fed	vet
want	please	den

bed \_\_\_\_\_

fed \_\_\_\_\_

vet \_\_\_\_\_

den \_\_\_\_\_

want \_\_\_\_\_

please \_\_\_\_\_

194

Directions: Say: Short e is often spelled e in words with three letters. Have students determine if each word follows the CVC pattern. Then have them spell and write the CVC words in the left column and the high-frequency words in the right column.

## LESSON 2

### Teach

FLEXIBLE OPTION  
**LESSON 1**

Assess Prior Knowledge

FLEXIBLE OPTION  
**LESSON 3**

Review and More Practice

FLEXIBLE OPTION  
**LESSON 4**

Spiral Review

## LESSON 5

Assess Understanding



# Language & Conventions

## Question Words

FLEXIBLE OPTION

### LESSON 2

#### Oral Language: Question Words

**FOCUS** Tell students that question words are words that we use to ask people questions so that we can gain information.

**MODEL AND PRACTICE** Model for students how to ask questions with the words *why* and *how*. Ask: *How are you today?* Listen to students' answers to the question. Then ask: *Why is learning good?* Listen to students' answers.

**APPLY** Pair students, or have them form small groups. Have students ask their partners or group members *how* and *why* questions and answer them in turn. If students are comfortable using these question words, encourage them to use additional ones, such as *when*.

#### OBJECTIVES

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

Understand and use question words (interrogatives) (e.g. *who*, *what*, *where*, *when*, *why*, *how*).

FLEXIBLE OPTION   
**LESSON 2**

#### Oral Language: Question Words

FLEXIBLE OPTION   
**LESSON 1**

**Spiral Review:**  
Question Words

**LESSON 3**

Teach Question  
Words

**LESSON 4**

Practice Question  
Words

FLEXIBLE OPTION   
**LESSON 5**

Standards Practice

# Prepare for Celebration

## OBJECTIVES

Edit drafts with adult assistance using standard English conventions, including complete sentences.

Edit drafts with adult assistance using standard English conventions, including capitalization of the first letter in a sentence and name.

## Minilesson

**TEACHING POINT** Before they celebrate their writing, authors make sure to revise and finalize their work.

**MODEL AND PRACTICE** Make a Writing Checklist for students to refer to as they revise their writing, incorporating what they have learned in this unit. Their personal narrative should include

- people, a setting, and events.
- a narrator (usually the author).
- a plot that includes a problem and resolution.
- events that happen in time order.

This unit's Writing Checklist can include

- editing for punctuation marks.
- editing for verbs.
- editing for capitalization.
- editing for spelling.

Reread each item on your lists. Ask students if they have any questions about what to check in their writing. Display your checklist so students can refer to it as they transition to independent writing.

## Possible Teaching Point

## Writing Process

### Publishing | Share Writing

As students finalize their narratives, invite them to practice sharing their work by reading aloud their personal narratives to you. Model how to ask questions and give suggestions. Encourage students to read aloud their writing once or twice more as needed.

## Independent Writing

### FOCUS ON REVISION

- Tell students to use the checklist to revise the narratives they created during this unit. Students should focus primarily on revising the book they are going to share on Celebration Day.

### WRITING SUPPORT

---

- **Modeled** As you look through student work, model using the checklist to revise.
- **Shared** Have students identify how their work can be revised as they refer to the checklist.
- **Guided** Prompt students to read the sentences in their narratives and direct them to use the checklist as they revise.

 **Intervention** Refer to the *Small Group Guide* for support.

---

See the **Conference Prompts** on p. T398.

## Share Back

Call on a few students to share something they revised. Prompt students to explain why they made the revisions and how they improved their writing.

# Spelling Spell Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell high-frequency words.

## SPELLING WORDS

bed                  fed  
 den                  vet

## HIGH-FREQUENCY WORDS

want  
 please

FLEXIBLE OPTION   
**LESSON 3**

### Review and More Practice

**FOCUS** Review with students that in CVC words, the vowel usually has the short sound.

**MODEL AND PRACTICE** Write the word *pen*. I see a vowel between the two consonants. I know that this is a CVC word and the vowel is probably short. The word is *pen*. Write these words and have students practice reading them and spelling them aloud: *hen*, *ten*, *set*, *led*.

**APPLY** Have students complete *Spelling* p. 214 from the *Resource Download Center*.

Name \_\_\_\_\_

**Spelling Words**

bed	fed	want
den	vet	please

**MY TURN Write**


bed  
 fed  
 den  
 vet

Do you want it? Yes, please.

Directions: Have students look at the pictures and write the spelling word that describes each one. Then read the sentences and have students write the spelling word that best completes each one.

Grade K, Unit 4, Week 5  
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FLEXIBLE OPTION   
**LESSON 1**

 **Assess Prior Knowledge**

**LESSON 2**

Teach

FLEXIBLE OPTION   
**LESSON 3**

**Review and More Practice**

FLEXIBLE OPTION   
**LESSON 4**

 **Spiral Review**

**LESSON 5**

 **Assess Understanding**



# Language & Conventions

## Question Words

### LESSON 3

#### Teach Question Words

**FOCUS** Write the following questions on the board: *When did you eat?* *Where do you like to play?* Read the questions aloud to students, pointing out the question words *when* and *where*.

**MODEL AND PRACTICE** Model another example for students: *When did you wake up today?* Tell them that the words *when* and *where* are used to ask questions about time and location—when things happen and where they happen. Asking questions is important because it allows them to gain new information. Call on volunteers to ask *when* and *where* questions.

#### OBJECTIVES

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

Understand and use question words (interrogatives) (e.g., *who*, *what*, *where*, *when*, *why*, *how*).

#### ELL Targeted Support

**Questions** Help students practice identifying question words.

Say words of all kinds to the class. Tell students that each time they hear you say a question word, they should raise their hands. Review as many question words as possible while playing the game. **EMERGING**

Ask the class questions. For each question, call on a volunteer to say what question word you used and then

answer the question. Vary the question words you use as you play the game. **DEVELOPING**

Have students find partners or form small groups and practice asking each other questions, using as many different question words as possible. **EXPANDING**

Have students write questions using as many question words as possible. Have them share and discuss the questions with the class. **BRIDGING**

### LESSON 3

#### Teach Question Words

FLEXIBLE OPTION

#### LESSON 1



Spiral Review:  
Question Words

FLEXIBLE OPTION

#### LESSON 2

Oral Language:  
Question Words

#### LESSON 4

Practice Question  
Words

FLEXIBLE OPTION

#### LESSON 5

Standards Practice

## FAST TRACK

# Celebration

## OBJECTIVES

Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.

Share writing.

## Minilesson

Mentor STACK



**TEACHING POINT** One way to celebrate writing is to read it aloud for others to hear. Before reading a story, authors introduce themselves and tell the title of their personal narrative. During the celebration, the audience listens attentively to the author. After reading, they ask questions or make suggestions to help make the narrative better.

**MODEL AND PRACTICE** Tell students that you will celebrate your writing by reading it aloud to the class. You can share a story you wrote or read a stack book. Do a Think Aloud before sharing, recalling what to do when speaking to a group. Say: **I recall I should introduce myself to the group. I should speak loudly and clearly so everyone can understand. I also recall that my audience should listen actively so they can make suggestions when I'm done reading.**

Introduce yourself using a common greeting and read your story aloud, speaking slowly and clearly. When you are finished reading, tell students to ask questions and provide suggestions. Model using active listening and acknowledging student suggestions.

## Possible Teaching Point

### Language & Conventions | Question Words

When celebrating their writing, it is important for students to be good listeners so that they can ask questions and offer suggestions. Remind students to use the question words *who*, *what*, *where*, *when*, *why*, and *how* when asking questions about a classmate's writing.

## Independent Writing

### FOCUS ON SHARING

- Have students share their writing with the class. Prompt students to ask questions and provide positive feedback or suggestions.





# Spelling Spiral Review

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

### SPELLING WORDS

bed                  fed  
 den                  vet

### HIGH-FREQUENCY WORDS

want  
 please

### Writing Workshop

As students work on their writing during Writing Workshop, have them check the spelling of short *i* VC words and short *e* CVC words.

FLEXIBLE OPTION 

## LESSON 4

### Spiral Review

**FOCUS** Have students recall words with the VC and CVC patterns they learned in Weeks 3 and 4. Explain that they learned that the vowel sounds in these words are usually short.

**MODEL AND PRACTICE** Write these words: *it, in, met, red*. Have students identify the spelling patterns and then read the words. Cover the words and ask students to spell them.

**APPLY** Have students use the spelling patterns for *at* and *vet* to make a list of other words they can write with these patterns.


FLEXIBLE OPTION 

## LESSON 4

### Spiral Review

FLEXIBLE OPTION 

## LESSON 1

 Assess Prior Knowledge

## LESSON 2

Teach

FLEXIBLE OPTION 

## LESSON 3

Review and More Practice

## LESSON 5

 Assess Understanding



# Language & Conventions

## Question Words

### LESSON 4

#### Practice Question Words

##### APPLY My TURN

Have students complete p. 196 of the *Student Interactive*.

LANGUAGE AND CONVENTIONS Read Together

#### Question Words

Questions begin with a **question word**. They end with a question mark.

**Where** are they?

**What** do they eat?

**MY TURN** Circle and write


\_\_\_\_\_ is the library ?

**Who** **Where**

\_\_\_\_\_ book should I get ?

**What** **When**

196 Directions Read aloud the information and review the question words *who, what, where, when, why, and how* with students. Then read the sentence stems. Have students edit the sentences by circling the correct question word for the beginning and writing a punctuation mark at the end of each sentence.



#### OBJECTIVES


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

Understand and use question words (interrogatives) (e.g. *who, what, where, when, why, how*).

#### Writing Workshop

Tell students to pay attention to question words as they write their drafts during Writing Workshop. Ask them to look for opportunities to ask and answer questions as they write. Remind them that if they ask questions, they need to use question words.

FLEXIBLE OPTION  
**LESSON 1**

 **Spiral Review:**  
Question Words

FLEXIBLE OPTION  
**LESSON 2**

**Oral Language:**  
Question Words

**LESSON 3**

**Teach Question Words**

**LESSON 4**

**Practice Question Words**

FLEXIBLE OPTION  
**LESSON 5**

**Standards Practice**

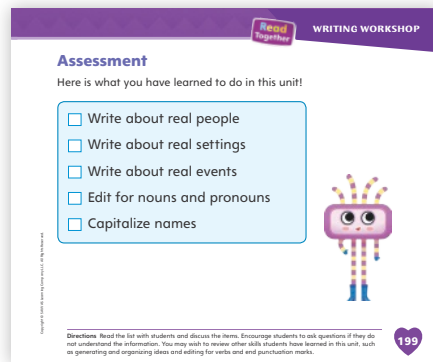
**FAST TRACK**

# Assessment

## OBJECTIVE

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

STUDENT INTERACTIVE, p. 199



## Minilesson

**TEACHING POINT** Assessments help students and teachers determine what was learned during the Writing Workshop. Assessments tell us where we did a great job and where we might need some more help. This assessment will check what students learned about writing personal narratives.

**MODEL AND PRACTICE** Think aloud to summarize the elements of a personal narrative. Explain to students that a personal narrative

- is a story about an event that happened in the author’s life.
- is told from the narrator’s, or author’s, perspective.
- includes a first event, a middle, and an ending that tells the resolution to a problem.

Ask students to think about some personal narratives they heard in class. Which ones do they remember? What made the narrative memorable? Prompt students to recall the events that happened in the narrative.

With students, review p. 199 in the *Student Interactive*. Give students time to ask questions if they need clarification.

## Assessment

See the unit assessment on p. T417. As an alternative assessment, you may wish to score the personal narratives that students shared on Celebration Day.



## WRITING ASSESSMENT



**Personal Narrative** Provide students the assessment prompt below. The prompt may be displayed for students or printed from SavvasRealize.com.

**PROMPT** Write a personal narrative. First, plan the people, setting, and events for your book. Then write and draw your personal narrative.

4-Point Personal Narrative Writing Rubric  

Score	Focus	Organization	Development of Narrative	Language and Vocabulary	Conventions
4	Narrative has a clear idea and shows good focus.	Narrative has organized details, including characters, setting, and chronological events.	Narrative has a clear beginning, middle, and end.	Narrative uses grade-appropriate verbs and pronouns.	Narrative uses punctuation and capitalization correctly and is free of spelling errors.
3	Narrative has a mostly clear idea and shows some focus.	Narrative has most details organized.	Narrative has a mostly clear beginning, middle, and end.	Narrative uses mostly grade-appropriate verbs and pronouns.	Narrative uses most punctuation and capitalization correctly and has few spelling errors.
2	Narrative idea is somewhat clear and sometimes loses focus.	Narrative shows some organization.	Narrative has either a clear beginning, a clear middle, or a clear end.	Narrative uses only a few grade-appropriate verbs and pronouns.	Narrative sometimes uses some punctuation and capitalization correctly and has most words spelled correctly.
1	Narrative idea seems to be confusing or unfocused.	Narrative shows little or no organized details.	Narrative lacks a clear beginning, middle, and end.	Narrative seems to use few, if any, grade-appropriate words.	Narrative does not use correct punctuation and capitalization and has many spelling errors.
0	Narrative gets no credit if it does not demonstrate adequate command of what students have learned so far.				

# Spelling Spell Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell high-frequency words.

### SPELLING WORDS

bed                  fed  
den                  vet

### HIGH-FREQUENCY WORDS

want  
please

## LESSON 5

### Assess Understanding


Read aloud the words and sentences. Have students spell each word with CVC short e, and the two high-frequency words.

### Spelling Sentences

1. Do your homework in the **den**.
2. Has the cat been **fed**?
3. She will stay in **bed** all day.
4. My dad works as a **vet**.
5. **Please** help me carry these bags.
6. We **want** to go to the movie.

## LESSON 5

FLEXIBLE OPTION   
LESSON 1

 Assess Prior Knowledge

LESSON 2

Teach

FLEXIBLE OPTION   
LESSON 3

Review and More Practice

FLEXIBLE OPTION   
LESSON 4

 Spiral Review

 Assess Understanding



# Language & Conventions

## Question Words

FLEXIBLE OPTION



### LESSON 5

#### Standards Practice

Write the sentence and have students complete the question.

What are we eating for dinner?

Which word is a question word?

- A What
- B are
- C eating

**APPLY MyTURN** Have students complete *Language and Conventions* p. 220 from the *Resource Download Center*.

Name \_\_\_\_\_

**Language and Conventions**

**Question Words**  
A question begins with a question word.  
It ends with a question mark.  
Some question words are *who, what, when, where, why, and how.*

**MYTURN Write**

*Possible response:*  
*Why is Sam there?*  
*What will Petra find?*

Directions: Have students look at the pictures. Tell them that the cat is named Sam and the dog is named Petra. Have students write two questions about the pictures. Remind them to use question words and the correct end punctuation.  
Grade 4, Unit 4, Week 5  
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#### OBJECTIVES

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

Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

FLEXIBLE OPTION



### LESSON 5

#### Standards Practice

FLEXIBLE OPTION



### LESSON 1



**Spiral Review:**  
Question Words

FLEXIBLE OPTION



### LESSON 2

**Oral Language:**  
Question Words

### LESSON 3

**Teach Question**  
Words

### LESSON 4

**Practice Question**  
Words

# Weekly Overview

Students will

- explore elements of opinion writing
- understand topics, opinions, and reasons
- generate ideas and plan their own opinion pieces

WEEK	WRITING PROCESS	FLEXIBLE PATH
▶ 1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

**FAST TRACK**

	LESSON 1	LESSON 2	LESSON 3
<b>MINILESSON</b> 5–10 min.	Opinion Writing WW2	Opinion Writing: Opinion WW3	Opinion Writing: Reasons WW4
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences WW2	Independent Writing and Conferences WW3	Independent Writing and Conferences WW4
<b>SHARE BACK FOCUS</b> 5–10 min.	Common Features of Opinion Writing WW2	Topics and Opinions WW3	Reasons WW4

Mentor **STACK**

- *The Best Part of Me: Children Talk About Their Bodies in Pictures and Words* by Wendy Ewald
- *The Sun Is My Favorite Star* by Frank Asch
- *I Like Me!* by Nancy Carlson

**Use the following criteria to add to your opinion writing stack:**

- The topic is accessible to students.
- The opinion is clearly stated.
- Various genres are represented.

Preview these selections for appropriateness for your students.

**FAST TRACK****LESSON 4****LESSON 5****ADDITIONAL RESOURCES**

Brainstorm Ideas WW5

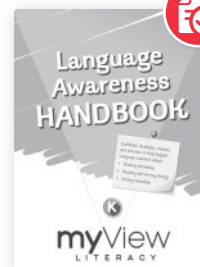
Plan Your Opinion Writing WW6

Independent Writing and Conferences WW5

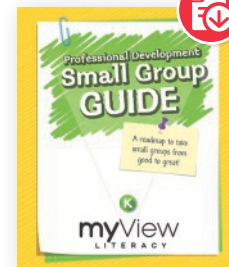
Writing Club and Conferences WW6–WW7

Opinion Ideas WW5

Making a Plan WW6



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.



# Conferences

Mentor STACK 


During this time, assess for understanding of the features of opinion writing to gauge students' ability to brainstorm and plan their own opinion writing. Have stacks and minilessons available to reference during conferences.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### Minilessons

**If** students need additional support,


 **Then** show a stack book students are familiar with. Ask: What does the person in this book feel or think about the topic? How do you know?

**If** students show understanding,

**Then** ask students to tell different opinions children might have about the same topic in the stack book.

#### Brainstorm Ideas

**If** students need additional support,


 **Then** ask about some of the students' favorite things to do, eat, or see.

**If** students show understanding,

**Then** ask students to tell several reasons that support their opinions.

#### Plan Your Opinion Writing

**If** students need additional support,

 **Then** have students first state their opinion and reason aloud.

**If** students show understanding,

**Then** ask: Which of your reasons is most important to you? Why?

### Conference Support for ELL

#### EMERGING

- Read an opinion piece with a simple sentence structure.
- Create a sentence frame such as *I like \_\_\_ because \_\_\_.*
- Explain that reasons tell why.

#### DEVELOPING

- Use stack books students have heard before. Ask students to tell who has an opinion and how they know what the author feels or likes.
- Model language used to identify a favorite. Use words such as *best, favorite, like, and love.*
- Model how to choose a favorite from options within a topic.

#### EXPANDING

- Have students restate the opinions found in several stack books.
- Discuss how a book would be different if the author had a different opinion.
- Discuss additional reasons the author could give to support the opinion in one of the stack books.

#### BRIDGING

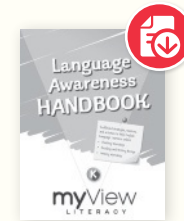
- Ask students to work with a partner to plan their opinion books and share opinions and reasons.
- Have students identify the opinion and reasons in a new opinion piece.
- Have students identify specific words that help state opinions and reasons.



## ELL Minilesson Support

### Week 1: Introduce and Immerse

During the week, your ELLs will benefit from additional support that increases their ability to understand published opinion writing on various topics and plan their own opinion writing.



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW2.

### ELL Targeted Support

#### OPINION WRITING

Use the stack books to help students identify the opinion and reasons in an opinion piece.

Work individually with students to identify the opinion. Have them repeat or retell the opinion using a simple sentence such as *She likes* \_\_\_\_\_. **EMERGING**

Ask students to restate the opinion and a reason from the stack book with a sentence that includes the word *because*. **DEVELOPING**

Have several students talk together about their favorites within a common topic such as favorite color, favorite food, or favorite animal. **EXPANDING**

Have students talk about how the illustrations in one of the stack books support the reasons given for the opinion. **BRIDGING**

Use this note for the minilesson on p. WW5.

### ELL Targeted Support

#### BRAINSTORM IDEAS

Students may need support generating words to identify options within a topic or category from which to choose a favorite.

Display picture cards that fit within the same category such as animals, vehicles, or colors. Help students name each item and then choose a favorite. Provide a sentence frame such as *I like* \_\_\_\_ *best*. **EMERGING**

Have students choose the picture of a favorite item from a category. Model different ways to identify their choices and reasons such as, *I like* \_\_\_\_ *best because* \_\_\_\_\_. \_\_\_\_ *is my favorite* \_\_\_\_ *because* \_\_\_\_\_. **DEVELOPING**

Have students talk with a partner and state their opinions about several simple topics. Remind students that they do not need to have the same opinion. **EXPANDING**

Have students talk together about their opinions and reasons related to a simple topic. Then ask them to restate their partner's opinion and reasoning to the larger group. **BRIDGING**

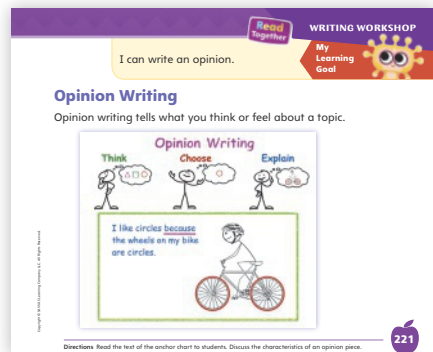
FAST TRACK

# Opinion Writing

## OBJECTIVE


Identify traits of opinion writing.

STUDENT INTERACTIVE K.5, p. 221



## Writing Support

- **Modeled** Show examples of opinion writing from the stack texts. Do a Think Aloud to explain why each is an opinion piece.
- **Shared** With students' input, make a list of topics about which a person might have an opinion.
- **Guided** Prompt students to think about a topic and an opinion about which they feel strongly. Provide explicit support and instruction as needed.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor STACK 

**TEACHING POINT** An opinion is how someone thinks or feels about a topic. Opinion writers state an opinion about a topic and give reasons to support their opinion.

**MODEL AND PRACTICE** Select an opinion book from the stack. Read the title and ask if students can tell what the topic of the book might be. Talk about any clues in the title or on the cover that might help the reader know that someone in the book is going to have an opinion. Read the book aloud. As you read, pause to reinforce the topic and opinion. Note the reasons given that support the opinion.

After reading, tell students: *When authors write opinions, they need to make clear what they like, think, or believe. Does the author of this book do that? Ask for specific examples of a clear opinion from within the book. Authors need to give reasons for the opinions. What reasons were given in this book? Help students identify the reasons that support the opinion. This book is an example of opinion writing. You will be writing your own opinion books during this unit.* Read additional books from the stack. Point out the elements of good opinion writing.

Have students turn to p. 221 in *Student Interactive K.5*. Review the steps of writing an opinion book: think of a topic, decide on an opinion, and give a reason or reasons explaining your opinion.

## Independent Writing

Mentor STACK 

Students can continue reading stack books if they need more time to develop their understanding of opinion writing. If students demonstrate understanding, they can begin thinking of ideas for their own opinion book. See the **Conference Prompts** for individual conferences.

## Share Back

Call on students to give an opinion on a topic they read about in one of the stack books. Encourage students to include both the topic and the opinion in their sentence such as, “Her favorite color is red” rather than just, “She likes red.”

# Opinion Writing: Opinion

## Minilesson

Mentor STACK 

**TEACHING POINT** An opinion piece includes a topic, a clearly stated opinion, and a reason or reasons that support that opinion.

**MODEL AND PRACTICE** Select a book from the stack and read it aloud to the class. As you read, do a Stop and Jot, using sticky notes to write the opinion that is stated in the book. Using a different color of sticky notes, jot reasons given that support the opinion. Write one reason per sticky note.

When you have finished reading, review the sticky notes. Remind students that opinions are someone’s thoughts or feelings and that not everyone will have the same opinion. Explain that even people who share the same opinion may have different reasons to support that opinion. Give each student a sticky note. As you read aloud a different stack text, have students jot words or pictures to record the opinion and a reason they hear in the text. When you finish reading, have students share what they recorded on their sticky note. *The author of this book wrote an opinion on a topic and gave us some reasons to explain that opinion. When you write your own opinion book, you will need to think about your opinion on a topic and give at least one reason to explain your opinion.*

## OBJECTIVE

Identify elements of opinion writing.

### Writing Support

- **Modeled** Read a stack text aloud and point out the topic and opinion.
- **Shared** Have students retell the topic and opinion from one of their favorite books from the stack.
- **Guided** Prompt students to take turns naming a topic and then having a partner state an opinion about that topic. Give specific feedback and support as needed.

 **Intervention** Refer to the *Small Group Guide* for support.

## Independent Writing

Mentor STACK 

As students begin their independent writing time, tell them to continue studying the stack books if they need more time to learn about the traits of opinion writing. If some students are ready to write, they can use this time to write about their topic and opinion. See the **Conference Prompts**.

## Share Back

Ask students to share the topics and opinions from either stack books or the opinion books they are writing. Invite students to share different opinions on topics that are suggested. Remind students to stay focused on the topic they have selected.


# Opinion Writing: Reasons

## OBJECTIVE

Identify and retell important details in opinion texts.

### Writing Support

- **Modeled** Read aloud a stack book and identify the topic, opinion, and at least one supporting reason.
- **Shared** Have students tell at least one supporting reason given in a stack text.
- **Guided** While giving explicit instruction as needed, ask students to tell several supporting reasons given in one of the stack texts.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor STACK 

**TEACHING POINT** When writing an opinion book, the reason or reasons need to support and explain the opinion. The reasons should be clearly stated.

**MODEL AND PRACTICE** Write the word *Reason* on a chart or board. Read the word aloud and ask students to repeat it. Ask students to tell you what they think a reason is. Then say: **A reason helps tell why or explain something. In an opinion book, the reason tells why the author has that opinion.** Read a stack text aloud. When you finish, recall the topic and opinion. Invite students to recall some of the reasons given to explain and support the opinion. Invite students to suggest other reasons that the author might have added to the text. Remind students to stay focused on reasons that support the opinion.

## Independent Writing

Mentor STACK 

As students transition to independent writing time, help students who need additional support by reviewing the stack books to see how writers use reasons to explain their opinions. If students show understanding, have them begin drawing, dictating, or writing a reason to support their opinions. Confer with students to discuss their writing. See the **Conference Prompts**.

## Share Back

Invite students to share a reason from their opinion books with the class. Model how to give constructive, encouraging feedback to a writer. Ask students to try to give similar feedback.

# Brainstorm Ideas

## Minilesson

Mentor STACK 

**TEACHING POINT** When writers brainstorm, they write or draw all the ideas they have. Writers often brainstorm many ideas before deciding on one idea to use in their writing. Writers choose topics that interest them most. The more interested writers are in their topics, the easier it can be for them to write something that interests readers.

**MODEL AND PRACTICE** Review the brainstorming process with students. Say: *You may be interested in many topics. Brainstorming is the time to record all those ideas. You can then choose one for your opinion book.*

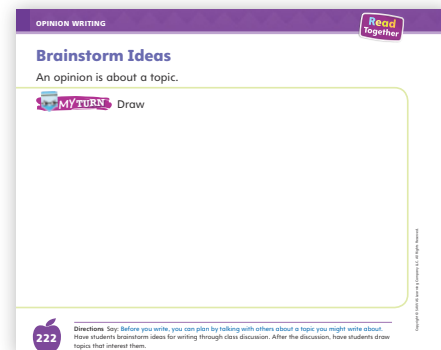
Model selecting a topic such as favorite colors. List several colors from which you might choose. Do the same with a different topic. Think aloud as you generate ideas.

Direct students to p. 222 in *Student Interactive K.5*. If students have difficulty thinking of a topic or possible opinions, you might display assorted picture cards for students to browse.

## OBJECTIVE

Plan an opinion piece by selecting a topic and opinion.

STUDENT INTERACTIVE K.5, p. 222



## Independent Writing

Mentor STACK 

Following the minilesson, if students haven't yet determined a topic and an opinion that interest them, consider using conference time to help them settle on a topic that excites them. Students who have chosen a topic and have an opinion about the topic should begin developing their opinion books. See **Conference Prompts**.

## Share Back

Ask several students to share the topics and opinions they have brainstormed. Invite them to tell why they chose their topics. Model how to ask questions that will help the writers think more deeply about what they will write.

## Writing Support

- **Modeled** Think aloud as you come up with topics that relate to animals. Think aloud about how you form an opinion.
- **Shared** Once students have brainstormed several topics, suggest an unrelated opinion as a non-example. Ask students to tell why that opinion does not fit.
- **Guided** Help students avoid choosing a final topic too quickly. Remind them that the goal of brainstorming is to generate many ideas.

 **Intervention** Refer to the *Small Group Guide* for support.

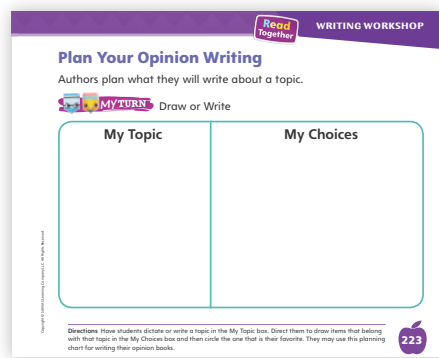
**FAST TRACK**

# Plan Your Opinion Writing

## OBJECTIVE

Listen actively, ask questions, and make pertinent comments. Plan the elements for writing an opinion piece.

STUDENT INTERACTIVE K.5, p. 223



## Minilesson

**TEACHING POINT** An opinion book focuses on one opinion about one topic. After selecting a topic, the writer decides on an opinion about that topic. Then, the writer supports the opinion with reasons.

**MODEL AND PRACTICE** Remind students why it is important to have a plan before beginning to write. When writing an opinion book, writers need to first decide the topic about which they will write.

Direct students to p. 223 in *Student Interactive K.5*. Model selecting a topic such as books, pets, or sandwiches. Have students assist you in listing choices that fall in that topic or category. Model a non-example and ask students to explain why that item does not belong with the others. Think aloud as you try to make a choice among the options listed. Then choose your favorite item and circle that one. State your choice as an opinion. *I like hamsters best. They are my favorite pet.* When you are finished, talk about the suggestions students made and how they were helpful to you as you planned your opinion book.

Ask student to complete the page and talk about their decisions with a partner. Circulate around the room and comment on positive examples of collaboration.

## WRITING CLUB

Place students in Writing Club groups. See p. WW7 for details on how to facilitate Writing Club.

## Share Back

Invite students to share their planned topic, opinion, and a reason with the class. Encourage them to tell how comments from others were helpful as they planned their writing. Ask for specific examples of changes or additions they made based on suggestions from others. Remind students that giving and receiving feedback is an important part of successful writing.

# WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share their topics, opinions, and at least one reason they will use their opinion piece.

As students are in new Writing Club groups, they should spend the first 5–10 minutes discussing the following:

- How to listen actively
- How to speak clearly and adjust their volume as needed
- How to make helpful suggestions

**What Are We Sharing?** Students should share their topic, their opinion, and a reason for their opinion. Students may give helpful feedback by suggesting other choices within the topic and by asking questions about why the final item was selected. This conversation will help the writer begin to plan reasons to add to the opinion pieces.



## **How Do We Get Started?** Conversation Starters

Use these prompts to help students begin the discussions in their Writing Clubs.

- What is the topic you picked?
- What are some of the choices you thought about?
- Why did you choose that one as your favorite?



# Weekly Overview

Students will

- learn about the elements for opinion writing
- learn how to identify a topic
- learn how to state an opinion and a reason

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	<b>Drafting</b>	<b>Develop Elements</b>
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	<b>FAST TRACK</b> LESSON 1	LESSON 2	<b>FAST TRACK</b> LESSON 3
<b>MINILESSON</b> 5–10 min.	Choose a Topic WW12	Explore State an Opinion WW13	Apply State an Opinion WW14
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences WW12	Independent Writing and Conferences WW13	Independent Writing and Conferences WW14
<b>SHARE BACK FOCUS</b> 5–10 min.	Topic Selection WW12	Identify Opinions WW13	Write Opinions WW14

Mentor **STACK**

Use the following criteria to add to your opinion writing stack:

- Books that have an engaging topic.
- Books with a clearly stated opinion.
- Books that contain reasons that support the opinion.

**FAST TRACK****LESSON 4****LESSON 5****ADDITIONAL RESOURCES**

Explore Supply a Reason  
WW15

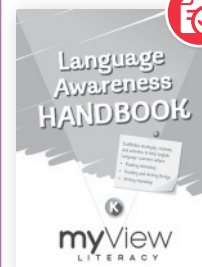
Apply Supply a Reason  
WW16

Independent Writing  
and Conferences WW15

Writing Club and  
Conferences  
WW16–WW17

Reasons WW15

Reasons WW16



See the online  
*Language  
Awareness  
Handbook*  
for additional  
writing support.



See the *Small  
Group Guide*  
for additional  
writing support.

# Conferences



Mentor STACK




During this time, assess for understanding of the elements of opinion writing to gauge the need for additional support and to address any misconceptions. Have stacks and minilessons available to reference during conferences.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### Choose a Topic

**If** students need additional support,


 **Then** guide them through a stack book to identify the topic.

**If** students show understanding,

**Then** ask: Which sentence in your opinion book tells the readers what the topic is?

#### State an Opinion

**If** students need additional support,


 **Then** help students identify which words tell the opinion.

**If** students show understanding,

**Then** ask: How else could the author have stated that same opinion?

#### Supply a Reason

**If** students need additional support,

 **Then** ask: Why did the character feel or think that way?

**If** students show understanding,

**Then** have students generate additional reasons the author might have given.

### Conference Support for ELL

#### EMERGING

- Show students two pictures of places or animals. Help students frame a sentence to state their opinions about which they prefer.
- Create a simple sentence frame such as *I like \_\_ because \_\_*. Have students repeat the model with you as you help them state their opinions.

#### DEVELOPING

- Work with students to create a word bank of words to show an opinion such as *like, love, favorite, and best*.
- Have students talk about a favorite book or movie. As students state an opinion or reason, transcribe what they have said. Encourage them to use this as a model.

#### EXPANDING

- Prompt students to tell about a favorite food. Ask questions to draw out reasons for their preferences.
- Ask students to talk with a partner about a favorite movie and ask questions of each other.

#### BRIDGING

- Ask students to practice telling a partner about their opinions and reasons before writing.
- Encourage students to provide feedback to partners who are planning their opinion books.



## ELL Minilesson Support

### Week 2: Develop Elements

This week, your ELLs will benefit from additional writing support that helps them develop the elements of opinion writing. These targeted supports help students better understand how to write their own opinion pieces.

Use this note for the minilesson on p. WW13.

#### ELL Targeted Support

##### EXPLORE STATE AN OPINION

Use stack books to identify the stated opinion. Work with individual students to point out the opinion. Help students draw a picture that shows their opinion on the same topic.

##### EMERGING

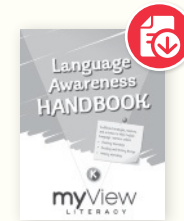
Using a stack book, help students form sentences that tell if they have the same opinion or different opinion from the one stated in the stack book. **DEVELOPING**

Have students talk with a partner about an opinion shared in a book from the stack.

##### EXPANDING

Have students state an opposite or differing opinion from one stated in a stack book.

##### BRIDGING



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW16.

#### ELL Targeted Support

##### APPLY SUPPLY A REASON

Support students as they develop and state reasons that support their opinions.

Have students draw what they want to express an opinion about. Help students create a sentence that uses the word *because*.

##### EMERGING

Have students describe the items they are expressing opinions about. Help students use one or more of those descriptive words to state a reason. **DEVELOPING**

Have students tell partners why they have their opinions. Encourage them to use the word *because* or *since* when telling why. **EXPANDING**

Ask students to state a reason why someone might have a different opinion from theirs.

##### BRIDGING

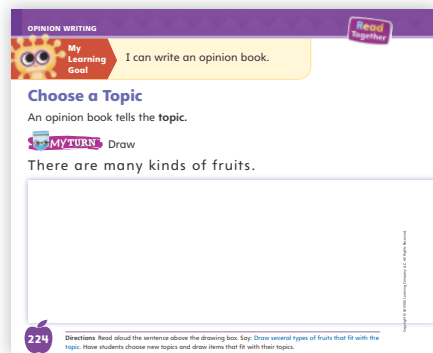
FAST TRACK

# Choose a Topic

## OBJECTIVE

Use a combination of drawing, dictating, and writing to select a topic for an opinion piece.

STUDENT INTERACTIVE K.5, p. 224



## Writing Support

- **Modeled** Use a stack book to do a Think Aloud about identifying the topic.
- **Shared** Have students choose a topic and talk to partners about the choices.
- **Guided** Prompt students to name a topic, and provide explicit support as needed.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor STACK 

**TEACHING POINT** The topic of an opinion book is the subject the writer will be writing about. The writer will be choosing a preference related to that topic.

**MODEL AND PRACTICE** On a flip chart or the board, write *Favorite* and *Best*. Help students generate a list of topics about which someone could have a favorite or choose something as the best. Examples to begin the discussion are topics such as food, pets, and colors. Review several of the stack books to spark more ideas. Ask: **What is the topic in this book? Why do you think the author selected this topic?** Continue to add topics from other stack books or additional topics students suggest.

Say: **Once we have a topic, we can think of what might be choices within that topic. If our topic is pets, we might have dogs, cats, birds, hamsters, or fish as some of our choices. We could then choose the favorite or best from the choices in that topic.**

Work with students to complete the activity on p. 224 of *Student Interactive K.5*.

## Independent Writing

Mentor STACK 

During independent writing time, students should choose their topic. If students have difficulty selecting a topic, encourage them to review the stack books for ideas. See the **Conference Prompts**.

