

Teacher's Edition



myView[®]

L I T E R A C Y

1.4

SAVVAS

Teacher's Edition

myView

L I T E R A C Y



SAVVAS
LEARNING COMPANY

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

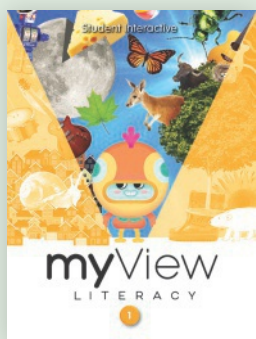


Grade 1 Resources

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

STUDENT RESOURCES

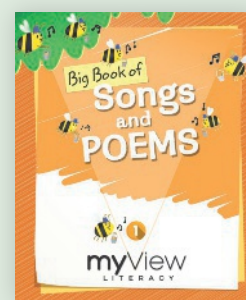
Whole Group



Student Interactive
5 Volumes



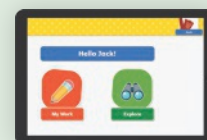
Trade Book Read Alouds



Big Books



Genre, Skill, and Strategy Videos



Savvas Realize™ Primary Student Interface

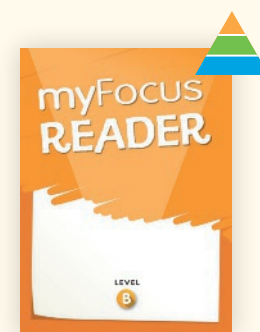
Small Group & Independent



Digital Games

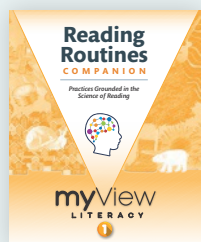


Leveled Content Readers with Access Videos



myFocus Reader

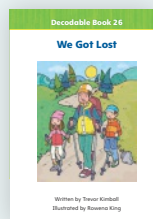
Foundational Skills



Reading Routines Companion



Decodable Stories



Decodable Readers

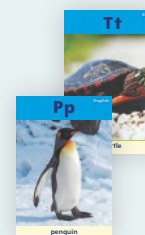


High-Frequency Word Cards

Letter Tiles



Picture Word Cards



Alphabet Cards



Sound Spelling Cards

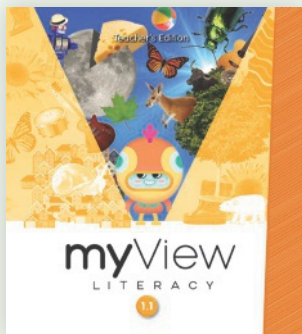


Savvas Realize™

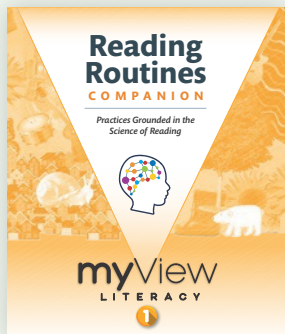
- Seamless Google Integration
- Interactive PDFs
- Distance Learning Teacher's Guide
- Downloadable/Printable Content
- Customizable Playlists
- Upload files and video
- Assign, Submit, and Grade
- Access to Realize Reader™ on and offline

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

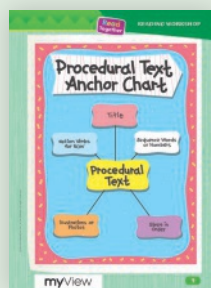
TEACHER RESOURCES



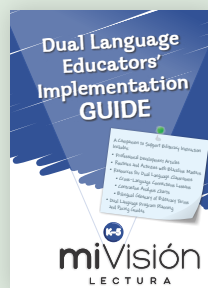
Teacher's Edition
5 Volumes



Reading Routines Companion



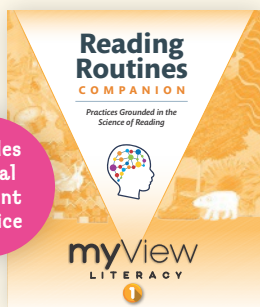
Anchor Charts



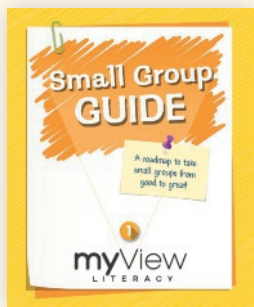
Dual Language Educators' Implementation Guide

Printables Include:

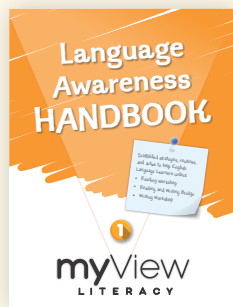
- Handwriting Practice
- Handwriting Models
- Writing Minilessons and Student Practice
- Language & Conventions Resources
- Spelling Resources
- Read Aloud Trade Book Lesson Plans



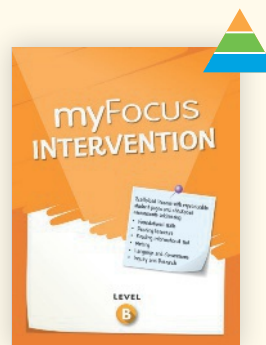
Reading Routines Companion



Small Group Professional Development Guide



Language Awareness Handbook

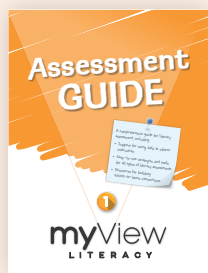


myFocus Intervention Teacher's Guide

Printables Include:

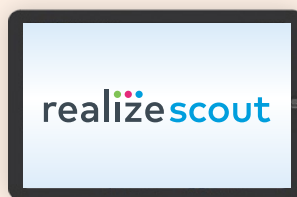
- Extension Activities
- *Quest* and *uEngineer It!* Cross-curricular projects
- Project-Based Inquiry Rubrics & Leveled Research Articles
- Writing Conference Notes & Student Feedback Template
- Leveled Literacy Stations
- Leveled Content Reader Teacher's Guide

Assessment & Reporting



Assessment Guide

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



Realize Scout Observational Tool

SAVVAS literacy Screener & Diagnostic Assessments

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

An Instructional Model for Today's Classroom

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



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



Foster a Love of Reading

Student Interactive

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

Read ALOUD

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

Mentor STACK

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

BOOK CLUB

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

*Titles are subject to change.