## Share Back

Invite several students to tell the topics they selected. Model how to make an encouraging remark and ask a question to learn more about the students' choices of topics.

# Explore State an Opinion

## Minilesson

Mentor STACK 

**TEACHING POINT** An opinion tells a choice or preference.

**MODEL AND PRACTICE** Display a book from the stack. Say: *The author of this book wrote an opinion. An opinion tells how someone thinks or feels about something. It might tell what a person likes or doesn't like. Let's look for the opinion in this book.* As you read the book aloud, ask students to stop you when they hear an opinion. Discuss words that are used to state the opinion.

On a flip chart or the board, write the headings *Topic* and *Opinion*. Using the stack book you just read, do a Think Aloud as you model identifying and then writing the topic and the opinion. Work as a group to identify the topics and opinions from several other stack books and record the results on the chart. Encourage students to use words from the books that state the opinion. Point out any frequently used words or phrases.

## OBJECTIVE

Identify and state an opinion.

## Writing Support

- **Modeled** Read aloud a stack book and talk through the identification of the stated opinion.
- **Shared** Have students look through the stack books and find examples of opinions in both text and images.
- **Guided** Help students craft sentences that give a different opinion the author might have expressed. Provide targeted support as needed.

 **Intervention** Refer to the *Small Group Guide* for support.

## Independent Writing

Mentor STACK 

During independent writing time, students should state an opinion in their opinion book. You may transcribe their opinion statements as needed. Remind students that their opinions are their own and that different people will likely have different opinions on the same topic. Use **Conference Prompts** as needed.

## Share Back

Ask several students to share their opinions. Point out words and phrases that are used to show a clear choice or preference.

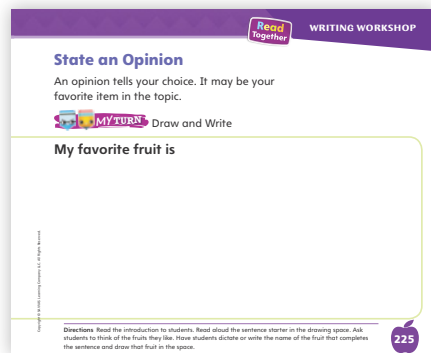
FAST TRACK

# Apply State an Opinion

## OBJECTIVE


Use a combination of drawing, dictating, and writing to state an opinion.

STUDENT INTERACTIVE K.5, p. 225



## Writing Support

- **Modeled** Do a Think Aloud as you choose and then state an opinion.
- **Shared** Have students practice telling their opinions to a partner before drawing or writing them.
- **Guided** Prompt students to draw or write their opinions. Clarify any misconceptions as you talk with individuals.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor STACK 

**TEACHING POINT** Opinions state choices or preferences held by a person. Not everyone has the same opinion about a topic.

**MODEL AND PRACTICE** Tell students that authors write about opinions they have or that they want their characters to have. Opinions tell what someone thinks, feels, or believes about something. An opinion might tell about something the person likes or does not like.

Say: *Today you will be writing an opinion. When I write about an opinion I have, I might begin by writing that I think something is my favorite or the very best. I could write that my favorite color is blue. That will tell you that I'm writing about the topic of colors, and my opinion is that blue is my favorite.* Write your opinion sentence on the board or a chart.

Tell students that they will be practicing writing an opinion on p. 225 of *Student Interactive K.5*. Guide them to draw and write about their favorite fruit. Remind them that not everyone will share the same opinion.

## Independent Writing

Mentor STACK 

During independent writing time, have students review their opinion books and state a clear opinion. If students need extra support, encourage them to draw first and then talk with them about how to state their opinions. Transcribe as needed. Students who are ready may begin a new opinion book. If time permits, use **Conference Prompts** for additional support.

## Share Back

Have a few students share their opinions with the class. Ask the class to restate the opinion of the writer. Invite students who shared the same topic to state if their opinions are the same or different.

# Explore Supply a Reason

## Minilesson

Mentor STACK 

**TEACHING POINT** A reason tells or explains why someone has a certain opinion.

**MODEL AND PRACTICE** Read aloud one of the stack books. After reading, model how to identify the reasons that were given to explain and support the opinion. Use words such as *because* or *since*.

Say: *When people tell us their opinions, we might wonder why they have those opinions. You might wonder why my favorite color is blue or why I like dogs so much. Reasons tell why and explain opinions.*

Work with students to identify some reasons given in another stack book. Pause while reading to ask why the character has that opinion. Help students use the words *because* or *since* when telling the reasons found in the stack book. Repeat with several stack books to help students build confidence in identifying and stating reasons.

## OBJECTIVE

Identify and supply a reason that supports an opinion.

## Independent Writing

Mentor STACK 

Following this lesson, students should transition into independent writing. If students need additional support when identifying or supplying reasons, confer with them to help them answer why an opinion is held. Other students may begin thinking of reasons to write in their opinion books. See the **Conference Prompts** for conference support.

## Writing Support

- **Modeled** Use stack books to model how to identify reasons.
- **Shared** Encourage students to state a reason they might add to support an opinion in one of the stack books.
- **Guided** Provide explicit instruction and support as needed to help students supply reasons that connect to and support opinions.



**Intervention** Refer to the *Small Group Guide* for support.

## Share Back

Invite students to share a reason that would explain their opinion. Model asking “why” questions to help clarify and refine their reasons. Encourage students to ask clarifying questions of each other.



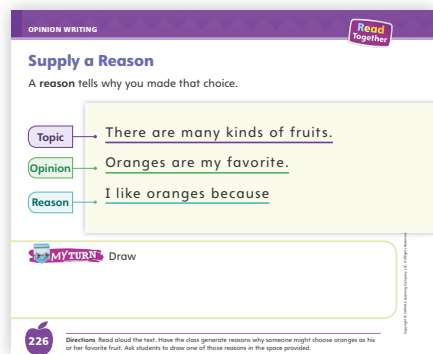
FAST TRACK

# Apply Supply a Reason

## OBJECTIVE

Plan by generating ideas for writing through class discussions and drawings.

STUDENT INTERACTIVE K.5, p. 226



## Minilesson

Mentor STACK



**TEACHING POINT** An opinion book needs more than just an opinion. Reasons help the reader understand why an opinion is held. Authors plan reasons that help explain and support the opinions.

**MODEL AND PRACTICE** Tell students that readers like to understand why a character holds an opinion. Reasons help explain why a character or the writer likes or doesn't like something. Hold up one of the stack books your class has read before. *What were some of the reasons we read in this book? If the author didn't give us reasons, we would never know why the character had that opinion. I don't think we would have enjoyed the book as much if there were no reasons.*

Have students look at p. 226 in *Student Interactive K.5*. Discuss what is shown in the boxes. Point out that the reason is unfinished. Talk together about some possible reasons that might be given to support the opinion. Ask students to complete the reason on the page using drawing, dictating, or writing. Remind students that it is natural for different people to have different reasons even if they share the same opinion.

## WRITING CLUB

Use p. WW17 to guide Writing Club. See the **Conference Notes** for conducting individual conferences.

## Share Back

When Writing Club ends, invite a few students to share their opinions and reasons with the group. Invite other class members to restate a writer's opinion and reason in their own words.

# WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share their topics, opinions, and reasons in their opinion books.

Students should spend the first 5–10 minutes of their Writing Club time reviewing the following:

- Restating what the speaker has said
- Taking turns when speaking
- Speaking with the correct volume and speed

**What Are We Sharing?** Tell students that they will be sharing their topics, opinions, and reasons with their Writing Club. The group members may help them think of additional or different reasons to explain their opinions.



## How Do We Get Started? Conversation Starters

You may use these prompts to help students begin the discussion in Writing Club meetings.

- What topic did you choose?
- What is your opinion about the topic?
- What reasons tell why you have that opinion?



# Weekly Overview

Students will

- plan their ideas and opinions
- draft their opinion writing
- create a drawing to support their writing

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	<b>Drafting</b>	<b>Develop Structure</b>
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	<b>FAST TRACK</b> LESSON 1	LESSON 2	<b>FAST TRACK</b> LESSON 3
<b>MINILESSON</b> 5–10 min.	Organize Ideas WW22	Explore Placement of Topic and Opinion WW23	Apply Placement of Topic and Opinion WW24
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences WW22	Independent Writing and Conferences WW23	Independent Writing and Conferences WW24
<b>SHARE BACK FOCUS</b> 5–10 min.	Opinion Ideas WW22	Identify Topics and Opinions WW23	Introduce Topics and Opinions WW24



## Mentor STACK



Use the following criteria to add to your opinion writing stack:

- The topic is engaging to the students.
- The author provides a strong opinion statement.
- The illustrations are highly supportive of the opinion.

### FAST TRACK

#### LESSON 4

#### LESSON 5

Explore Placement of Drawing WW25

Apply Placement of Drawing WW26

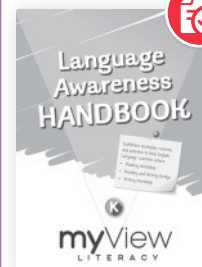
Independent Writing and Conferences WW25

Writing Club and Conferences WW26–WW27

Examine Supportive Illustrations WW25

Create Supportive Illustrations WW26

#### ADDITIONAL RESOURCES



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

# Conferences



Mentor STACK




During this time, assess for understanding of the structure and organization of opinion writing. Have stack books and minilessons available to reference during conferences.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### Organize Ideas

**If** students need additional support,


 **Then** provide several topics from which they might choose.

**If** students show understanding,

**Then** ask: Why did you choose this topic?

#### Placement of Topic and Opinion

**If** students need additional support,


 **Then** provide a sentence starter or sentence frame for support.

**If** students show understanding,

**Then** ask: Which words tell your topic and which words tell your opinion?

#### Placement of Drawing

**If** students need additional support,

 **Then** help students dictate labels for elements in the drawing that support their opinion.

**If** students show understanding,

**Then** have students add two details to their drawing that will help people understand the reasons for their opinion.

### Conference Support for ELL

#### EMERGING

- Use picture cards or pictures from magazines to spark ideas for topics.
- Create a word bank with accompanying pictures of topics students suggest for opinion writing.
- Do a picture walk through a stack book. Have students repeat your simple retelling.

#### DEVELOPING

- Have students retell a familiar stack book using the illustrations to help.
- Use a sentence frame to practice stating an opinion. *I think \_\_\_ is the best \_\_\_. \_\_\_ is my favorite \_\_\_.*
- Help students create an anchor chart to tell how to organize an opinion book. Transcribe their suggestions for them.

#### EXPANDING

- Have students explain how they will organize their opinion books.
- Ask students to state their ideas aloud before writing or drawing.
- Prompt students to identify the topic and the opinion in their writing.

#### BRIDGING

- Help students do their own Think Aloud as they organize their ideas for their opinion books.
- Have students restate the topics and opinions of several classmates.
- Invite students to talk about one of the details in their drawings.



## ELL Minilesson Support

### Week 3: Develop Structure

During the Develop Structure week, your ELLs will benefit from additional writing support that helps them become more aware of how an opinion piece is structured. These targeted supports were chosen to help students better understand how to compose and organize their writing.

Use this note for the minilesson on p. WW22.

#### ELL Targeted Support

##### ORGANIZE IDEAS

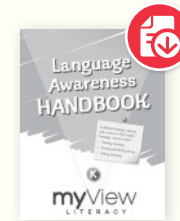
Use the stack books to increase student familiarity with the topics and opinions. Guide students to identify the topics and opinions in each book and state if they share the opinion. If they share the opinion in the book, encourage them to state the opinion in their own words. If they have a different opinion, encourage them to state their own opinion.

Work one-on-one with students to help them choose a topic. Use picture cards to prompt the conversation. **EMERGING**

Once students have chosen a topic, help them expand their vocabulary by naming possible opinions within that topic before determining an opinion. **DEVELOPING**

Have students talk with a partner about the topic they are considering. Ask the partners to name possible opinions within the topic. Students may draw and you might transcribe a list of those choices. **EXPANDING**

Challenge students to tell two possible opinions within the topic and explain why they chose one over the other. **BRIDGING**



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW23.

#### ELL Targeted Support

##### EXPLORE PLACEMENT OF TOPIC AND OPINION

Students may need support composing statements that tell their topics and opinions.

Learn the words *like* and *favorite* in your students' home languages. Use these as you talk together about topics and opinions.

##### **EMERGING**

Have students tell about their topics and opinions. Transcribe a sentence and help students repeat and read it with you.

##### **DEVELOPING**

Have students work with partners to choose how to word sentences that state the topic and opinion. **EXPANDING**

Have students take turns asking partners questions about the topics and opinions they have selected. **BRIDGING**

FAST TRACK

# Organize Ideas

## OBJECTIVE

Develop drafts of opinion pieces in oral, pictorial, and written form by organizing ideas.

## Minilesson

Mentor STACK 

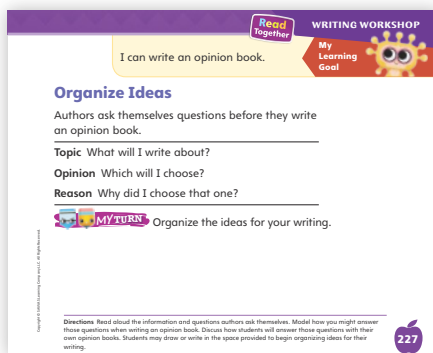
**TEACHING POINT** Authors organize their ideas before they write their opinion books. They plan the topics, opinions, and reasons carefully.

**MODEL AND PRACTICE** Remind students that an opinion piece includes a topic, an opinion, and one or more reasons. Use a book from your stack. Reread the book and then ask students to identify the elements of opinion writing they noticed in the book. Encourage them to be as specific as possible in telling where each element was found.

After discussing the book, say: *When I plan my opinion book, I need to be certain to include everything I need. I'll first think of a topic that interests me. Write the word *Topic* on a flip chart or the board. Brainstorm a list of topics such as weather, holidays, baby animals, or songs. Choose one topic to use as you continue your Think Aloud. Say: *Now that I have a topic, I need to decide on my opinion. Since I chose the topic of holidays, I'm going to write about my favorite holiday. My favorite holiday is Thanksgiving. Now that I have my topic and my opinion, I'll think about reasons that tell why I like Thanksgiving so much.**

Have students turn to p. 227 in *Student Interactive K.5*. Have students draw, dictate, or write to organize their ideas.

STUDENT INTERACTIVE K.5, p. 227



## Writing Support

- **Modeled** Use stack books to model identifying the topics, opinions, and reasons.
- **Shared** Ask students to think about their ideas for their opinion books. Transcribe their ideas to help them organize their thinking.
- **Guided** Help students identify the elements to include by color-coding or highlighting each element.

 **Intervention** Refer to the *Small Group Guide* for support.

## Independent Writing

Have students organize their ideas for their opinion books. If students need extra support, help them determine what is missing from their plan and focus on those areas. Students who are ready may continue working on their opinion books. Use the **Conference Prompts** as needed.

## Share Back

Have students share their ideas for their opinion books. Show how to check that the topics, opinions, and reasons are all included and model giving constructive feedback.

# Explore Placement of Topic and Opinion

## Minilesson

Mentor **STACK**



**TEACHING POINT** Authors choose their words carefully. Opinions should be stated clearly so readers understand what the author thinks, feels, or believes about a topic.

**MODEL AND PRACTICE** Display a book from the stack that has a well-written opinion statement. Read the book aloud. After reading, return to the beginning of the book where the topic and opinion are introduced. Then say: *When I'm thinking about how I want to write about my topic and opinion, I can look to see how other authors do it. How did this author tell us the topic and opinion?*

Show another book from the stack and have students identify how the writer told the topic and opinion. Say: *Did this author use the same words as we read in the other book? No. The writers chose their own words, but the books are alike because both writers made it clear what the topics and opinions were. Now I will work on how I want to begin my opinion book.* Share your thought process as you model writing several possible statements that could be used to introduce your topic and opinion. Talk together about a reason you might give to explain your opinion.

## OBJECTIVE

Use a combination of drawing, dictating, and writing to create opinion books that include topics, opinions, and reasons.

## Independent Writing

Ask students to try several possible sentences telling their topics and opinions by first saying the sentences to themselves before deciding which they prefer. If students are hesitant, ask them to draw their ideas, and then transcribe their possible sentences. Talk about the pros and cons of each. Students who are ready may work on writing their opinion books when they decide on a sentence. See the **Conference Prompts** for additional suggestions.

## Share Back

Call on students with whom you have conferred and ask them to share their topics and opinions with the class. Encourage students to tell how they decided what to write.

## Writing Support

- **Modeled** Read a stack text aloud and point out the topic and opinion.
- **Shared** Work with students to create several sentence frames that might be used to state the topic and opinion.
- **Guided** Ask targeted questions to help students identify the topics and opinions in their writing.

 **Intervention** Refer to the *Small Group Guide* for support.



**FAST TRACK**

# Apply Placement of Topic and Opinion

## OBJECTIVE

Use a combination of drawing, dictating, and writing to create opinion books that include topics, opinions, and reasons.

STUDENT INTERACTIVE K.5, p. 228

**OPINION WRITING** Read Together

**Placement of Topic and Opinion**  
Authors put their thoughts in order.

**Topic** → There are many kinds of fruits.

**Opinion** → Oranges are my favorite.


**Reason** → I like them because they taste good.

**MY TURN** Organize the ideas for your writing.

228 **Directions:** Read aloud the information and the model text to students. Discuss how the author organized the ideas and why the ideas are organized in this way. Ask how you can organize your own writing. Remember to dictate or write the topic, opinion, and a reason.

## Writing Support

- **Modeled** Walk through a stack text with students to help them identify topics, opinions, and reasons that might be used as models for their writing.
- **Shared** Have students dictate a sentence to tell their topic and opinion as you transcribe.
- **Guided** Ask focused questions as they work with partners to clarify their writing.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor **STACK** 

**TEACHING POINT** Opinion pieces need to include topics, opinions, and reasons. When authors write opinion books, they try to make their topic, opinions, and reasons as clear as possible.

**MODEL AND PRACTICE** Refer to a stack book and discuss the elements of opinion writing that are included and the words used in the text. Say: *We are going to work on our opinion books. I wrote that there are several holidays I like and that my favorite holiday is Thanksgiving. I need to give a reason why I like it. There are many reasons, but I think I'll write that I love to sit around the table with my family.* Have students help you compose several ways to word sentences that give your reason.

Direct students to p. 228 in *Student Interactive K.5*. Read the text on the page and review the parts of an opinion book. Guide students to complete the activity.

## Independent Writing

Have students continue working on their opinion books. Ask them to say their first sentence aloud quietly before writing it. Confer with students who need additional support. If students are comfortable developing opinion sentences, they should work on strengthening sentences or adding more sentences. See **Conference Prompts** for suggestions.

## Share Back

Invite students to share what they have written so far on their opinion books. Model how to give feedback that restates the topic, opinion, and reasons. Note any parts that are missing or have not yet been included.

# Explore Placement of Drawing

## Minilesson

Mentor STACK 

**TEACHING POINT** Opinion books often include illustrations to support what the text says. The illustrations should be on the same topic as the text and may show a reason that clarifies the opinion.

**MODEL AND PRACTICE** Show a book from the stack with especially strong illustrations. Read a page aloud and discuss what is shown in the illustration. Say: *How does the illustration help us understand what the words tell us? It would be very confusing if the pictures were about something completely different.* Repeat this process with several more pages from the stack book.

Say: *When I draw a picture about my favorite holiday, I wouldn't draw a picture of me going for a swim. That would be very confusing to my readers. I wrote that I like Thanksgiving because I enjoy sitting around the table with my family. What should I draw?*

Have students work with a partner to review what they have written and plan what they will draw.

## OBJECTIVE

Use a combination of drawing, dictating, and writing to create opinion books that include topics, opinions, and reasons.

## Independent Writing

Have students think about what drawing or drawings would complement what they have written. If students have difficulty staying focused on the topic and their opinion, you might confer with them and label key elements in the drawing and compare the labels to the text they have written. Students who are ready should add drawings to their opinion books or add details to a drawing they have already included. See the **Conference Prompts** for additional suggestions.

## Share Back

Call on several students with whom you have conferred and ask them to tell how they adjusted their drawings to better align with what they have written. Review why it is important for the text and images to work together.

## Writing Support

- **Modeled** Conduct a Think Aloud as you talk about what to include in your drawing.
- **Shared** Encourage students to tell what they plan to draw before beginning their drawing.
- **Guided** Prompt partners to tell each other what might be good to include in the other person's drawing.



**Intervention** Refer to the *Small Group Guide* for support.

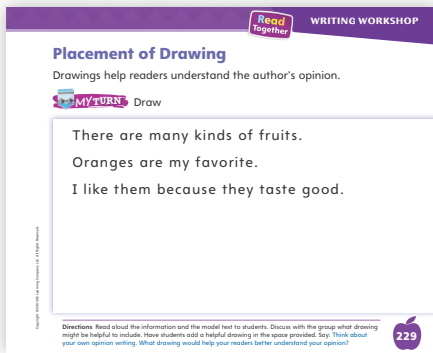
**FAST TRACK**

# Apply Placement of Drawing

## OBJECTIVE

Use a combination of drawing, dictating, and writing to create opinion books that include topics, opinions, and reasons.

STUDENT INTERACTIVE K.5, p. 229



## Minilesson

Mentor **STACK**



**TEACHING POINT** Opinion books include topics, opinions, reasons, and often illustrations that support the text. All the elements work together to make the author's thoughts clear to the readers.

**MODEL AND PRACTICE** Use a familiar stack book. Ask students to tell what should be included in a strong example of opinion writing. Help students locate the topic, opinion, reasons, and supporting illustrations in the example from the stack. Invite a student to select a different book from the stack and lead the group to identify the opinion writing elements in that book. Tell students that you would like them to state an opinion about which of the stack texts they think does the best job of including illustrations that support the opinion in the text. Give students time to review the stack. Ask volunteers to choose the book they think has the strongest illustrations and then explain their choices. Point out words students use to describe what makes the illustration strong.

Have students turn to p. 229 in *Student Interactive K.5*. Read the page with the students. Discuss what they might draw and then have students complete the page.

## WRITING CLUB

Use the Writing Club guide on page WW27 to guide discussions. As time allows, use the **Conference Prompts** when conferring with individual students.

## Share Back

Have several students read their opinion books aloud and show the drawings. Model how to give encouraging feedback. Invite listeners to tell which part of each opinion book they thought was the strongest.

# WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share their opinion books and drawings. 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:

- Being respectful to the speaker by listening attentively
- Process for taking turns to speak
- Using the proper volume and speed when speaking

**What Are We Sharing?** Students can share how they organized their opinion books and how they decided what to include when drawing. Remind the group that people may have different opinions on the same topic and to be respectful of those differences.



## **How Do We Get Started?** *Conversation Starters*

Use these prompts to help students begin the discussions in their Writing Club.

- How did you introduce your topic and opinion?
- What other reasons did you think about using?
- What other details could you add to your drawing?
- Which part of what you wrote is your favorite? Why?



# Weekly Overview

Students will

- improve writing with the use of descriptive words
- learn how to correctly use the conjunction *and*
- create complete sentences

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

**FAST TRACK**

	LESSON 1	LESSON 2	LESSON 3
<b>MINILESSON</b> 5–10 min.	Use Descriptive Words WW32	Explore Conjunction <i>and</i> WW33	Apply Conjunction <i>and</i> WW34
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences WW32	Independent Writing and Conferences WW33	Independent Writing and Conferences WW34
<b>SHARE BACK FOCUS</b> 5–10 min.	Add Descriptive Words WW32	Conjunction <i>and</i> WW33	Include Conjunction <i>and</i> WW34

Mentor **STACK**

Use the following criteria to add to your opinion writing stack:

- The book includes many purposeful descriptive words.
- The book has example sentences containing the conjunction *and*.

**FAST TRACK****LESSON 4****LESSON 5****ADDITIONAL RESOURCES**

Explore Complete Sentences WW35

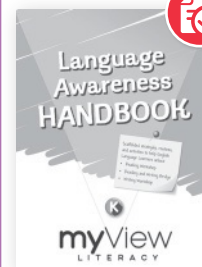
Apply Complete Sentences WW36

Independent Writing and Conferences WW35

Writing Club and Conferences WW36–WW37

Identify Complete Sentences WW35

Write Complete Sentences 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 descriptive words, complete sentences, and the use of the conjunction *and* to determine where students need support. Have stack books and minilessons available to reference during conferences.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### Use Descriptive Words

**If** students need additional support,


 **Then** have students draw a picture of their opinion and ask questions about details to draw out descriptive words.

**If** students show understanding,

**Then** ask: What words could be added to tell more about how something in your writing looks or sounds?

#### Conjunction *and*

**If** students need additional support,


 **Then** write a short list of objects. Ask students to say one sentence that includes two of the objects.

**If** students show understanding,

**Then** ask: How could you use *and* to make this sentence more interesting?

#### Complete Sentences

**If** students need additional support,

 **Then** write an incomplete sentence. Work with students to decide what is missing and then make the sentence complete.

**If** students show understanding,

**Then** ask: How do you know if one of your sentences is a complete sentence?

### Conference Support for ELL

#### EMERGING

- Use pictures from a stack book to help students describe what they see. Transcribe a list of the descriptive words they use.
- Model, and have students repeat, sentences with and without the word *and*. *I have a cat. I have a dog. I have a cat and a dog.*
- When students use incomplete sentences when speaking, respond to them in complete sentences without discouraging their efforts.

#### DEVELOPING

- Use shared writing to stretch sentences by adding descriptive words.
- Use a sentence frame to practice using *and* correctly. *I like \_\_\_ and \_\_\_. I can \_\_\_ and \_\_\_.*
- Model adding what is needed to complete an incomplete sentence.

#### EXPANDING

- Have students snap their fingers when they hear a descriptive word in a sentence from a stack book.
- Have students each write an incomplete sentence that they then swap with a partner. The partners then complete each other's sentences.

#### BRIDGING

- Challenge students to add at least one descriptive word to each sentence in their opinion books.
- Have students do a Think Aloud to tell how they used *and* in sentences they have written.



## 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 the sentences within their opinion books. These targeted supports were chosen to help students better understand the English language and build foundational writing skills.

Use this note for the minilesson on p. WW32.

#### ELL Targeted Support

##### USE DESCRIPTIVE WORDS

As students begin to focus on the sentences in their opinion books, they learn to expand and enhance them. Provide practice adding descriptive words to sentences.

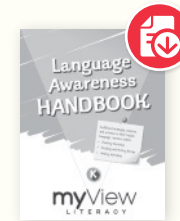
Show a picture from a stack book. Say a short sentence about what you see. *I see a house.* Have students repeat each sentence as you expand it with descriptive words. *I see a brown house. I see an old brown house.* **EMERGING**

Have students take turns describing an object in a box or bag that the rest of the students cannot see. When the other students guess the object, ask them to tell what descriptive words were most helpful to them as they tried to guess the object. **DEVELOPING**

Use blank index cards to transcribe and display a sentence with one word written on each card. Ask students to write a logical descriptive word on a blank index card to stretch the sentence and then put the new card between the other cards to make a longer sentence.

##### EXPANDING

Ask students to suggest two descriptive words that could be added to a sentence. Talk together about which word makes the sentence more interesting and why. **BRIDGING**



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW35.

#### ELL Targeted Support

##### EXPLORE COMPLETE SENTENCES

Speaking and writing complete sentences is challenging to anyone learning a new language. Support students' efforts as they work toward learning how to identify and create complete sentences.

Sentence frames can help new language learners become comfortable with the structure of sentences. Repeat and post simple sentence frames that align with the opinions students are writing and drawing. **EMERGING**

Say and then write a partial sentence. Say and write a version of that sentence that is complete. Ask students to tell which sentence is complete. Talk about the differences.

##### DEVELOPING

Have partners take turns saying part of a sentence and then having the other person complete it. Partners should then say the complete sentence together. **EXPANDING**

Have students look through their writing to be certain sentences begin with capital letters and end with punctuation. As students work, ask them to tell what each sentence needs.

##### BRIDGING



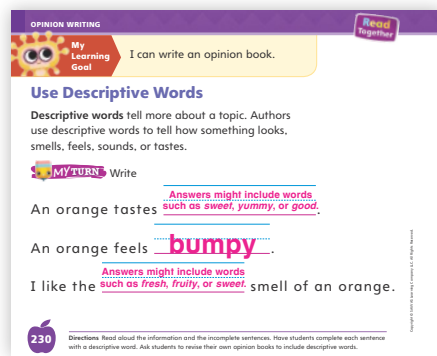
FAST TRACK

# Use Descriptive Words

## OBJECTIVE


Identify and use descriptive words. With assistance, edit drafts to include descriptive words.

STUDENT INTERACTIVE K.5, p. 230



## Writing Support

- **Modeled** Use stack books to point out descriptive words.
- **Shared** Create a word bank of descriptive words that tell how something looks, smells, feels, tastes, or sounds. Transcribe their suggested descriptive words.
- **Guided** Help students use a variety of words to describe a similar trait. Use examples such as *pretty*, *lovely*, *beautiful*, and *adorable*.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor STACK 

**TEACHING POINT** Descriptive words tell how something looks, smells, sounds, feels, or tastes. Authors use descriptive words to help readers more clearly understand what the author has in mind. Descriptive words help make sentences more interesting.

**MODEL AND PRACTICE** Tell students that descriptive words can tell more about an object or person.

Choose an opinion book from the stack that includes several good examples of descriptive words. Read a sentence as written, including the descriptive words. Then read the sentence without the descriptive words. Discuss what changed and how the descriptive words made the sentence more interesting. Repeat the process with several other sentences.

After discussing the sentences, say: *When I look at my opinion book, I look at each sentence to see if a descriptive word would make the sentence better. This sentence says my family sits around a table at Thanksgiving. Let's think of what I could add to describe that better.* Have students make suggestions of descriptive words that could relate. Transcribe several versions of the sentence using their additions. As a group, decide which sentence is most descriptive.

Have students turn to p. 230 in *Student Interactive K.5*. Have students suggest descriptive words that could be used in each sentence.

## Independent Writing

Mentor STACK 

If students need extra support, help them identify more descriptive words in a different stack book. Students who are comfortable using descriptive words may also add details to their pictures to match the descriptive words. See the **Conference Prompts** on p. WW30 for more suggestions.

## Share Back

Have students share sentences that they improved with the addition of descriptive words. Ask listeners to tell what descriptive words were included. Listen for any confusion about what descriptive words are.

# Explore Conjunction *and*

## Minilesson

Mentor **STACK**



**TEACHING POINT** A conjunction is a type of word. Conjunctions connect words or parts of sentences. The word *and* is the conjunction we use most.

**MODEL AND PRACTICE** Tell students they will be learning to write using a word that they use often when they speak. Write the word *and* on a chart or the board and have students read it with you. Invite a student to use *and* in a sentence. Tell students that *and* is a special kind of word, a conjunction. Explain that a conjunction connects words or parts of sentences.

Select a book from the stack that has several uses of the word *and*. Read a sentence containing *and* aloud. Have students repeat the sentence and snap their fingers when they say the word *and*. Write the sentence on a chart or the board, and discuss what the conjunction is connecting. Repeat the process with several other sentences using the conjunction *and*.

Write two short sentences such as *I like apples. I like bananas.* Talk with students about how the word *and* can be used to join those two ideas to create one new sentence. Model with several more examples.

Review what the conjunction *and* does. Have students work with partners to create several sentences that use *and*. Ask each pair to share a sentence and invite the class to snap their fingers when they hear the *and*.

## OBJECTIVE

Identify and use the conjunction *and* correctly in speaking and writing.

## Writing Support

- **Modeled** Demonstrate how to use *and* to ask a student to pass you two objects. Repeat the request using two small sentences instead and discuss the difference.
- **Shared** Work with students to practice using *and* to join two ideas in sentences.
- **Guided** Ask targeted questions to help students identify sentences that could be expanded by using *and*.



**Intervention** Refer to the *Small Group Guide* for support.

## Independent Writing

If students are uncertain about how to use *and* in their opinion books, confer with them and choose one sentence that can be enhanced. Guide them using questions about what could be added. Transcribe their possible sentences as needed. When students are comfortable editing their writing to use the conjunction *and*, they should proceed independently to make those changes and continue writing their opinion books. See the **Conference Prompts** on p. WW30.

## Share Back

Call on students to share sentences from their opinion books that use the word *and*. Talk together about what words or ideas are joined together.

# Apply Conjunction *and*

## OBJECTIVE

Identify and use the conjunction *and* correctly in speaking and writing.

STUDENT INTERACTIVE K.5, p. 231

**Conjunction *and***  
The word *and* helps you put two thoughts together.

**MY TURN** Circle and Write

Oranges are sweet *and* juicy.

Oranges are used for juice *and* smoothies.

Oranges are yummy *and* good for you.

Directions: Read aloud the introduction to students. Have students circle the conjunction *and* in the two sentences. Discuss what thoughts were joined together. Ask students to write the missing word *and* in the first sentence. Have students raise their own opinion books to include the word *and*.

## Writing Support

- **Modeled** Walk through a stack book with students to help them identify how the conjunction *and* is used.
- **Shared** Have students dictate a sentence using the word *and* as you transcribe it.
- **Guided** Ask focused questions as students work with partners to write sentences that include *and*.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor STACK 

**TEACHING POINT** Conjunctions, such as the word *and*, connect words and ideas in sentences. Authors may use one sentence containing *and* rather than writing two short sentences.

**MODEL AND PRACTICE** Read a sentence containing *and* from one of the stack books. Demonstrate how it would sound if the author had used two short, choppy sentences instead. Say: *The word **and** can make your writing sound more like the way we talk. I wouldn't usually say, "I have a sister. I have a brother." It sounds better if I say, "I have a sister and a brother."* Have students help you think of a sentence using *and*. Then break that sentence into two smaller sentences. Ask students if the sentence with *and* seems more natural.

Direct students to p. 231 in *Student Interactive K.5*. Read the text on the page and review what students are asked to do to complete the page. Guide students to complete the activity and share their sentences with a partner.

## Independent Writing

Have students work on their opinion books and use *and* when joining words or parts of sentences. If students have sentences that could be joined by *and*, highlight the sentences. Then ask students to try and join the sentences using *and*. Students who use conjunctions confidently should continue working on the text of their opinion books and drawings. Confer with students to discuss their writing. See **Conference Prompts** on p. WW30.

## Share Back

Invite a student to share a sentence containing *and*. Ask a listener to tell what the two smaller sentences might have been if the writer had not used *and*. Continue with several more examples.

# Explore Complete Sentences

## Minilesson

Mentor **STACK**



**TEACHING POINT** A complete sentence makes sense and gives a complete thought. Authors check to be certain they begin sentences with capital letters and end them with punctuation marks.

**MODEL AND PRACTICE** Select a book from the stack and read one of the sentences aloud. Write only part of the sentence on a chart or the board. Talk with students about how you can tell that something is missing. Say: *I know a sentence needs to make sense and be a complete thought. Is this a complete sentence? What is missing?* Complete the sentences together. Repeat this process with several more sentences from the stack book.

Say: *When I wrote the draft of my opinion book, I wrote, “My family likes to sit at the dinner table together.” Is that a complete sentence? Does it make sense?*

Explain that each complete sentence needs to begin with a capital letter and end with a period, a question mark, or an exclamation mark. Have students check the sentences you have written on the chart or the board to be certain the sentences have been written correctly. Remind students that when they are writing opinion books, they should use complete sentences. Have students work with a partner to review what they have written and identify the capital letter that begins each sentence and the punctuation mark that ends each sentence.

## OBJECTIVES

Identify the parts of complete sentences.

Edit drafts with adult assistance using standard English conventions, including complete sentences.

## Independent Writing

Have students continue working on their opinion books and checking that they have used only complete sentences. If students need additional support, work collaboratively with them to construct their sentences. Students who demonstrate an understanding of using capital letters and punctuation should continue adding to their opinion books. See the **Conference Prompts** on page WW30.

## Share Back

Ask students to read just the naming part of a sentence in their opinion books. Invite classmates to tell what a logical action part might be to go with that naming part. Remind students that without both a naming part and an action part, the sentence may not make sense to the readers.

## Writing Support

- **Modeled** Conduct a Think Aloud as you talk about how to determine if a sentence is complete.
- **Shared** If students are uncertain if they have written a complete sentence or not, encourage them to read the sentence to a partner and work together to identify both needed parts.
- **Guided** Use leading questions to guide students in finding the naming and action parts of their sentences.



**Intervention** Refer to the *Small Group Guide* for support.

FAST TRACK

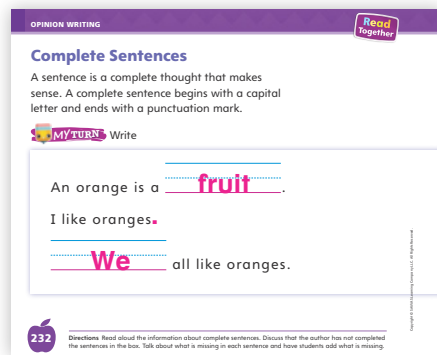
# Apply Complete Sentences

## OBJECTIVES

Identify the parts of complete sentences.

Edit drafts with adult assistance using standard English conventions, including complete sentences.

STUDENT INTERACTIVE K.5, p. 232



## Minilesson

Mentor STACK



**TEACHING POINT** All sentences in an opinion book should be complete sentences. Each complete sentence makes a complete thought. Sentences begin with a capital letter and end with a punctuation mark.

**MODEL AND PRACTICE** Ask students to talk in pairs and tell the two parts a complete sentence needs to have. Check that the pairs remember that every complete sentence needs to have a naming part and an action part. Explain that authors use complete sentences to make the writing clear to the readers.

Select an opinion book from the stack. Write one sample sentence from the book on a chart or the board. Begin the sentence with a lowercase letter and do not include any ending punctuation. Ask students to check your work. Ask leading questions if students do not notice what needs to be changed. Share your thinking as the needed changes are made. Have students turn to p. 232 in *Student Interactive* K.5. Talk about what is needed in each sentence. Have students complete the page and offer support as needed.

## WRITING CLUB

Use the Writing Club guide on the following page to guide discussions. As time allows, use the **Conference Prompts** on p. WW30 when conferring with individual students.

## Share Back

Have several students read one of their opinion books aloud and tell changes that they made by adding descriptive words, including the conjunction *and*, and using complete sentences. Select several sentences and point out the naming and action parts.

# WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share sentences in their opinion books.

Students should spend the first 5–10 minutes of their Writing Club time reviewing the following:

- How making changes to writing can make it better
- How descriptive words make more interesting sentences
- Why authors spend time looking at individual words and sentences

**What Are We Sharing?** Students can share the sentences they revised in their opinion books. Tell them to talk about the changes they made and why they made the changes.



## **How Do We Get Started?** Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- What descriptive words did you use?
- How did you use the conjunction *and*?
- Do all of the sentences begin with capital letters?
- What punctuation marks did you use at the ends of your sentences?



# Weekly Overview

Students will

- edit for conjunctions
- edit for complete sentences
- review what they have learned about opinion writing

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
▶ 5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	LESSON 1	LESSON 2	LESSON 3
<b>MINILESSON</b> 5–10 min.	Edit for Conjunctions WW42	Edit for Complete Sentences WW43	Prepare for Celebration WW44
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences WW42	Independent Writing and Conferences WW43	Independent Writing and Conferences WW44
<b>SHARE BACK FOCUS</b> 5–10 min.	Use Conjunctions WW42	Check for Complete Sentences with Capitalization and Punctuation WW43	Make Revisions to Opinion Books WW44

Mentor **STACK**

Use the following criteria to add to your opinion writing stack:

- Books that are strong examples of opinion writing with a clear topic and strong reasons.
- Texts that include conjunctions.
- Texts that include simple, complete sentences.

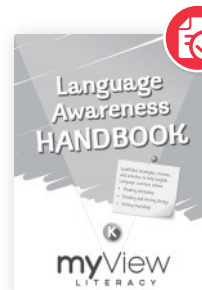
**FAST TRACK****LESSON 4****LESSON 5****ADDITIONAL RESOURCES**

Celebration WW45

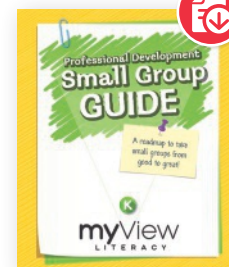
Assessment WW46

Independent Writing  
WW45Assessment  
WW46–WW47

Celebration WW45

Assessment  
WW46–WW47

See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.



# Conferences



Mentor STACK




During this time, assess for understanding of conjunctions and the use of complete sentences. Determine where students may need extra support. Have stack books and minilessons available to reference during conferences.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### Edit for Conjunctions

**If** students need additional support,


 **Then** have them read their opinion books aloud. Point out sentences that could be improved with the use of conjunctions.

**If** students show understanding,

**Then** make a list of conjunctions. Encourage students to add a conjunction that they have not used yet.

#### Edit for Complete Sentences

**If** students need additional support,


 **Then** point out an incomplete sentence and talk about what is missing. Work together to complete the sentence.

**If** students show understanding,

**Then** ask: How can you tell that each sentence you have written is a complete sentence?

#### Prepare for Celebration

**If** students need additional support,

 **Then** review their opinion books. Help them each decide on the two most important edits to make before celebration day.

**If** students show understanding,

**Then** have students practice reading their opinion books aloud to partners who will offer feedback.

### Conference Support for ELL

#### EMERGING

- Use picture cards of two related objects. Use a sentence frame to focus on using conjunctions and complete sentences.        *and*        are both types of       .
- Model, and have students repeat, complete sentences that include the word *because*.

#### DEVELOPING

- Have students point out conjunctions in stack books and their own opinion books.
- State an incomplete sentence and work with students to add what is needed to complete the sentence.

#### EXPANDING

- Have students tell how they know if a sentence is complete.
- Ask students to find examples of the conjunction *and* in a stack book.
- Encourage students to practice reading their opinion books aloud. Consider recording their practices for them to review.

#### BRIDGING

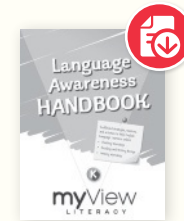
- Challenge students to work with partners to create an anchor chart to remind students of the parts of a complete sentence.
- Have students practice reading their opinion books fluently and with expression.



## ELL Minilesson Support

### Week 5: Publish, Celebrate, Assess

This week, your ELLs will benefit from additional writing support that helps them focus on using conjunctions and complete sentences. These targeted supports help students build confidence when sharing their opinion writing.



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW42.

### ELL Targeted Support

#### EDIT FOR CONJUNCTIONS

As students focus on the sentences in their opinion books, they should note how to use the conjunction *and* correctly.

Point to the word *and* in a sentence written on a chart or the board. Read the sentence together and then read it as two possible sentences without the *and*. **EMERGING**

Provide students practice sentences with the *and* missing. Example: *I like to eat apples \_\_\_ oranges*. Help students determine what word is missing and what conjunction joins together. **DEVELOPING**

Have students say sentences that contain the conjunction *and*. Ask students to tell what words or parts of the sentences were joined together. **EXPANDING**

Encourage students to conduct a Think Aloud and tell how they know when the conjunction *and* is helpful. **BRIDGING**

Use this note for the minilesson on p. WW43.

### ELL Targeted Support

#### EDIT FOR COMPLETE SENTENCES

Have students practice identifying and creating complete sentences.

Display the following: *Bob and I and went to the store* on a chart or the board. Read each incomplete sentence. Ask students to help you make each part into a complete sentence by adding what might be missing. **EMERGING**

Say and then write an incomplete sentence. Say and write a version of that sentence that is complete. Ask students to tell which sentence is complete. Talk about the differences. **DEVELOPING**

Have partners check each other's writing on a search for incomplete sentences. Ask them to tell how they know if a sentence is complete. **EXPANDING**

Have each student write a complete sentence and an incomplete sentence. Have them tell what is different about each. **BRIDGING**

# Edit for Conjunctions

## OBJECTIVES

Identify and use the conjunction *and* correctly in speaking and writing.

Edit writing for proper use of the conjunction *and*.

STUDENT INTERACTIVE K.5, p. 233

**Read Together** WRITING WORKSHOP  
I can write an opinion book.  
My Learning Goal

**Edit for Conjunctions**  
Authors use conjunctions to hold thoughts together. The word *and* is a conjunction.


**MY TURN Write**  
sweet juicy yummy round

Oranges are \_\_\_\_\_ and \_\_\_\_\_.

**Directions** Read aloud the introduction. Discuss how conjunctions are used. Read aloud the descriptive words that can be used to complete the sentence. Have students choose two words to describe oranges. Ask students to read their completed sentences to partners. Talk together about how the word *and* was helpful.

## Writing Support

- **Modeled** Use stack books to point out the conjunction *and*.
- **Shared** Ask students to use two picture cards to say sentences using *and* along with the names of the two items on the cards.
- **Guided** Provide examples of specific places in their opinion books where *and* could be used.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor STACK 

**TEACHING POINT** Before publishing their writing, authors check their writing and make changes that are needed. Authors try to avoid using short, choppy sentences by using the conjunction *and* to join parts together.

**MODEL AND PRACTICE** Tell students that conjunctions such as *and* join words or parts of sentences together. Say: *When I look at my opinion book I see that I have written, "I like beans. I like tomatoes." How could I join those into one sentence?* Help students see the value of the conjunction *and*.

Choose an opinion book from the stack that includes several examples of the conjunction *and*. Read one of the sentences aloud. Ask students if they heard the *and*. Ask them to tell what it might have sounded like if the author had written two short sentences and not used *and*. Repeat the process with several other sentences.

After discussing the sentences, remind students that not every short sentence needs to be revised to include a conjunction.

Have students turn to p. 233 in *Student Interactive K.5*. Talk together about what they need to do to complete the activity.

Let students know that they may choose different words to tell about the orange that the opinions suggested.

## Independent Writing

Mentor STACK 

If students need extra support, help them identify more examples of sentences using *and* in different stack books. Students who added conjunctions should continue to add to their opinion book text or drawings. See the **Conference Prompts** on p. WW40 for more suggestions.

## Share Back

Have students share sentences they improved with the addition of *and*. Talk as a class about what the conjunction *and* joined together in each sentence.

**FAST TRACK**

# Edit for Complete Sentences

## Minilesson

Mentor **STACK** 

**TEACHING POINT** Authors check their writing before it is finished. They check to be certain they have used complete sentences. Complete sentences begin with a capital letter and end with punctuation.

**MODEL AND PRACTICE** Review several of the stack books. Point out complete sentences and have students tell the naming parts and the action parts. Say: *Authors want their writing to be understood by the people who read it. One way to make writing easier to understand is to use complete sentences. Good writers go back and make changes if they find that they have written a sentence that is not complete. They might need to change the sentence to help it make sense.*

Write a partial sentence on the board that does not begin with a capital letter and is missing any ending punctuation. Work with students to make edits to the sentence. Ask students to explain why each change was needed. Repeat the process with several other sentences or partial sentences.

Have students complete the activity on p. 234 in *Student Interactive K.5*. Check for understanding.

## Independent Writing

Have students spend independent writing time editing their opinion books. First, they should check for complete sentences, then capitalization and ending punctuation. If students need assistance, work with them as they check for one type of edit at a time. See the **Conference Prompts** on p. WW40 for additional suggestions.

## Share Back

Call on students to read a sentence they changed. Prompt students to tell why that change was made. Explain that editing and making changes is one of the most important steps in writing.


## OBJECTIVES

Identify the parts of complete sentences.

Use initial capitalization and ending punctuation in writing sentences.

Edit drafts with adult assistance using standard English conventions, including complete sentences.

STUDENT INTERACTIVE K.5, p. 234



**OPINION WRITING** **Read Together**

**Edit for Complete Sentences**

Authors make sure every sentence is complete and makes sense. Sentences begin with a capital letter and end with a punctuation mark.

**MY TURN** Write

There are many kinds of fruits


I like oranges best.

**O**ranges are good for you and they taste good.

**234** Directions: Read aloud the introduction to the class. Tell students that they need to help the author check for complete sentences and write anything that is missing. Read the sentences aloud and help students determine how they can make each sentence complete.

## Writing Support

- **Modeled** Go back to the students' writing and model how to edit words for initial capitalization and ending punctuation.
- **Shared** Have students identify the punctuation used at the ends of their sentences.
- **Guided** Provide explicit instruction about capitalizing the first letter in sentences using stack text examples.

 **Intervention** Refer to the *Small Group Guide* for support.

# Prepare for Celebration

## OBJECTIVES

Edit drafts with adult assistance using standard English conventions including conjunctions, complete sentences, initial capitalization, and ending punctuation.

Improve writing with the use of descriptive words.

## Minilesson

Mentor STACK



**TEACHING POINT** Before they celebrate their writing, authors check that their writing is as good and correct as possible. They make certain they used complete sentences with descriptive words and that each sentence begins with a capital letter and ends with punctuation. If there are short, choppy sentences, authors check to see if using the conjunction *and* could be helpful.

**MODEL AND PRACTICE** Work with students to review what they have learned about opinion writing.

- Opinion books tell the topic and state an opinion.
- A reason explains the opinion.
- Include a drawing that supports the opinion.
- Descriptive words give more details.
- The conjunction *and* joins words or parts of sentences.
- Sentences begin with a capital letter and end with a punctuation mark.

Model how one of the books in the stack uses what students have learned. Remind them to look for these elements in their own opinion books.

## Writing Support

- **Modeled** As you review students' work with them, model how to use the checklist to make changes.
- **Shared** Have students identify the changes they made using the checklist to assist them.
- **Guided** As students show you their writing, direct them to individual points on the checklist to guide them to make edits.



**Intervention** Refer to the *Small Group Guide* for support.

## Independent Writing

With assistance as needed, have students revise and edit their opinion books using the checklist as a guide. Encourage students to practice reading their opinion books aloud quietly. See **Conference Prompts** on p. WW40 for suggestions.

## Share Back

Invite students to share revisions they made. Reinforce the value of using a checklist to help remember what to focus on while revising.

# Celebration

## Minilesson

**TEACHING POINT** It is important to celebrate the work students have put into their opinion books. This helps students see their own progress and grow in confidence. While students write at different levels, celebrate the growth each student has made throughout the unit.

**MODEL AND PRACTICE** Tell students that you are going to celebrate the writing of your opinion book by reading it aloud to them. Do a Think Aloud before sharing, by stating what you need to remember when speaking to a group. Say: *I want to do a good job reading my work. I practice so I read my writing well. I need to speak clearly and loudly enough for everyone to hear me. I will show my drawing for all to see. I need to stand tall and be proud of my work. I know that the listeners will tell me the parts of my writing they thought were especially good.*

Model reading aloud at a good pace and volume to be heard. When finished, invite students to give positive feedback about your opinion writing by stating specific examples of parts they thought were especially well written.

Ask students to practice sharing their opinion books with partners before the formal Celebration begins.

## OBJECTIVES

Share opinion books.

Provide feedback to others.

## Independent Writing

Have students share their opinion books with the class. Prompt listening students to ask questions and share parts of the opinion books that they thought were especially well done. Remind students that they do not need to have the same opinion as the writer to admire the writing and drawing that were presented.

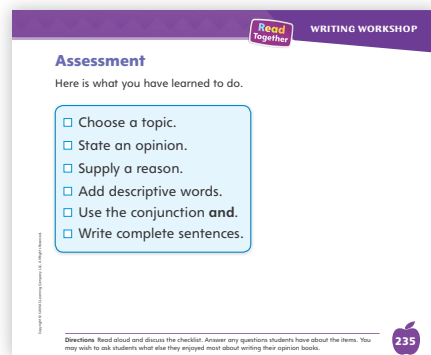
FAST TRACK

# Assessment

## OBJECTIVE

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic and state an opinion or preference about the topic.

STUDENT INTERACTIVE K.5, p. 235



## Minilesson

Mentor STACK



**TEACHING POINT** Assessment of writing helps students identify all they have learned and see any areas where they may still need more practice and support. As you review students' assessments, notice what they did well and what areas need improvement. Consider how you will share your feedback with students to help them make improvements and to celebrate what they have learned.

**MODEL AND PRACTICE** Tell students that today they will be looking back on what they have learned about opinion writing. They will assess what they learned and how their writing has improved. Have students recall the opinion books they have written and also the ones they have read in the stack books.

Tell students that before responding to assessment prompts, it is good to review what has been learned. Have students turn to p. 235 in *Student Interactive K.5*. Read the page with the students. Invite students to ask questions or add items to the list.

Ask students to remember the list as they begin the assessment.

## Assessment

See the unit assessment on p. WW47 and tell students they will be taking a writing assessment to see all they learned. Another form of assessment is to score students' writing using the rubric on p. WW47.



## OPINION WRITING

**Opinion Writing**

Provide students with the assessment prompt below. The prompt may be displayed for students or printed from SavvasRealize.com.

**Prompt** Write an opinion piece. First, state the topic and your opinion about the topic. Then draw or write your opinion piece.

**4-Point Opinion Writing Rubric**

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Writing clearly states an opinion on a topic.	Writing includes a clear topic, opinion, and strong reason.	The reason closely connects to and supports the opinion.	The writing includes strong use of descriptive words.	The use of conventions is clearly shown.
3	Writing adequately states an opinion on a topic.	Writing includes a topic, opinion, and reason.	The reason connects to and somewhat supports the opinion.	The writing includes descriptive words.	The use of conventions is somewhat shown.
2	Writing somewhat states an opinion on a topic.	Writing includes a topic and opinion, but no reason.	The reason somewhat connects to the opinion.	The writing includes a descriptive word.	The use of conventions is weak or uneven.
1	Writing does not state an opinion on a topic.	Writing lacks a topic, opinion, or reason.	The reason does not connect to the opinion or is missing.	The writing includes no descriptive words.	There is very little use of correct conventions.
0	Opinion piece gets no credit if it does not demonstrate adequate command of opinion writing traits.				





**Week 6**

**PROJECT FOCUS**

**This week students will**

- interview an older family member about what life was like when he/she was a child.
- write or draw about this person and present the information.

**Lesson 1**

**Foundational Skills**

T426–T427, T428  
T424–T425  
T444–T445

- Phonological Awareness: Medial /o/ and Medial /ō/
- Phonics: Review *Hh* and *Xx*
- Spelling: CVC Words

RF.K.2.d, RF.K.3.b,  
RI.K.9, SL.K.4

**Compare Across Texts**

- Then and Now
- Essential Question

**Inquire**

- Introduce the Project
- Use Words: Talk About the Past

**Lesson 2**

**Foundational Skills**

T430–T433, T428  
T446–T447  
T448–T449

- Phonics: Review Short and Long *u*
- Spelling: CVC Words

RF.K.2.d, RF.K.3.b,  
RI.K.2, W.K.7, L.K.3

**Explore and Plan**

- Informational Writing
- Write for a Reader: Audience

**Conduct Research**

- Conduct an Interview

**Lesson 3**

**Foundational Skills**

T434–T435, T429  
T450–T451

- Phonological Awareness: Medial /u/ and Medial /ū/
- Phonics: Reinforce Short and Long *u*, *Hh*, and *Xx*
- High-Frequency Words
- Spelling: CVC Words

RF.K.3, RF.K.3.c,  
W.K.7, W.K.8

**Refine Research**

- Take Notes

**Lesson 4**

**Foundational Skills**

T436–T441, T429  
T452–T453

- Phonics: Reinforce Short and Long *u*, *Hh*, and *Xx*
- Decodable Story: *A Home in the Past*
- Spelling: CVC Words

RF.K.3.a, RF.K.3.c,  
W.K.5, W.K.8, SL.K.2

**Collaborate and Discuss**

- Revise and Edit

**Lesson 5**

**Foundational Skills**

T442–T443, T429  
T454  
T455

- Phonological Awareness: Medial /e/ and Medial /ē/
- Phonics: Sentences I Can Read
- Spelling: CVC Words

RF.K.3, RF.K.3.b,  
SL.K.1, SL.K.5,  
L.K.1

**Celebrate and Reflect**

- Share
- Reflect

**Reflect on the Unit**

- Reflect on Your Reading
- Reflect on Your Writing



# INTEGRATE your INSTRUCTION

## English Language Arts

- Compose informative/explanatory pieces.
- Participate in collaborative discussions.

## Quest SOCIAL STUDIES



For alternative inquiry projects with a social studies focus, go online to [SavvasRealize.com](http://SavvasRealize.com).

## Social Studies

- Develop questions and plan inquiries.
- Gather and evaluate sources.
- Communicate conclusions and identify ways to take action.

## 4-Point Research Project Rubric



Score	Focus	Research	Development	Conventions	Speaking and Listening
4	The information is clear and addresses the assignment.	Interview and research process are completed thoroughly and clearly support the assignment.	The drawing or writing is relevant to the task and shows an understanding of how to develop the main topic.	The language and vocabulary are appropriate to the topic.	The oral delivery is clear, audible, and relevant. The student listens actively, asks questions, and follows oral directions.
3	The information is mostly clear and addresses the assignment.	Interview and research process are mostly complete and support the assignment.	The drawing or writing is mostly relevant to the task and shows some understanding of how to develop the main topic.	The language and vocabulary are mostly appropriate to the topic.	The oral delivery is mostly clear, audible, and relevant. The student listens adequately and follows most oral directions.
2	The information is somewhat clear and attempts to address the assignment.	Interview and research process are completed somewhat and basically support the assignment.	The drawing or writing is basically relevant to the task and shows a basic understanding of how to develop the main topic.	The language and vocabulary are somewhat relevant to the topic but may be unclear.	The oral delivery is mostly clear, audible, and relevant. The student listens somewhat and follows most oral directions.
1	The information is unclear or confusing and minimally addresses the assignment.	Interview and research process are incomplete and do not support the assignment.	The drawing or writing is not relevant to the task and shows a minimal understanding of how to develop the main topic.	The language and vocabulary are unrelated to the topic.	Student's speech is unclear. Student interrupts or is distracted while listening.
0	Possible characteristics that would warrant a 0: <ul style="list-style-type: none"> <li>• No response is given.</li> <li>• Student does not demonstrate adequate command of writing or delivery of an informational text.</li> <li>• Response is unintelligible, illegible, or entirely off-topic.</li> </ul>				



Have students complete the student-friendly Research Project Checklist, p. 249, from the *Resource Download Center*.

# Compare Across Texts

## OBJECTIVES

Evaluate details to determine what is most important with adult assistance.

Synthesize information to create new understanding with adult assistance.

Use text evidence to support an appropriate response.

Identify basic similarities and differences between two texts on the same topic.

## Then and Now

Remind students of the unit theme, *Then and Now*, and the Essential Question: *What can we learn from the past?* Remind students that they have been reading about the past, and they will now try to answer the Essential Question to get ready for their own research projects.

**TURN, TALK, AND SHARE** In pairs, have students look back at each text and find sentences or pictures that help them answer the Essential Question.

### Compare Across Texts

Once again, remind students that all of the selections in this unit are connected by the unit theme, *Then and Now*. Use the questions below to help students compare themes, topics, and genres across texts.

- In *Cars Are Always Changing* and *Grandma's Phone*, we see how some things like cars and phones were different in the past. What is positive and negative about these kinds of changes? (Possible response: The positive thing is that many times the changes improve something. The negative thing is that sometimes changes make more ways a thing can break or not work.)
- In *Tempura, Tempura*, we read about a connection between people from two different places. Why is it important to learn about these connections? (Possible response: People can see how they are alike, and maybe they will understand each other better.)
- How do *Changing Laws*, *Changing Lives* and *Uncovering the Past* both help us learn information about the past? (Possible response: *Changing Laws*, *Changing Lives* teaches us how one man worked to change unfair laws, and *Uncovering the Past* gives us information about people from the past.)

## Essential Question

**My TURN** Now have students write or draw their responses to the Essential Question: *What can we learn from the past?* Then explain to students that this week they will work on a research project in which they will interview an older family member about his or her childhood.



**ELL Targeted Support Making Connections** Help students think about the readings from the unit and the theme of *Then and Now* by organizing their thoughts using a graphic organizer.

Draw a T-chart on the board. At the top of the left column, write “Then.” At the top of the right column, write “Now.” Have students think about the texts from the unit and tell something from the past that goes in the “Then” column and something from the present that goes in the “Now” column. Write their responses on the chart. **EMERGING**

Draw the same T-chart as for the Emerging group. Have students think about the graphic organizer. Allow students to take turns filling in the information. **DEVELOPING**

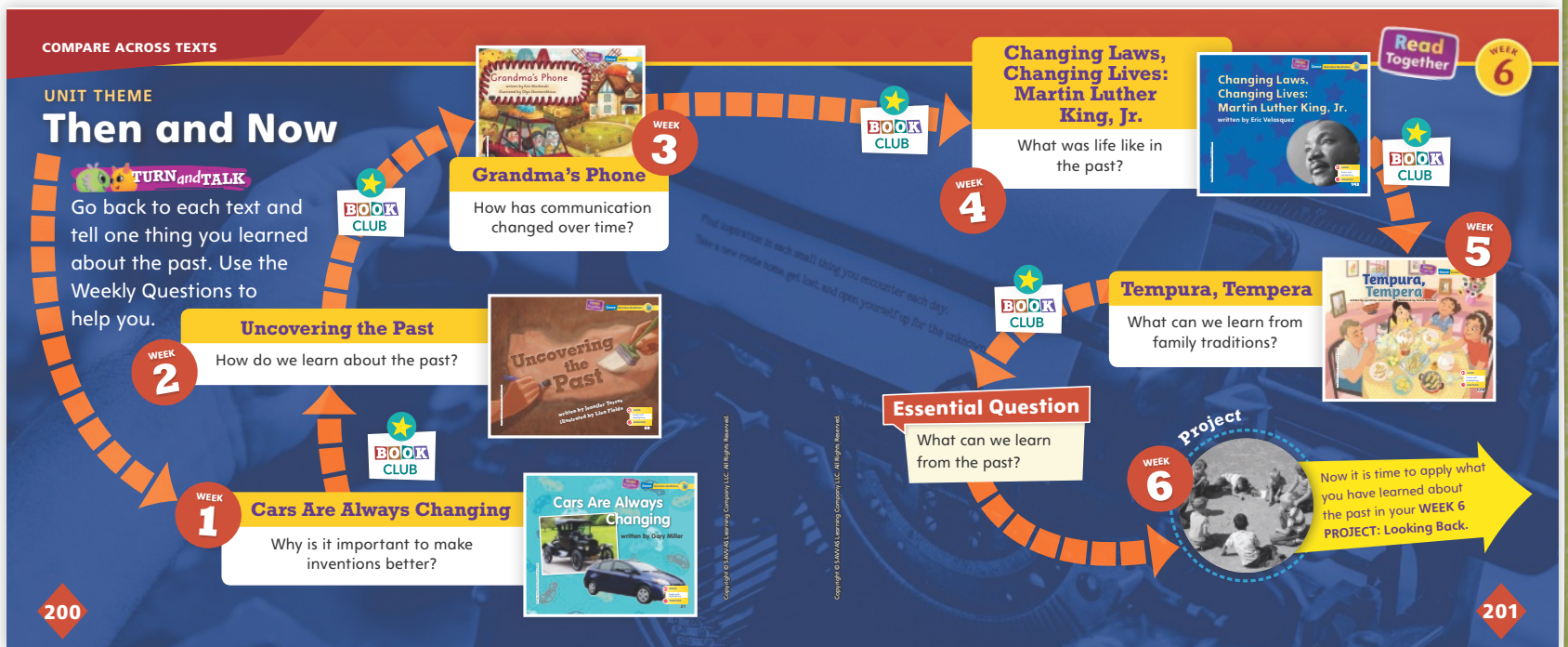
Have students create their own T-charts with the headings used in the Emerging and Developing groups. Have them work in pairs to complete the chart. **EXPANDING/BRIDGING**



Use the *ELL Observational Assessment Checklists* to monitor student progress for this unit.



STUDENT INTERACTIVE, pp. 200–201



# Word Work

## OBJECTIVES

Demonstrate phonological awareness.

Identify and match the common sounds that letters represent.

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

Identify and read common high-frequency words by sight.



Picture Cards

## Phonological Awareness: Medial /o/ and Medial /ō/

**FOCUS** Tell students that today they will review the sounds /o/ and /ō/. Have students say the sounds with you.

Display the *mop* Picture Card. This is a picture of a mop. Listen to the middle sound as I say this word: /m/ /o/ /p/. Does the word *mop* have the middle sound /o/ or /ō/? Students should say the sound /o/.

Display the *nose* Picture Card. This is a picture of a nose. Listen to the middle sound as I say this word: /n/ /ō/ /z/. Does the word *nose* have the middle sound /o/ or /ō/? Students should say /ō/.

**PRACTICE** Divide students into two teams, /o/ and /ō/. Tell students that you will say several words with the middle sound /o/ or /ō/. If they hear the sound /o/, the /o/ team will stand up. If they hear the sound /ō/, the /ō/ team will stand up. Use these words: *hose*, *dog*, *home*, *hope*, *flop*, *top*, *rope*, *rot*.

## Phonics: Review Words for Hh and Xx

### Minilesson

**FOCUS** Hold up the *hose* Picture Card. Say: This is a picture of a hose. The beginning sound in *hose* is /h/. The beginning sound /h/ is spelled with the letter *h*. Write *hose* on the board and underline the letter *h*. Point to the letter. What letter spells the sound /h/ at the beginning of *home*? Students should say the letter *h*.

Hold up the *box* Picture Card. Say: This is a picture of a box. The ending sound in *box* is /ks/. The ending sound /ks/ is spelled with the letter *x*. Write *box* on the board. Underline the letter *x*. What letter spells the sound /ks/ at the end of *box*? Students should say the letter *x*.

**MODEL AND PRACTICE** Have students turn to p. 202 in the *Student Interactive*. Ask them to look at the first picture. Then tell students to look at the sentence. Say: There is a letter missing that will complete the sentence. Let's read the beginning part of the sentence: *She had a \_at*. I see the picture is a hat. Let's write *hat* on the line.

**APPLY MyTURN** Have students finish p. 202 with a partner.



**ELL Targeted Support High-Frequency Words** Tell students that high-frequency words are words they see, hear, or say most often. Write the three high-frequency words on the board: *this*, *round*, *may*. Say the words aloud. Use them in sentences.

Review the three high-frequency words you wrote on the board. Ask students questions about when they were younger that require them to use the high-frequency words in their responses. **EMERGING**

Review the three high-frequency words you wrote on the board. Have student pairs ask questions they have about the past. Have pairs answer the questions using high-frequency words. Monitor student conversations. **DEVELOPING**

Have student pairs find a library book about the past, and have them write any high-frequency words they see. Then have students use each word in a sentence describing the past. **EXPANDING/BRIDGING**

## HIGH-FREQUENCY WORDS



Write the high-frequency words *this*, *round*, and *may*. Show students familiar letter sounds, such as *s/s/* and *m/m/*, in these words.

- Point to the word *this* and read it.
- Have students identify the word *this* by pointing to it, and then have them read it.
- Repeat for each word.

this

round

may

## STUDENT INTERACTIVE, p. 202

### REVIEW AND REINFORCE

#### Words for Hh, Xx

**MY TURN** Read and write

She had a \_at.



hat

The dog is in a bo\_.



box

The fo\_ can



fox

have the \_am.



ham

202

Directions Have students read each sentence and name the picture to complete the sentence. Then ask them to write the words for the pictures on the lines.



# Spelling CVC Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell high-frequency words.

### SPELLING WORDS

sun            bug  
tug            nut

### HIGH-FREQUENCY WORDS

this            may

## ELL Targeted Support

**Spell Words** Provide opportunities for students to practice spelling familiar words.

Show a picture of the sun. Segment the sounds in *sun* and have students name the letter that spells each sound. Have students write the word on a sheet of paper. Continue with *bug*. **EMERGING**

Show these pictures: sun, bug, nut. Have partners work together to say the sounds in each word and the letters that spell the sounds. Have them write the words on a sheet of paper. **DEVELOPING**

Say the words *sun*, *bug*, *nut*, and *tug*. Have students spell the words on a sheet of paper. Then have partners trade papers to check their spelling. **EXPANDING**

Say other familiar CVC words, such as *net*, *pan*, *leg*, and *tip*. Have students spell the words on a sheet of paper. **BRIDGING**

## FLEXIBLE OPTION

### LESSON 1

#### Assess Prior Knowledge

Read aloud the words and sentences. Have students spell each CVC word and the two high-frequency words.

1. I **tug** on the rope.
2. Where is the **sun**?
3. **This** water is cold.
4. That bird is eating a **nut**.
5. He **may** go to the park.
6. I see a **bug**.

### LESSON 2

#### Teach

**FOCUS** Explain that CVC words begin and end with a consonant and have a vowel in the middle. The vowel spells a short vowel sound.

**MODEL AND PRACTICE** Write the words *bug* and *nut* on the board. Underline the consonants and circle the vowels. Then say each word aloud and point out the CVC pattern.

**APPLY MyTURN** Have students complete p. 204 in the *Student Interactive*. Tell students to use the CVC pattern and what they know about high-frequency words they have learned to help them.

**REVIEW AND REINFORCE**

**Spell Words**

**MyTURN** Sort and spell

sun	bug	this
may	tug	nut

sun            this  
bug            may  
tug  
nut

**204** Directions: Say "Short u is often spelled u in words with three letters." Have students determine if each word follows the CVC pattern. Then have them spell and write the CVC words in the left column and the high-frequency words in the right column.

For additional support with ELL students, use the support in the side column.



## FLEXIBLE OPTION

## LESSON 3

## Review and More Practice

**FOCUS** Remind students how to identify words with the CVC pattern.

**MODEL AND PRACTICE** Have students practice spelling CVC words as you sound out each word. Use the following words: *sun, bug, tug, nut*. Make sure to say each phoneme clearly (/s/ /u/ /n/, *sun*).

**APPLY** Have students complete *Spelling* p. 215 from the *Resource Download Center*.





Read Together

Name \_\_\_\_\_

**Spell Words**

Spelling Words		
sun	bug	this
nut	tug	may

**MY TURN** Write

nut

bug

sun

tug

**This** is a fun game. **May** I play?

Directions: Have students look at the pictures and write the spelling word that describes each one. Then read the sentences and have students write the spelling word that best completes each sentence.

Grade K, Unit 4, Week 6  
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## FLEXIBLE OPTION

## LESSON 4

 Spiral Review

**FOCUS** Have students recall the previously learned CVC words with short e: *bed, fed, den, vet*.

**MODEL AND PRACTICE** Say the words *bed, fed, den, and vet* one at a time. Have students spell the words aloud together. Write the words on the board as students spell them.

**APPLY** Have students work in pairs to practice spelling CVC words. Create your own list of words for students based on class strengths and weaknesses.

## Writing Workshop

As students work on their writing, remind them to check the spellings of CVC words and high-frequency words they have learned.

## LESSON 5

 Assess Understanding

Read the sentences aloud. Ask students to spell each high-frequency word or CVC word. Repeat the word, and allow enough time for students to write each word before you read the next sentence.

## Spelling Sentences

1. I saw a small, black **bug**.
2. There is a **nut** on that plant.
3. **May** I help you with that?
4. She gave his sleeve a **tug**.
5. **This** is my bedroom.
6. The **sun** looks big today.

# Word Work

## OBJECTIVES

Identify and match the common sounds that letters represent.

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

Identify and read common high-frequency words by sight.



Picture Card

## Phonics: Review Words for Short and Long *u*

### Minilesson

**FOCUS** Today we are going to review short and long *u*. Hold up the *tub* Picture Card. This is a picture of a tub. Listen to the sounds in the word: /t/ /u/ /b/. What sound do you hear in the middle of *tub*? Yes, it is the sound /u/. Write the word *tub* on the board. Which letter spells the sound /u/? Students should say the letter *u*.

Write the word *tube* below *tub*. This is the word *tube*. Listen as I say the sounds in the word: /t/ /ū/ /b/. What sound do you hear in the middle of *tube*? Yes, it is the sound /ū/. Which pattern spells the sound /ū/? Students should identify the *u\_e* pattern.

**MODEL AND PRACTICE** Write the word *cub* on the board. Listen carefully to the following word: /k/ /u/ /b/, *cub*. Do you hear the sound /u/ in this word? What would the word be if we added an *e* to the end? Write the word *cube* on the board, and have students read the word. Write the following words on the board: *mule*, *tune*, *tug*, *rug*. Read the words with students. Have students hold up one finger if they hear the sound /u/. Have them wave their hands if they hear the sound /ū/.

## FORMATIVE ASSESSMENT OPTIONS

### Apply

**OPTION 1 MyTURN** Have students complete p. 203 in the *Student Interactive*.

**OPTION 2 Independent Activity** Have students illustrate one sentence from p. 203 in the *Student Interactive* on a separate sheet of paper. Then have students copy the sentence below their picture and underline the word with short or long *u*.

### QUICK CHECK

**Notice and Assess** Can students recognize the short *u* and long *u* sounds?

#### Decide

- **If students struggle**, revisit instruction for short and long *u* in Small Group on pp. T432–T433.
- **If students show understanding**, extend instruction for short and long *u* in Small Group on pp. T432–T433.

## HIGH-FREQUENCY WORDS

Tell students that high-frequency words are words that they will hear and see over and over in texts. Write and then read the words *this*, *round*, and *may*. Have students

- read the words with you.
- clap for each letter as they spell the words.


### STUDENT INTERACTIVE, p. 203

FOUNDATIONAL SKILLS


### Words for Short and Long u

**MYTURN** Read and circle


Jan is \_\_\_\_\_ in her blue dress.      cut      (cute)



I can play the \_\_\_\_\_.      (flute)      fun



The dog is in the \_\_\_\_\_.      (tub)      tube



**Directions** Remind students that the letter *u* can make the short vowel sound /u/ and the vowel pattern *u\_e* can make the long vowel sound /u/. Have students read each sentence and the answer choices. Ask them to circle the word that best completes the sentence.

203

## ADDITIONAL PRACTICE

For additional student practice with words with long and short *u*, have students complete *Phonics* p. 192 from the *Resource Download Center*.

FOUNDATIONAL SKILLS

Name \_\_\_\_\_

Read Together



### Phonics

Short u and Long u

**MYTURN** Read, underline, and circle

(cube)      cub  
hum      (mule)  
luck      mud  
(tube)      (huge)

**MYTURN** Write

cube      cub

**Directions** Have students read the words. Then ask them to underline the words with short *u* and circle the words with long *u*. Next, have students write the word that matches each picture, say the word aloud, and tell if it has long or short *u*.

Grade K, Unit 4, Week 2  
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*Phonics*, p. 192

Use the  **QUICK CHECK** on p. T431 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### SHORT AND LONG *u*

Write the word *cut* on the board. This is the word *cut*. Listen: /k/ /u/ /t/. Does the *u* in *cut* have a long or short sound? Yes, it has a short sound.