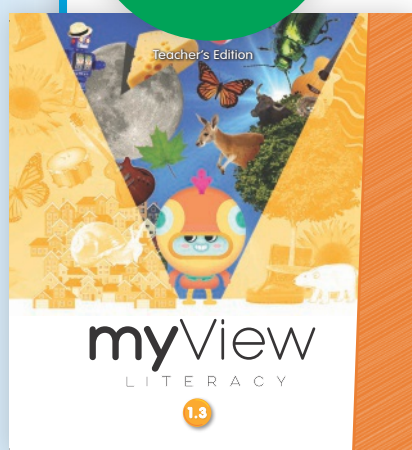
A Continuum of Resources to Meet the Needs of Your Students



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

LEVEL OF SUPPORT

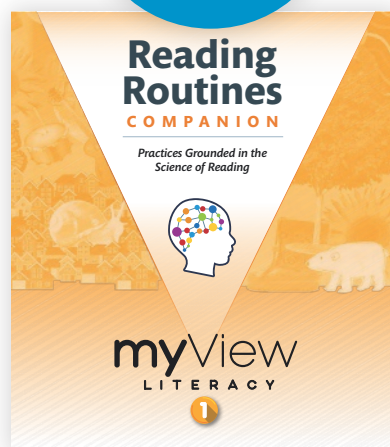
Teacher's Edition



Teacher's Edition (K-5)

Whole group lessons with corresponding small group differentiated instruction.

Reading Routines Companion



Reading Routines Companion (K-5)

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

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



SuccessMaker

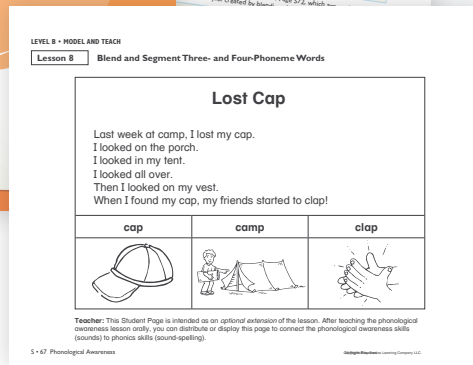
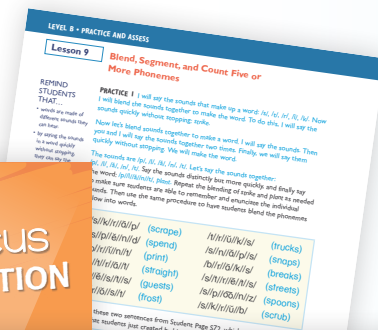


SuccessMaker®

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

myFocus
Intervention

myFocus
INTERVENTION



myFocus Intervention

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

Lessons follow a routine of:

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

myFocus
Reader

myFocus
READER

LEVEL
B

Building a Park

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

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

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

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

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

Phonics
Consonant *m* made Short *a* snacks

6



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

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

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

7

myFocus Reader

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

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

Foundational Skills for Primary Students

Phonological to Phenomenal

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



Sequence of Instruction

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

EARLY

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

BASIC

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

ADVANCED

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

Connected Phonics and Spelling

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

WEEK 1 LESSON 2
READING WORKSHOP FOUNDATIONAL SKILLS

Word Work

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

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

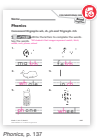
Phonics: Decode and Write Words with Digraphs and Trigraphs

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

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

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

Phonics, p. 137



132 UNIT 2 • WEEK 1

myView Digital

FORMATIVE ASSESSMENT OPTIONS

Apply
OPTION 1 | Turn, Talk, and Share Have students complete the rest of p. 15 and p. 16 in the *Student Interactive*.

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

Decide

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

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

HIGH-FREQUENCY WORDS
good
no
put
round
said

STUDENT INTERACTIVE, p. 15

Phonics: Decode and Write Words with Digraphs and Trigraphs

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

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

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

STUDENT INTERACTIVE, p. 16

Phonics: Decode and Write Words with Digraphs and Trigraphs

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

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

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

The Art and

WEEK 1 LESSON 2
READING-WRITING WORKSHOP BRIDGE

Spelling Spell Words with Digraphs and Trigraphs

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

LESSON 2

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

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

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

SPELLING WORDS
catch inch
check inch
chip while
graph which

HIGH-FREQUENCY WORDS
good said

LESSON 2

Teach Spell Words with Digraphs and Trigraphs

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

LESSON 4 Spell Words with Long e Spelled at the End

LESSON 5 Assess Understanding

Dictation practice is included in the Student Interactive.


A Systematic Reading Progression

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

DECODABLE STORY FOUNDATIONAL SKILLS

On the Run

Highlight the words with the long o sound.



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

AUDIO
Audio with highlighting

ANNOTATE

23

Decodable Book 5

We Make It



Written by Hugo Delmar
Illustrated by Sandy Brightman

Decodable Reader

Kate Wins the Game

Written by Moira McGinty

21

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

Consonant Digraph sh
shade smash

High-Frequency Words
to her the you

Decodable Reader

The Bravest

Written by Ramona Vargas

14

Comparative Endings
braver bravest
taller tallest
smarter smartest

Words
know others
live they
move what

105

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

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

Megan's Robot Decodable Practice Passage 6B

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

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

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

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Purposeful Assessments, Powerful Results

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

Formative Assessments – Daily/Weekly

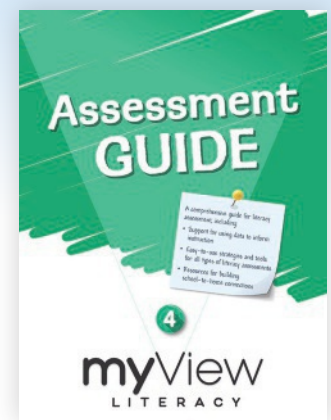
- Quick Checks
- Assess and Differentiate
- Assess Prior Knowledge
- Assess Understanding
- Observational Checklists
- Conferring Checklists
- Reading and Writing Rubrics for Student Self-Assessment
- Weekly Progress Check-Ups
- Weekly Cold Read Assessments for Fluency and Comprehension (Grades 1-5)