Let's add an *e* to the word *cut*. Say the word with me: /k/ /ū/ /t/. Does the *u* in *cute* have a long or short sound? Yes, it has a long sound.

Tell students you will read words with short and long *u*. If they hear short *u*, they should clap. If they hear long *u*, they should pat their head. Display and read these words: *cup*, *huge*, *sub*, *flute*.

### ELL Targeted Support

Tell students that the short and long *u* sounds are often in the middle of words. Display the words *jump*, *fume*, *tube*, *mug*, and *fun*.

Read the words with students. Have them say the words while monitoring their pronunciation. Then have them identify whether each word has a short or long *u* sound. **EMERGING**

Read the words with students. Ask them to identify the middle sounds /u/ and /ū/. Then have pairs draw pictures with the sounds /u/ and /ū/ and label them *u* or *u\_e*. **DEVELOPING**

Encourage students to list other words they know with short or long *u*. **EXPANDING**

Have students look through content books to find words with short or long *u*. Have them share what they find with a partner. **BRIDGING**



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

## Intervention Activity

### SHORT *u*

Use Lesson 29 in the *myFocus Intervention Teacher's Guide* for instruction on reading short *u* words.

LEVEL A • MODEL AND TEACH

**Lesson 29** Short *u*

**INTRODUCE** Remind students that words are made up of consonant and vowel sounds. You learned that /ū/ is spelled with the letter *u*, and you learned how to blend letters to read words with this sound. Today we will learn another way to read words with the short-*u* sound.

**MODEL** Display or share copies of the following passage, "Gus Has Fun," from Student Page S169, and read it aloud.

**Gus Has Fun**

Gus is out of the hut.  
Gus is on a fun walk.  
Gus can hum as he walks.  
But Gus will not run;  
It is too hot in the sun!

ends with -un

**TEACH** Point to *fun* in the second line. The word *fun* has a consonant, then a vowel, and then another consonant. Each letter has its own sound. Point to the word *run*. Changing a letter in a word makes a new word. When the *f* in *fun* is changed to an *r*, the word *fun* becomes *run*. Repeat with the word *sun*. *Fun*, *run*, and *sun* all have a short *u* sound and end with -un.

Explain that students can read more words when they learn how to recognize letter combinations that include a short *u*. Point to the word *hut* in the first line. Say: When I hear a word that ends with the -*ut* sounds, I can spell the word. The word *hut* ends with the sounds /ū/ and /t/. I can write the letter combination -*ut*. The word starts with the sound /h/. I know the letter *h* makes the /h/ sound. I can add the letter *h* to the beginning of -*ut*. Work through other examples, such as *but*, *cut*, and *nut* by changing, adding, and deleting letters. Point to the word *Gus* in the first line. Note that the name *Gus* is the word *us* with a *G* at the beginning.

**OBJECTIVES:**

- Read words with the short *u* sound.
- Form words using the short *u* sound.
- Change, add, and delete sounds to make new words.
- Spell VC, CVC, and CCVC words.
- Understand that different short *u* CVC words are easily formed just by changing the consonants.

Phonics, Morphology, and Spelling T • 169

## Intervention Activity

### PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 5–20.



## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles to students. Have students use the Letter Tiles to spell short and long *u* words. Example answers include: *sun, fun, run, nut, rut, mute, cute, flute.*



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

### Decodable Book



Students can reread the Decodable Book *Ed and Eve* to practice reading words with the sounds /d/, /f/, /v/, and /e/.

Before reading, remind students of last week's high-frequency words: *please, want, every*. Tell them that they will practice reading these words in the Decodable Book *Ed and Eve*. *When you see these words in today's story, you will know how to read them.*

Pair students for reading and listen carefully as they use letter-sound relationships to decode. Students read the entire story, switching readers after each page. Partners then reread the story.

### High-Frequency Words

Write high-frequency words on wooden sticks placed in a cup. Have students draw sticks and read words. If they don't know a word, gently tell them. The goal is to read all the words.

### Centers



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

## Decodable Book

**Ed and Eve**  
Written by James Adams  
Illustrated by Leila Ali

Decodable Book  
23

Short e	Consonant	Consonant	Consonant
Ed yet	Dd /d/	Ff /f/	Vv /v/
vet	Ed	five	drives
Long e	dad	fun	five
Eve	drives	van	vet

**High-Frequency Words**  
every now they four please want

1

My dad is Ed.  
He drives a cab now.

2

That is my dad at four.  
That is his dad in the brown belt.

3

My mom is Eve.  
She is a vet now.

4

That is my mom at five.  
That is her mom in the blue hat.

5

That is mom and dad in the past.

6

They had a fun van.  
They did not have Sis and me yet.

7

I want to see us, please.  
I like this every time I see it.

8

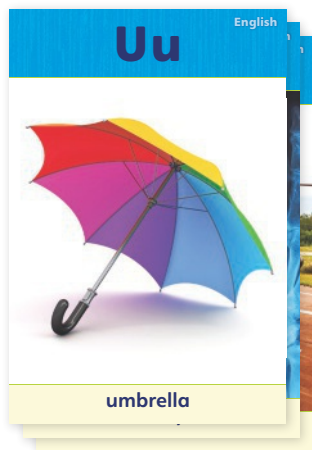
# Word Work

## OBJECTIVES

Demonstrate phonological awareness.

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

Identify and read common high-frequency words by sight.



Alphabet Cards

## ELL Language Transfer

**High-Frequency Words** Many times high-frequency words in other languages are translations of the English words. For example, the word *this* is also a high-frequency word in Spanish and Portuguese: *este* and *esta*; French: *ça* and *ce*; and Swahili: *hii*. Note that in Spanish, Portuguese, French, and other languages such as Hebrew, certain words have both masculine and feminine translations. This is the reason there may be two words for one English word.

## Phonological Awareness: Medial /u/ and Medial /ū/

**FOCUS AND MODEL** Tell students that today they will review the sounds /u/ and /ū/. Have students repeat the sounds /u/ and /ū/ after you.

Say the word *rug*. Listen to the middle sound as I say this word: /r/ /u/ /g/. Does the word *rug* have the middle sound /u/ or /ū/? Students should say the sound /u/.

Say the word *June*. Listen to the middle sound as I say this word: /j/ /ū/ /n/. Does the word *June* have the middle sound /u/ or /ū/? Students should say /ū/.

**PRACTICE** Divide students into two teams, /u/ and /ū/. Tell them that you will say several words with the middle sound /u/ or /ū/. If they hear the sound /u/, the /u/ team will stand up. If they hear the sound /ū/, the /ū/ team will stand up. Use these words: *flute, lunch, dust, tune, cube, jump*.

## Phonics: Reinforce Words for Short and Long u, Hh, and Xx

### Minilesson

**Focus** Use the *Uu, Hh, and Xx* Alphabet Cards to review the sound spellings for short *u, Hh, and Xx*. Write the vowel pattern *u\_e* on the board to review the sound spelling for long *u*.

**Model and Practice** Write the word *rub* on the board. *You have learned all the letter sounds in this word. Let's use what we know about the letters and sounds to read the word together.* Point to each letter as students say the sound. *What sound does r spell? What sound does u spell? What sound does b spell? Now let's blend the sounds together to read the word: /r/ /u/ /b/, rub.* Continue the routine with these words: *ham, tune, mix*.

**APPLY** Have students take turns reading the words on the board with a partner.



# High-Frequency Words

## Minilesson

**FOCUS** Say: Today we will practice reading the high-frequency words *may*, *this*, and *round*. Have students read the words at the top of p. 205 in the *Student Interactive* with you: *may*, *this*, *round*.

**MODEL AND PRACTICE** Have students look at the words at the top of p. 205. Say: I will read a word, and I want you to point to it. Then we will read the word together. Read *may*, and have students point to it. Now let's read the word together: *may*. Repeat with the other words. Ask students to use the words in sentences.


**APPLY MyTURN** Have students read the sentences on p. 205 with you. Ask them to identify the words *may*, *this*, and *round* in the sentences. Have them underline the high-frequency words in the sentences. Then have them read the sentences with a partner.

STUDENT INTERACTIVE, p. 205

FOUNDATIONAL SKILLS

### My Words to Know

may    this    round



### My Sentences to Read

 **MYTURN** Underline

They made a round ham.

May I have some of this?

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**Directions** Remind students that there are some words we will see a lot when we read. Have students read the high-frequency words. Then have them read the sentences and underline the high-frequency words in the sentences.

205



# Word Work

## OBJECTIVES

Identify and match the common sounds that letters represent.

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

## Phonics: Reinforce Words for Short and Long *u*, *Hh*, and *Xx*

### Minilesson

**FOCUS** Write the word *cut* on the board. This is the word *cut*. Listen as I blend the sounds to read the word: /k/ /u/ /t/, *cut*. Have students come up to the board and blend the sounds in *cut* as they point to the letters. Circle the *u* in *cut* as you say /u/. Write the word *cube* on the board under *cut*. Do you remember what happens to the vowel sound when an *e* is added to the end of a word? Students should say the middle sound changes. What is the new middle sound? Who can read the new word on the board? Have volunteers come to the board and read the word *cube*. Circle the letters *u* and *e* in the word.

Write the word *hut* on the board. This is the word *hut*. Listen as I blend the sounds to read the word: /h/ /u/ /t/, *hut*. Have students come up to the board and read the word *hut*. Which letter spells the sound /h/ in *hut*? Yes, the letter *h* spells the sound /h/ in *hut*. Circle the *h* in *hut* as you say /h/. Continue with the word *mix* to review the sound /ks/ spelled *x*.

**MODEL AND PRACTICE** Have students turn to p. 206 in the *Student Interactive*, and name the pictures with students. Then have them point to the first phrase. Let's read this phrase together: *a fox in a box*. Which picture shows a fox in a box? Have students draw a line from the phrase *a fox in a box* to the picture of the fox.

**ELL Targeted Support Sounds and Letters** Provide opportunities for students to connect the sound /h/ with the letter *Hh* in English words.

Write *hop* on the board. Say the word, pointing to *h* and emphasizing the sound /h/. Have students repeat after you. Continue with *ham*, *hit*, *him*, and *hut*. **EMERGING/DEVELOPING**

Display these words one at a time: *hat*, *ham*, *hut*, *hill*. Have students say each word and identify the beginning sound. Then ask them to think of other words that start with the /h/ sound. **EXPANDING/BRIDGING**



## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 MyTURN** Have students complete p. 206 in the *Student Interactive*.

**OPTION 2 Independent Activity** Have pairs of students use Letter Tiles to create three CVC words. Each word should include at least one of these letters: *h*, *x*, *u*. Then have them use the tiles to create one *u\_e* word.

## QUICK CHECK

- **Notice and Assess** Can students read words with short and long *u*, *h*, and *x*?

## Decide

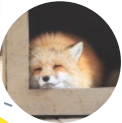
- **If students struggle**, revisit instruction for short and long *u*, *h*, and *x* in Small Group on pp. T440–T441.
- **If students show understanding**, extend instruction for short and long *u*, *h*, and *x* in Small Group on pp. T440–T441.


## STUDENT INTERACTIVE, p. 206


REVIEW AND REINFORCE


### Words for Short and Long u, Hh, Xx


**MYTURN** Read and match

a fox in a box 

a cute hat 

a red hen 

a little cub 

a yellow sun 

Directions Have students tell what they see in the pictures. Then ask them to read the phrases and draw a line from each phrase to the matching picture.

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## ADDITIONAL PRACTICE

For additional student practice with *h* and *x*, have students complete *Phonics* p. 193 from the *Resource Download Center*.

FOUNDATIONAL SKILL

Name \_\_\_\_\_

### Phonics

Consonants Hh, Xx

**MYTURN** Write and read

Hh		Xx	
zip	<u>h</u> ip	mix	si <u>x</u>
role	<u>h</u> ole	Max	ta <u>x</u>
rut	<u>h</u> ut	ox	fo <u>x</u>
dive	<u>h</u> ive	wax	a <u>x</u>

Directions Have students read each word. Then have them write h or x to complete the words with missing letters. Ask students to read the rhyming pairs.

Grade K, Unit 4, Week 2

193

*Phonics*, p. 193

# Decodable Story

## OBJECTIVES

Identify and match the common sounds that letters represent.

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

Identify and read common high-frequency words by sight.

## ELL Access

It is important for students to be comfortable reading aloud. Display the Decodable Story to allow students to practice reading it again and again. Monitor their pronunciation of English sounds.

## Read *A Home in the Past*

**FOCUS** Have students turn to p. 207 in the *Student Interactive*. We are going to read a story today about a family from long ago. Point to the title of the story. The title of the story is *A Home in the Past*. I hear the sound /h/ in the word *Home*. In this story, we will read other words with the sound /h/ and other sounds we have learned, such as /u/, /ū/, and /ks/.

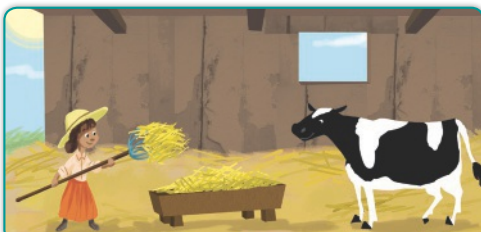
**IDENTIFY AND READ HIGH-FREQUENCY WORDS** Remind students of this week’s high-frequency words: *this, round, may*. Tell them that they will practice reading these words in the story *A Home in the Past*. Display the words. Have students read them with you. When you see these words in the story *A Home in the Past*, you will know how to identify and read them.

STUDENT INTERACTIVE, p. 207

DECODABLE STORY

FOUNDATIONAL SKILLS

### A Home in the Past



Highlight the words with the short u sound.

June is up with the sun.

She will help Bess.

AUDIO  
Audio with Highlighting

ANNOTATE

207



**READ** Have students whisper-read the story as you listen in. Then have students reread the story page by page with a partner. Listen carefully as they use letter-sound relationships to decode. Partners should reread the story with the other student beginning.

After students have read the story, call their attention to the title. **I see the letter *H* in the word *Home*. What sound does the letter *H* spell?** Help them identify, or say, the sound /h/. Then have students read the first two sentences in the story on p. 207 in the *Student Interactive*. **I see the letter *u* in three of the words in the first sentence.** Read the words *June*, *up*, and *sun*. **Which two words have the sound /u/ spelled *u*?** Have students highlight the words with the sound /u/: *up*, *sun*.

Have students turn to pp. 208–209. **I hear a word on page 208 that begins with the sound /h/. Which word begins with /h/?** Students should supply the word *hum*. **Which words on page 209 begin with the sound /h/?** Students should supply the words *ham*, *home*, and *have*. Have students underline the words that begin with the sound /h/.

## STUDENT INTERACTIVE, pp. 208–209



## DECODABLE STORY

## FOUNDATIONAL SKILLS



June will hum a tune with Mom.  
They get sod for the fire.  
They set this log in the box.  
Now June and Max may run.

208

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Mom made a round ham.  
Pop is home!  
Now they can have it.

209

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Underline the words  
with the h sound.

Use the  **QUICK CHECK** on p. T437 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### SHORT AND LONG *u*, *Hh*, AND *Xx*

Write *hum* on the board. This is the word *hum*. Listen: /h/ /u/ /m/. What is the beginning sound? (/h/) What letter spells this sound? (the letter *h*) Repeat with the middle sound /u/ spelled *u*. Continue the routine with the words *tube* and *six* for long *u* and *x* /ks/. Ask students to say at least one more word for each letter sound.

### ELL Targeted Support

Tell students that it is important to know which sounds letters make in the English language.

Hold up a picture of a hammer. Have students name the picture while monitoring their pronunciation. Flip the card over and point to the *h* as students say the sound /h/ again. Repeat with pictures of a box, bus, and cube for *x* and long and short *u*. **EMERGING**

Hold up a picture of a hammer. Have students name the picture while monitoring their pronunciation. Write *Hh* on the board and have students repeat the sound /h/. Ask them to name another word with /h/ spelled *Hh*. Repeat with pictures of a box, bus, and cube for *x* and long and short *u*. **DEVELOPING**

Have students list words with the sound /h/, self-correcting their pronunciation. Write the words, and have students identify the letter that spells the sound /h/ in each word. Continue with the sounds /ks/, /u/, and /ū/. **EXPANDING/BRIDGING**



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

## Intervention Activity

### LONG *a*, *i*, AND *o*

Use Lesson 30 in the *myFocus Intervention Teacher's Guide* for instruction on reading words with long vowel sounds.

LEVEL A • MODEL AND TEACH

**Lesson 30** Long *a*, *i*, and *o*


**INTRODUCE** Connect today's lesson to short vowel sound-spellings by writing *cap* and *at* for students. You can read words like these. They both have short *a*: pronounced /ă/. spelled *a*. Repeat the short *a* sound with me: /ă/. Explain that students will learn how to spell and read words with long *a*, pronounced /ā/ as in *cape*. Use the same routine to review the short vowel sounds for *i* and *o*. Point out that students will also learn about long *i* and long *o* in this lesson.

**MODEL** Display or share copies of "Bike Ride" from Student Page S175, and read it aloud.

long *a* spelled *a\_e* **Bike Ride**

Jane and Sid ride bikes side by side.  
Jane and Sid ride a mile at a time.  
Jane and Sid race home.

long *a* spelled *a\_e*



**TEACH** Explain that students can read more words when they learn how long vowel sounds are spelled. Remind students that long vowels say their name.

Write *a\_e* and say its sound: /ā/. Point out *Jane* and *race*. *Jane* and *race* both have a long *a* sound spelled *a\_e*. The letter *e* is silent but gives the vowel *a* its long sound. The blank shows where a consonant will go. Write *J* in front of the pattern and blend the sounds /j/ā/. Have students blend with you as you run your hand under the letters. Write *n* in the blank and have students say its sound with you. Then blend the whole word, pointing to *a* and *e* as you say /ā/. This is how I blend this word: /j/ā/n/. *Jane*. Say the word with me. Then review the silent *e* rule with students. Remember that the *e* at the end is silent but makes the vowel say its name. Cover the *e* and ask what the new word is. (*Jan*) This is another example of how adding a letter forms a new word. The *e* at the end turns *Jan* into *Jane*.

Follow this procedure to model words with the long *i* sound and long *o* sound, such as *side* and *home*. Point out how *Sid* becomes *side* when the letter *e* is added to the end.

Phonics, Morphology, and Spelling T • 175

## Intervention Activity

### PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 5–20.



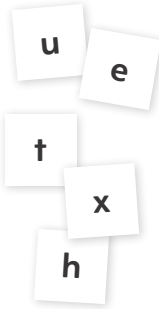
## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles to students. Have students use the Letter Tiles to make *h*, *x*, or *u* words. Allow any suitable answers, but example answers include: *bug*, *ox*, *six*, *nut*, *tube*, *hat*, *hid*.



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

### Decodable Book



#### PLAY AT HOME

Students can read the Decodable Book *Play at Home* to practice reading words with /u/, /ū/, /h/, and /ks/ and high-frequency words they have learned this week.

Before reading, display and remind students of this week's high-frequency words: *this*, *round*, *may*. Tell them that they will practice reading these words in the Decodable Book *Play at Home*. **When you see these words in today's story, you will know how to read them.**

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

### Centers



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

## Decodable Book

**Play at Home** Decodable Book 24  
Written by Marisol Alba  
Illustrated by Anna Stern

Short a (CVC words)	Long a (VCE words)	Consonant Cc /u/	Consonant Tt /h/
dots	home	can	fan
Tom	tote	cap	Tom
top		cup	top
		cup	tote

**High-Frequency Words**  
again may play pretty some  
have open please round this

1

Tom and I like to play.  
This is the play home.

2

We open the tote bag.  
I have a pretty round cap on top.  
Tom has a tan vest with dots.

3

May I get you some in a cup?  
Yes, please.

4

Mom and I made it.  
We can make it again.

5

May I get you one?  
Yes, please.

6

I want a round one.

7

This is the best!

8

# Word Work

## OBJECTIVES

Demonstrate phonological awareness.

Identify and match the common sounds that letters represent.

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

Identify and read common high-frequency words by sight.

## ADDITIONAL PRACTICE

For additional student practice with high-frequency words, have students complete *My Words to Know* p. 199 from the *Resource Download Center*.

*My Words to Know*, p. 199

## Phonological Awareness: Medial /e/ and Medial /ē/

**FOCUS** Tell students that today they will review the sounds /e/ and /ē/. Have students repeat the sounds /e/ and /ē/ after you.

Say the word *red*. Listen to the middle sound as I say the word *red*: /r/ /e/ /d/. Does the word *red* have the middle sound /e/ or /ē/? Students should say the sound /e/.

Say the word *read*. Listen to the middle sound as I say the word *read*: /r/ /ē/ /d/. Does the word *read* have the middle sound /e/ or /ē/? Students should say /ē/.

**PRACTICE** Divide students into two teams, /e/ and /ē/. Tell them that you will say several words with the middle sounds /e/ and /ē/. If they hear the sound /e/, the /e/ team will stand up. If they hear the sound /ē/, the /ē/ team will stand up. Use these words: *fed, feed, bead, bed, bet, beat*.

## Phonics: Sentences I Can Read

### Minilesson

**FOCUS** Tell students that today they will read some sentences. The sentences we read will include only sounds and high-frequency words we already have learned.

**MODEL AND PRACTICE** Give a child a pencil that needs to be sharpened. Write on the board: *[Student's name] can fix this. [Student's name] can mix this. Let's read the sentences.* Read the sentences with students. What is *[Student's name]* holding? What is the matter with the pencil? Students should say it does not have a point. Which sentence on the board best matches *[Student's name]* and the pencil? Students should say *[Student's name] can fix this*.

**APPLY MyTURN** Guide students as they use letter-sound relationships to read the words and complete the activity on p. 210 in the *Student Interactive*. Then have them work with a partner to complete p. 211.



**ELL Targeted Support High-Frequency Words** Remind students that high-frequency words are words they see, hear, or say most often. Write the words *this*, *round*, and *may* on the board. Point to each word and say it aloud. Have students repeat after you. Then model how to use these words in questions and answers, such as *What shape is this ball?*

Review the three high-frequency words you wrote on the board. Say them aloud again and have students repeat after you. Then ask questions using these words. The questions should require *yes/no* or one-word answers. **EMERGING**

Point out the high-frequency words on the board and say them aloud with students. Model using simple questions with two high-frequency words in them. Then invite volunteers to answer the questions. **DEVELOPING**

Have student pairs work together to ask and answer questions using the high-frequency words you wrote on the board. Monitor their conversations and correct as needed. **EXPANDING/BRIDGING**

## HIGH-FREQUENCY WORDS



Remind students that high-frequency words are words that appear over and over in texts. Say the word *this* and ask students which letters spell the word. Have students

- say the letters as you write them on the board.
- repeat with *round* and *may*.
- read the words aloud.

### STUDENT INTERACTIVE, pp. 210–211

#### REVIEW AND REINFORCE

#### FOUNDATIONAL SKILLS

### Sentences I Can Read

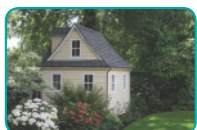
**MY TURN** Read and write



- Can you fix the flat tire?  
 Can you mix the flat tire?



- He had a huge cap.  
 He had a huge cup.



- They like the cute ham.  
 They like the cute home.

210

Directions Have students tell what they see in each picture. Then ask them to read each pair of sentences and write an X in the box by the sentence that tells about the picture.

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### Sentences I Can Read

**MY TURN** Read and circle

The bug is cute.



He can fix this.



We like ham.



Directions Ask students to read the first sentence. Then have them look at the pictures and circle the one that matches the sentence. Continue with the remaining sentences and pictures.

211



# Inquire

## OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

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

Respond using newly acquired vocabulary as appropriate.

Generate questions for formal and informal inquiry with adult assistance.

Develop and follow a research plan with adult assistance.

## ELL Language Transfer

Help speakers of Spanish and other languages see the language connections with the cognates for the word *tradition*. For Spanish speakers, the word is *tradición*. For speakers of French and Danish, the word is *tradition*. For German speakers, it is *tradition*, and for Italian speakers, it is *tradizione*.

## Introduce the Project

**TEACHING POINT** Explain to students that this week they will work on a research project in which they interview an older family member about his or her life as a child. Remind students that doing research on something means learning information about it so that you can understand it.

Explain to students that they will work collaboratively with others through discussion to develop and follow a research plan—a plan for how and where to search for the information they need. Tell them that they will follow rules during these discussions, including taking turns. Use the Model and Practice below to help students begin thinking about and planning their research projects.

**MODEL AND PRACTICE** Say: *First, let's think about what was different for children in the past. Start by thinking about the things you do for fun, places you go, and what helps you do your daily routines.*

Use the questions below to help students begin looking back.

- What kinds of things do children do differently today than in the past?
- What do we have now that people in the past did not?
- How are children the same now as in the past?

**COLLABORATE** Have student pairs look at the picture on p. 212 in the *Student Interactive*. Have students use the picture to talk about the above questions and the question on p. 212, *How did children live in the past?*

## Use Words: Talk About the Past

**COLLABORATE** Remind students that the Academic Vocabulary words *time*, *change*, *discover*, and *tradition* all relate to the unit theme, *Then and Now*. Model these words by using them in sentences related to a research plan. Say: *I want to discover more about my family member. I want to know about changes between then and now. I would like to know about a different time. I would like to learn about another family tradition.* Assist students as they collaborate on developing their research plans on p. 213 in the *Student Interactive*. Tell them to follow discussion rules, such as taking turns.



### EXPERT'S VIEW Alfred Tatum, University of Illinois at Chicago

“Give children an opportunity to share their ideas orally because language development is absolutely critical for young learners. Children should be able to try on words and ideas in a very supportive environment.”

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

## DIFFERENTIATED SUPPORT

**OPTION 1 Intervention** If students struggle to talk about and create research plans, provide sentence frames, such as *When I interview, I will \_\_\_\_\_.* *I will need to \_\_\_\_\_ to remember the answers of my interviewee.*

**OPTION 2 Extend** Invite students to write or draw what they already know about the family member they plan to interview. Have them share their ideas with a partner and use academic vocabulary as they tell about their writing or drawing.


## ELL Targeted Support

Assist students in their discussions about questions to ask at the interview and which steps to follow in their research plans. Ask students to find out prior knowledge about family members and questions they want to know about their lives. Discuss agreed-upon rules for interviews.

**NEXT STEPS** Tell students that they will begin their projects. Once they have thought of a research plan, explain that the next step is to learn more about informational texts and questions for the interview. Tell students they should follow the research plan they developed and check off the steps as they complete them.

STUDENT INTERACTIVE, pp. 212–213

INQUIRE Read Together PROJECT-BASED INQUIRY



### Looking Back

Look at the picture. How did children live in the past?

**TURN and TALK** Talk about how children from the past and children today are alike and different.

### Use Words

**COLLABORATE** Talk to your partner. What questions do you have about life in the past? Use new academic words.

**My Research Plan** Fill in the steps. Check each box as you do your project.

- Choose a person to interview.  
Possible responses: \_\_\_\_\_
- Ask questions and take notes about life in the past.  
\_\_\_\_\_
- Share my writing.  
\_\_\_\_\_

Directions Have partners discuss what they want to learn about life in the past. Encourage them to use Academic Vocabulary as they generate questions. Then help students develop, and then follow, a research plan for their project. Say: Think about the steps you need to follow for your project and write them on the lines. Then check the boxes as you do the steps.

212 213



# Explore and Plan

## OBJECTIVES

Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name a topic and supply information about it.

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## Informational Writing

Explain that informational texts have a title and main idea. Direct students to p. 214 in the *Student Interactive*. Use the Model and Practice below to help students explore the characteristics of informational writing.

**MODEL AND PRACTICE** Say: *Writers can tell a lot of information with the titles they choose. The title tells what a text is about because it gives it a name. How can we tell that something is a title?* Allow volunteers to give responses. (Possible responses: A title comes at the top of a text. A title is on the cover if the text is a book.) *Informational writing, like what you will do about your family member, has a main idea. The main idea tells what the text is mostly about. Think about the main idea in the student model on page 214.* Read the student model aloud, and then guide students to complete the activity on p. 214.

**Student Model** Guide students to understand the parts of an informational text as they work on the activity on p. 214. Point to parts of informational writing in the student model, and discuss how these parts help us learn something about the topic. In this case, the topic is the writer's dad. Encourage students to think about questions they can ask in their research and how that could be made into informational writing.

### Write for a Reader

**Audience** Have students consider the audience for their informational text. Ask questions to help students think about audience, such as: *What would your audience like to know about the person you interview? What could your audience learn about the past?* Record students' responses. Remind students to continue to think about their audience as they write their informational texts.

**ELL Targeted Support Analyze Informational Writing** Have students discuss the parts of an informational text.

Review the definitions of *title* and *main idea*. Point to and read the title and main idea of the text and have students say which one it is. Then display another example of informational text and have students point to each section when you say the word. **EMERGING/DEVELOPING**

Have students work in small groups to practice the list of words related to informational writing. Have them do an action in which one student says a word and another student points to that part of the student model. Have students take turns using these words in sentences. **EXPANDING/BRIDGING**

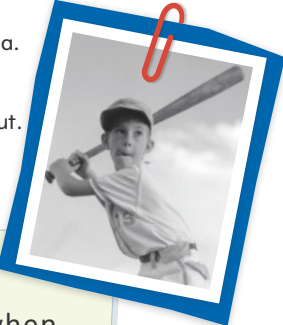
**NEXT STEPS** Remind students that they will conduct an interview for their research projects. Tell students that they will ask questions of the person they interview about that person's childhood.

STUDENT INTERACTIVE, p. 214

EXPLORE RESEARCH Read Together

**What Is It About?**

Informational texts have a title and main idea.  
The **title** often names the topic of the text.  
The **main idea** is what the text is mostly about.



**My Dad**

My dad was outside a lot when he was a kid. He played baseball with his friends. He found rocks for his rock collection.

**214** Directions Read aloud the information and the model text. Ask students to find and circle the title of the text. Have them talk about what they learn about the text from the title. Then have students find and underline the main idea of the text.

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# Conduct Research

## OBJECTIVES

Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.

Generate questions for formal and informal inquiry with adult assistance.

Gather information from a variety of sources with adult assistance.

## CUSTOMIZE IT!

Collect a variety of props for students to use in the classroom, such as hats, coats, scarves, and necklaces. Model how to conduct an interview as in the Model and Practice, but do so wearing one of the props. Set up interview stations where student pairs can pretend to be the interviewer and interviewee. Then students may want to incorporate some of the questions they used in the mock interviews in their real ones.

## Conduct an Interview

**TEACHING POINT** Explain to students that they will be conducting interviews for their research. Tell them that an important part of conducting an interview is generating, or making up, questions to ask the person you are interviewing. Have students discuss the picture on p. 215 in the *Student Interactive*. Use the Model and Practice to explain how to express needs and wants.

**MODEL AND PRACTICE** Say: *To conduct an interview means to ask someone questions. In this case you will be asking your family member about his or her childhood. So you need information from the person; however, you want to ask in a nice way. How do you think we should start our interviews?* Allow volunteers to share their ideas. Answers will vary, but focus first on a start or introduction. Say: *Now we are going to practice our interviews. You will work with a partner and take turns introducing yourself, asking questions, listening to the answers, and thanking the person at the end of the interview.* Explain that when they have their real interviews, students will take notes, and they will work on this skill in the next lesson.

Write the steps on the board:

- Introduce yourself.
- Ask a question.
- Listen and take notes.
- Shake hands and say thank you at the end of the interview.

**MyTURN** Have students write the name of the person they will interview on p. 215.

**COLLABORATE** Have students collaborate with their project partners to generate questions for inquiry while conducting an interview.



### EXPERT'S VIEW Julie Coiro, University of Rhode Island

“As young children research online, it’s important to teach them to recognize the difference between information and commercials. You might start from the familiar—the difference between news and commercials on TV. On many websites, there are commercials. Sometimes they are on the side, sometimes they are woven into the text, and sometimes they pop up in texts. Talk aloud as children encounter new types of text. Help them evaluate whether the text is information or advertising.”

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

## DIFFERENTIATED SUPPORT

**OPTION 1 Intervention** Support students by providing a sentence frame for their interview questions: *What did you play when you were a child? I like to play \_\_\_\_.* Also, have them draw out their ideas for questions.

**OPTION 2 Extend** Students who easily generate inquiry questions can write their questions on a sheet of paper and underline key words to help them focus on their interview and make connections between the past and present.

## ELL Targeted Support

Guide students in their preparation for their interviews by providing sentence frames for them. Also, provide a word bank of high-frequency words and related words. Have students use these words with gestures and practice introductions and closings.

**NEXT STEPS** When students have practiced the interview process and generated interview questions, have them return to the research plan they created and check the boxes “Choose a person to interview” and “Ask questions,” or whatever point is similar in their plans. Explain to students that the next step is to learn to take notes about their interviews.

STUDENT INTERACTIVE, p. 215

CONDUCT RESEARCH PROJECT-BASED INQUIRY

Read Together RESEARCH

### Conduct an Interview

You can gather information about life in the past by talking to older people. You can interview them by asking questions and explaining what you wish to learn.



**MY TURN** Write  
Possible response:  
my grandpa

**COLLABORATE** Talk about questions you can ask.

Directions Say: In an interview, you ask someone questions to learn information. Explain that students will interview an older family member about what life was like when he or she was a child. Ask students to write the name of the family member they will interview. Then have partners think about what they want to know and generate questions for their interview.

215



# Refine Research

## OBJECTIVES

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name a topic and supply information about it.

Gather information from a variety of sources with adult assistance.

## CUSTOMIZE IT!

Allow students to use colored pencils or markers to make a time line of events in the lives of their interviewees. They may want to illustrate the events with drawings or photographs, or they may want to label the key events with words. Assist them in collecting and writing in the dates on their time lines.

**Primary Source** SOCIAL STUDIES



Go online to [SavvasRealize.com](https://www.savvasrealize.com) for primary sources that will help students with their research.

## Take Notes

**TEACHING POINT** Taking notes will help students remember information about their interviewee. Explain to students that they can organize their notes in a Question and Answer graphic organizer.

**MODEL AND PRACTICE** Write the letter “Q” on the board. Leave some space below it and then write the letter “A.” Say: *I can keep my interview information organized by having my questions ready after each letter “Q,” and then I will leave a space for the answer after the letter “A.”* Point to “Q.” Write or draw your first interview question. Skip three lines or more and write an “A,” and skip another three lines or more. Do this pattern until you have all of your questions ready to take notes during your interview. Assist students as they prepare for note-taking.

Direct students to p. 216 in the *Student Interactive*. Read aloud the research example at the top of the page. Say: *This picture shows a student looking through pictures with his interviewee. I read his question, *What did you do for fun?* His notes are below the question. You may also draw your notes to remember the answer to the question.*

**My TURN** Once students have completed their interviews, they may draw or write details they learned from the interview on p. 216. Encourage them to use as much detail as they remember.



**ELL Targeted Support Taking Notes** Guide student pairs as they construct a format for their note-taking.

Provide Question and Answer graphic organizers for students. If needed, offer some sentence starters for their questions, such as *When you were a child, what \_\_\_\_\_?* For the My Turn activity on p. 216 in the *Student Interactive*, help students draw or write the information they learned. **EMERGING**

Assist students in creating Question and Answer graphic organizers for their interview questions. Remind students that they can draw to record information even if they do not know the right words for taking notes. For the My Turn activity on p. 216, have students draw or write the information they learned and then tell about it using single words or phrases. **DEVELOPING**

Have students fill in Question and Answer graphic organizers for their interview questions. For the My Turn activity on p. 216, have students draw or write the information they learned and tell about it using complete sentences. **EXPANDING/  
BRIDGING**

**NEXT STEPS** Have students think about what they can do to make their writing or drawing better. Remind students that their projects are informational texts that teach the audience about the people they interviewed.


#### STUDENT INTERACTIVE, p. 216

REFINE RESEARCH

Read Together

**Take Notes**

What did you do for fun?  
played jacks and  
other games



**MY TURN** Write or draw

Student should draw or write details he or she learned during the interview.

**216** Directions Read aloud the research example at the top of the page. Then have students follow the example to take their own notes as they interview an older family member about what life was like when he or she was a child.

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# Collaborate and Discuss

## OBJECTIVES

Revise drafts by adding details in pictures or words.

Demonstrate understanding of information gathered with adult assistance.

## EXPAND IT!

Expand the revision process by having students draw a picture of the person they interviewed to include with their project.

## Revise and Edit

**TEACHING POINT** Tell students that when they revise and edit, they add details to make the writing better. Use the Model and Practice to guide students in revising their work.

**MODEL AND PRACTICE** Direct students' attention to p. 217 in the *Student Interactive*. Have them look at the picture while you read the sentences. Say: *In the first sentence, the writer uses the word games. In the revised, or changed, sentence, the writer uses jacks instead of games. Why is the second sentence better?* Ask student volunteers to share their thoughts, and then follow up by saying, *Jacks tells us exactly what game she played. That detail helps us imagine and understand how this person spent her time. The detail makes the writing better. I want you to add details to your writing to make it better.*

Ask questions to help students revise their informational text.

- Which words can I change to add a special detail?
- How can I add a detail to help my audience better understand the person I interviewed?
- Is the detail interesting enough to help my audience understand my interviewee?

**MyTURN** Have students work on the My Turn activity on p. 217. Tell students to support their informational writing by adding details. Remind them to consider the audience, their classmates. Have students create a neat copy on a separate sheet of paper.