Unit Assessments – 5x Year

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

Summative Assessments – 3x Year

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



Data-Driven Assessment Guide

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

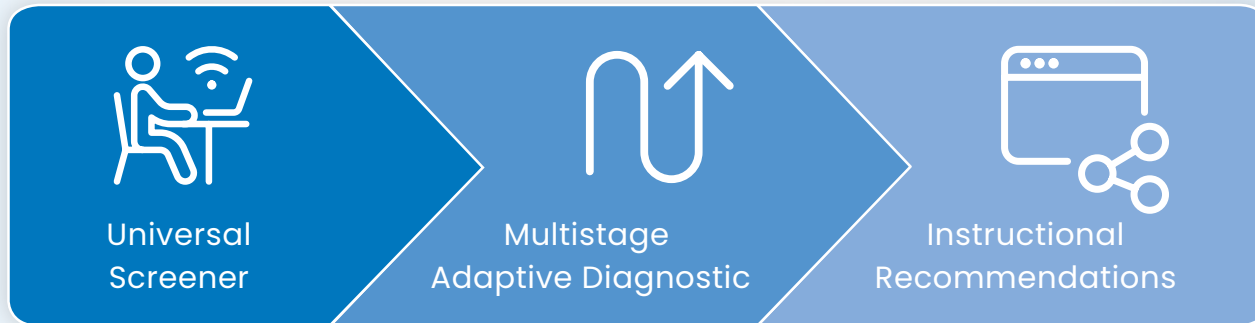
Test Preparation (Grades 2–5)



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

SAVVAS literacy Screener & Diagnostic Assessments

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



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

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

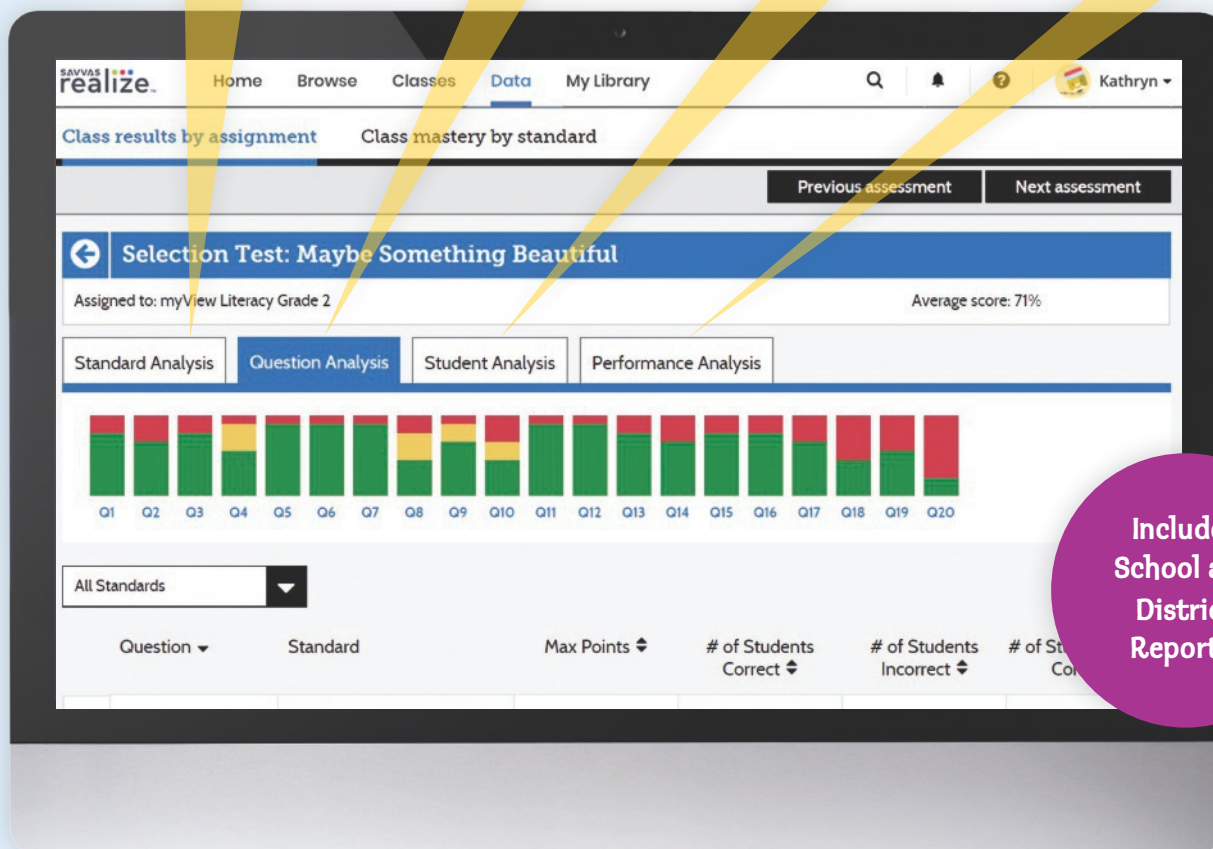
Student data connects skills to instructional supports and resources.

See progress by standard.

Drill into questions to see where students are struggling.

Focus on individual student performance.

Get small group recommendations with suggested next-step activities.



Intuitive Data Reporting

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

Includes School and District Reports.

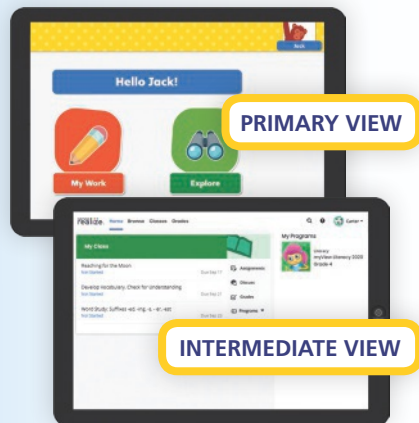
The Digital Difference



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

The Student Experience

High-Interest resources capture attention and increase learning.



Adaptive Dashboard

Adjust student view for ease of use!



Engaging Videos

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

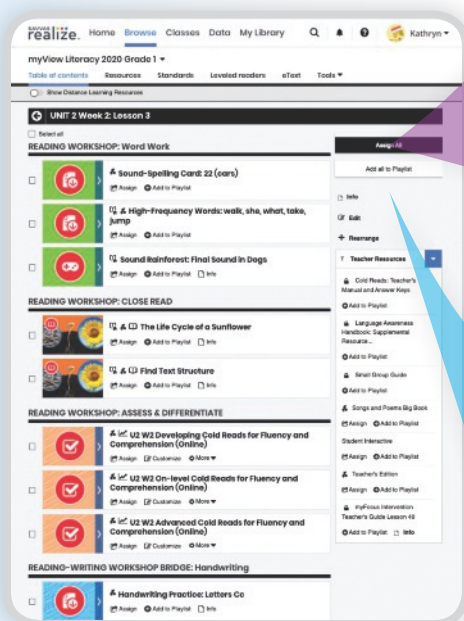


Digital Games

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

The Teacher Experience

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



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

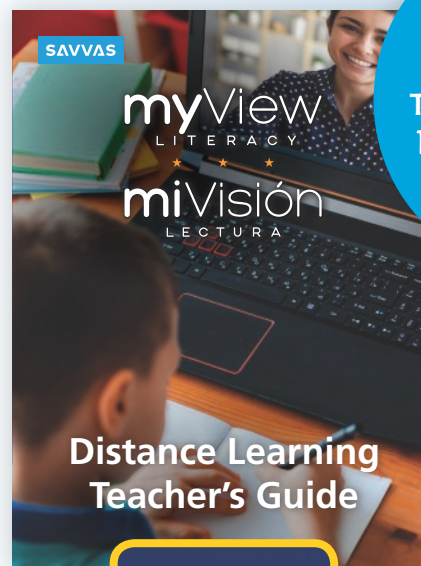
Add content, rearrange lessons, delete what you don't need—**make it your own!**