**Confer Reflect** Meet with students to discuss their drawings and writing. Guide them in adding more specific words to their writing or drawings. Remind them that they will need to have a finished product to present to the class the next day.

## DIFFERENTIATED SUPPORT

**OPTION 1 Intervention** If students struggle revising their work, provide prompts to help them get more specific in their writing. Ask: *What special thing did your interviewee do for fun? What special place did your interviewee go?* Record students' responses. Then have students add these details to their writing.

**OPTION 2 Extend** If students easily revise and edit their writing, have them review their notes from the interview and add another drawing or detail to their writing. Allow students to add more color and detail to their drawings.

## ELL Targeted Support

Assist English learners in expressing the details to add to their writing. Help students express their details orally using a sentence frame, such as *My \_\_\_\_\_ liked to \_\_\_\_\_*. Have them draw a picture or pantomime the detail.

**NEXT STEPS** Have students return to their research plans and check off any step related to revising and editing. Remind them that they will share their informational writing and drawing with the class.

STUDENT INTERACTIVE, p. 217

COLLABORATE AND DISCUSS **Read Together** PROJECT-BASED INQUIRY

### Revise and Edit

Add details to make your writing better.  
You can **add details** in pictures.  
You can **add details** in words.

She played *games*.

She played *jacks*.



**MY TURN** Write

Possible response:

**My uncle played baseball.**

**Directions** Read aloud the revision example and discuss why *jacks* is a better detail than *games*. Have students look back at their writing. Ask them to follow the example to revise a sentence by adding details in words.

217

# Celebrate and Reflect

## OBJECTIVES

Listen actively and ask questions to understand information and answer questions using multi-word responses.

Share information and ideas by speaking audibly and clearly using the conventions of language.

Share writing.

Use an appropriate mode of delivery, whether written, oral, or multimedia, to present results.

## CUSTOMIZE IT!

Incorporate media into the projects by allowing students to record their interviews. Allow some extra time to let students incorporate parts of their recorded interviews into their presentations. Another option is to have students invite their interviewees to the presentations. After all presentations are complete, allow a question-and-answer session where students can ask the interviewees more questions about the past.

## Share

Tell students that they will share their research projects about their family members with the class. Give students time to practice their presentations with their partners. Tell students to speak audibly and clearly and use complete sentences as they share information and ideas. Remind them to practice showing their writing or drawings and photographs (if they have them) as they speak. Use the Active Listening Routine to help students be good listeners.

**Active Listening Routine** Model the active listening routine to set expectations for audience members.

- **Look:** Look at the person who is talking. Do not talk.
- **Think:** Think about what the person is saying.
- **Respond:** Raise your hand when you have a question. Clap when the speaker is finished.

## Reflect

**Reflect on Your Project** Allow time for students to reflect on the project. Remind students of the unit theme, *Then and Now*. Use the theme as a starting point for their reflection to discuss how the past is different or the same as the present. Ask questions, such as *What did you learn about the family member you interviewed? What did you learn about how to do an interview? What did you learn about your own likes and dislikes as you researched and wrote?*

**My TURN** Guide students to complete the activity at the bottom of p. 218 in the *Student Interactive*. Give some examples of complete sentences so that students can reflect and answer the second question.



# Reflect on the Unit

With students, review the Unit Goals page at the beginning of the unit. Have students reflect on their reading and writing skills. Review and discuss the Essential Question: *What can we learn from the past?*

**My TURN Reflect on Your Reading** Display the unit table of contents. Ask volunteers to briefly tell the main points of each reading selection. Have students point to the display of the text as they speak. Ask other volunteers to offer thoughts about the selection, such as: *I learned about the past in this text because \_\_\_\_\_.* *This text helped me to see how then and now are the same because \_\_\_\_\_.*

**My TURN Reflect on Your Writing** Have volunteers tell what they learned about writing. Ask students to talk about their favorite writing. Use prompts, such as: *What did you enjoy the most about writing during the project? What kind of writing would you like to do again?*

Direct students to trace the dotted letters under each **Reflect** activity on p. 219 in the *Student Interactive*. Help them record their responses on the lines.

## Reading and Writing Strategy Assessment Checklists



The *Reading and Writing Strategy*



*Assessment Checklists* will help you monitor student progress.

### STUDENT INTERACTIVE, pp. 218–219

**CELEBRATE AND REFLECT** **Read Together**

**Share**

Follow the rules for speaking and listening.

Use complete sentences.

Listen actively.

**Reflect**

**MY TURN** Circle

Did I learn about the past?

Did I use complete sentences?

Directions Have students review the listening and speaking behaviors before sharing their project. After they present, have students reflect on their project.

**REFLECT ON THE UNIT** **Read Together** **WRITING WORKSHOP**

**Reflect on Your Reading**

**MY TURN** Write

I learned \_\_\_\_\_

Possible response: \_\_\_\_\_

what school was like long ago

**Reflect on Your Writing**

**MY TURN** Write

I liked writing about \_\_\_\_\_

Possible response: \_\_\_\_\_

an event in my life

Directions Have students reflect on their reading and writing in this unit.

# BOOK CLUB

## OBJECTIVES

Self-select text and interact independently with text for increasing periods of time.

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

## FLEXIBLE OPTION TRADE BOOK LESSON PLAN



To teach this unit's trade book during Small Group or Whole Group, see the lesson plan for *Farming Then and Now*, available online at [SavvasRealize.com](http://SavvasRealize.com).

## Plan Book Club

- 1 CHOOSE THE BOOK** Group non-readers in their own club, or create mixed clubs of non-readers and emergent readers. Help students select a book or choose one for them from the list on p. T457.
  - 2 KNOW THE BOOK** Review the book before working with clubs so that you can guide groups' conversations if necessary.
  - 3 PREVIEW THE BOOK** Introduce the chosen book by summarizing it briefly. Students may then explore the book on their own according to their current abilities.
  - 4 ENJOY THE BOOK** Remember that the purpose of Book Club is to let students investigate books for fun. As they listen to and discuss the book in a group, they will apply some of the same thinking they have been introduced to in the *Student Interactive*, but the primary goal will be lively personal interactions with the book and with fellow classmates.
- 
- ★ **CONNECT TO THE THEME** Help students make text connections by guiding them to choose a book related to the theme, *Then and Now*, or the Essential Question for the unit: *What can we learn from the past?* As a class, discuss how the book relates to both.
  - ★ **CONNECT TO THE SPOTLIGHT GENRE** To help students further investigate the characteristics of narrative nonfiction, consider helping them choose a book in that genre.



## READING WORKSHOP

## SMALL GROUP



## CHOOSE YOUR

## BOOK

 *Farming Then and Now* by Charles R. Smith, Jr.

 *Eight Days Gone* by Linda McReynolds

 *Life at Home* by Sharon Coan

 *My Community Long Ago* by Bobbie Kalman

 *School in Colonial America* by Mark Thomas

 *The Statue of Liberty* by Lucille Recht Penner

Preview these selections for appropriateness for your students and for title availability.

## Each Day

**DISCUSSION CHART** Display a sample of the Discussion Chart. Explain that after each meeting of their Book Clubs, students will share details they notice, connections they make, and things they wonder about.

**TEACHER'S ROLE** Since Book Club is meant to be student-led, your role should be as an observer and occasional facilitator. You may find that your time is best spent asking questions to initiate conversations or to encourage participation.

**COLLABORATION** Book Club is designed to help students improve their speaking and listening skills. Present examples of how they might phrase their ideas in ways that open up conversation. **SEL**

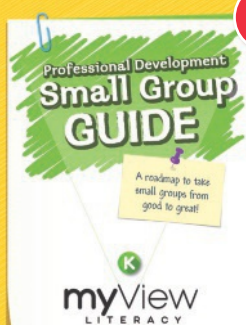
- I like your idea about \_\_\_\_\_.
- I don't agree with \_\_\_\_\_ because \_\_\_\_\_.
- I wonder if you mean \_\_\_\_\_.
- Do you understand what I am trying to say?



### 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 taking turns.

Describe personal connections to a variety of sources.

## Book Club Routine

**READ ALOUD** Each Book Club session will open with students listening as you read aloud from your chosen book. Then they will meet with their Book Club group to explore the book in detail.

**ESTABLISH GROUPS** Divide students into their Book Club groups for the unit.

- Tell students that you will give them a two-minute warning when Book Club groups are ending.
- Explain that they should be ready to share their ideas with the whole class.

**WEEKLY FOCUS** Over the course of Book Club, groups will discuss the book multiple times, focusing on different aspects of the book.

**Text** Students discuss the text of the book. What do the words on the page tell them?

**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, the colors, and other ways the author uses the page to get a message across.

### GUIDE BOOK CLUB

If groups have trouble getting started in their conversations, try these talking points to guide conversation along one of the weekly focuses. For example:

- Which words let you know what the book is about?
- Some pages have full-page photographs. Others have smaller pictures. Why do you think this is?
- Why do you think the author chose different background colors for the pages?



CHOOSE YOUR

BOOK

- Farming Then and Now* by Charles R. Smith, Jr.
- Eight Days Gone* by Linda McReynolds
- Life at Home* by Sharon Coan
- My Community Long Ago* by Bobbie Kalman
- School in Colonial America* by Mark Thomas
- The Statue of Liberty* by Lucille Recht Penner

# Book Support

After the groups complete their discussions, bring them back together as a class to talk about their ideas. 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 observe in the text, images, and design.

**Connections** Students should look for connections between the text, illustrations, and design, and their own experiences in life and with other texts they have read.

**Wonderings** Students can express what they wonder about the author's, artist's, and designer's work in the book.

Talk about each Book Club's ideas when the whole class comes together.





# BOOK CLUB

## OBJECTIVES

Self-select text and interact independently with text for increasing periods of time.

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

## MODEL LESSON PLAN

For Weeks 1–3, Book Club offers instruction specific to this unit’s book, *Farming Then and Now*. For Weeks 4–5, you can use a book from the list provided or a book of your own choosing. On pp. T456–T459 you will find a full description of the elements of Book Club with instruction that can be adapted to the book of your choice.

## *Farming Then and Now*

**BOOK CLUB ROUTINE** Book Club will meet twice each week, during Small Group time. On each Book Club day, students will meet in groups and talk about the book. They will focus 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 do they learn from the words on the page?

**Week 2: Pictures** Students discuss the book’s illustrations. How do the images add to their understanding of the main idea?

**Week 3: Design** Students look at the words and pictures on the page and discuss how the design of the book makes it easy to find important information.

**TEACHER’S ROLE** Since Book Club is a time for students to read for fun, the teacher’s role should be minimal and unobtrusive. Rather than acting as a leader, the teacher should serve as a facilitator, observing to see when conversation could use a boost or redirection.



### EXPERT’S VIEW Frank Serafini, Arizona State University

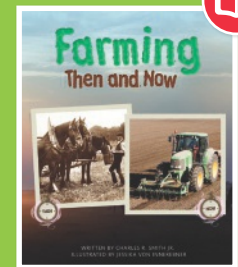
“We can’t assume that children know how to talk about books. For Book Clubs, you can’t just leave them alone and ask them to use their role sheets. As a teacher, you should demonstrate to children how to talk about books. Through read alouds and reading alongside children, we have to model how to talk about texts.”

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



## READING WORKSHOP

## SMALL GROUP



## CHOOSE YOUR

## BOOK

- Farming Then and Now** by Charles R. Smith, Jr.
- Eight Days Gone** by Linda McReynolds
- Life at Home** by Sharon Coan
- My Community Long Ago** by Bobbie Kalman
- School in Colonial America** by Mark Thomas
- The Statue of Liberty** by Lucille Recht Penner

## Discussion Charts

As students discuss the text, pictures, and design, record their ideas on a Discussion Chart. Each day the discussion will center on one of three distinct areas of focus.

- **Noticings** lets students describe what they notice in the book.
- **Connections** encourages students to connect the book to their own lives and previous readings.
- **Wonderings** allows students to share any questions that remain after exploring the book.

Noticings	Connections	Wonderings

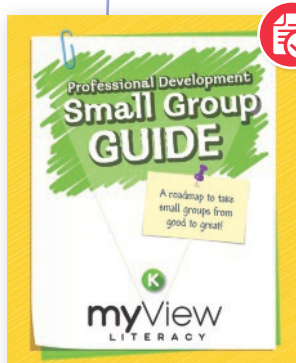
**COLLABORATION** Each session of Book Club includes reminders and sentence starters to give students opportunities to practice their collaborative conversation skills. **SEL** SOCIAL-EMOTIONAL LEARNING



### Book Club Options

See the *Small Group Guide* for help with

- Book Club roles and responsibilities.
- Book Club routines.
- guiding a student-led Book Club.



# BOOK CLUB

## OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

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

## Week 1

### Launch *Farming Then and Now*

**INTRODUCE** Remind students that Book Club is a time to enjoy books. They will listen to *Farming Then and Now* as it is read aloud.

**READ ALOUD** Tell students to listen closely as you read aloud from *Farming Then and Now*. Then they will meet with their Book Club group to talk about what was read. Today they will explore the text—the words in the book.

**CONNECT TO THE THEME** Tell students that *Farming Then and Now* connects both to the unit theme, *Then and Now*, and to the Essential Question for the unit: *What can we learn from the past?* As a class, discuss how the book relates to both.

**CONNECT TO THE SPOTLIGHT GENRE** Point out that the genre for this unit is narrative nonfiction. Narrative nonfiction is true, but it is told in the form of a story. Explain that *Farming Then and Now* gives true information about farming in the form of a story about children and their great-grandfather.

- The purpose of the book is to give information about farming in the past and in the present day.
- *Farming Then and Now* uses the story of two children traveling through time to present facts in a fun way.




**ESTABLISH GROUPS** Divide students into their Book Club groups for the unit.

- Tell students that you will tell the group when they have two minutes left to talk in Book Club.
- Explain that they should be ready to share their ideas with the whole class.



## CHOOSE YOUR

## BOOK

- Farming Then and Now*** by Charles R. Smith, Jr. 
- Eight Days Gone*** by Linda McReynolds 
- Life at Home*** by Sharon Coan
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- School in Colonial America*** by Mark Thomas
- The Statue of Liberty*** by Lucille Recht Penner 

## Focus on Text: Noticings

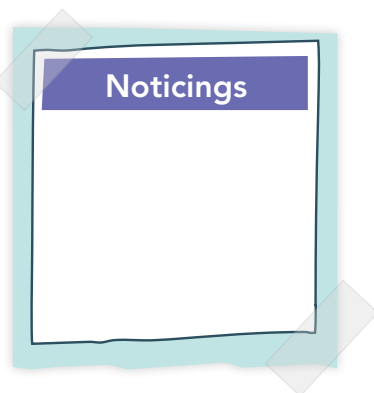
## Session 1

## GUIDE BOOK CLUB

Have students discuss the book in their groups. If necessary, introduce the following points to get groups talking about their noticings based on the text.

- I noticed that the book looked at how things were 100 years ago.
- Which machines help farmers today?
- How do farmers use silage?

Bring the class back together. Display a new Discussion Chart and tell students that today they will fill in the Noticings column. Allow each Book Club to share an idea about the text. What did they notice?



**COLLABORATION** Tell students that everyone learns from everyone else in a group discussion. Offer sentence stems like these as examples of ways students can build on each other's ideas. **SEL**

- When you said \_\_\_\_\_, it made me think about \_\_\_\_\_.
- I agree with your idea about \_\_\_\_\_ because \_\_\_\_\_.

# BOOK CLUB

## OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

Describe personal connections to a variety of sources.

## Week 1

### Focus on Text

Today students will continue their exploration of the text of *Farming Then and Now*. 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 some things they learned from *Farming Then and Now*, and discussing the noticings that they shared. Display the Noticings Chart from Session 1 as you begin the day's discussion.



### Book Club Options

See the *Small Group Guide* for help with

- Book Club roles and responsibilities.
- Book Club routines.
- guiding a student-led Book Club.



# Connections & Wonderings

## Session 2

### GUIDE BOOK CLUB

Give students time to discuss the book in their groups. If students have trouble getting started, offer a question or observation to get them talking about their connections to and wonderings about the text.

- Did you ever see someone shear a sheep? What was it like?
- I wonder how much milk a cow gives each day.

Reconvene the class and display the Discussion Chart. Tell students that today they will fill in the Connections and Wonderings columns. Allow a few members of each Book Club to share something they connect to or wonder about in the text.

Connections	Wonderings

**COLLABORATION** Remind students that group discussions go most smoothly when people take turns listening and speaking. **SEL**

As students share their connections and wonderings, ask them to keep these points in mind:

- Am I listening carefully?
- Is it my turn to speak?
- Did someone already say this?


## READING WORKSHOP

### SMALL GROUP



### CHOOSE YOUR

## BOOK

- Farming Then and Now** by Charles R. Smith, Jr. 
- Eight Days Gone** by Linda McReynolds 
- Life at Home** by Sharon Coan
- My Community Long Ago** by Bobbie Kalman
- School in Colonial America** by Mark Thomas
- The Statue of Liberty** by Lucille Recht Penner 

# BOOK CLUB

## OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

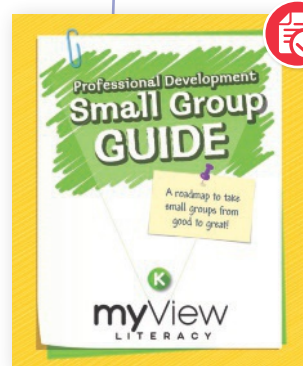
Describe personal connections to a variety of sources.

## Week 2

### Focus on Pictures

Today students will focus on understanding how the illustrations and photographs in *Farming Then and Now* add information. They will pay close attention to the pictures during Read Aloud time. They will explore the pictures 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 what was familiar and unfamiliar about *Farming Then and Now*, and discussing the connections and wonderings students shared. Display the Connections and Wonderings Chart from Session 2 as you start the day's discussion.



### Book Club Options

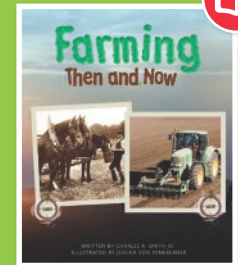
See the *Small Group Guide* for help with

- Book Club roles and responsibilities.
- Book Club routines.
- guiding a student-led Book Club.



## READING WORKSHOP

## SMALL GROUP



## CHOOSE YOUR

## BOOK



*Farming Then and Now* by Charles R. Smith, Jr.



*Eight Days Gone* by Linda McReynolds



*Life at Home* by Sharon Coan



*My Community Long Ago* by Bobbie Kalman



*School in Colonial America* by Mark Thomas



*The Statue of Liberty* by Lucille Recht Penner

## Noticings

## Session 3

## GUIDE BOOK CLUB

Allow students time to discuss the book in their groups. Consider starting with a question or observation of your own about the images.

- What do you notice about the color in all of the photographs on the Then pages? How are they different from the photographs on the Now pages?
- I notice that the combine on page 11 works in perfectly straight rows.

Bring the class back together and display the Discussion Chart. Tell students that today they will fill in the Noticings column. Have each Book Club share something they noticed about the photographs.

## Noticings

**COLLABORATION** Remind students to stay on track and keep the point of the discussion in mind. **SEL** SOCIAL-EMOTIONAL LEARNING

As students share their noticings, ask them to keep these points in mind:

- Is everyone talking about the photographs and pictures?
- Does my idea add something interesting?
- Am I sharing something that I noticed?



# BOOK CLUB

## OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

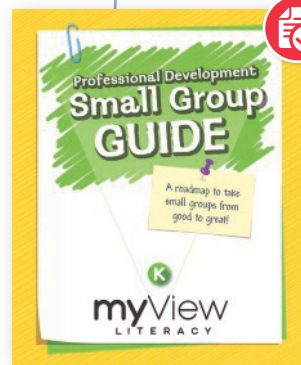
Describe personal connections to a variety of sources.

## Week 2

### Focus on Pictures

Today students will focus on understanding how the pictures in *Farming Then and Now* help to add facts and information in an interesting way. Students will observe the pictures closely during Read Aloud time. They will explore the pictures further 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 students take turns naming one thing that they saw in the pictures in *Farming Then and Now*. Discuss the noticings that students shared. Display the Noticings Chart from Session 3 as you start today's discussion.



### Book Club Options

See the *Small Group Guide* for help with

- Book Club roles and responsibilities.
- Book Club routines.
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# Connections & Wonderings

## Session 4

### GUIDE BOOK CLUB

Let students discuss the book in their groups. If students have trouble focusing, introduce a question or observation to get students talking about their connections and wonderings about the pictures.

- Can anyone tell the group about a pocket watch they saw that was like the one the boy and girl use to go back in time?
- I wonder if you use a scythe the same way you use a sickle.

Bring the class back together. Display the Discussion Chart and tell students that today they will fill in the Connections and Wonderings columns. Allow volunteers from each Book Club to share something they connected to and something they wondered about from the pictures.

Connections	Wonderings

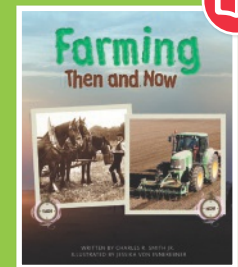
**COLLABORATION** Remind students that speaking clearly will help them share ideas. **SEL** SOCIAL-EMOTIONAL LEARNING

As students share their connections and wonderings, ask them to keep these points in mind:

- Do I need to speak more loudly?
- Should I look at people in my group as I speak?
- Am I saying words clearly?

## READING WORKSHOP

### SMALL GROUP



### CHOOSE YOUR

## BOOK

*Farming Then and Now* by Charles R. Smith, Jr.

*Eight Days Gone* by Linda McReynolds

*Life at Home* by Sharon Coan

*My Community Long Ago* by Bobbie Kalman

*School in Colonial America* by Mark Thomas

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# BOOK CLUB

## OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

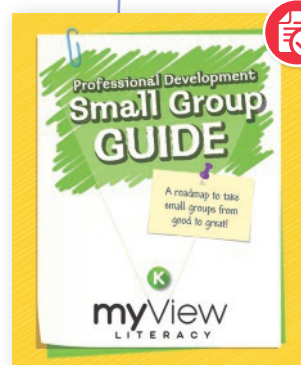
Describe personal connections to a variety of sources.

## Week 3

### Focus on Design

Today students will focus on understanding how their enjoyment of *Farming Then and Now* is aided by the book's design, which includes the placement of words, the mix of photographs and drawings, the use of color, and any other features the designer included. 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 noticings.

**RETELL** Review the reading and discussion from Session 4 by having students describe their favorite pictures from *Farming Then and Now* and discussing the connections and wonderings that students shared. Display the Connections and Wonderings Chart from Session 4 as you start today's discussion.



### Book Club Options

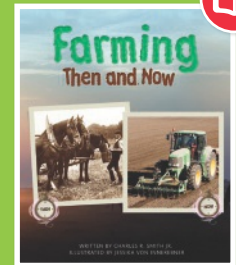
See the *Small Group Guide* for help with

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## READING WORKSHOP

## SMALL GROUP



## CHOOSE YOUR

## BOOK

 *Farming Then and Now* by Charles R. Smith, Jr. *Eight Days Gone* by Linda McReynolds *Life at Home* by Sharon Coan *My Community Long Ago* by Bobbie Kalman *School in Colonial America* by Mark Thomas *The Statue of Liberty* by Lucille Recht Penner

## Noticings

## Session 5

## GUIDE BOOK CLUB

Allow students time to discuss the book in their groups. To jumpstart discussions, offer a question or observation to get students talking about their noticings about the design of the book.

- I notice that the designer used the pocket watch to show which pages tell about Then and which pages tell about Now.
- Did you notice the Did You Know boxes? How did the designer set them off and make them look special?

Reconvene the class. 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.

## Noticings

**COLLABORATION** Remind students that they may respond to something another group member says. **SEL**

As students share their noticings, ask them to keep these points in mind:

- Can I add my idea to someone else's idea?
- Do I agree or disagree with that idea?
- How can I ask my classmate to explain that idea better?

# BOOK CLUB

## OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

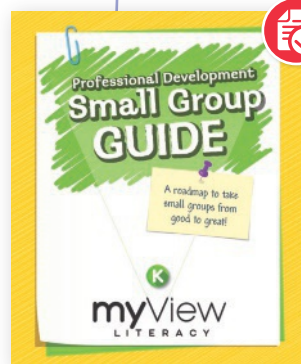
Describe personal connections to a variety of sources.

## Week 3

### Focus on Design

Today students will continue to focus on understanding how the design of *Farming Then and Now* adds to a reader's experience of 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 mentioning things that they noticed in the design of *Farming Then and Now*. Display the Noticings Chart from Session 5 as you begin today's discussion.



### Book Club Options

See the *Small Group Guide* for help with

- Book Club roles and responsibilities.
- Book Club routines.
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# Connections & Wonderings

## Session 6

### GUIDE BOOK CLUB

Give students time to discuss the book in their groups. If conversation stalls, introduce a question or observation to get students talking about their connections and wonderings about the design.

- The words in speech balloons remind me of comics in the newspaper.
- I wonder why the designer made some of the Then photos look as though they are stuck to the page with tape.

Bring the class back together and display the Discussion Chart. Tell students that today they will fill in the Connections and Wonderings columns. Allow each Book Club to share something they connected to and something they wondered about from the design.

Connections	Wonderings

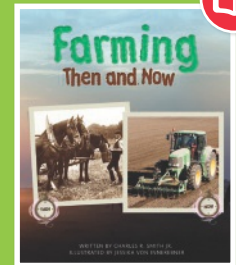
**COLLABORATION** Encourage participation by reminding students that a Book Club works best when everyone shares ideas. **SEL**

As students share their connections and wonderings, ask them to keep these points in mind:

- Is there someone who needs help with sharing his or her ideas?
- How can my ideas help the group learn?

## READING WORKSHOP

### SMALL GROUP



### CHOOSE YOUR

## BOOK

*Farming Then and Now* by Charles R. Smith, Jr.

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# Picture Dictionary

## OBJECTIVES

Use a resource such as a picture dictionary or digital resource to find words.

Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

---

## How to Use a Picture Dictionary

### Minilesson

**FOCUS ON STRATEGIES** A picture dictionary uses photographs and illustrations to show the meanings of words. The words in a picture dictionary are sometimes organized by topic.

- Look at the pictures and think about what they show.
- Use what you know about the pictures and the topic to figure out the meanings of the words.

**MODEL AND PRACTICE** Have students turn to p. 221 in the *Student Interactive*. Remind them that the words in a picture dictionary can be organized by topic. Read aloud the heading on the page. Say: *The words in this picture dictionary will all tell about sequence, or when things happen.*

Have students look at p. 220. Read the word *first* aloud and have students repeat the word. Say: *The word first is the word we are learning. Next to the word first is a picture of a seed being planted.* Continue with the words *next*, *then*, and *last* on p. 221. *We can use the pictures to understand the meanings of the sequence words first, next, then, and last. The pictures show the steps for how a plant grows. The seed is planted first. First means “the beginning step.”* Have students use the pictures to talk about the meanings of the other sequence words on p. 221.

## ASSESS UNDERSTANDING


### Apply

**My TURN** Have students complete the activity on p. 220 in the *Student Interactive* to identify and use a sequence word.

STUDENT INTERACTIVE, pp. 220–221

**PICTURE DICTIONARY INSTRUCTION** **Read Together**

### How to Use a Picture Dictionary


This is a picture of the word.  This is the word you are learning. **first**


**MY TURN** Draw


**220** Directions Remind students that they can use a picture dictionary to find words. Say: The topic of this picture dictionary is sequence. Listen as I read the words. Use the pictures to help you understand the meanings of the words. Have students identify the word *before* and use it in a sentence. Then have them draw a picture that shows the meaning of the word.


**PICTURE DICTIONARY**


### Sequence

**next** 

**then** 

**last** 

**before** 

**after** 

**221**

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# Glossary

## OBJECTIVE

Use a resource such as a picture dictionary or digital resource to find words.

---

## How to Use Digital Resources

### Minilesson

**FOCUS ON STRATEGIES** An online dictionary is a type of digital resource that students can use to find words and their meanings. The glossary lists the vocabulary words from the unit. Students can use an online dictionary to find the meanings of other words they do not know.

- Type the word you are looking for in the search box and hit return.
- Look for important information, such as how to pronounce the word and the meaning of the word.

**MODEL AND PRACTICE** Have students turn to p. 222 in the *Student Interactive*. Point to the online dictionary entry for *museum*. Say: **The word *museum* is the word we are looking up. I see some information about the word, such as the pronunciation, or how to say the word. I also see the definition, or the meaning of the word.** Read the word *museum* and the definition aloud. Explain that students can use an online dictionary to find the meanings of words that are not in the glossary.


Open a web browser with access to an online dictionary. Model typing the word *museum* into the search box and finding the word. Point out the information you see, such as the entry word and the definition.

## ASSESS UNDERSTANDING

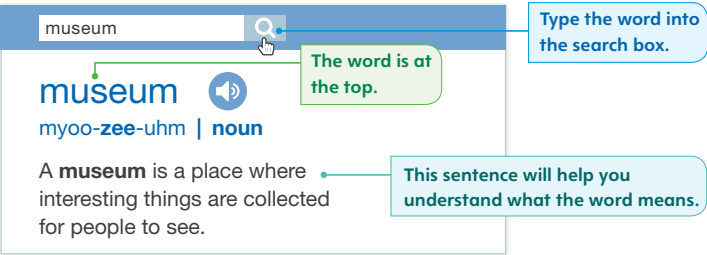
### Apply

**MyTURN** Have students complete the activity on p. 222 in the *Student Interactive*.

### STUDENT INTERACTIVE, p. 222

**GLOSSARY INSTRUCTION** 

### How to Use Digital Resources



The screenshot shows a search box with 'museum' entered. A callout points to the search box: 'Type the word into the search box.' Below the search box, the word 'museum' is displayed with a speaker icon and the pronunciation 'myoo-zee-uhm | noun'. A callout points to the word: 'The word is at the top.' Below the word, a definition is provided: 'A museum is a place where interesting things are collected for people to see.' A callout points to the definition: 'This sentence will help you understand what the word means.'


**MYTURN** Draw

**222** **Directions** Tell students they can use an online dictionary or resource to find words that are not in the glossary. Say: First, type the word you are looking for in the search box. Then hit return. Have students find the word *fountain* using an online dictionary and draw a picture that shows the meaning of the word.


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# UNIT 4 GLOSSARY

STUDENT INTERACTIVE, p. 223

GLOSSARY 

**Bb** **brought** If you **brought** something, you took it with you.

**brushes** **Brushes** are tools used for cleaning. 

**Cc** **CD player** A **CD player** is a device that plays sound from a plastic disc. 

**change** When things **change**, they become different.

**country** A **country** is an area where people live that has a government.

223

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STUDENT INTERACTIVE, p. 224

GLOSSARY 

**crank** A **crank** is a handle you turn to start a machine. 

**Dd** **discover** When you **discover** something, you find or see it for the first time.

**Ee** **engine** An **engine** is a machine that makes something work. 

**Ff** **farm** A **farm** is a place where people grow crops or raise animals. 

224

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STUDENT INTERACTIVE, p. 225

GLOSSARY 

**Ll** **laws** **Laws** are rules made by a country.

**Mm** **marched** If someone **marched**, he or she participated in an organized walk with a group of people to support something. 


**Pp** **past** The **past** is all the time that has gone by.


**pumpkin** A **pumpkin** is a round, orange fruit that grows on a vine. 

225


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STUDENT INTERACTIVE, p. 226

GLOSSARY 

**Rr** **radio** A **radio** is a device that plays sound carried by signals. 

**Ss** **sailed** Someone who **sailed** traveled on a boat.

**scientists** **Scientists** are people who study the natural world. 

**served** If you **served**, you set food out for people to eat.

**shared** If you **shared**, you let others use or have something.

226

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Read  
Together

**shovels** Shovels are tools used to dig.



**speech** A **speech** is a formal talk to a group of people.



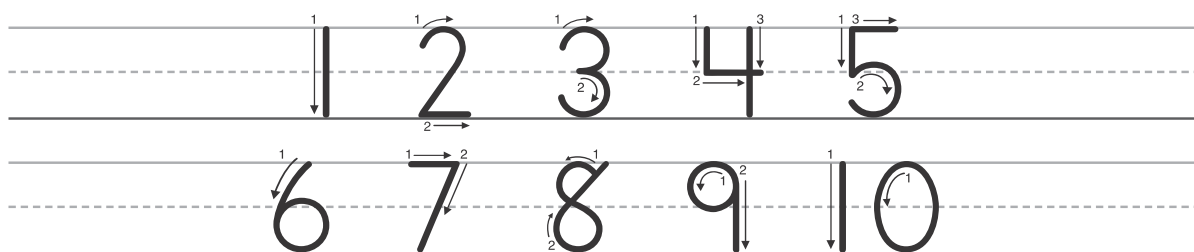
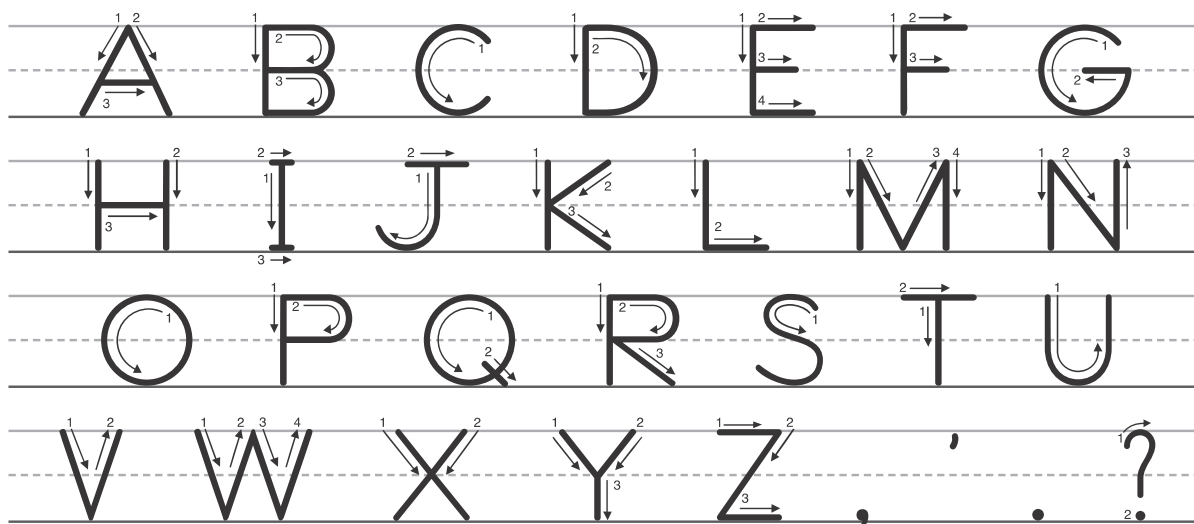
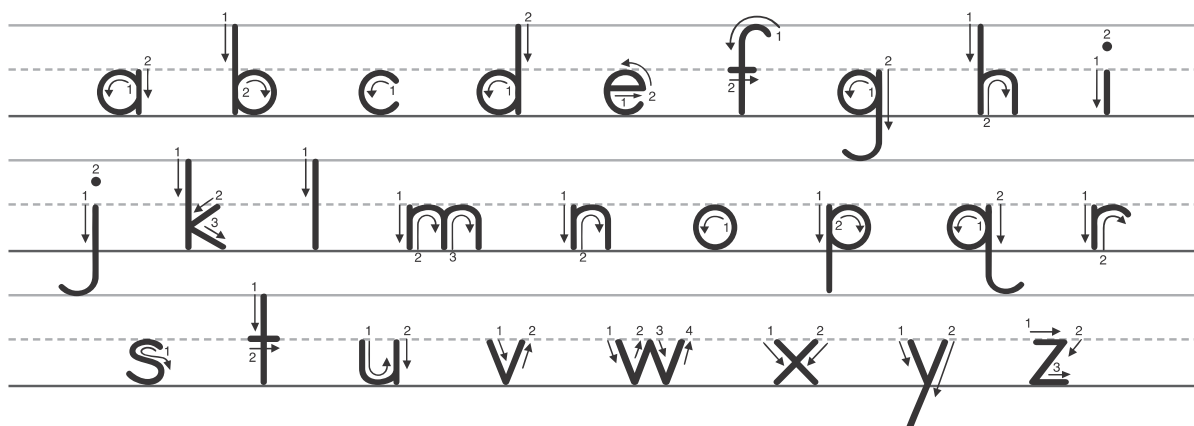
**Tt** **time** Time is what we measure in seconds, minutes, hours, days, months, and years.

**tradition** A **tradition** is a belief or custom handed down from one person to another.

**Vv** **visit** When you **visit**, you go to see someone or something.

# Handwriting Model

## Manuscript Alphabet



# 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

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#### Illustrations

**21, 23–25** Yu-Mei Han; **29, 67** Tim Johnson; **52–53** René Milot; **57** Laura Zarrin; **59, 61–63** Caroline Hu; **69–77, 80, 86** Lisa Fields; **97, 99–101** Estudio Haus; **105, 141, 177** Ken Bowser; **107–115, 118, 120** Olga Skomorokhova; **133, 135–137** Carlos Aón; **138–139** Marc Monés; **169, 171–173** Linda Prater; **179–188** Teresa Martinez; **205, 207–209** Caroline Hu



# TEXT COMPLEXITY CHARTS

**Cars Are Always Changing**

By Gary Miller  
Genre: Narrative  
Nonfiction

**Recommended Placement**

The **Quantitative Measures** place this text in the Grade K complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Language: Understanding ways of referring to years/time
- Knowledge Demands: Museums and car technology

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

**Quantitative Measures**

LEXILE: **340L**      Average Sentence Length: **5.565**      Word Frequency: **3.668**      Word Count: **128**

**Complexity Level**

**Qualitative Measures**

**Author's Purpose**



Simple      Very Complex

The author's purpose is **explicitly stated** on the first page: *I learned a lot about cars. They are always changing.* The photographs are simple and support readers in understanding the text.