Create a Playlist

Title: Poetry Study

Description (Optional):

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



DISTANCE LEARNING

Engaged, Motivated Classrooms

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



Social-Emotional Learning

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



Inclusive and Equitable Instruction

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

Professional Learning and Program Implementation

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



Program Activation

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

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

Jump-start Your Teaching!

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

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



mySavvasTraining.com

Live Instructional Coaching Chat

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

On-Demand Training Library

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

Teacher Webinars

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

UNIT THEME

Making History

Essential Question

Why is the past important?

SAVVAS
realize™

Go ONLINE for all lessons.

myView
Digital



REALIZE
READER



GAME



AUDIO



DOWNLOAD



ANNOTATE



RESEARCH



VIDEO



ASSESSMENT



WEEK 1



Through Georgia's Eyes pp. T14–T77

Biography

by Rachel Rodríguez

WEEKLY QUESTION How do artists of the past help us see the world differently?

WEEK 2



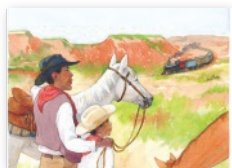
Jackie Robinson pp. T78–T139

Biography

by Wil Mara

WEEKLY QUESTION How can a person's actions change the world?

WEEK 3



Before the Railroad Came pp. T140–T195

Historical Fiction

by Jerry Craft

WEEKLY QUESTION How can technology change the world?

WEEK 4



from ***What Is the Story of Our Flag?*** and
The First American Flag pp. T196–T255

Informational Text

by Janice Behrens; Kathy Allen

WEEKLY QUESTION Why is it important to learn about our country's past?

WEEK 5



Eleanor Roosevelt pp. T256–T313

Biography

by Mathangi Subramanian

WEEKLY QUESTION What can people from the past teach us about helping others?

WEEKS 1–5

BOOK CLUB Read and discuss a book with others.

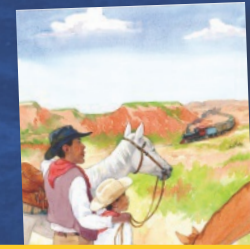
SEL SOCIAL-EMOTIONAL LEARNING

WEEK 6

PROJECT-BASED INQUIRY pp. T442–T475

UNIT THEME

Making History



WEEK
3

Essential Question

Why is the past important?

Before the Railroad Came

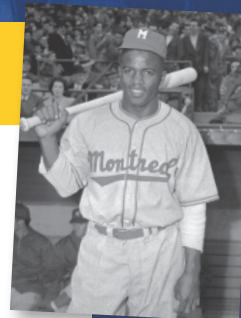
How can technology change the world?

WEEK
2



Jackie Robinson

How can a person's actions change the world?



WEEK
1



Through Georgia's Eyes

How do artists of the past help us see the world differently?



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



from What Is the Story of Our Flag? from The First American Flag

Why is it important to learn about our country's past?

WEEK
4



WEEK
5

Eleanor Roosevelt

What can people from the past teach us about helping others?



Project

WEEK
6



Project-Based Inquiry

At the end of the unit, students will get the chance to apply what they've learned about "Making History" in the **WEEK 6 PROJECT: My Interview.**

UNIT THEME

Making History

WEEK 1

WEEK 2

WEEK 3

READING WORKSHOP

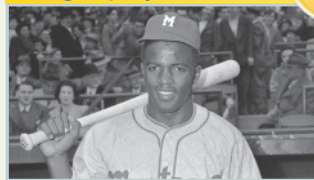
Biography



Through Georgia's Eyes

Describe connections from the text to other texts or personal experiences.

Biography



Jackie Robinson

Use text structure to learn more about the life of who the biography is about.

Historical Fiction



Before the Railroad Came

Determine the theme and topic of the text to better understand it.

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

Old Ways and New Ways by Ching Yeung Russell
What can we learn about important people from the past?

WRITING WORKSHOP

Introduce Mentor Stacks and immerse in personal narrative.

Develop elements of personal narrative writing.

Develop the structure of personal narrative writing.



READING-WRITING WORKSHOP BRIDGE

Bridge reading and writing through:

- Spelling
- Language & Conventions

UNIT GOALS

SEL SOCIAL-EMOTIONAL LEARNING

UNIT THEME

- Talk with others about people who have made history.

READING WORKSHOP

- Read biographies and understand the elements of the genre.

READING-WRITING WORKSHOP BRIDGE

- Use language to make connections between reading and writing.

WRITING WORKSHOP

- Write a personal narrative using elements of personal narrative.

WEEK 4

Informational Text



What Is the Story of Our Flag? *and* The First American Flag

Compare and contrast the two texts to determine how they are similar and different.

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

Who do you know who has made history?

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

WEEK 5

Biography



Eleanor Roosevelt

Identify the main idea of the text to determine what it is mainly about.

Publish, celebrate, and assess personal narrative writing.

WEEK 6

Inquiry and Research



My Interview Research Articles

FOUNDATIONAL SKILLS

Phonological Awareness, Phonics, High-Frequency Words

Project-Based Inquiry

- Generate questions for inquiry
- Find an older person who will allow you to interview him or her
- Engage in productive collaboration
- Incorporate media
- Celebrate and reflect

Bridge reading and writing through:

- Spelling
- Language & Conventions

UNIT 4 SKILLS OVERVIEW

UNIT THEME

Making History

WEEK 1

Biography



Through Georgia's Eyes

WEEK 2

Biography



Jackie Robinson

WEEK 3

Historical Fiction



Before the Railroad Came

READING WORKSHOP	Foundational Skills	Phonological Awareness: Segment and Blend Sounds; Final Sounds; Change Phonemes	Phonological Awareness: Segment and Blend Phonemes; Change Phonemes	Phonological Awareness: Final Sounds; Remove Phonemes
		Phonics: <i>r</i> -Controlled Vowel <i>ar</i> ; Inflectional Ending <i>-es</i> , Plural <i>-es</i>	Phonics: <i>r</i> -Controlled Vowels <i>er, ir, ur</i> ; Endings <i>-ed, -ing</i>	Phonics: Comparative Endings; Trigraph <i>dge</i>
		High-Frequency Words: <i>new, thank, always, found, please</i>	High-Frequency Words: <i>were, pull, every, any, very</i>	High-Frequency Words: <i>away, our, light, never, pretty</i>
	Minilesson Bank	Time Line: Frida Kahlo: Artist	Web Site: Martin Luther King, Jr.	Infographic: Technology in Our Lives
		Biography: <i>Through Georgia's Eyes</i>	Biography: <i>Jackie Robinson</i>	Historical Fiction: <i>Before the Railroad Came</i>
		Words that Tell About Seeing the World Differently	Words that Describe Admiration	Words that Tell About Farmers Moving Cows
Describe Connections		Use Text Structure	Determine Theme	
Ask and Answer Questions		Create New Understandings About Text Structure	Make Connections About Themes in Other Texts	
Talk About It: Retell	Write to Sources: Respond to Informational Text	Talk About It: Opinion		
READING-WRITING WORKSHOP BRIDGE	Academic Vocabulary	Related Words	Antonyms	Context Clues
	Handwriting	Letters <i>Mm</i> and <i>Hh</i>	Write Sentences with Appropriate Spacing and Letters <i>Vv</i>	Letters <i>Yy</i> and <i>Ww</i>
	Read Like a Writer, Write for a Reader	Word Choice	Graphic Features	First-Person Text
WRITING WORKSHOP	Weekly Focus	Introduce and Immerse	Develop Elements	Develop Structure
	Minilesson Bank	Personal Narrative	Setting	What Happens First
		Personal Narrative: Characters and Setting	Explore The Narrator: You	Explore What Happens Next
		Personal Narrative: Plot	Apply The Narrator: You	Apply What Happens Next
		Generate Ideas	Explore Problem and Resolution	Explore What Happens Last
		Plan Your Personal Narrative	Apply Problem and Resolution	Apply What Happens Last
READING-WRITING WORKSHOP BRIDGE	Spelling	Spell Words with <i>r</i> -Controlled Vowel <i>ar</i>	Spell Words with <i>r</i> -Controlled Vowel <i>er, ir, ur</i>	Spell Words That Compare
	Language & Conventions	Action Words	Past Verb Tense	Future Verb Tense

Essential Question

Why is the past important?

WEEK 4

Informational Text

What Is the Story of Our Flag? and The First American Flag



Phonological Awareness: Middle and Final Sounds; Distinguish Between /a/ and /ā/; Change Phonemes

Phonics: Diphthongs *ow*, *ou*; Vowel Digraphs *ai*, *ay*

High-Frequency Words: *again*, *how*, *read*, *soon*, *both*

Poem: What Is America?

Informational Text: *What Is the Story of Our Flag? and The First American Flag*

Words that Tell About Our Flag

Compare and Contrast Texts

Find Important Details About Comparing and Contrasting Texts

Talk About It: Respond to Informational Texts

Word Parts

Letters *Xx* and *Kk*

Print Features

Writer's Craft

Capitalization

Explore Punctuation Marks

Apply Punctuation Marks

Explore Verbs

Apply Verbs

Spell Words with Diphthongs *ow*, *ou*

Verbs

WEEK 5

Biography



Eleanor Roosevelt

Phonological Awareness: Final Sounds; Initial and Final Sounds; Distinguish Between /o/ and /ō/

Phonics: Diphthongs *oi*, *oy*; Vowel Digraph *ea*

High-Frequency Words: *carry*, *going*, *been*, *words*, *does*

Infographic: Helpful Heroes

Biography: *Eleanor Roosevelt*

Words that Tell About Democracy

Find the Main Idea

Ask and Answer Questions About Main Idea

Write to Sources: Respond to Informational Text

Oral Language

Letters *Zz* and Write Sentences

Third-Person Text

Publish, Celebrate, and Assess

Edit for Pronouns

Edit for Adjectives and Articles

Prepare for Celebration

Celebrate

Assessment

Spell Words with Diphthongs *oi*, *oy*

Compound Sentences

WEEK 6

Inquiry and Research



My Interview

Foundational Skills

Phonological Awareness: Segment and Blend Sounds; Middle and Final Sounds; Distinguish Between /i/ and /ī/

Phonics: Endings; Vowel Digraph *ie*

High-Frequency Words: *other*, *right*, *may*, *give*, *number*

Spelling: Spell Words with Endings

Compare Across Texts: "Making History"