**Text Structure**



Simple      Very Complex

The text follows a clear **chronological structure**. The **narration** may need some explanation because the narrator is not shown. The reader must infer that the narrator is a child learning about the topic along with the reader: *My mother took me to the car museum. I learned a lot about cars.*

**Language Conventionalty and Clarity**



Simple      Very Complex

The text uses **simple sentences** to describe cars from the past. Students may need support to understand the use of **prepositions** and **years** to indicate time: *in 1913, from 1921, from 1950, from 1987.*

**Knowledge Demands**



Simple      Very Complex

**Some prior knowledge** of museums may be necessary to understand the connections between the pictures and the text. Prior knowledge of music technology is also helpful for understanding the text: *It has a radio. People loved radios!... It has a CD player. Back then, CDs were brand new!*

**Reader and Task Considerations**

**English Language Learners**

**Intervention**

**On Level/Advanced**

**Language** Use the **Preview Vocabulary** page to point out the unfamiliar terms and use the inset photos to point out the car parts *crank, radio, engine, CD player*. If possible, show additional **photos of cars** in which these parts are visible. Provide simple **sentence frames** students can use to identify the parts:

- This is a(n) \_\_\_\_\_.
- Most cars have a(n) \_\_\_\_\_.

**Knowledge Demands** Ask students to talk about what they listen to when they are in a car. Do they use a radio or CD player? Then compare cars from long ago with cars today. **Ask:**

- **Why do people listen to music in a car?**
- **What do you think it was like to ride in a car in 1921?**

**Purpose** Talk about why we might want to remember cars from the past by putting them in a museum. **Ask:**

- **What will people in the future think about the cars we ride in today?**
- **What will cars do in the future? What will they look like?**

**Uncovering the Past**

By Jennifer Torres  
Genre: Narrative  
Nonfiction

**Recommended Placement**

The **Quantitative Measures** place this text in the Grade K complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Identifying pronouns
- Knowledge Demands: Understanding the artifacts of the past

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

**Quantitative Measures**

LEXILE: **390L**

Average Sentence Length: **5.667**

Word Frequency: **3.69**

Word Count: **102**

**Complexity Level**

**Qualitative Measures**

**Author's Purpose**



The main idea is **explicitly stated** at the end of the text: *Studying old things can teach us about the past*. Details about past uses of old stones help support the purpose of informing readers about the past, but students may need support to recognize the purpose.

**Text Structure**



The **chronological** text structure is **clear** and **explicit**. The illustrations are **simple** and support readers in understanding the text. Students may need some support in distinguishing present events from events that happened in the past.

**Language Conventinality and Clarity**



**Sentence structure** is **mostly simple and clear**: *They were near a hill. They stopped digging*. Students may need help identifying that the **pronoun they** refers sometimes to workers, sometimes to scientists, and sometimes to people living long ago. Some words, such as *examined* and *uncovered*, may be **unfamiliar** and need support.

**Knowledge Demands**



The story **does not refer to other texts** and contains **few cultural references**. Some background knowledge about fossils or what scientists do can help enhance understanding.

**Reader and Task Considerations**

**English Language Learners**

**Intervention**

**On Level/Advanced**

**Purpose** Tell students that the *past* is an earlier time. Create a **list** of ways people learn about the past. Provide **sentence frames**:

- \_\_\_\_ help(s) us learn about the past.
- \_\_\_\_ know(s) about the past.

**Language** Preview pages 70–73. As you read, work with students to clarify who *they* refers to with some of the text and illustrations. **Ask**:

- **Who was digging near a hill in Mexico?**
- **Who came to see the pink stone?**

**Knowledge Demands** Show students a photograph of a fossil.

- Explain that fossils form from animals or plants that lived long ago.
- **Ask: What does the fossil look like? Where do you think it was?**
- Have students share their answers with a partner.

# TEXT COMPLEXITY CHARTS

## Grandma's Phone

By Ken Mochizuki  
Genre: Fiction

### Recommended Placement

The **Quantitative Measures** place this text in the Grade K complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Meaning: Determining author's message
- Knowledge Demands: Types of phone communication

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

### Quantitative Measures

LEXILE: 200L

Average Sentence Length: 4.882

Word Frequency: 3.598

Word Count: 83

### Complexity Level

#### Levels of Meaning



#### Text Structure



#### Language Conventinality and Clarity



#### Knowledge Demands



### Qualitative Measures

The author's **implicit** and **humorous** message may need some explanation for students who are not familiar with cell phone technology and/or traditional telephone communication.

The **chronological text structure** is clear and the **dialogue** matches illustrations. **Repetitive phrases** make the story easy to follow: *Jess tried to call Mom. His phone didn't work. Jess tried to call Mom. His phone still didn't work.*

The illustrations **help clarify pronoun** use, and character expressions help clarify the **tone** and **mood** without additional text. The use of the word *phone* in the story refers to both a cell phone and a landline.

Understanding the story requires a moderate amount of **personal and prior experience** with cell phone use, including the range or reception in rural areas. Students will have a wide range of **differing experiences** with phone technology, requiring **extra discussion** about what is happening in the story.

### Reader and Task Considerations

#### English Language Learners

**Language** Draw a **web graphic organizer** with the word *phone* in the center.

- Add "cell phone" to the web. Explain that people can bring a cell phone to different places.
- Add "landline" to the web. Explain that a landline phone stays in one place.
- Ask students to name other types of phones or uses for phones. Add their responses to the web.

#### Intervention

**Purpose** Tell students that they will read a story about what happens when cell phone technology does not work. Show a picture of a cell phone and a picture of a landline phone. Then **ask**:

- Have you ever used a cell phone? Has the phone ever not worked?
- Have you ever used a landline phone? Has the phone ever not worked?

#### On Level/Advanced

**Knowledge Demands** Tell students that cellular phones and landline phones work in different ways.

**Say:** A landline phone uses wires. A cellular phone uses signals that go through the air. Some cell phone signals don't go to places like farms. **Ask:**

- When would a landline phone be better to use?
- When would a cell phone be better to use?

**Changing Laws,  
Changing Lives: Martin  
Luther King, Jr.**  
By Eric Velasquez  
Genre: Narrative  
Nonfiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade K complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Text Structure: Compare and contrast
- Knowledge Demands: Ideas about race in the United States

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: 390L      Average Sentence Length: 6.167      Word Frequency: 3.59      Word Count: 111

Complexity Level	Qualitative Measures
<p><b>Author's Purpose</b></p> <p>Simple      Very Complex</p>	<p>The author's purpose is <b>explicitly</b> shown on the first two pages. The first page shows that Dr. King is an important person to learn about, and the second page expresses Dr. King's <b>message</b>: <i>During his life, he saw African Americans being treated unfairly. He wanted to help them.</i></p>
<p><b>Text Structure</b></p> <p>Simple      Very Complex</p>	<p>The <b>compare-and-contrast</b> text structure examines events before and after Dr. King's activism. <b>Before</b>: <i>They could not sit at the front of a bus. They could not even play with some of their friends!</i> <b>After</b>: <i>People sit anywhere on a bus. People can be friends with anyone.</i> Students may also need guidance to understand the <b>time line</b>.</p>
<p><b>Language Conventuality and Clarity</b></p> <p>Simple      Very Complex</p>	<p>The text uses <b>simple language</b>, but the vocabulary may introduce <b>complex concepts</b>. The word <i>laws</i> in the title is not used in the text, and <i>marched</i> is a multiple-meaning word that may need explanation in context. Some <b>undefined words</b>, such as <i>African American</i> and <i>boycott</i>, may need explanation.</p>
<p><b>Knowledge Demands</b></p> <p>Simple      Very Complex</p>	<p>The text's topic <b>requires some prior knowledge</b> about race and racial inequality in the United States. Students this age may not be aware that there were laws that discriminated against African Americans, and they may be unaware that "treated unfairly" refers to discrimination.</p>

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
<p><b>Language</b> Create a <b>web graphic organizer</b> to preteach the vocabulary word <i>march</i>. Show the photo of Dr. King marching during a protest, and demonstrate a marching action. Provide the following <b>sentence frames</b>:</p> <ul style="list-style-type: none"> <li>• The word <i>march</i> means ____.</li> <li>• People <i>march</i> when ____.</li> </ul>	<p><b>Knowledge Demands Say:</b> <a href="#">This picture shows Martin Luther King, Jr., with the president of the United States. They are talking about laws.</a> <b>Ask:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">What photos show some of the laws they might be talking about?</a></li> <li>• <a href="#">What photos show how these laws changed?</a></li> </ul>	<p><b>Structure</b> Tell students they will read about Martin Luther King, Jr., who helped change the way African Americans were treated. Explain that they will compare how people live today to how they lived in the past.</p> <p>Model using the words <i>now</i> and <i>then</i> to compare the past and the present. Then, have partners say their own sentences using the words <i>now</i> and <i>then</i>.</p>

# TEXT COMPLEXITY CHARTS



## TEXT COMPLEXITY

**Tempura, Tempera**  
By Lyn Miller-Lachmann  
Genre: Fiction

### Recommended Placement

The **Quantitative Measures** place this text in the Grade K complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Meaning: Significance of food to a culture
- Knowledge Demands: Japanese and Portuguese cuisines

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

### Quantitative Measures

LEXILE: **420L**      Average Sentence Length: **5**      Word Frequency: **3.127**      Word Count: **95**

#### Complexity Level

#### Qualitative Measures

##### Levels of Meaning



Simple      Very Complex

The meaning is **implicitly** shown through the unfolding of the story and interactions between characters. Students will need assistance recognizing the origin of cultural dishes, even if they are familiar with Japanese or Portuguese food or culture.

##### Text Structure



Simple      Very Complex

Students may need to use a time line to track the chronological text structure as it moves from using past and present tense verbs: *It was Grandfather's birthday. He is from Portugal.*

##### Language Conventinality and Clarity



Simple      Very Complex

The difference in spelling and pronunciation between *tempura* and *tempera* will be **subtle** for this age, even during a read-aloud. Students will need help differentiating cultural origins with physical locations. *He is from Portugal. / "Tempura comes from my home."* An illustration of a house and the use of "my home" to refer to Portugal may be confusing.

##### Knowledge Demands



Simple      Very Complex

The text's topic assumes **some prior knowledge** that tempura is a traditional Japanese food. Some knowledge of where Portugal and Japan are located would also help students understand the story better.

### Reader and Task Considerations

#### English Language Learners

#### Intervention

#### On Level/Advanced

**Language** Point out the difference between the spelling of the Japanese dish *tempura* and the Portuguese dish, *tempera*. Name other words (cognates) English language learners know that are similar in different languages. Point out that there are also many English words that come from other languages.

**Knowledge Demands** Guide students to make a **KWL chart** about the text. Help students fill it out. **Ask:**

- What are some foods from other countries that you **know** about?
- What do you **want** to know more about tempura (or tempera)?
- What did you **learn** about the food by reading the story?

**Structure** Tell students that they will read a story that compares foods from Japan and Portugal.

- Display photos or illustrations of Japanese and Portuguese foods.
- Have students describe how the foods are the same and different.
- Add students' responses to a two-column chart with "Japanese Food" in one column and "Portuguese Food" in the other column.



SCOPE AND SEQUENCE	K	1	2	3	4	5
<b>FOUNDATIONAL SKILLS</b>						
<b>Print Concepts</b>						
Hold a book upright and turn from page to page	•	•				
Track print from left to right, top to bottom of a page, and from front to back of a book	•	•				
Know uppercase and lowercase letters	•	•				
Understand that words are separated by spaces	•	•				
Identify the correspondence between oral words and printed words	•	•				
Show awareness of information in different parts of a book	•	•				
Recognize the upper- and lowercase letters of the alphabet	•	•				
Alphabetize to the first or second letter		•	•			
<b>Phonological Awareness</b>						
Recognize and produce rhyming words	•	•	•			
Count syllables in spoken words	•	•				
Segment and blend syllables in words	•	•				
Segment and blend onset and rime	•	•				
Identify the same and different initial sounds in words	•	•				
Identify the same and different ending sounds in words	•	•				
Identify the same and different medial sounds in words	•	•				
Isolate the initial, medial, or ending sounds in words	•	•				
Add or delete beginning or ending phonemes in words	•	•	•			
Segment a word or syllable into sounds	•	•				
<b>Phonics</b>						
Connect sounds and letters to consonants	•	•	•	•	•	•
Know sound-letter relationships and match sounds to letters	•	•	•	•	•	•
Generate sounds from letters and blend those sounds to decode	•	•	•	•	•	•
• Consonants, consonant blends, and consonant digraphs	•	•	•	•	•	•
• Short and long vowels	•	•	•	•	•	•
• <i>r</i> -controlled vowels, vowel digraphs, and other common vowel patterns	•	•	•	•	•	•
Decode multisyllabic words	•	•	•	•	•	•
Recognize common letter patterns in words and use them to decode syllables (CVC, VCCV, VCV, VCCCV)	•	•	•	•	•	•
<b>High-Frequency Words</b>						
Read common high-frequency words (sight words)	•	•	•	•	•	•
Read irregularly spelled words	•	•	•	•	•	•

SCOPE AND SEQUENCE	K	1	2	3	4	5
<b>Word Structure and Knowledge</b>						
Use a dictionary to find words, determine word origin, syllabication, and pronunciation	•	•	•	•		
Recognize and know the meaning of common prefixes and suffixes		•	•	•	•	•
Recognize and know common inflectional endings (-s, -es, -er, -est, -ed, -ing)		•	•	•	•	•
Decode words with common suffixes (-ly, -ful, -able, -ible, -ment, -less)		•	•	•	•	•
Learn and recognize irregular spellings of words		•	•	•	•	•
Identify and decode compound words and contractions	•	•	•	•		
<b>Fluency</b>						
Read aloud with accuracy		•	•	•	•	•
Read aloud with appropriate pace and expression		•	•	•	•	•
Read aloud with prosody (stress, intonation)		•	•	•	•	•
Read aloud grade-level poetry and prose with fluency, accuracy, and comprehension		•	•	•	•	•
<b>READING COMPREHENSION</b>						
<b>Genre Characteristics</b>						
Identify and understand types of fiction (e.g., historical, realistic, traditional)	•	•	•	•	•	•
Identify and understand types of informational texts (e.g., science, social studies, technical)	•	•	•	•	•	•
Identify and understand characteristics of informational texts (e.g., headings, illustrations, maps, captions, tables, sidebars)	•	•	•	•	•	•
Identify and understand structures of informational texts (e.g., cause and effect, problem and solution, compare and contrast)	•	•	•	•	•	•
Identify and understand characteristics of opinion writing or persuasive texts (facts, opinions, claim, supporting evidence, counterclaim)	•	•	•	•	•	•
Identify and understand characteristics of poetry and drama	•	•	•	•	•	•
Identify and understand characteristics of digital and multimedia texts	•	•	•	•	•	•
Identify the audience of a text					•	•
<b>Key Ideas and Details</b>						
Ask and answer questions about what is read	•	•	•	•	•	•
Identify details to help determine key ideas and themes	•	•	•	•	•	•
Use text evidence to support a response	•	•	•	•	•	•
Retell and paraphrase text	•	•	•	•	•	•
Make inferences or draw conclusions about a text, character, or theme	•	•	•	•	•	•
Set a purpose for reading	•	•	•	•	•	•
Make predictions	•	•	•	•	•	•



SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	<b>Analysis</b>						
	Evaluate details to determine the main idea	•	•	•	•	•	•
	Retell, paraphrase, or summarize a text	•	•	•	•	•	•
	Make connections (to a text, to other texts, to personal experiences, to society)	•	•	•	•	•	•
	Identify cause and effect				•	•	•
	Compare and contrast details and information	•	•	•	•	•	•
	Recognize facts and opinions				•	•	•
	Confirm or correct predictions	•	•	•	•	•	•
	Create mental images to build understanding of a text	•	•	•	•	•	•
	Monitor comprehension and make adjustments to improve understanding		•	•	•	•	•
	Describe the relationships between ideas, events, characters, people	•	•	•	•	•	•
	Explain the effect of various elements of poetry (rhyme, imagery, line breaks, stanzas)			•	•	•	•
	Analyze elements of fiction and drama (characters, setting, plot, dialogue, theme)	•	•	•	•	•	•
	Identify and analyze the parts of a plot (rising action, conflict, falling action, resolution)	•	•	•	•	•	•
	Identify the use of literary elements and devices (e.g., alliteration, hyperbole, imagery, symbolism)			•	•	•	•
	Synthesize information to create a new understanding	•	•	•	•	•	•
	Distinguish and analyze author's point of view	•	•	•	•	•	•
	Determine the meaning of specific words or phrases used in a text	•	•	•	•	•	•
	Recognize the characteristics of persuasive or argumentative text		•	•	•	•	•
	Analyze graphic elements and features (e.g., illustrations, diagrams, graphs, maps)	•	•	•	•	•	•
<b>Response to Sources</b>							
Reflect on reading and respond by speaking or writing	•	•	•	•	•	•	
Use text or text evidence to write about what is read	•	•	•	•	•	•	
Interact with sources in meaningful ways	•	•	•	•	•	•	
Make connections to personal experiences, ideas in other texts, society	•	•	•	•	•	•	
<b>Comparison Across Texts</b>							
Compare two or more texts	•	•	•	•	•	•	
Compare two or more genres	•	•	•	•	•	•	
Compare two or more authors	•	•	•	•	•	•	
Appreciate texts across a broad range of genres	•	•	•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	<b>Independent and Self-Selected Reading</b>						
	Read independently for an extended period of time	•	•	•	•	•	•
	Self-select texts for independent reading	•	•	•	•	•	•
	<b>Oral Language</b>						
	Work collaboratively with others	•	•	•	•	•	•
	Listen actively, ask relevant questions, and make pertinent comments	•	•	•	•	•	•
	Express an opinion supported by reasons	•	•	•	•	•	•
	Use eye contact and speak with appropriate rate and volume	•	•	•	•	•	•
	Follow or restate oral directions				•	•	•
	Develop social communication skills, such as conversing politely	•	•	•	•	•	•
Report on a topic or give a presentation using an appropriate mode of delivery	•	•	•	•	•	•	
READING-WRITING WORKSHOP BRIDGE	<b>VOCABULARY ACQUISITION</b>						
	<b>High-Frequency Words</b>						
	Identify and read high-frequency (sight) words	•	•	•	•	•	•
	<b>Word Study</b>						
	Identify and learn words that name actions, directions, positions, sequences, and other categories and locations	•	•				
	Alphabetize words to the third letter			•	•		
	Identify and use context clues to learn about unfamiliar words	•	•	•	•	•	•
	Understand synonyms and antonyms			•	•	•	•
	Identify and understand the meaning of common prefixes	•	•	•	•	•	•
	Identify and understand the meaning of common suffixes	•	•	•	•	•	•
	Use knowledge of word roots, prefixes, and suffixes to determine the meaning of new words		•	•	•	•	•
	Use knowledge of word relationships to determine the meaning of new words		•	•	•	•	•
	Learn and understand common abbreviations			•	•		
	Identify and learn about compound words			•	•		
	Identify and learn homographs and homophones	•	•	•	•	•	
	Learn and understand idioms and figurative language, including word nuances (i.e., shades of meaning) and literal and nonliteral meanings of words and phrases	•	•	•	•	•	•
	Learn and understand transitions or signal words (e.g., time order, chronological order, cause-and-effect order, compare-and-contrast order)				•	•	•
	Learn about word origins and word histories						•
	Understand adages and proverbs						•

SCOPE AND SEQUENCE	K	1	2	3	4	5
<b>Word Learning Strategies</b>						
Use picture cues and other graphics to help determine the meaning of new words	•	•				
Recognize and learn selection vocabulary	•	•	•	•	•	•
Use print and digital references to determine the meaning of new words	•	•	•	•	•	•
Learn academic language	•	•	•	•	•	•
Learn and understand domain-specific vocabulary and specialized vocabulary				•	•	•
<b>Academic Language</b>						
Learn the language of ideas used in academic discourse				•	•	•
Understand the difference between informal spoken language and the conventions of formal written language			•	•	•	•
<b>ANALYZE AUTHOR'S CRAFT</b>						
Analyze and describe an author's use of imagery and figurative language	•	•	•	•	•	•
Identify and analyze an author's use of simile and metaphor			•	•	•	•
Analyze an author's use of illustrations	•	•	•	•	•	•
Analyze an author's use of print and graphic features (e.g., titles, headings, charts, tables, graphs)	•	•	•	•	•	•
Analyze an author's use of text structure (e.g., time order, compare and contrast, cause and effect)	•	•	•	•	•	•
Analyze how an author's language and word choice contribute to voice		•	•	•	•	•
Analyze an author's use of point of view	•	•	•	•	•	•
Analyze and explain an author's purpose and message in a text	•	•	•	•	•	•
<b>DEVELOP WRITER'S CRAFT</b>						
Introduce a topic or opinion	•	•	•	•	•	•
Use a clear and coherent organization		•	•	•	•	•
Provide reasons and evidence to support a claim or opinion		•	•	•	•	•
End with a concluding or final statement		•	•	•	•	•
Use linking words and phrases (i.e., transitions) to connect and organize ideas		•	•	•	•	•
Describe experiences with facts and descriptive details in a clear sequence		•	•	•	•	•
Use dialogue and description to develop situations and characters		•	•	•	•	•
Use description to show the reaction of characters or real persons to situations and events			•	•	•	•
<b>CONVENTIONS OF LANGUAGE</b>						
<b>Spelling</b>						
Use and apply knowledge of spelling to spell grade-level words	•	•	•	•	•	•
Consult reference materials (glossaries, dictionaries) as needed to correct spelling	•	•	•	•	•	•

SCOPE AND SEQUENCE	K	1	2	3	4	5
<b>Spelling (cont.)</b>						
Use and apply knowledge of base words and affixes to spell words with inflections, prefixes, or suffixes		•	•	•	•	•
Spell words with blends, digraphs, silent letters, and unusual consonant combinations	•	•	•	•	•	•
Spell words with short vowels, long vowels, <i>r</i> -controlled vowels, the schwa sound, and other vowel combinations		•	•	•	•	•
Use knowledge of Greek and Latin roots to spell words					•	•
Use knowledge of syllable patterns (e.g., VCV, VCCV, VCCCV) to spell multisyllabic words	•	•	•	•	•	•
Spell words with irregular plurals		•	•	•	•	
Learn and spell high-frequency words	•	•	•	•	•	•
<b>Grammar and Usage</b>						
Learn about the parts of speech, including						
• nouns and pronouns	•	•	•	•	•	•
• adjectives and adverbs		•	•	•	•	•
• prepositions and prepositional phrases	•	•	•	•	•	•
• conjunctions, interjections, and articles		•	•	•	•	•
Use and form irregular plurals of nouns		•	•	•	•	
Use and form verb tenses with regular and irregular verbs		•	•	•	•	•
Use and form comparative and superlative forms of adjectives and adverbs				•	•	•
Use coordinating, correlative, and subordinating conjunctions			•	•	•	•
Form and use contractions			•	•		
Use an apostrophe and form singular and plural possessives		•	•	•	•	
Identify and use declarative, interrogative, exclamatory, and imperative sentences	•	•	•	•		
Identify and use simple, compound, and complex sentences		•	•	•	•	•
Write sentences with subject-verb agreement		•	•	•	•	•
Avoid common sentence errors (e.g., misused words, misplaced modifiers, double negatives, shifts in verb tense)					•	•
<b>Capitalization and Punctuation</b>						
Capitalize the beginnings of sentences, proper nouns and adjectives, the pronoun <i>I</i> , days of the week and months of the year, holidays	•	•	•	•	•	•
Use end punctuation with sentences (period, question mark, exclamation mark)	•	•	•	•		
Use common conventions for commas (e.g., in dates and addresses; with items in a series; in compound sentences; with greetings and closings; in dialogue)		•	•	•	•	•
Use an apostrophe to form contractions and possessives, when appropriate		•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
WRITING WORKSHOP	<b>Capitalization and Punctuation (cont.)</b>						
	Learn how and when to use quotation marks with dialogue				•	•	•
	<b>FOUNDATIONAL SKILLS FOR WRITING</b>						
	<b>Letter Formation, Handwriting, Cursive</b>						
	Develop handwriting by printing words legibly	•	•	•			
	Write legibly by leaving appropriate spaces between words		•	•	•		
	Write cursive letters legibly			•	•	•	•
	<b>Ways of Writing</b>						
	Create writing in both printed and digital forms	•	•	•	•	•	•
	Write regularly both short and longer products			•	•	•	•
	Revise and edit drafts of writing		•	•	•	•	•
	Develop keyboarding skills				•	•	•
	Use technology to produce and publish writing	•	•	•	•	•	•
	Use technology to interact and collaborate with others	•	•	•	•	•	•
	<b>Speaking and Listening</b>						
	Participate in discussions with partners and groups about writing	•	•	•	•	•	•
	Work with a peer or group to revise and edit writing	•	•	•	•	•	•
	<b>COMPOSITION</b>						
	<b>The Writing Process: Plan, Draft, Revise, Edit, Publish</b>						
	Prewrite and plan using a variety of strategies	•	•	•	•	•	•
	Develop drafts into organized pieces of writing	•	•	•	•	•	•
Revise drafts for coherence and clarity	•	•	•	•	•	•	
Edit drafts for the conventions of standard English	•	•	•	•	•	•	
Publish written work for audiences	•	•	•	•	•	•	
<b>Genre Immersion: Modes and Products</b>							
Write in a variety of modes							
• Informative or explanatory	•	•	•	•	•	•	
• Narrative	•	•	•	•	•	•	
• Opinion	•	•	•	•	•	•	
Write and produce a variety of forms of writing							
• Letters, thank-you notes, emails		•	•	•	•	•	
• Editorials, presentations, speeches, essays, brochures	•	•	•	•	•	•	
• News stories, reports, summaries, how-to articles, informational articles	•	•	•	•	•	•	
• Poems, stories, plays, and other creative writing	•	•	•	•	•	•	
Write in self-selected forms			•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
ORAL LANGUAGE	<b>SPEAKING</b>						
	Retell an experience or story	•	•	•	•	•	•
	Summarize a text or experience with descriptive details and relevant facts	•	•	•	•	•	•
	Discuss politely and respectfully in groups	•	•	•	•	•	•
	Speak clearly and coherently about a topic or text	•	•	•	•	•	•
	Speak with sufficient volume and appropriate rate	•	•	•	•	•	•
	Communicate effectively while following the conventions of English	•	•	•	•	•	•
	Ask and answer questions	•	•	•	•	•	•
	Ask for and provide clarification or elaboration	•	•	•	•	•	•
	Connect ideas to those of others in a group	•	•	•	•	•	•
Report on a topic or text		•	•	•	•	•	
Include media in an oral presentation or report			•	•	•	•	
ORAL LANGUAGE	<b>LISTENING</b>						
	Listen to others when working in groups or with partners	•	•	•	•	•	•
	Use active listening strategies (e.g., making eye contact, facing the speaker, asking questions)	•	•	•	•	•	•
	Work collaboratively with others by following agreed-upon rules, norms, and protocols	•	•	•	•	•	•
PROJECT-BASED INQUIRY	<b>COLLABORATION</b>						
	Engage in discussions (e.g., one-on-one, in groups, teacher-led) on collaborative projects	•	•	•	•	•	•
	Work in pairs or with partners for inquiry projects		•	•	•	•	•
	<b>RESEARCH SKILLS AND PROCESS</b>						
	<b>Conduct Short Research Projects</b>						
	Develop and follow a plan for research	•	•	•	•	•	•
	Compose correspondence that requests information		•	•	•	•	•
	Take notes on sources and organize information from notes		•	•	•	•	•
	Generate questions for formal or informal inquiry	•	•	•	•	•	•
	Use an appropriate mode of delivery to present results		•	•	•	•	•
Paraphrase information from research sources		•	•	•	•	•	
<b>Identify and Gather Information</b>							
Use primary and secondary sources for research			•	•	•	•	
Avoid plagiarism				•	•	•	
Find information for research from both print and online sources	•	•	•	•	•	•	
Cite research sources (including print and online sources) and develop a bibliography			•	•	•	•	
Review sources critically for relevance and reliability		•	•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
	<b>Identify and Gather Information (cont.)</b>						
	Demonstrate understanding of information gathered	•	•	•	•	•	•
	Make appropriate use of media and technology	•	•	•	•	•	•
	Interact with sources in meaningful ways	•	•	•	•	•	•
ASSESSMENT	<b>TEST PREPARATION</b>						
	<b>Editing</b>						
	Edit for complete sentences (avoid sentence fragments, run-on sentences, and comma splices)				•	•	•
	Edit for capitalization (e.g., proper nouns and adjectives, first word in a sentence, pronoun <i>I</i> , days of the week, months of the year) and punctuation (periods, question marks, apostrophes, quotation marks)	•	•	•	•	•	•
	Edit for end punctuation (periods, question marks, exclamation marks) and other punctuation, including commas, apostrophes, and quotation marks, where appropriate	•	•	•			
	Edit for commas in dates, addresses, compound sentences, and quotations			•	•	•	•
	Edit to avoid spelling mistakes		•	•	•	•	•
	Edit to maintain consistent verb tense		•	•	•	•	•
	Edit to maintain subject-verb agreement		•	•	•	•	•
	<b>Extended Writing Prompts</b>						
	Develop a personal narrative		•	•	•	•	•
	Develop an informational or explanatory paragraph or essay		•	•	•	•	•
	Develop poetry or fiction		•	•	•	•	•
	Develop a persuasive paragraph or essay				•	•	•
	Develop correspondence		•	•	•	•	•
	<b>Author's Craft and Structure</b>						
Identify the author's purpose and craft	•	•	•	•	•	•	





## A

### Academic vocabulary

integrate/integration, **U1**:T66, T104, T114, T122, T160, T170, T178, T216, T234, T272, T282, T290; **U2**:T48, T58, T66, T104, T114, T122, T160, T170, T178, T216, T226, T272, T282; **U3**:T50, T60, T68, T112, T122, T130, T168, T178, T186, T224, T234, T298; **U4**:T48, T58, T66, T104, T114, T122, T160, T177, T216, T226, T234, T282, T290; **U5**:T48, T56, T62, T100, T108, T114, T152, T160, T166, T218, T224, T262, T270, T276

language of ideas, **U1**:T20, T48, T58, T76, T132, T188, T226, T244; **U2**:T20, T76, T132, T188, T244; **U3**:T20, T78, T140, T196, T252, T290; **U4**:T20, T76, T132, T188, T244; **U5**:T20, T72, T124, T176, T210, T234

Word Wall, **U1**:T12; **U2**:T10; **U3**:T12; **U4**:T12; **U5**:T12

See also Vocabulary skills/strategies, academic vocabulary strategies

**Accuracy.** See Fluency, reading

**Achieving English proficiency.** See ELL (English Language Learners)

**Adjectives, U2**:T36, T331, T355, T311, T388–T389, T392, **U5**:T389

articles, **U2**:T314–T315, T318–T319, T322–T323, T335, T338–T339, T342–T343, T346–T347; **U3**:T396–T397, T400

**Advanced-high learners.** See ELL (English Language Learners)

**Advanced learners.** See ELL (English Language Learners)

**Anchor chart, U1**:T24, T80, T136, T192, T248; **U2**:T24, T80, T136, T192, T248; **U3**:T24, T82, T144, T200, T256; **U4**:T24, T80, T136, T192, T248; **U5**:T24, T76, T128, T180, T238

**Articles.** See Adjectives, articles

### Assess and Differentiate

Quick Check, **U1**:T25, T33, T41, T49, T55, T59, T67, T81, T89, T97, T105, T111, T115, T123, T137, T145, T153, T161, T167, T171, T179, T193, T201, T209, T217, T223, T227, T235, T249, T257, T265, T273, T279, T283, T291, T429, T435; **U2**:T25, T33, T41, T49, T55, T59, T67, T81, T89, T97, T105, T111, T115, T123, T137, T145, T153, T161, T167, T171, T179, T193, T201, T209, T217, T223, T227, T235, T257, T249, T265, T273, T279, T283, T291, T429, T435; **U3**:T25, T33, T43, T51, T57, T61, T69, T83, T91, T105, T113, T119, T123, T131, T145, T153, T161, T169, T175, T179, T187, T201, T209, T217, T225, T231, T235, T243, T257, T265, T273, T281, T287, T291, T299, T437, T443; **U4**:T25, T33, T41, T49, T55, T59, T67, T81, T89, T97, T105, T111, T115, T123, T137, T145, T153, T161, T167, T171, T179, T193, T201, T209, T217, T223, T227, T235, T249, T257,

T265, T273, T279, T283, T291, T431, T437; **U5**:T25, T33, T41, T49, T57, T63, T77, T85, T93, T101, T109, T115, T129, T137, T145, T153, T161, T167, T181, T189, T203, T211, T219, T225, T239, T247, T255, T263, T271, T277, T417

Small Group, **U1**:T28–T31, T42–T45, T52–T53, T60–T63, T68–T69, T84–T87, T98–T101, T108–T109, T116–T119, T124–T125, T140–T143, T154–T157, T164–T165, T172–T175, T180–T181, T196–T199, T210–T213, T220–T221, T228–T231, T236–T237, T252–T255, T266–T269, T276–T277, T284–T287, T292–T293, T430–T431, T436–T437; **U2**:T28–T31, T42–T45, T52–T53, T60–T63, T68–T69, T84–T87, T98–T101, T108–T109, T116–T119, T124–T125, T140–T143, T154–T157, T164–T165, T172–T175, T180–T181, T196–T199, T210, T210–T213, T220–T221, T228–T231, T236–T237, T252–T255, T266–T269, T276–T277, T284–T287, T292–T293, T430–T431, T436–T437; **U3**:T28–T31, T44–T47, T54–T55, T62–T65, T70–T71, T86–T89, T106–T109, T116–T117, T124–T127, T132–T133, T148–T151, T162–T165, T172–T173, T180–T183, T188–T189, T204–T207, T218–T221, T228–T229, T236–T239, T244–T245, T260–T263, T274–T277, T284–T285, T292–T295, T300–T301, T438–T439, T444–T445; **U4**:T28–T31, T42–T45, T52–T53, T60–T63, T68–T69, T84–T87, T98–T101, T108–T109, T116–T119, T124–T125, T140–T143, T154–T157, T164–T165, T172–T175, T180–T181, T196–T199, T210–T213, T220–T221, T228–T231, T236–T237, T252–T255, T266–T269, T276–T277, T284–T287, T292–T293, T432, T432–T433, T440–T441; **U5**:T28–T31, T42–T45, T52–T53, T58–T59, T64–T65, T80–T83, T94–T97, T104–T105, T110–T111, T116–T117, T132–T135, T146–T149, T156–T157, T162–T163, T168–T169, T184–T187, T204–T207, T214–T215, T220–T221, T226–T227, T242–T245, T256–T259, T266–T267, T272–T273, T278–T279, T418–T419

Independent/Collaborative, **U1**:T31, T43, T45, T53, T61, T63, T69, T87, T99, T101, T109, T117, T119, T125, T143, T155, T157, T165, T173, T175, T181, T199, T211, T213, T221, T229, T231, T237, T255, T267, T269, T277, T285, T287, T293, T431, T437; **U2**:T31, T43, T45, T53, T60–T63, T69, T87, T99, T101, T109, T117, T119, T125, T143, T155, T157, T165, T173, T175, T181, T199, T211, T213, T221, T229, T231, T237, T255, T267, T269, T277, T285, T287, T293, T431, T437; **U3**:T31, T45, T47, T55, T63, T65, T71, T89, T107, T109, T117, T125, T127, T133, T151, T163, T165, T173, T181, T183, T189, T207, T219, T221, T229, T237, T239, T245, T263, T275, T277, T285, T293, T295, T301, T439, T445; **U4**:T31, T43, T45, T53, T61, T63, T69, T87, T99, T101, T109, T117, T119, T125, T143, T155, T157, T165, T173, T175, T181, T199, T211, T213, T221, T229, T231, T237, T255, T267, T269, T277, T285, T287, T293, T433, T441; **U5**:T31, T43, T45, T53, T59, T65, T83, T95, T97, T105, T111, T117, T135, T147, T149, T157, T163,

T169, T187, T205, T207, T215, T221, T227, T245, T257, T259, T267, T273, T279, T419

Book Club, **U1**:T31, T69, T87, T125, T143, T181, T199, T237, T255, T293; **U2**:T31, T69, T87, T125, T143, T181, T199, T237, T255, T293; **U3**:T31, T71, T89, T133, T151, T189, T207, T245, T263, T301; **U4**:T31, T69, T87, T125, T143, T181, T199, T237, T255, T293; **U5**:T31, T65, T83, T117, T135, T169, T187, T227, T245, T279

Conferring, **U1**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U2**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U3**:T31, T47, T55, T65, T71, T89, T109, T117, T127, T133, T151, T165, T173, T183, T189, T207, T221, T229, T239, T245, T263, T277, T285, T295, T301; **U4**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U5**:T31, T45, T53, T59, T65, T83, T97, T105, T111, T117, T135, T149, T157, T163, T169, T187, T207, T215, T221, T227, T245, T259, T267, T273, T279

Decodable Book, **U1**:T61, T99, T117, T155, T173, T211, T229, T267, T285, T431, T437; **U2**:T43, T60–T63, T99, T117, T155, T173, T211, T229, T267, T285, T431, T437; **U3**:T45, T63, T107, T125, T163, T181, T219, T237, T275, T293, T439, T445; **U4**:T43, T61, T99, T117, T155, T173, T211, T229, T267, T285, T433, T441; **U5**:T95, T147, T205, T257, T419

High-Frequency Words, **U1**:T43, T99, T155, T211, T267, T431; **U2**:T43, T99, T155, T211, T267, T431; **U3**:T45, T107, T163, T219, T275, T439; **U4**:T43, T99, T155, T211, T267, T433; **U5**:T43, T95, T147, T205, T257, T419

Independent Reading, **U1**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U2**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U3**:T31, T47, T55, T65, T71, T89, T109, T117, T127, T133, T151, T165, T173, T183, T189, T207, T221, T229, T239, T245, T263, T277, T285, T295, T301; **U4**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U5**:T31, T45, T53, T59, T65, T83, T97, T105, T111, T117, T135, T149, T157, T163, T169, T187, T207, T215, T221, T227, T245, T259, T267, T273, T279

Letter Recognition Unit, **U1**:T43

Leveled Readers, **U1**:T29, T31, T45, T53, T63, T69, T85, T87, T101, T109, T119, T125, T141, T143, T157, T165, T175, T181, T197, T199, T213, T221, T231, T237, T253, T255, T269, T277, T287, T293; **U2**:T29, T31, T45, T53, T63, T69, T85, T87, T101, T109, T119, T125, T141, T143, T157, T165, T175, T181, T197, T199, T213, T221, T231, T237, T253, T255, T269, T277, T287, T293; **U3**:T29, T31, T47, T55, T65, T71, T87, T89, T109, T117, T127, T133, T149, T151, T165, T173, T183, T189, T205, T207, T221, T229, T239, T245, T261, T263, T277, T285, T295, T301; **U4**:T29, T31, T45, T53, T63, T69, T85, T87, T101, T109, T119, T125, T141, T143, T157, T165, T175, T181, T197, T199, T213, T221, T231, T237, T253, T255, T269, T277, T287, T293; **U5**:T29, T31, T45, T53, T59, T65, T81, T83, T97, T105, T111, T117, T133, T135, T149, T157, T163, T169, T185, T187, T207, T215, T221, T227, T243, T245, T259, T267, T273, T279

Literacy Activities, **U1**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U2**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U3**:T31, T47, T55, T65, T71, T89, T109, T117, T127, T133, T151, T165, T173, T183, T189, T207, T221, T229, T239, T245, T277, T285, T295, T301; **U4**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U5**:T31, T45, T53, T59, T65, T83, T97, T105, T111, T117, T135, T149, T157, T163, T169, T187, T207, T215, T221, T227, T245, T259, T267, T273, T279

Songs and Poems Big Book, **U1**:T43

Word Work Activity, **U1**:T43, T61, T99, T117, T155, T173, T211, T229, T267, T285, T431, T437; **U2**:T43, T60–T63, T99, T117, T155, T173, T211, T229, T267, T285, T431, T437; **U3**:T45, T63, T107, T125, T163, T181, T219, T237, T275, T293, T439, T445; **U4**:T43, T61, T99, T117, T155, T173, T211, T229, T267, T285, T433, T441; **U5**:T43, T95, T147, T205, T257, T419

Teacher-Led Options, **U1**:T30–T31, T42–T45, T52–T53, T60–T63, T68–T69, T86–T87, T98–T101, T108–T109, T116–T119, T124–T125, T142–T143, T154–T157, T164–T165, T172–T175, T180–T181, T198–T199, T210–T213, T220–T221, T228–T231, T236–T237, T254–T255, T266–T269, T276–T277, T284–T287, T292–T293, T430–T431, T436–T437; **U2**:T30–T31, T42–T45, T46–T53, T60–T63, T68–T69, T86–T87, T98–T101, T108–T109,

- T116–T119, T124–T125, T142–T143, T154–T157, T164–T165, T172–T175, T180–T181, T198–T199, T210–T213, T220–T221, T228–T231, T236–T237, T254–T255, T266–T269, T276–T277, T284–T287, T292–T293, T430–T431, T436–T437; **U3**:T30–T31, T44–T47, T54–T55, T62–T65, T70–T71, T88–T89, T106–T109, T116–T117, T124–T127, T132–T133, T150–T151, T162–T165, T172–T173, T180–T183, T188–T189, T206–T207, T218–T221, T228–T229, T236–T239, T244–T245, T262–T263, T274–T277, T284–T285, T292–T295, T300–T301, T438–T439, T444–T445; **U4**:T30–T31, T42–T45, T52–T53, T60–T63, T68–T69, T86–T87, T98–T101, T108–T109, T116–T119, T124–T125, T142–T143, T154–T157, T164–T165, T172–T175, T180–T181, T198–T199, T210–T213, T220–T221, T228–T231, T236–T237, T254–T255, T266–T269, T276–T277, T284–T287, T292–T293, T432, T432–T433, T440–T441; **U5**:T30–T31, T42–T45, T52–T53, T58–T59, T64–T65, T82–T83, T94–T97, T104–T105, T110–T111, T116–T117, T134–T135, T146–T149, T156–T157, T162–T163, T168–T169, T186–T187, T204–T207, T214–T215, T220–T221, T226–T227, T244–T245, T256–T259, T266–T267, T272–T273, T278–T279, T418–T419
- Fluency, **U1**:T44, T62, T100, T118, T156, T173, T212, T230, T268, T286; **U2**:T44, T62, T100, T118, T156, T175, T212, T230, T268, T286; **U3**:T46, T64, T108, T126, T164, T182, T220, T238, T276, T294; **U4**:T44, T62, T100, T118, T156, T174, T212, T230, T268, T286; **U5**:T44, T58, T96, T110, T148, T162, T206, T220, T258, T272
- Intervention Activity, **U1**:T30, T42, T52, T60, T62, T68, T86, T98, T100, T108, T116, T118, T124, T142, T154, T156, T164, T172, T173, T180, T198, T210, T212, T220, T228, T230, T236, T254, T266, T268, T276, T284, T286, T292, T430, T436; **U2**:T30, T42, T44, T46, T60, T62, T68, T86, T98, T100, T108, T116, T118, T124, T142, T154, T156, T164, T172, T175, T180, T198, T210, T212, T220, T228, T230, T236, T254, T266, T268, T276, T284, T286, T292, T430, T436; **U3**:T30, T44, T46, T54, T62, T64, T70, T88, T106, T108, T116, T124, T126, T132, T150, T162, T164, T172, T180, T182, T188, T206, T218, T220, T228, T236, T238, T244, T262, T274, T276, T284, T292, T294, T300, T438, T444; **U4**:T30, T42, T44, T52, T60, T62, T68, T86, T98, T100, T108, T116, T118, T124, T142, T154, T156, T164, T172, T174, T180, T198, T210, T212, T220, T228, T230, T236, T254, T266, T268, T276, T284, T286, T292, T432, T440; **U5**:T30, T42, T44, T52, T58, T64, T82, T94, T96, T104, T110, T116, T134, T146, T148, T156, T162, T168, T186, T204, T206, T214, T220, T226, T244, T256, T258, T266, T272, T278, T418
- On-Level and Advanced, **U1**:T30, T68, T86, T124, T142, T180, T198, T236, T254, T292; **U2**:T30, T68, T86, T124, T142, T180, T198, T236, T254, T292; **U3**:T30, T70, T88, T132, T150, T188, T206, T244, T262, T300; **U4**:T30, T68, T86, T124, T142, T180, T198, T236, T254, T292; **U5**:T30, T64, T82, T116, T134, T168, T186, T226, T244, T278
- Strategy Group, **U1**:T30, T44, T52, T62, T68, T86, T100, T108, T118, T124, T142, T156, T164, T173, T180, T198, T212, T220, T230, T236, T254, T268, T276, T286, T292; **U2**:T30, T44, T46, T62, T68, T86, T100, T108, T118, T124, T142, T156, T164, T175, T180, T198, T212, T220, T236, T254, T268, T276, T286, T292; **U3**:T30, T46, T54, T64, T70, T88, T108, T116, T126, T132, T150, T164, T172, T182, T188, T206, T220, T228, T238, T244, T262, T276, T284, T294, T300; **U4**:T30, T44, T52, T62, T68, T86, T100, T108, T118, T124, T142, T156, T164, T174, T180, T198, T212, T220, T230, T236, T254, T268, T276, T286, T292; **U5**:T30, T44, T52, T58, T64, T82, T96, T104, T110, T116, T134, T148, T156, T162, T168, T186, T206, T214, T220, T226, T244, T258, T266, T272, T278
- ELL Targeted Support, **U1**:T30, T44, T52, T62, T68, T86, T100, T108, T118, T124, T142, T156, T164, T173, T180, T198, T212, T220, T230, T236, T254, T268, T276, T286, T292; **U2**:T30, T44, T46, T62, T68, T86, T100, T108, T118, T124, T142, T156, T164, T175, T180, T198, T212, T220, T236, T254, T268, T276, T286, T292; **U3**:T30, T46, T54, T64, T70, T88, T108, T116, T126, T132, T150, T164, T172, T182, T188, T206, T220, T228, T238, T244, T262, T276, T284, T294, T300; **U4**:T30, T44, T52, T62, T68, T86, T100, T108, T118, T124, T142, T156, T164, T174, T180, T198, T212, T220, T230, T236, T254, T268, T276, T286, T292; **U5**:T30, T44, T52, T58, T64, T82, T96, T104, T110, T116, T134, T148, T156, T162, T168, T186, T206, T214, T220, T226, T244, T258, T266, T272, T278. *See also* ELL (English Language Learners)
- Word Work Strategy Group, **U1**:T42, T60, T98, T116, T154, T172, T210, T228, T266, T284, T430, T436; **U2**:T42, T60, T98, T116, T154, T172, T210, T228, T266, T284, T430, T436; **U3**:T44, T62, T106, T124, T162, T180, T218, T236, T274, T292, T438, T444; **U4**:T42, T60, T98, T116, T154, T172, T210, T228, T266, T284, T432, T440; **U5**:T42, T94, T146, T204, T256, T418
- ELL Targeted Support, **U1**:T42, T60, T98, T116, T154, T172, T210, T228, T266, T284, T430, T436; **U2**:T42, T60, T98, T116, T154, T172, T210, T228, T266, T284, T430, T436; **U3**:T44, T62, T106, T124, T162, T180,

T218, T236, T274, T292, T438, T444; **U4**:T42, T60, T98, T116, T154, T172, T210, T228, T266, T284, T432, T440; **U5**:T42, T94, T146, T204, T256, T418

See also ELL (English Language Learners)

Whole Group, **U1**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U2**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U3**:T31, T47, T55, T65, T71, T89, T109, T117, T127, T133, T151, T165, T173, T183, T189, T207, T221, T229, T239, T245, T221, T277, T285, T295, T301; **U4**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U5**:T31, T45, T53, T59, T65, T83, T97, T105, T111, T117, T135, T149, T157, T163, T169, T187, T207, T215, T221, T227, T245, T259, T267, T273, T279

### Assessment

formative, **U1**:T25, T55, T33, T41, T49, T59, T67, T302, T89, T111, T81, T97, T105, T115, T123, T326, 145, T167, T137, T153, T161, T171, T179, T350, T223, T193, T209, T217, T227, T235, T374, T257, T279, T249, T265, T273, T283, T291, T398, T429, T435; **U2**:T33, T55, T25, T41, T49, T59, T67, T302, T89, T111, T81, T97, T105, T115, T123, T326, T145, T167, T137, T153, T161, T171, T179, T350, T201, T223, T193, T209, T217, T227, T235, T374, T257, T279, T249, T265, T273, T283, T291, T398, T429, T435; **U3**:T25, T33, T43, T51, T57, T61, T69, T83, T91, T105, T113, T119, T123, T131, T145, T153, T161, T169, T175, T179, T187, T201, T209, T217, T225, T231, T235, T243, T257, T265, T273, T281, T287, T291, T299, T310, T334, T358, T382, T406, T437, T443; **U4**:T33, T55, T25, T41, T49, T59, T67, T302, T89, T111, T81, T97, T105, T115, T123, T326, T145, T167, T137, T153, T161, T171, T179, T350, T201, T223, T193, T209, T217, T227, T235, T374, T257, T279, T249, T265, T273, T283, T291, T398, T431, T437; **U5**:T33, T25, T41, T49, T57, T63, T288, T85, T77, T93, T101, T109, T115, T312, T137, T129, T145, T153, T161, T167, T336, T189, T181, T203, T211, T219, T225, T360, T247, T239, T255, T263, T271, T277, T384, T417

scoring guide/rubric, **U1**:T423; **U2**:T423; **U3**:T431; **U4**:T423; **U5**:T409

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writing, **U1**:T416, T417; **U2**:T416, T417; **U3**:T424, T425; **U4**:T416, T417; **U5**:T402, T403. See also Writing rubrics

**Audience.** See Literary devices/terms, audience

**Author's craft,** **U1**:T205, T218–T219; **U2**:T148; **U3**:T96, T114–T115; **U4**:T151; **U5**:T90, T102–T103

ask and answer questions, **U2**:T205

first-person text, **U1**:T92, T106–T107; **U4**:T37, T50–T51  
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purpose, **U1**:T148; **U5**:T253, T264–T265

question-and-answer text structure, **U2**:T38, T50–T51

rhyme and rhythm, **U5**:T154–T155

supporting information, **U2**:T261, T274–T275; **U4**:T206, T218–T219

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text structure, **U3**:T282–T283; **U5**:T195, T201, T212–T213

third-person text, **U2**:T162–T163; **U3**:T226–T227;

**U4**:T162–T163

visualize, **U1**:T37, T39, T50–T51; **U2**:T92, T106–T107, T206, T218–T219; **U3**:T37, T52–T53, T157, T170–T171;

**U4**:T106–T107

word choice, **U3**:T270

**Author's message.** See Author's purpose

**Author's purpose,** **U1**:T148, T252, T261, T263, T272–T273; **U3**:T204, T213, T215, T224–T225; **U5**:T253, T264–T265. See also Listening, listening comprehension

## B

**Background, build.** See Background knowledge

**Background knowledge,** **U2**:T259; **U3**:T253; **U4**:T90; **U5**:T24

**Base words.** See Word work

**Bilingual children.** See ELL (English Language Learners)

**Book Club,** **U1**:T31, T69, T87, T125, T143, T181, T199, T237, T255, T293, T454–T471; **U2**:T31, T69, T87, T125, T143, T181, T199, T237, T255, T293, T454–T471; **U3**:T31, T71, T89, T133, T151, T189, T207, T245, T263, T301, T462–T479; **U4**:T31, T69, T87, T125, T143, T181, T199, T237, T255, T293, T456–T473; **U5**:T31, T65, T83, T117, T135, T169, T187, T227, T245, T279, T438–T455

**Book parts.** See Parts of a book

## C

**Capitalization,** **U2**:T380–T381, T384–T385, T404–T405; **U3**:T412–T413; **U4**:T400–T401; **U5**:T37, T297, T301, T305, T309, T317

**Categorize.** See Research/study skills

**Cause and Effect.** See Listening, listening comprehension

**Central idea, of informational text.** See Informational text

**Central message.** See Literary devices/terms

**Characters**

in drama, discuss, **U5**:T242, T251, T253, T262–T263  
 identify and describe, **U1**:T28, T37, T39, T48–T49; **U2**:T140, T149, T160–T161

See also Listening, listening comprehension

**Chart/table.** See Graphic sources, chart/table

**Choral reading.** See Fluency, reading

**Chronology.** See Sequence

**Classify.** See Research/study skills

**Cognates.** See ELL (English Language Learners), language transfer, cognates

**Compare and contrast, U3**:T86, T97, T103, T112–T113; **U5**:T184, T195, T201, T210–T211. See also Listening, listening comprehension

**Compare texts, U1**:T29, T66–T67, T85, T122–T123, T141, T178–T179, T197, T234–T235, T253, T290–T291, T424–T425; **U2**:T29, T66–T67, T85, T122–T123, T141, T178–T179, T197, T234–T235, T253, T290–T291, T424–T425; **U3**:T29, T68–T69, T87, T92, T98, T130–T131, T149, T186–T187, T205, T242–T243, T261, T298–T299, T432–T433; **U4**:T29, T66–T67, T85, T122–T123, T141, T177–T179, T197, T234–T235, T253, T290–T291, T424–T425; **U5**:T29, T62–T63, T81, T114–T115, T133, T166–T167, T185, T224–T225, T243, T276–T277, T410–T411

**Composition.** See Writing forms/products; Writing mode; Writing traits

**Comprehension strategies/skills.** See Strategies/skills

**Computers, using.** See Technology

**Concepts of print.** See Print awareness

**Conclusions, draw.** See Listening, listening comprehension

**Conferring.** See Assess and Differentiate, Small Group, Independent/Collaborative, Conferring

**Conjunctions.** See Language and conventions

**Connections**

describe, **U4**:T28, T37, T48–T49  
 make, **U1**:T253, T263, T282–T283; **U2**:T141, T151, T170–T171; **U3**:T261, T269, T290–T291  
 text to learning, **U1**:T28–T29, T84–T85, T140–T141, T196–T197, T252–T253; **U2**:T28–T29, T84–T85, T140–T141, T196–T197, T252–T253; **U3**:T28–T29, T86–T87, T148–T149, T204–T205, T260–T261; **U4**:T28–T29, T84–T85, T140–T141, T196–T197, T252–T253; **U5**:T28–T29, T80–T81, T132–T133, T184–T185, T242, T242–T243

See also Compare texts; Cross-Curricular Perspectives; ELL (English Language Learners)

**Consonants.** See Phonics/decoding, consonants

**Context clues.** See Vocabulary skills/strategies, academic vocabulary strategies, context clues

**Contrasting.** See Compare and contrast

**Conventions of standard English.** See Language and conventions

**Covers, front and back.** See Parts of a book

**Cross-Curricular Perspectives**

science, **U1**:T38, T204; **U2**:T37, T39, T93, T94, T149, T204, T260, T262, T423; **U3**:T102, T156, T213; **U4**:T148; **U5**:T88, T192, T194, T198, T250, T252, T409

social studies, **U1**:T36, T149, T151, T260; **U3**:T36, T94, T100, T268; **U4**:T38, T92, T204, T207, T260; **U5**:T38, T140, T142

**Cross-text evaluation.** See Compare texts

## D

**Decodable Readers.** See Assess and Differentiate, Small Group, Independent/Collaborative, Decodable Reader

**Decode**

digraphs. See Phonics/decoding, vowels, digraphs

trigraphs. See Phonics/decoding, vowels, trigraphs

words in context. See Phonics/decoding

words in isolation. See Phonics/decoding

words with final consonant blends. See Phonics/decoding, consonant blends, final

words with initial consonant blends. See Phonics/decoding, consonant blends, initial

**Demonstratives.** See Adjectives; Language and Conventions

**Details, identify.** See Main idea, and details

**Dictionary/glossary**

spelling. See Spelling

**Differentiated instruction.** See Assess and Differentiate

**Discussion.** See Listening

**Drama.** See Genres, drama/play

## E

**Electronic information.** See Technology

**ELL (English Language Learners)**

access, **U1**:T56, T112, T168, T138, T224, T194, T280, T438; **U2**:T56, T112, T168, T160, T224, T280, T438; **U3**:T58, T120, T176, T232, T288, T446; **U4**:T56, T112, T90, T168, T224, T280, T438; **U5**:T54, T106, T86, T158, T216, T182, T268, T422

conference support, **U1**:T302, T326, T350, T374, T398;  
**U2**:T302, T326, T350, T374, T398; **U3**:T310, T334, T358,  
T382, T406; **U4**:T302, T326, T350, T374, T398; **U5**:T288,  
T312, T336, T360, T384

language transfer, **U1**:T24, T34, T88, 144, T160, T200, T256,  
T258, T442; **U2**:T32, T34, T40, T88, T144, T200, T256,  
T442; **U3**:T32, T90, T174, T178, T208, T266, T450; **U4**:T32,  
T34, T88, T144, T200, T242, T256, T444; **U5**:T32, T84,  
T136, T188, T246, T420, T426

cognates, **U1**:T10, T22, T78, T82, T134, T190, T246, T250;  
**U2**:T12, T22, T48, T78, T80, T134, T190, T246; **U3**:T12,  
T20, T22, T50, T80, T142, T198, T254, T256; **U4**:T12,  
T20, T22, T48, T78, T134, T190, T246; **U5**:T12, T22, T74,  
T126, T178, T236, T240

directionality, **U5**:T34

first person, **U1**:T106

high-frequency words, **U4**:T434

questions, **U2**:T50

targeted support, **U1**:T21, T66, T443, T447, T451; **U2**:T21,  
T66, T150, T152, T170, T234, T443, T447, T451; **U3**:T144,  
T159, T160, T178, T186, T242, T451, T455, T459; **U4**:T152,  
T177, T445, T449, T453; **U5**:T114, T224, T263, T427, T431,  
T435

academic vocabulary/language, **U1**:T13; **U2**:T13; **U4**:T24;  
**U5**:T13

add details to words and pictures, **U5**:T385

alliteration with the sound /b/, **U1**:T243

analyze informational writing, **U4**:T447

antonyms, **U1**:T48

apply compose questions, **U5**:T313

apply details, **U2**:T327

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asking and answering questions, **U1**:T114, T375; **U2**:T114

asking for clarification, **U5**:T179

asking questions, **U4**:T160, T282

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background, **U1**:T259; **U3**:T267

background knowledge, **U2**:T259; **U3**:T253; **U5**:T24

beginning and ending sounds, **U2**:T200

building background, **U1**:T247; **U2**:T135

capitalization, **U5**:T301, T317

categories, **U1**:T334, T358

characters, **U2**:T161; **U3**:T335

collaborating, **U1**:T445

compare and contrast, **U3**:T112; **U5**:T166, T211

compare texts, **U2**:T178; **U4**:T66

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composing a beginning, **U3**:T359

composing an ending, **U3**:T359

composing an introduction and conclusion, **U5**:T337

composing answers, **U5**:T313

composing questions, **U5**:T313

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T118, T442

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edit for punctuation marks, **U3**:T407

edit for singular and plural nouns, **U2**:T375

edit for spelling, **U5**:T385

edit for subject-verb agreement, **U2**:T379

edit for subjective and possessive pronouns, **U4**:T375

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T427, T441; **U2**:T47, T103, T159, T215, T271, T427,  
T441; **U3**:T49, T111, T167, T279, T435, T449; **U4**:T47,  
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- initial and final letters and sounds, **U1:T54**
- initial sounds, **U2:T278**
- internalize language, **U5:T73**
- internalize new vocabulary, **U1:T35, T203; U2:T35, T203; U3:T35, T155, T211; U4:T34, T203; U5:T35, T191**
- introduction to writing workshop, **U1:T303**
- language development, **U1:T245**
- learn essential language, **U3:T197**
- learning strategies, **U1:T96, T234, T289, T425, T434; U3:T21; U5:T249, T411**
- learning techniques, **U2:T21; U5:T177**
- learn new language, **U1:T65**
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- letters, words, and sentences, **U1:T278**
- letter-sound relationships, **U2:T166; U4:T402**
- list books: main idea and details, **U2:T303**
- listening, **U1:T191; U4:T79, T273; U5:T237**
- listening comprehension, **U1:T77, T135; U3:T81, T199**
- long and short o, **U4:T54**
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- main idea, **U1:T161; U2:T327; U4:T104**
- making connections, **U1:T178, T282; U2:T290, T425; U4:T425**
- making inferences, **U2:T58; U3:T122; U4:T114; U5:T56**
- making lists, **U5:T429**
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- plan your personal narrative, **U4:T303**
- plan your question and answer books, **U5:T289**
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- practice *Hh*, **U4:T436**
- practice initial /a/, **U1:T75**
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- practice /k/ and /t/, **U5:T19**
- practice middle /i/, **U1:T187**
- practice rhyme, **U5:T152**
- practice short and long a, **U3:T195**
- practice short and long i, **U3:T251**
- practice sound /ē/, **U4:T131**
- practice sound /g/, **U2:T187**
- practice sound /k/, **U1:T166**
- practice sound /kw/ spelled *Qu*, **U5:T123**
- practice sound /p/, **U1:T131**
- practice sounds /d/ and /t/, **U2:T19**
- practice sounds /o/ and /ō/, **U4:T23**
- practice sounds /u/ and /ū/, **U4:T75**
- practice sound /u/, **U3:T77**
- practice sound /v/, **U4:T243**
- practice /s/ spelled s, **U5:T175**
- practice with /d/ spelled *Dd*, **U2:T32**
- practice with letters, **U3:T342**
- practice /y/ spelled y, **U4:T187**
- prepare for celebration, **U4:T399**
- prepositions, **U3:T411; U4:T307**
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- prior experiences, **U4:T13, T245; U5:T11, T235**
- prior knowledge, **U1:T11; U3:T11, T433; U5:T125**
- pronouns, **U3:T387**
- pronunciation, **U3:T390**
- question and answer books, **U5:T289**
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- say words with /s/ and /a/, **U1:T121**
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- sentence frames, **U3:T225**
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- share information, **U1:T189; U3:T130**
- share information and ideas, **U4:T21**
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- singular nouns, **U1:T331**
- sort concepts, **U1:T406**
- sorting, **U1:T382**

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**Emerging reading.** See Print awareness

**End punctuation,** **U4**:T150, T359, T363, T367, T371  
**U5**:T321, T325, T329, T333

**Essential Question,** **U1**:T2, T7, T10, T424; **U2**:T2, T7, T10, T424; **U3**:T2, T7, T10, T432; **U4**:T2, T7, T10, T424; **U5**:T2, T7, T10, T410. See also Unit Overview

## Expert's View

Coiro, Julie, **U1**:T446; **U2**:T446; **U3**:T454; **U4**:T448; **U5**:T430  
 Cummins, Jim, **U1**:T132; **U2**:T132; **U3**:T140; **U4**:T132; **U5**:T124  
 Cunningham, Pat, **U1**:T256; **U4**:T256; **U5**:T246  
 Hiebert, Elfrieda "Freddy," **U1**:T12; **U2**:T12; **U3**:T12; **U4**:T12; **U5**:T12  
 Mason, Pamela, **U1**:T193; **U2**:T209; **U3**:T210; **U4**:T202; **U5**:T210  
 Morrell, Ernest, **U1**:T76; **U2**:T76; **U3**:T78; **U4**:T76; **U5**:T73  
 Pearson, P. David, **U1**:T49; **U2**:T48; **U3**:T34; **U4**:T48; **U5**:T48  
 Serafini, Frank, **U1**:T458; **U2**:T458; **U3**:T466; **U4**:T460; **U5**:T442  
 Tatum, Alfred, **U1**:T442; **U2**:T442; **U3**:T450; **U4**:T444; **U5**:T426  
 Vaughn, Sharon, **U2**:T272; **U3**:T287; **U4**:T279; **U5**:T262  
 Wallis, Judy, **U1**:T160; **U2**:T160; **U3**:T168; **U4**:T161; **U5**:T160  
 Wright, Lee, **U1**:T208; **U2**:T216; **U3**:T224; **U4**:T216; **U5**:T181

**Expression/intonation.** See Fluency, reading



**Fact and opinion.** See Listening, listening comprehension

**Fairy tale.** See Genres, fairy tale

**Fiction.** See Genres, fiction

**First read,** **U1**:T36, T38, T92, T94, T148, T150, T204, T206, T260, T262; **U2**:T36, T38, T92, T94, T148, T150, T204, T206, T260, T262; **U3**:T36, T38, T40, T94, T96, T100, T102, T156, T158, T212, T214, T268, T270; **U4**:T36, T38, T90, T92, T94, T146, T148, T150, T202, T204, T206, T258, T260, T262; **U5**:T36, T38, T88, T90, T140, T142, T192, T194, T198, T200, T250, T252. See also First-read strategies

## First-read strategies

ask, **U1**:T34, T90, T92, T146, T202, T206, T258; **U2**:T34, T90, T92, T146, T150, T202, T258; **U3**:T34, T40, T92, T98, T154, T210, T214, T266, T268; **U4**:T34, T90, T94, T146, T202, T206, T258, T260; **U5**:T34, T36, T86, T138, T190, T196, T200, T248, T250  
 look, **U1**:T34, T36, T90, T146, T202, T204, T258, T260; **U2**:T34, T46, T90, T146, T202, T204, T258, T262; **U3**:T34, T38, T92, T94, T98, T102, T154, T156, T210, T266; **U4**:T34, T36, T90, T92, T146, T148, T202, T204, T258; **U5**:T34, T38, T86, T88, T138, T142, T190, T192, T196, T248  
 read, **U1**:T34, T38, T90, T146, T148, T202, T258; **U2**:T34, T36, T90, T146, T148, T202, T258, T260; **U3**:T34, T36, T92, T96, T98, T154, T158, T210, T212, T266, T270; **U4**:T34, T38, T90, T146, T202, T258, T262; **U5**:T34, T86, T138, T140, T190, T194, T196, T198, T248



talk, **U1**:T34, T90, T94, T146, T150, T202, T258, T262; **U2**:T34, T90, T94, T146, T202, T206, T258; **U3**:T34, T92, T98, T100, T154, T210; **U4**:T34, T90, T146, T150, T202, T258; **U5**:T34, T86, T90, T138, T190, T196, T248, T252

## Fluency, reading

accuracy, **U1**:T44, T62, T100, T118, T156, T173, T212, T230, T268, T286; **U2**:T44, T62, T100, T118, T156, T175, T212, T230, T268, T286; **U3**:T46, T64, T108, T126, T164, T182, T220, T238, T276, T294; **U4**:T44, T62, T100, T118, T156, T174, T212, T230, T268, T286; **U5**:T44, T58, T96, T110, T148, T162, T206, T220, T258, T272

modeling by teacher, **U1**:T18, T78, T134, T190, T246; **U2**:T22, T78, T134, T190, T246; **U3**:T22, T80, T142, T198, T254; **U4**:T22, T78, T134, T190, T246; **U5**:T22, T74, T126, T178, T236

See also Oral reading ability

**Folk tale.** See Genres, folk tale

**Format (of text).** See Text structure

**Formative assessment.** See Assessment

**Foundational skills.** See Fluency, reading; Phonics/decoding; Phonological Awareness

## G

### Genres

drama/play, **U5**:T238–T239, T251, T253, T262–T263

fairy tale, **U3**:T82–T83

fiction, **U2**:T136–T137; **U3**:T312–T313, T316–T317, T320–T321, T200–T201; **U4**:T136–T137, T248–T249

folk tale, **U3**:T24–T25

informational text, **U1**:T136–T137, T248–T249; **U2**:T24–T25, T80–T81, T192–T193, T444–T445; **U4**:T446–T447; **U5**:T24–T25, T76–T77, T180–T181

list books, **U2**:T304–T305, T308–T309, T312–T313,

myth, **U3**:T256–T257

narrative nonfiction, **U4**:T24–T25, T80–T81, T192–T193

personal narrative, **U4**:T304–T305, T308–T309, T312–T313

persuasive text, **U1**:T444–T445; **U2**:T248–T249; **U3**:T452–T453; **U5**:T428–T429

poetry, **U1**:T76–T77; **U2**:T244–T245; **U3**:T140–T141, T144–T145; **U4**:T244–T245; **U5**:T124–T125, T128–T129, T428–T429

question and answer books, **U5**:T290–T291, T294–T295, T298–T299

realistic fiction, **U1**:T24–T33, T80–T81, T192–T193

selecting, **U1**:T352–T353

traditional tale. See Genres, fairy tale; Genres, myth

**Gifted students.** See Assess and Differentiate

### Goals

learning, **U1**:T14, T24, T26, T70, T80, T82, T126, T136, T138, T182, T192, T194, T238, T248, T250; **U2**:T14, T24, T26, T70, T80, T82, T126, T136, T138, T182, T192, T194, T238, T248, T250; **U3**:T14, T24, T26, T72, T82, T84, T134, T144, T146, T190, T200, T202, T246, T256, T258; **U4**:T14, T24, T26, T70, T80, T82, T126, T136, T138, T182, T192, T194, T238, T248, T250; **U5**:T14, T24, T26, T66, T76, T78, T118, T128, T130, T170, T180, T182, T228, T238, T240

unit, **U1**:T5, T12; **U2**:T5, T12; **U3**:T5, T12; **U4**:T5, T12; **U5**:T5, T12

weekly, **U1**:T14, T70, T126, T182, T238; **U2**:T14, T70, T126, T182, T238; **U3**:T14, T72, T134, T190, T246; **U4**:T14, T70, T126, T182, T238; **U5**:T14, T66, T118, T170, T228

**Grammar and usage.** See Adjectives; Nouns; Prepositions; Pronouns; Sentences; Verbs

**Graph.** See Graphic sources

### Graphic organizers

story elements chart, **U4**:T135

**Graphics, simple,** **U2**:T312–T313

### Graphic sources

chart/table, **U1**:T23, T79, T135, T191; **U2**:T23, T79, T135, T191, T247; **U3**:T23, T81, T143, T199; **U4**:T23, T79, T247; **U5**:T23, T75, T179

list, **U5**:T237

picture, **U1**:T247

time line, **U4**:T132–T133, T191

**Grouping students for instruction.** See Assess and Differentiate

**Guided reading,** **U1**:T28–T29, T84–T85, T140–T141, T196–T197, T252–T253; **U2**:T28–T29, T84–T85, T140–T141, T196–T197, T252–T253; **U3**:T28–T29, T86–T87, T148–T149, T204–T205, T260–T261; **U4**:T28–T29, T84–T85, T140–T141, T196–T197, T252–T253; **U5**:T28–T29, T80–T81, T132–T133, T184–T185, T242–T243

## H

### Handwriting

circles

backward, **U1**:T82–T83

forward, **U1**:T138–T139

letter formation

*Aa*, **U2**:T138–T139

*Bb*, **U3**:T146–T147

*Cc*, **U2**:T82–T83

*Dd*, **U2**:T162–T163  
*Ee*, **U2**:T194–T195  
*Ff*, **U2**:T218–T219  
*Gg*, **U2**:T274–T275  
*Hh*, **U4**:T26–T27  
*Ii*, **U1**:T274–T275  
*Jj*, **U3**:T26–T27  
*Kk*, **U4**:T194–T195  
*Ll*, **U1**:T250–T251  
*Mm*, **U3**:T282–T283  
*Nn*, **U3**:T258–T259  
*Oo*, **U2**:T50–T51  
*Pp*, **U3**:T202–T203  
*Qq*, **U3**:T52–T53  
*Rr*, **U3**:T226–T227  
*Ss*, **U3**:T114–T115  
*Tt*, **U2**:T26–T27  
*Uu*, **U3**:T84–T85  
*Vv*, **U4**:T82–T83  
*Ww*, **U4**:T138–T139  
*Xx*, **U4**:T162–T163  
*Yy*, **U4**:T106–T107  
*Zz*, **U4**:T218–T219

lines

horizontal, **U1**:T50–T51  
slanted, **U1**:T106–T107  
vertical, **U1**:T26–T27

number formation

1, 2, **U4**:T274–T275  
2, 4, 6, **U5**:T130–T130  
3, 4, **U5**:T26–T27  
5, 6, **U5**:T50–T51  
7, 8, **U5**:T78–T79  
8, 10, **U5**:T154–T155  
9, 0, **U5**:T102–T103

position, body/paper/pencil, **U1**:T162–T163, T194–T195,  
T218–T219

sentences, simple, **U5**:T182–T183, T212–T213, T240–T241,  
T264–T265

words, **U2**:T106–T107, T250–T251; **U3**:T170–T171; **U4**:T50–  
T51, T250–T251

**High-frequency words**, **U1**:T19, T33, T47, T65, T43, T75,  
T89, T103, T121, T99, T123, T131, 145, T159, T177,  
T155, T187, T233, T211, T243, T257, T271, T289, T267,  
T427, T429, T431, T433, T441; **U2**:T19, T33, T47, T65,  
T43, T75, T89, T103, T121, T99, T131, T145, T159, T177,  
T155, T187, T201, T215, T233, T211, T243, T257, T271,  
T289, T267, T427, T429, T431, T433, T441; **U3**:T19, T33,  
T45, T49, T67, T77, T91, T107, T111, T129, T139, T153,  
T163, T167, T185, T195, T209, T219, T223, T241, T251,  
T265, T275, T279, T297, T435, T437, T439, T441, T449;

**U4**:T19, T33, T47, T65, T43, T75, T89, T103, T121, T99,  
T131, T145, T159, T178, T155, T187, T201, T215, T233,  
T211, T243, T257, T271, T289, T267, T427, T431, T433,  
T435, T443; **U5**:T19, T33, T47, T61, T43, T71, T85, T113,  
T95, T123, T137, T151, T165, T147, T175, T189, T209,  
T223, T205, T233, T247, T261, T275, T257, T413, T417,  
T419, T421, T425