Inquire: Interview

Leveled Research Articles

Academic Words

Explore and Plan: Explore Informational Writing

Conduct Research: Interview a Person

Collaborate and Discuss: Analyze Student Model

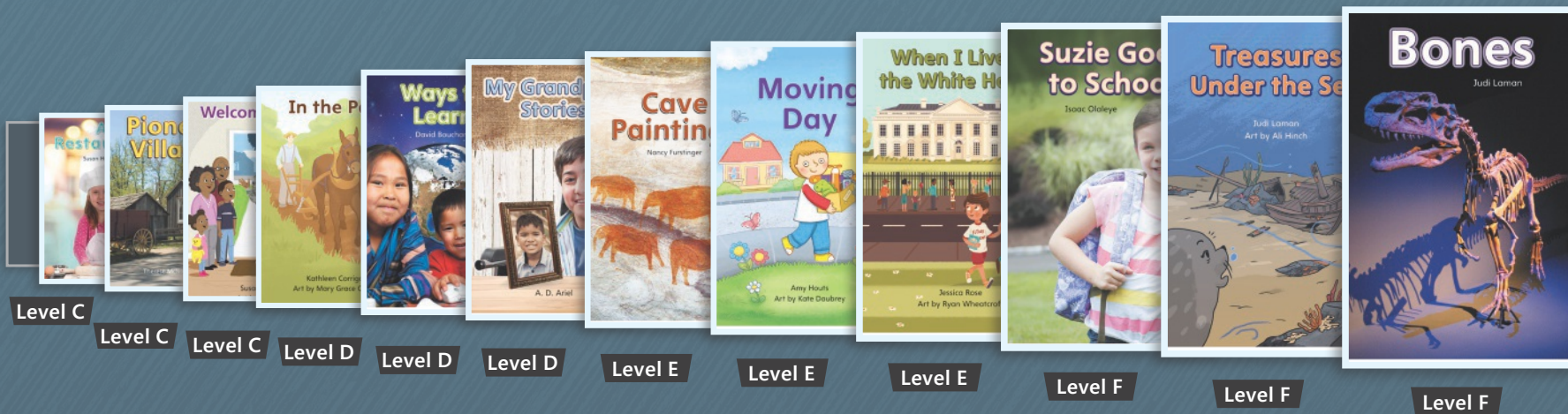
Take Notes

Extend Research: Write a Thank You Note

Revise and Edit

Celebrate and Reflect

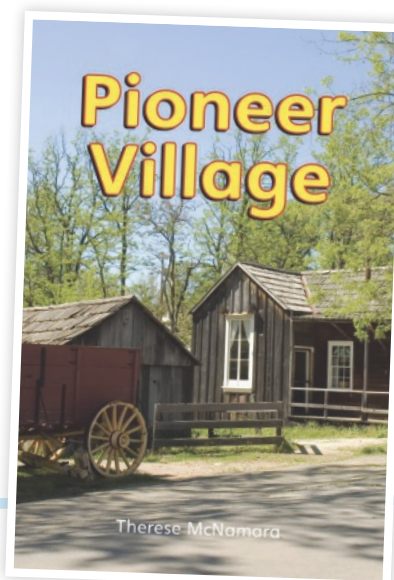
UNIT 4 LEVELED READERS LIBRARY



LEVEL C

Leveled Readers for Unit 4

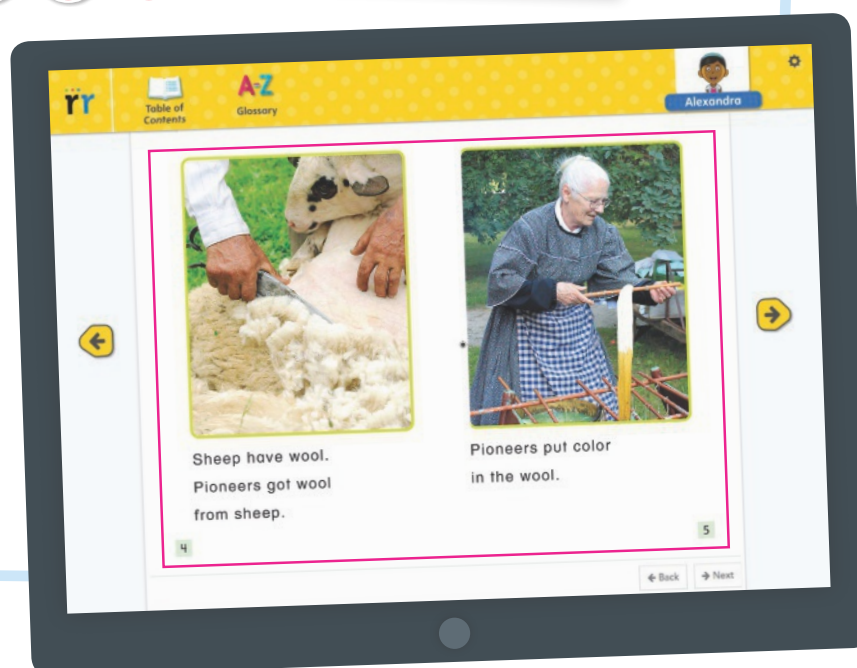
- Unit 4 guided reading levels range from Level C through Level I.
- Readers align to the unit theme, Making History.
- See the Matching Texts to Learning pages each week for suggested texts and instruction aligned to the week's instruction and genre.



Complete Online Access to the Grade 1 Leveled Library



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





Teaching Support

See the Leveled Reader Teacher's Guide for

Guided Reading

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

Differentiation

- Support for ELLs
- Language Development suggestions

Guided Writing

- Prompts for responding to text

LEVELED
READER
TEACHER'S
GUIDE



See the Small Group Guide for

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



SMALL GROUP
GUIDE

Making History

OBJECTIVES


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

Recognize characteristics of multimedia and digital texts.

Identify contributions of historical figures, including Sam Houston, George Washington, and Martin Luther King, Jr., who have influenced the community, state, and nation.

Essential Question

Introduce the Essential Question for Unit 4: *Why is the past important?* Tell students they will read many texts to learn about things that happened in the past. Explain that reading different texts about the past helps us learn about many important people and events that made history.

Watch the Unit Video Tell students that a video is a multimedia text that has both sound and pictures. It is important to pay close attention to both to get all of the information from the video. Direct students to pay close attention as they watch the Unit Video, “People from the Past.” 

TURN, TALK, AND SHARE Tell partners to discuss how they can learn about people from the past by watching the video. Use the following questions to guide their discussions.

- What important people from the past do you know about?
- How did those people make history?

STUDENT INTERACTIVE, pp. 6-7

UNIT 4

Making History

Spotlight on Biography

Essential Question

Why is the past important?

Watch

“People from the Past” See what you can learn about people from the past.

TURN and TALK What did you learn about people from the past?

Reading Workshop

- Time Line: Frida Kahlo: Artist** Biography
by Rachel Rodriguez
- Web Site: Martin Luther King, Jr.** Biography
by Wil Mara
- Infographic: Technology in Our Lives** Historical Fiction
by Jerry Craft
- Poem: What Is America?**
from What Is the Story of Our Flag? and from The First American Flag Informational Text
by Janice Behrens | Kathy Allen
- Infographic: Helpful Heroes** Biography
by Mathangi Subramanian

Reading-Writing Bridge

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

Writing Workshop

Personal Narrative

- Plan Your Personal Narrative
- Problem and Resolution • What Happens Last
- Edit Verbs • Publish and Celebrate

Project-Based Inquiry

- Inquire • Research • Collaborate

7

ELL Targeted Support Prior Knowledge Play the Unit 4 Video, “People from the Past.” Write words from the video on the board.

Ask students which words they already knew before watching the video. **EMERGING**

Ask students to share words and facts related to the past that they already know. **DEVELOPING**

Independent Reading

Self-Select Texts Read aloud pp. 8–9 in the *Student Interactive*. Then have students:

- Self-select texts that are neither too hard nor too easy.
- Select texts about things they enjoy or in genres that are fun to read.
- Have students record in the Reading Log on p. 9 the time they spend interacting independently with the texts.

STUDENT INTERACTIVE, pp. 8–9


UNIT 4
INDEPENDENT READING

Read Together

Read Together

Independent Reading

As you read on your own, compare and contrast the characters in stories or the topics of two informational texts.

 **TURN and TALK** Use the chart to compare and contrast two books you are reading.
















Title _____

Title _____

Same	Different

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My Reading Log

Date	Book	Pages Read	Minutes Read	My Ratings
				  
				  
				  
				  
				  

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

UNIT 4

INTRODUCE THE UNIT

OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

ELL Language Transfer

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

- experience : *experiencia*
- necessary : *necesario*

Word Wall

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

Unit Goals

- Read aloud the bulleted list of goals on p. 10 in the *Student Interactive*.
- **My TURN** Have students color the “thumbs up” if they feel they have already accomplished the goal or the “thumbs down” if they think they have more to learn.

Students will revisit this page in Week 6.

Academic Vocabulary

Oral Vocabulary Routine Academic Vocabulary is language used to talk about ideas. Explain that as students work through the unit, they will learn and use these academic words to talk about the past. Read aloud the text on p. 11 in the *Student Interactive*. Then use the **EXPAND** and **ASK** questions for each word. Have students respond, or say something in reply to someone else, using the newly acquired Academic Vocabulary as appropriate.

Expand: You can **record** something by writing it down.

Ask: What kinds of things should we **record**?

Expand: To **supply** an item means that you are providing it.

Ask: What could you **supply** for a picnic?

Expand: If something is **necessary**, then it needs to happen.

Ask: What things are **necessary** to do at school?

Expand: An **experience** is something you do or see happen or something that happens to you.

Ask: What are some **experiences** that you have had recently?

TURN, TALK, AND SHARE Have students gain knowledge of the Academic Vocabulary words as they complete the activity on p. 11 in the *Student Interactive*.



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

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

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

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

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

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

Write the “ask” questions from the oral vocabulary routine on the board. Have partners each ask and answer one question. **EXPANDING**

Have pairs take turns explaining the meaning of each academic word. Then have the other student make up a sentence using the word. **BRIDGING**

STUDENT INTERACTIVE, pp. 10-11

UNIT 4

INTRODUCTION

Read Together

Unit Goals

In this unit, you will

- read biographies
- write a personal narrative
- learn about people who made history

MY TURN Color the pictures to answer.

I can read biographies.		
I can make and use words to read and write narrative nonfiction.		
I can write a personal narrative.		
I understand why the past is important.		

Academic Vocabulary

record
supply
necessary
experience

TURN and TALK Read the sentences. With a partner, follow the directions.

Tell about an **experience** in your life.

Record the experience on paper.

Draw a picture to **supply** details about the experience.

Tell why it is **necessary** to record our experiences.

10

11

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 a biography.
- I can make and use words to read and write narrative nonfiction.
- I can write a personal narrative.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

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

Materials

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

LESSON 1

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T18–T19
 - » Phonological Awareness: Segment and Blend Sounds
 - » Phonics: Decode Words with *r*-Controlled Vowel *ar*
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Time Line: Weekly Question T20–T21
- Listening Comprehension: Read Aloud: “Pablo Picasso” T22–T23
- Biography T24–T25
 - ☑ Quick Check T25

READING BRIDGE

- Academic Vocabulary: Related Words T26–T27
- Handwriting: Letters *Mm* 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 T324–T325
 - » Personal Narrative
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T325
- Conferences T322

WRITING BRIDGE

- Spelling: Spell Words with *r*-Controlled Vowel *ar* T326
 - ☑ Assess Prior Knowledge T326
- Language & Conventions: Spiral Review: Capitalize *I* and Proper Nouns T327

LESSON 2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T32–T33
 - » Phonics: Decode and Write Words with *r*-Controlled Vowel *ar*
 - ☑ Quick Check T33
 - » High-Frequency Words

SHARED READ

- Introduce the Text T34–T47
 - » Preview Vocabulary
 - » Print Awareness
 - » Read: *Through Georgia’s Eyes*
- Respond and Analyze T48–T49
 - » My View
 - » Develop Vocabulary
 - ☑ Quick Check T49
 - » Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T50
- Guided Reading/Leveled Readers T53
- Strategy and Intervention Activities T50, T52
- Fluency T52 • Conferring T53
- ELL Targeted Support T50, T52

INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T51
- Independent Reading T53
- Literacy Activities T53
- Collaboration T53

WRITING WORKSHOP

MINILESSON

- Personal Narrative T328–T329
 - » Personal Narrative: Characters and Setting
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T329
- Conferences T322

WRITING BRIDGE

- Spelling: Teach Spell Words with *r*-Controlled Vowel *ar* T330
- Language & Conventions: Oral Language: Action Words T331

LESSON 3

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T54–T55
 - » Phonological Awareness: Final Sounds
 - » Phonics: Decode Words with Inflectional Ending -es, Plural -es
 - » High-Frequency Words

CLOSE READ

- Describe Connections T56–T57
- Close Read: *Through Georgia's Eyes*
 - ✔ **Quick Check** T57

READING BRIDGE

- Read Like a Writer, Write for a Reader: Word Choice T58–T59
- Handwriting: Letters *Hh* T58–T59

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T61
- Strategy and Intervention Activities T60
- Fluency T60 • Conferring T61
- ELL Targeted Support T60

INDEPENDENT/COLLABORATIVE

- Independent Reading T61
- Literacy Activities T61
- Partner Reading T61

WRITING WORKSHOP

MINILESSON

- Personal Narrative T332–T333
 - » Personal Narrative: Plot
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T333
- Conferences T322

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Review and More Practice: Spell Words with *r*-Controlled Vowel *ar* T334
- Language & Conventions: Teach Action Words T335

LESSON 4

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T62–T63
 - » Phonics: Decode and Write Words with Inflectional Ending -es, Plural -es
 - ✔ **Quick Check** T63
 - » Decodable Story: Read *Star Art* T64–T65

CLOSE READ

- Ask and Answer Questions T66–T67
- Close Read: *Through Georgia's Eyes*
 - ✔ **Quick Check** T67

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T68
- Guided Reading/Leveled Readers T71
- Strategy and Intervention Activities T68, T70
- Fluency T70 • Conferring T71
- ELL Targeted Support T68, T70

INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T69
- Independent Reading T71
- Literacy Activities T71

WRITING WORKSHOP

MINILESSON

- Personal Narrative T336–T337
 - » Generate Ideas
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T337
- Conferences T322

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Spiral Review T338
- Language & Conventions: Practice Action Words T339

LESSON 5

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T72–T73
 - » Phonological Awareness: Change Phonemes
 - » Phonics: Spiral Review: *r*-Controlled Vowels *or, ore*; Compound Words
 - » High-Frequency Words

COMPARE TEXTS

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

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

- Independent Reading T77
- Literacy Activities T77

BOOK CLUB T77 **SEL**

WRITING WORKSHOP

MINILESSON

- Personal Narrative T340
 - » Plan Your Personal Narrative
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T340–T341 **SEL**
- Conferences T322

WRITING BRIDGE

- Spelling: Spell Words with *r*-Controlled Vowel *ar* T342
 - ✔ **Assess Understanding** T342
- Language & Conventions: Standards Practice T343

Materials

WEEKLY LAUNCH: TIME LINE

Frida Kahlo: Artist
A time line is a way to show important events in a person's life.