**Homonyms.** See Vocabulary skills/strategies, academic  
vocabulary strategies, context clues

**Homophones.** See Vocabulary skills/strategies, academic  
vocabulary strategies, context clues



**Illustrations.** See Text features, illustrations/photographs

**Implied message.** See Literary devices/terms, theme;  
Main idea, and details

**Independent Reading.** See Self-selected text

**Inferring.** See Make Inferences

**Infographic**, **U1**:T20–T21, T132–T133, T188–T189;  
**U2**:T20–T21, T76–T77, T132–T133, T188, T188–T189;  
**U3**:T20–T21, T78–T79, T196–T197, T252–T253; **U4**:T20–  
T21, T76–T77, T188–T189; **U5**:T72–T73, T176–T177,  
T234–T235

**Informational text**

*Animals on the Move*, **U2**:T34–T41

“Ben Franklin,” **U4**:T190–T191

*Blizzard Action Plan*, **U5**:T196–T201

*Cars Are Always Changing*, **U4**:T34–T41

*Changing Laws, Changing Lives: Martin Luther King, Jr.*,  
**U4**:T202–T209

*A Desert in Bloom*, **U5**:T86–T93

“The Doctor’s Visit,” **U4**:T22–T23

*Farming Then and Now*, **U4**:T460

*Foxes*, **U2**:T458

“How Animals Find Their Way,” **U2**:T22–T23

“Hungry Animals,” **U2**:T190–T191

*At the Library*, **U1**:T146–T153

“Life in the Rainforest,” **U5**:T74–T75

*From Nectar to Honey*, **U2**:T90–T97

*Open Wide!*, **U2**:T202–T209

“Our Trip to the Beach,” **U4**:T78–T79

*The Past and Now*, **U4**:T224–T225

*Rain, Wind, Sun, and Snow*, **U5**:T442

*Run, Jump, and Swim*, **U2**:T258–T265

“Saving Water,” **U5**:T178–T179

“The Shaking Earth,” **U5**:T22–T23

“Special Places,” **U1**:T134–T135  
 “Time to Move!,” **U2**:T246–T247  
*Tornado Action Plan*, **U5**:T190–T195  
*Uncovering the Past*, **U4**:T90–T97  
*A Visit to the Art Store*, **U1**:T258–T265  
*Weather Around the World*, **U5**:T34–T41  
 “What Animals Need,” **U2**:T78–T79  
 “What Is at the Pond?,” **U1**:T246–T247  
 See also Genres, informational text

**Integrated curriculum.** See Cross-Curricular Perspectives

## Interact with Sources

explore infographics, **U1**:T20–T21, T132–T133, T188–T189;  
**U2**:T20–T21, T76–T77, T132–T133, T188, T188–T189;  
**U3**:T20–T21, T78–T79, T196–T197, T252–T253; **U4**:T20–T21,  
 T76–T77, T188–T189; **U5**:T72–T73, T176–T177, T234–T235  
 explore maps, **U1**:T244–T245  
 explore poetry, **U1**:T76–T77; **U2**:T244–T245; **U3**:T140–T141;  
**U4**:T244–T245; **U5**:T124–T125  
 explore time lines, **U4**:T132–T133  
 explore Web sites, **U5**:T20–T21

**Internet.** See Technology

**Intervention.** See Assess and Differentiate

**Interview.** See Listening; Reference sources, interview;  
 Research/study skills, interview

## J

**Judgments, making.** See Author’s purpose; Predict

## L

**Language, oral.** See Fluency, reading; Listening; Oral reading ability

## Language & conventions

adjectives, **U2**:T36, T311, T330–T331, T354–T355; **U5**:T365  
 adjectives and articles, **U2**:T314–T315, T318–T319, T322–  
 T323, T335, T338–T339, T342–T343, T346–T347  
 capitalization, **U5**:T37, T297, T301, T305, T309, T311  
 complete sentences, **U4**:T311, T315, T319, T323, T331;  
**U5**:T142, T345, T349, T353, T357  
 end punctuation, **U4**:T150, T359, T363, T367, T370, T379;  
**U5**:T321, T325, T329, T333, T341  
 expand sentences, **U5**:T251, T369, T373, T377, T381, T389,  
 T393, T397, T401, T405  
 future-tense verbs, **U2**:T407, T410–T411, T414–T415,  
 T418–T419; **U3**:T314–T315  
 kinds of sentences, **U4**:T93, T335, T339, T343, T347, T355

objective pronouns, **U3**:T103, T343, T346–T347, T350–T351,  
 T354–T355, T362–T363  
 past tense verbs, **U2**:T383, T386–T387, T390–T391,  
 T394–T395, T402–T403  
 plural nouns, **U1**:T150, T359, T362–T363, T366–T367, T370–  
 T371, T378–T379, T383, T386–T387, T390–T391, T394–  
 T395, T402–T403  
 possessive pronouns, **U3**:T158, T367, T370–T371, T374–T375,  
 T378–T379, T386–T387  
 prepositional phrases, **U4**:T307  
 prepositions, **U3**:T214, T271, T391, T394–T395, T398–T399,  
 T402–T403, T410–T411, T415, T418–T419, T422–T423,  
 T426–T427  
 present tense verbs, **U2**:T359, T362–T363, T366–T367,  
 T370–T371, T378–T379  
 question words, **U4**:T206, T383, T387, T391, T395, T403,  
 T407, T411, T415, T419; **U5**:T293  
 singular and plural nouns, **U1**:T263, T407, T410–T411, T414–  
 T415, T418–T419; **U2**:T306–T307  
 singular nouns, **U1**:T93, T306–T307, T311, T314–T315, T318–  
 T319, T322–T323, T330–T331, T335, T338–T339, T342–  
 T343, T346–T347, T354–T355  
 subjective pronouns, **U3**:T40, T319, T322–T323, T326–T327,  
 T330–T331, T338–T339  
 See also Capitalization; Spelling; Unit Overview; *all grammar usage and punctuation entries*

**Language Arts.** See Language and conventions

**Learning goal.** See Goals, learning

**Less-able readers.** See Assess and Differentiate

**Letter Recognition Unit, U1:** xvii–xliii

**Leveled readers, U1:**T8–T9, T29, T31, T45, T53, T63, T69,  
 T85, T87, T101, T109, T119, T125, T141, T143, T157,  
 T165, T175, T181, T197, T199, T213, T221, T231, T237,  
 T253, T255, T269, T277, T287, T293; **U2:**T8–T9, T29, T31,  
 T45, T53, T63, T69, T85, T87, T101, T109, T119, T125,  
 T141, T143, T157, T165, T175, T181, T197, T199, T213,  
 T221, T231, T237, T253, T255, T269, T277, T287, T293;  
**U3:**T8–T9, T29, T31, T47, T55, T65, T71, T87, T89, T109,  
 T117, T127, T133, T149, T151, T165, T173, T183, T189,  
 T205, T207, T221, T229, T239, T245, T261, T263, T277,  
 T285, T295, T301; **U4:**T8–T9, T29, T31, T45, T53, T63,  
 T69, T85, T87, T101, T109, T119, T125, T141, T143, T157,  
 T165, T175, T181, T197, T199, T213, T221, T231, T237,  
 T253, T255, T269, T277, T287, T293; **U5:**T8–T9, T29, T31,  
 T45, T53, T59, T65, T81, T83, T97, T105, T111, T117,  
 T133, T135, T149, T157, T163, T169, T185, T187, T207,  
 T215, T221, T227, T243, T245, T259, T267, T273, T279

**Library.** See Reference sources

**Life, text’s relation to.** See Connections

**Limited-English proficient children.** See ELL (English Language Learners)

**Listening, listening comprehension, U1:**T22–T23, T78–T79, T134–T135, T190–T191, T246–T247; **U2:**T22–T23, T78–T79, T134–T135, T190–T191, T246–T247; **U3:**T22–T23, T80–T81, T142–T143, T198–T199, T254–T255; **U4:**T22–T23, T78–T79, T134–T135, T190–T191, T246–T247; **U5:**T22–T23, T74–T75, T126–T127, T178–T179, T236–T237

**Literacy activities.** See Assess and Differentiate

### Literary devices/terms

audience, **U1:**T444; **U2:**T444; **U3:**T452; **U4:**T446; **U5:**T428

characters, **U3:**T316–T317, T340–T341, T344–T345;

**U4:**T308–T309

describe setting, **U1:**T196, T205, T207, T216–T217; **U4:**T140, T149, T160–T161

details, **U2:**T308–T309; **U5:**T390–T391

main idea, **U2:**T308–T309

narrator, **U4:**T332–T333, T336–T337

plot, **U1:**T84, T93, T95, T104–T105; **U3:**T260, T271,

T280–T281, T320–T321, T348–T349, T352; **U4:**T312–T313, T340–T341, T344

purpose, **U1:**T148; **U5:**T253, T264–T265

rhyme, **U3:**T148, T157, T159, T168–T169; **U5:**T132, T142, T152–T153, T154–T155

sequence (of events), **U4:**T352–T353, T356–T357, T360–T361, T364–T365, T368

setting, **U3:**T316–T317, T336–T337; **U4:**T308–T309, T328–T329

theme, **U3:**T28, T37, T41, T50–T51; **U4:**T252, T263, T272–T273

topic and opinion, **U5:**T314–T315

See also Sound devices and poetic elements

**Literary genres.** See Genres

**Literary response, Reflect and Share, U1:**T66–T67, T122–T123, T178–T179, T234–T235, T290–T291; **U2:**T66–T67, T122–T123, T178–T179, T234–T235, T290–T291; **U3:**T68–T69, T130–T131, T186–T187, T242–T243, T298–T299; **U4:**T66–T67, T122–T123, T177–T179, T234–T235, T290–T291; **U5:**T62–T63, T114–T115, T166–T167, T224–T225, T276–T277

### Literature selections

“Bad Summer or Good Summer,” **U4:**T134–T135

*The Bake Sale*, **U3:**T232–T233

*The Best Story*, **U3:**T210–T217

*The Big Box*, **U3:**T58–T59

*Bob on the Mat*, **U2:**T112–T113

*Can We Be Out?*, **U5:**T216–T217

*Do We Need This?*, **U2:**T146–T153

“Duck Meets the Moon,” **U3:**T156

“Ees-aw-hah’ Ees-aeH” (The Sun Shining), **U5:**T142–T143

*The Fun Trip*, **U3:**T446–T447

*The Gingerbread Man*, **U3:**T92–T97

*Going Out*, **U5:**T268–T269

“Goldilocks,” **U3:**T22–T23

*Grandma’s Phone*, **U4:**T146–T153

*The Ham*, **U2:**T168–T169

“Hen and Fox,” **U3:**T142–T143

“Hickory, Dickory, Dock,” **U3:**T159

*A Home in the Past*, **U4:**T438–T439

*How Anansi Got His Stories*, **U3:**T34–T43

“How Rabbit Got Its Ears,” **U3:**T254–T255

“Humpty Dumpty,” **U3:**T157–T158

*I Am*, **U1:**T56–T57

“In the Mountains,” **U1:**T190–T191

*It Is Too Wet!*, **U5:**T422–T423

“Jackie and Her Imagination,” **U1:**T22–T19

*Jen and Pete*, **U4:**T168–T169

*The Kid*, **U2:**T56–T57

*A Look at the Past*, **U4:**T112–T113

*The Man*, **U3:**T120–T121

*The Map*, **U1:**T168–T169

*Mission Accomplished!*, **U1:**T34–T41

*Mosni Can Help*, **U3:**T266–T273

“A Night at the Cogdells,” **U4:**T246–T247

“Pedro and Maria’s Camping Adventure,” **U2:**T134–T135

*Pig and Frog*, **U2:**T224, T224–T225

*In the Pit*, **U1:**T224–T225

*Quin at Bat*, **U3:**T176–T177

*Ric at Bat*, **U1:**T280–T281

*On the Run*, **U4:**T56–T57

*Sam Sat*, **U1:**T112–T113

“Sasha’s New Home,” **U1:**T78–T79

“So Many Stories,” **U3:**T198–T199

*The Story of Cornbread Man*, **U3:**T98–T103

*Telling Stories*, **U3:**T466

*Tempura, Tempura*, **U4:**T258–T265

*They Can Do It!*, **U2:**T280–T281

*They Get Big!*, **U5:**T106–T107

“The Three Javelinas,” **U3:**T80–T81

*Tif and Cole*, **U5:**T54–T55

*Too Many Places to Hide*, **U1:**T90–T97

*A Trip to the Mountains*, **U1:**T458

*The Twine on the Pine*, **U3:**T288–T289

*We Have Fun*, **U4:**T280–T281

“Wehh-dooj” (It’s Raining), **U5:**T140–T141

*We Like It!*, **U1:**T438–T439

“What Happened?,” **U5:**T236–T237

*What Is Tom?*, **U2:**T438–T439

*Where Is Twister?*, **U1:**T202–T209

*Who Am I?*, **U5:**T158–T159

*Who Likes Rain?*, **U5:**T248–T255

“Winter Fun,” **U5:**T126–T127

See also Genres

## M

### Main idea

and details, **U2**:T28, T37, T48–T49, T308–T309, T253, T261, T263, T282–T283; **U3**:T29, T39, T41, T60–T61; **U4**:T29, T39, T58–T59, T84, T95, T104–T105, T141, T149, T151, T170–T171; **U5**:T81, T89, T108–T109, T133, T141, T142, T160–T161. See *also* Listening, listening comprehension

find/identify, **U1**:T140, T149, T160–T161; **U2**:T308–T309 of informational text. See Informational text

**Make connections.** See Compare texts; Connections, make

**Make inferences, U2**:T29, T37, T39, T58–T59; **U3**:T87, T95, T101, T122–T123; **U4**:T85, T93, T114–T115; **U5**:T29, T39, T56–T57

**Map/globe.** See Graphic sources

**Mechanics.** See Capitalization

**Media center/library.** See Reference sources

**Mentor Stacks, U1**:T301, T302, T304–T305, T308–309, T312–T313, T316–T317, T320, T325, T326, T328–T329, T332–T333, T336–T337, T340–T341, T344, T349, T350, T352–T353, T356–T357, T360–T361, T364–T365, T368, T373, T374, T376–T377, T380–T381, T384–T385, T388–T389, T392, T397, T398, T400–T401, T404–T405, T408–T409, T412–T413, T416; **U2**:T301, T302, T304–T305, T308–309, T312–T313, T316–T317, T320, T325, T326, T328–T329, T332–T333, T336–T337, T340–T341, T344, T349, T350, T352–T353, T356–T357, T360–T361, T364–T365, T368, T373, T374, T376–T377, T380–T381, T384–T385, T388–T389, T392, T397, T398, T400–T401, T404–T405, T408–T409, T412–T413; **U3**:T309, T310, T312–T313, T316–T317, T320–T321, T324–T325, T333, T334, T336–T337, T340–T341, T348–T349, T352, T357, T358, T360–T361, T364–T365, T368–T369, T372–T373, T376, T381, T382, T384–T385, T387–T388, T392–T393, T396–T397, T400, T405, T406, T408–T409, T412–T413; **U4**:T301, T302, T304–T305, T308–309, T312–T313, T316–T317, T320, T325, T326, T328–T329, T332–T333, T336–T337, T340–T341, T349, T350, T352–T353, T356–T357, T360–T361, T364–T365, T368, T373, T374, T376–T377, T380–T381, T384–T385, T388–T389, T392, T397, T398, T400–T401, T404–T405, T412–T413; **U5**:T287, T288, T290–T291, T294–T295, T298–T299, T302–T303, T306, T311, T312, T314–T315, T318–T319, T322–T323, T326–T327, T330, T335, T336, T338–T339, T342–T343, T346–T347, T350–T351, T354, T359, T360, T362–T363,

T366–T367, T370–T371, T374–T375, T378, T383, T384, T386–T387, T390–T391, T394–T395, T398–T399

**Multiple-meaning words.** See Vocabulary skills/strategies, academic vocabulary strategies, context clues

**Myth.** See Genres, myth

## N

**Narrator.** See Literary devices/terms, narrator

**Nouns, U1**:T306–T307, T354–T355,

plural, **U1**:T150, T354–T355, T359, T362–T363, T366–T367, T370–T371, T378–T379, T383, T386–T387, T390–T391, T394–T395, T263, T402–T403; **U2**:T306–T307, T376–T377

singular, **U1**:T306–T307, T311, T314–315, 318–319, 322–323, T93, T93, T330–T331, T335, T338–T339, T342–T343, T346–T347, T263, T407, T410–T411, T414–T415, T418–T419; **U2**:T376–T377

## O

**On-level learners.** See Assess and Differentiate

### Oral reading ability

assessment of, **U1**:T44, T62, T100, T118, T156, T173, T212, T230, T268, T286; **U2**:T44, T62, T100, T118, T156, T175, T212, T268, T286; **U3**:T46, T64, T108, T126, T164, T182, T220, T238, T276, T294; **U4**:T44, T62, T100, T118, T156, T174, T212, T230, T268, T286; **U5**:T44, T58, T96, T110, T148, T162, T206, T220, T258, T272

**Oral vocabulary development.** See Academic vocabulary; Oral Reading Ability

## P

**Parts of a book, U1**:T328–T329, T332–T333, T336–T337

covers, front and back, **U1**:T34, T146, T400–T401; **U3**:T34; **U4**:T258

title page, **U1**:T34, T146, T400–T401; **U3**:T34; **U4**:T258

See *also* Print awareness; text features

**Parts of speech.** See Adjectives; Nouns; Prepositions; Pronouns; Verbs

**Penmanship.** See Handwriting

### Phonics/decoding

consonant blends, **U2**:T214–T215, T222–T223, T232–T233

final, **U5**:T84–T85, T98–T99

initial, **U5**:T84–T85, T98–T99

consonants, **U1**:T18–T19, T32–T33, T46–T47, T54–T55, T64–T65, T88–T89, T102–T103, T110–T111, T120–T121, T130–T131, T44–T45, T158–T159, T166–T167, T176–T177, T214–T215, T222–T223, T232–T233, T242–T243, T256–T257, T270–T271, T278–T279, T288–T289, T440–T441; **U2**:T18–T19, T32–T33, T46–T47, T54–T55, T64–T65, T102–T103, T110–T111, T120–T121, T130–T131, T144–T145, T158–T159, T166–T167, T176–T177, T186–T187, T200–T201, T232–T233, T270–T271, T278–T279, T288–T289, T440–T441; **U3**:T18–T19, T32–T33, T48–T49, T56–T57, T66–T67, T110–T111, T118–T119, T128–T129, T138–T139, T152–T153, T166–T167, T174–T175, T184–T185; **U4**:T186–T187, T214–T215, T242–T243, T270–T271, T426–T427, T436–T437; **U5**:T18–T19, T46–T47, T70–T71, T98–T99, T122–T123, T150–T151, T174–T175, T188–T189, T208–T209, T232–T233, T246–T247, T261–T262

decodable story, **U1**:T56–T57, T112–T113, T168–T169, T224–T225, T280–T281, T438–T439; **U2**:T56–T57, T112–T113, T168–T169, T224–T225, T280–T281, T438–T439; **U3**:T58–T59, T120–T121, T176–T177, T232–T233, T288–T289, T446–T447; **U4**:T56–T57, T112–T113, T168–T169, T224–T225, T280–T281, T438–T439; **U5**:T54–T55, T106–T107, T158–T159, T216–T217, T268–T269, T422–T423

sentences, **U4**:T222–T223, T232–T233, T278–T279, T288–T289, T442–T443; **U5**:T60–T61, T112–T113, T164–T165, T222–T223, T274–T275, T424–T425

vowels, **U1**:T74–T75, T88–T89, T120–T121, T186–T187, T200–T201, T232–T233, T426–T427, T432–T433; **U2**:T74–T75, T88–T89, T120–T121, T242–T243, T256–T257, T270–T271, T278–T279, T288–T289, T426–T427, T432–T433, T440–T441; **U3**:T76–T77, T90–T91, T128–T129, T434–T435; **U4**:T186–T187, T214–T215

long vowels, **U3**:T194–T195, T208–T209, T222–T223, T230–T231, T240–T241, T250–T251, T264–T265, T278–T279, T286–T287, T296–T297, T440–T441; **U4**:T18–T19, T32–T33, T46–T47, T54–T55, T64–T65, T74–T75, T88–T89, T102–T103, T110–T111, T120–T121, T130–T131, T144–T145, T158–T159, T166–T167, T176–T177, T200–T201, T210–T211, T214–T215, T430–T431, T434–T435, T436–T437; **U5**:T32–T33, T46–T47, T136–T137, T150–T151

short vowels, **U3**:T194–T195, T208–T209, T222–T223, T230–T231, T240–T241, T250–T251, T264–T265, T278–T279, T286–T287, T296–T297, T440–T441, T448–T449; **U4**:T18–T19, T32–T33, T46–T47, T54–T55, T64–T65, T74–T75, T88–T89, T102–T103, T110–T111, T120–T121, T130–T131, T144–T145, T158–T159, T166–T167, T176–T177, T200–T201, T214–T215, T256–T257, T270–T271, T430–T431, T434–T435, T436–T437; **U5**:T32–T33, T46–T47, T136–T137, T150–T151

words, **U5**:T412–T413, T416–T417, T420–T421

word families, **U1**:T428–T429, T434–T435; **U2**:T428–T429, T434–T435; **U3**:T436–T437, T442–T443

## Phonological awareness

alliteration, **U1**:T64–T65, T102–T103, T232–T233, T242–T243; **U2**:T102–T103; **U4**:T214–T215; **U5**:T164–T165

blended sounds, **U2**:T214–T215

consonants, distinguish/discriminate

final consonant sounds, **U1**:T46–T47, T214–T215; **U2**:T18–T19, T46–T47, T120–T121; **U3**:T48–T49

initial consonant sounds, **U1**:T18–T19, T46–T47, T214–T215, T270–T271; **U2**:T18–T19, T120–T121, T270–T271; **U3**:T166–T167

onset and rime, blend and segment, **U1**:T120–T121, T130–T131, T158–T159, T176–T177, T288–T289; **U2**:T186–T187

phonemes

add, **U4**:T242–T243; **U5**:T112–T113, T420–T421

segment and blend, **U1**:T440–T441; **U2**:T64–T65, T74–T75, T158–T159, T176–T177; **U4**:T46–T47; **U5**:T60–T61, T208–T209

substitute, **U5**:T174–T175, T274–T275

syllables, **U3**:T18–T19, T110–T111, T138–T139, T194–T195, T250–T251; **U4**:T158–T159

identify and count, **U3**:T296–T297; **U4**:T120–T121, T176–T178; **U5**:T70–T71

manipulate, **U5**:T46–T47, T98–T99, T150–T151, T222–T223, T260–T261

segment and blend, **U5**:T18–T19, T122–T123, T232–T233, T412–T413, T424–T425

vowels, distinguish/discriminate

initial vowel sounds, **U1**:T186–T187; **U2**:T270–T271

medial vowel sounds, **U1**:T74–T75, T426–T427, T432–T433; **U2**:T242–T243; **U3**:T76–T77, T278–T279, T434–T435, T440–T441, T448–T449; **U4**:T18–T19, T74–T75, T130–T131, T426–T427, T434–T435, T442–T443

words

identify, **U2**:T130–T131; **U3**:T222–T223

identify and count, in sentences, **U3**:T66–T67, T184–T185; **U4**:T64–T65, T102–T103, T186–T187, T288–T289

rhyming, **U2**:T440–T441

identify and count, **U4**:T232–T233

identify and produce, **U2**:T232–T233, T288–T289, T426–T427, T432–T433; **U3**:T128–T129, T240–T241; **U4**:T270–T271

**Phrasing.** See Fluency, reading

**Pictures.** See Text features, illustrations/photographs

**Play.** See Genres, drama/play

**Plot,** **U1**:T84, T93, T95, T104–T105; **U3**:T260, T271, T280, T281, T320–T321, T348–T349, T352; **U4**:T312–T313, T340–T341, T344. See *also* Listening, listening comprehension

**Plurals.** See Nouns, plural  
**Poetic devices.** See Literary devices/terms; Sound devices and poetic elements

**Poetry.** See Genres, poetry

**Possible Teaching Point.** See Teaching strategies, Possible Teaching Point

## Predict

confirm predictions, **U2:**T197, T205, T207, T226–T227;  
**U3:**T205, T213, T234–T235

**Prepositions and prepositional phrases, U2:**T400–T401;  
**U3:**T214, T271, T391, T394–T395, T398–T399, T402–T403, T410–T411, T415, T418–T419, T422–T423, T426–T427 **U4:**T307

## Print awareness

author/illustrator/titles, identify, **U1:**T202; **U3:**T34  
 holding books correctly, **U2:**T146  
 letters of word, sequence, **U4:**T146  
 letter/word, distinguish between, **U2:**T202, T258  
 parts of a book. See Parts of a book  
 progression, left-to-right, **U1:**T90; **U3:**T154; **U5:**T34  
 progression, top-to-bottom, **U1:**T90; **U3:**T154; **U5:**T34  
 sentence features, **U1:**T258; **U2:**T34; **U3:**T266; **U4:**T34  
 sentence/word, distinguish between, **U5:**T86  
 space between words, **U1:**T356–T357, T360–T361; **U4:**T90

**Prior knowledge.** See Background knowledge; ELL (English Language Learners)

**Project-Based Inquiry, U1:**T422–T453; **U2:**T422–T453;  
**U3:**T430–T461; **U4:**T422–T455; **U5:**T408–T437  
 celebrate and reflect, **U1:**T452–T453; **U2:**T452–T453;  
**U3:**T460–T461; **U4:**T454–T455; **U5:**T436–T437  
 collaborate and discuss, **U1:**T450–T451; **U2:**T450–T451;  
**U3:**T458–T459; **U4:**T452–T453; **U5:**T434–T435  
 compare across texts, **U1:**T424–T425; **U2:**T424–T425;  
**U3:**T432–T433; **U4:**T424–T425; **U5:**T410–T411  
 explore and plan, **U1:**T444–T445; **U2:**T444–T445; **U3:**T452–T453;  
**U4:**T446–T447; **U5:**T428–T429  
 inquire, **U1:**T442–T443; **U2:**T442–T443; **U3:**T450–T451;  
**U4:**T444–T445; **U5:**T426–T427  
 research, **U1:**T446–T449; **U2:**T446–T449; **U3:**T454–T457;  
**U4:**T448–T451; **U5:**T430–T433

## Pronouns

personal  
 objective, **U3:**T103, T343, T346–T347, T350–T351, T354–T355,  
 T362–T363, T384–T385  
 subjective, **U3:**T40, T319, T322–T323, T326–T327, T330–T331,  
 T338–T339, T384–T385; **U4:**T388–T389, T392  
 possessive, **U3:**T158, T367, T370–T371, T374–T375, T378–T379;  
**U4:**T388–T389, T392

**Publish, Celebrate, and Assess, U1:**T396–T417;  
**U2:**T396–T417; **U3:**T404–T425; **U4:**T396–T417;  
**U5:**T382–T403

**Punctuation.** See End punctuation

**Purpose and audience.** See Author's purpose



**Quick Check.** See Assess and Differentiate, Quick Check



**Rate.** See Fluency, reading

**Read aloud.** See Reading to students

**Reader response.** See Connections

**Reading fluency.** See Fluency, reading; Oral reading ability

**Reading rate.** See Fluency, reading

**Reading to students, U1:**T22, T78, T134, T190, T246;  
**U2:**T22, T78, T134, T190, T246; **U3:**T22, T80, T142,  
 T198, T254; **U4:**T22, T78, T134, T190, T246; **U5:**T22,  
 T74, T126, T178, T236

## Reading Workshop

### Foundational Skills

fluency. See Fluency, reading  
 high-frequency words. See Vocabulary development, high-frequency words  
 listening comprehension. See Listening, listening comprehension  
 phonics. See Phonics/decoding  
 phonological awareness. See Phonological Awareness  
 word structure and knowledge. See Phonics/decoding; Spelling

### reading comprehension

analysis. See Strategies/skills  
 compare across texts  
 compare two or more texts, **U1:**T29, T85, T141, T197, T253;  
**U2:**T29, T85, T141, T197, T253; **U3:**T29, T87, T92, T120,  
 T149, T205, T261; **U4:**T29, T85, T141, T197, T253;  
**U5:**T29, T81, T133, T185, T243

genre characteristics. See Genres

### response to sources

interact with sources, **U1:**T20–T21, T76–T77, T132–T133,  
 T188–T189, T244–T245; **U2:**T20–T21, T76–T77, T132–T133,  
 T188–T189, T244–T245; **U3:**T20–T21, T78–T79,  
 T140–T141, T196–T197, T252–T253; **U4:**T20–T21,  
 T76–T77, T132–T133, T188–T189,

T244–T245; **U5**:T20–T21, T72–T73, T124–T125, T176–T177, T234–T235

reflect on reading and respond, **U1**:T40–T41, T96–T97, T152–T153, T208–T209, T264–T265; **U2**:T40–T41, T96–T97, T152–T153, T208–T209, T264–T265; **U3**:T42–T43, T104–T105, T160–T161, T216–T217, T272–T273; **U4**:T40–T41, T96–T97, T152–T153, T208–T209, T264–T265; **U5**:T40–T41, T92–T93, T144–T145, T202–T203, T254–T255

### Reading-Writing Workshop Bridge

analyze author's craft, **U1**:T205, T218–T219; **U2**:T148; **U3**:T96, T114–T115; **U4**:T151; **U5**:T90, T102–T103

ask and answer questions, **U2**:T205

first-person text, **U1**:T92, T106–T107; **U4**:T37, T50–T51

print and graphic features, **U1**:T262, T274–T275; **U4**:T261, T274–T275; **U5**:T39, T50–T51

purpose, **U1**:T148; **U5**:T253, T264–T265

question-and-answer text structure, **U2**:T38, T50–T51

rhyme and rhythm, **U5**:T154–T155

supporting information, **U2**:T261, T274–T275; **U4**:T206, T218–T219

text evidence, **U1**:T162–T163

text structure, **U3**:T282–T283; **U5**:T195, T201, T212–T213

third-person text, **U2**:T162–T163; **U3**:T215, T226–T227; **U4**:T162–T163

visualize, **U1**:T37, T39, T50–T51; **U2**:T92, T106–T107, T206, T218–T219; **U3**:T37, T52–T53, T157, T170–T171; **U4**:T106–T107

word choice, **U3**:T270

conventions of language. See Language and conventions  
spelling. See Spelling

vocabulary acquisition

academic language/vocabulary. See Vocabulary skills/  
strategies, academic vocabulary

Word Study. See Word Work

**Read Like a Writer.** See Teaching strategies, Possible Teaching Point

**Realism and fantasy.** See Listening, listening comprehension

**Realistic fiction.** See Genres, realistic fiction

### Reference sources

Internet. See Technology

interview, **U4**:T448–T449

media center/library, **U1**:T446–T447; **U2**:T446–T447; **U3**:T454–T455

technology. See Technology

### Research/study skills

interview, **U4**:T448–T449

review/revise topic, **U2**:T450; **U3**:T458; **U4**:T452

take notes, **U1**:T448–T449; **U2**:T448–T449; **U3**:T456–T457;

**U4**:T450–T451; **U5**:T432–T433

See also Graphic organizers; Graphic sources; Parts of a book; Reference sources

**Response to literature.** See Connections; Literary response

**Rhyme.** See Literary devices/terms, rhyme; Sound devices and poetic elements, rhyme

**Routines.** See Teaching strategies, routines

**Rubric.** See Assessment, scoring guide/rubric; Writing rubrics; Writing Workshop

## S

**Science activities.** See Cross-Curricular Perspectives, science

**Science in reading.** See Cross-Curricular Perspectives, science

**Self-selected text, U1**:T11, T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U2**:T11, T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U3**:T11, T31, T47, T55, T65, T71, T89, T109, T117, T127, T133, T151, T165, T173, T183, T189, T207, T221, T229, T239, T245, T263, T277, T285, T295, T301; **U4**:T11, T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U5**:T11, T31, T45, T53, T59, T65, T83, T97, T105, T111, T117, T135, T149, T157, T163, T169, T187, T207, T215, T221, T227, T245, T259, T267, T273, T279

### Sentences

complete, **U3**:T388–T389, T392–T393; **U4**:T311, T315, T319, T323, T331; **U5**:T142, T345, T349, T353, T357

expand, **U5**:T369, T373, T377, T381, T251, T388, T392, T396, T400, T404

kinds of, **U4**:T93, T335, T339, T343, T347

**Sequence, of events, U4**:T352–T353, T356–T357, T360–T361, T364–T365, T368 See also Listening, listening comprehension

**Setting, U1**:T196, T205, T207, T216–T217; **U3**:T316–T317, T336–T337; **U4**:T140, T149, T160–T161, T308–T309, T328–T329. See also Listening, listening comprehension; Literary devices/ terms, setting



**Shared Read, U1:**T34–T41, T90–T97, T146–T153, T202–T209, T258–T265; **U2:**T34–T41, T90–T97, T146–T153, T202–T209, T258–T265; **U3:**T34–T43, T92–T105, T154–T161, T210–T217, T266–T273; **U4:**T34–T41, T90–T97, T146–T153, T202–T209, T258–T265; **U5:**T34–T41, T86–T93, T138–T145, T190–T203, T248–T255

**Small Group.** See Assess and Differentiate, Small Group

**Social studies activities.** See Cross-Curricular Perspectives, social studies

**Social studies in reading, U1:**T423; **U3:**T431; **U4:**T423  
See also Cross-Curricular Perspectives, social studies

**Sorting, U1:**T310, T306–307, T334, T358, T382, T406  
letter, **U3:**T318, T342, T366  
rhyming, **U2:**T310, T334, T358, T406, T382

**Sound devices and poetic elements**

rhyme, **U3:**T148, T157, T159, T168–T169; **U5:**T132, T142, T152–T153, T154–T155

**Sources.** See Interact with Sources; Reference sources; Technology

**Sources, Interact with.** See Interact with Sources

**Speaking.** See Listening, listening comprehension

**Speaking and listening.** See Listening

**Spelling, U4:**T404–T405; **U5:**T386–T387

words, **U4:**T306, T310, T314, T318, T322, T330, T334, T338, T342, T346, T354, T358, T362, T366, T370, T378, T382, T386, T390, T394, T402, T406, T410, T414, T418, T428–T429; **U5:**T292, T296, T300, T304, T308, T316, T320, T324, T328, T332, T340, T344, T348, T352, T356, T364, T368, T372, T376, T380, T388, T392, T396, T400, T404, T414–T415

**Spiral review, U1:**T306–307, T330–T331, T354–T355, T378–T379, T402–T403; **U2:**T306–T307, T330–T331, T354–T355, T378–T379, T402–T403; **U3:**T314–T315, T338–T339, T362–T363, T386–T387, T410–T411, T448; **U4:**T318, T307, T342, T331, T366, T355, T390, T379, T414, T403, T429; **U5:**T304, T293, T328, T317, T352, T341, T376, T365, T400, T389, T415

**Story elements.** See Literary devices/terms

**Story structure.** See Plot

**Strategies/skills**

ask and answer questions, **U1:**T85, T95, T114–T115, T380–T381, T384–T385; **U2:**T85, T95, T114–T115; **U3:**T149, T157, T159, T178–T179; **U4:**T253, T263, T282–T283; **U5:**T185, T193, T199, T218–T219, T294–T295, T298–T299, T318–T319, T322–T323, T326–T327, T330  
assessment, **U2:**T416; **U3:**T425; **U4:**T416; **U5:**T402  
compare and contrast texts, **U3:**T86, T97, T103, T112–

T113; **U5:**T184, T195, T201, T210–T211  
compose introduction and conclusion, **U5:**T342–T343, T346–T347  
connect text and illustrations, **U5:**T28, T37, T48–T49  
create new understandings, **U1:**T197, T205, T207, T226–T227; **U4:**T197, T205, T207, T226–T227; **U5:**T243, T251, T253, T270–T271  
describe connections, **U4:**T28, T37, T48–T49  
describe/discuss characters, **U5:**T242, T251, T253, T262–T263  
describe plot, **U1:**T84, T93, T95, T104–T105; **U3:**T260, T271, T280–T281  
describe setting, **U1:**T196, T205, T207, T216–T217; **U4:**T140, T149, T160–T161  
determine/discuss theme, **U3:**T28, T37, T41, T50–T51; **U4:**T252, T263, T272–T273  
develop topic and opinion, **U5:**T314–T315  
discuss author’s purpose, **U1:**T252, T261, T263, T272–T273; **U3:**T204, T213, T215, T224–T225  
discuss rhyme and rhythm, **U3:**T148, T157, T159, T168–T169; **U5:**T132, T142, T152–T153  
find/identify main idea, **U1:**T140, T149, T160–T161; **U2:**T308–T309  
find important details, **U2:**T253, T261, T263, T282–T283; **U4:**T29, T39, T58–T59; **U5:**T81, T89, T108–T109  
find main idea and supporting details, **U2:**T28, T37, T48–T49, T308–T309; **U4:**T84, T95, T104–T105  
find text features, **U2:**T196, T205, T207, T216–T217; **U4:**T196, T207, T216–T217  
find text structure, **U2:**T84, T93, T104–T105, T252, T261, T272–T273; **U5:**T80, T89, T91, T100–T101  
identify and describe characters, **U1:**T28, T37, T39, T48–T49; **U2:**T140, T149, T160–T161  
incorporating peer and teacher suggestions, **U1:**T404–T405, T408–T409  
make and/or confirm predictions, **U2:**T197, T205, T207, T226–T227; **U3:**T205, T213, T234–T235  
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See also Vocabulary skills/strategies

## Vocabulary skills/strategies

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