- 1907 born in Mexico
- 1925 learned to paint while recovering from a bus accident
- 1929 married artist Diego Rivera
- 1943 became professor of painting at a university
- 1954 died in Mexico

Weekly Question
How do artists of the past help us see the world differently?
TURN AND TALK Look at Frida Kahlo's painting. What do you think about her work? Tell your partner how her painting makes you feel.

TIME LINE
"Frida Kahlo: Artist"

Read Together READING WORKSHOP

Biography Anchor Chart

- Informational text
- true story of a real person's life
- written by someone else
- events listed in order

READING ANCHOR CHART
Biography

Biography Anchor Chart

EDITABLE ANCHOR CHART
Biography

Decodable READER

UNIT 4

DECODABLE READER

Handwriting

Writing Workshop

My Words to Know

Language and Conventions

RESOURCE DOWNLOAD CENTER
Additional Practice

Big Book of SONGS and POEMS

myView LITERACY

SONGS AND POEMS BIG BOOK

Leveled Readers

Sharks
by Susan Hughes

Guided Reading Level 1
DRA Level 18
Lexile Measure 105L
Word Count 176

Test Structure

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

LEVELED READER TEACHER'S GUIDE

Words of the Week

High-Frequency Words

always
found
new
please
thank

Develop Vocabulary

amaze
discovers
memory
wonder

Spelling Words

car
card
dark
far
hard
jar
sharp
star
always
please

Unit Academic Vocabulary

experience
necessary
record
supply

WEEK 1 LESSON 1 READING WORKSHOP GENRE & THEME

Listening Comprehension

OBJECTIVES

Listen actively. Use relevant strategies to clarify information, and answer questions about a text word by word.

Use appropriate fluency cues, including phrasing, when reading aloud. Use appropriate strategies to monitor and adjust oral reading.

ELL Language Transfer

Objective: Read and understand the Spanish language text "Pablo Picasso".

- art, arts
- read, reads

FLUENCY

After reading the Read Aloud Aloud, students will be able to read the text aloud with accuracy and fluency. Use appropriate strategies to monitor and adjust oral reading. Use appropriate strategies to monitor and adjust oral reading.

THINK-ALoud Routine

Students will be able to use the Think-Aloud Routine to monitor and adjust oral reading. Use appropriate strategies to monitor and adjust oral reading. Use appropriate strategies to monitor and adjust oral reading.

Read Aloud

Tell students that you are going to read aloud a biography. Explain that a biography is the story of a real person's life as told by someone else. Have students listen as you read "Pablo Picasso." Tell them to be active listeners by thinking about the first detail of the events in the biography. Have students ask and answer questions about the key details in the read aloud text.

START-UP

READ-ALoud ROUTINE

Purpose: Have students listen actively for elements of a biography.

Setup: The entire text aloud without stopping for the Think Aloud Outlets.

READ: The text aloud, pausing to model Think Aloud strategies related to the genre.

Pablo Picasso

Pablo Picasso saw art all around him from the day he was born in 1881. His father was an artist and an art teacher. He gave Pablo his first lessons in drawing and painting.

When he was thirteen, Pablo went to Spain to learn more about making art. Later, he went to the best art school in Spain. There, Pablo learned to paint in the common style. Pablo thought this way of painting was boring.

Pablo moved to France in 1900. He started painting again and tried a new kind of art. He began putting simple shapes together to make pictures. This style was very different from what Pablo learned in art school.

READ ALOUD "Pablo Picasso"



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

WHY

Interactive Read Aloud:

- enables students to track about their independent reading level.
- builds students' comprehension.
- reinforces students' reading language development.
- provides an opportunity to model fluency and expression reading.
- fosters a love and enjoyment of reading.

PLANNING

• Select a text from the Read Aloud Trade Book Library or the school or district library.

• Read the story or theme of the story.

• Determine the Teaching Point.

• Write the key points of the story.

• Write open-ended questions related to the story and place them in the book at the points where you plan to stop to interact with students.

BEFORE READING

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

DURING READING

- You can choose to stop and reading to students get to get to the end and apply. Think Aloud and open-ended questioning for a deeper dive into the text.
- Read with expression to draw in listeners.
- Ask questions to guide the discussion and draw attention to the teaching point.
- Use Think Aloud to model strategies and make use of student comprehension and connect reading to real life.
- Help students make connections to their own experiences, beliefs they have read or learned in the past, or the world.

AFTER READING

- Summarize and allow students to share thoughts about the story.
- Request student comprehension by modeling the Think Aloud strategy.
- Choose and assign a Student Response Form available on ReadAloud.com

Finals Teaching Points

- Record the story.
- Record the characters.
- Record the Teaching Point.
- Determine Theme.
- Make Connections.
- Determine Point of View.

INTERACTIVE READ ALOUD LESSON PLAN GUIDE

Read Aloud Genre Biography

Through Georgia's Eyes
Rachel Rodriguez
Illustrated by Julie Paschik

SHARED READ Through Georgia's Eyes

BOOK CLUB

Titles related to Spotlight Genre and Theme: T480-T485

Mentor STACK

Writing Workshop T321

LITERACY STATIONS

SCOUT

Assessment Options for the Week

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

Assessment GUIDE

myView LITERACY

ASSESSMENT GUIDE

Word Work

OBJECTIVES

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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

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

Decode words with closed syllables; open syllables; VCe syllables; and r-controlled syllables.

Identify and read common high-frequency words.

Phonological Awareness: Segment and Blend Sounds

SEE AND SAY Tell students that when you segment the sounds in a word, you say them sound-by-sound. When you blend the sounds, you put the sounds back together to say the complete word. Point to the picture of the barn on p. 14 in the *Student Interactive*. Say: **This is a picture of a barn. Listen carefully to each sound in *barn*: /b/ (pause) /är/ (pause) /n/. What sound do you hear in the middle of *barn*?** Repeat saying the sounds with students, and then say: **Yes, we hear the sound /är/ in the middle of *barn*.** Then repeat the activity with the pictures for *shark* and *card*.

PRACTICE Have students segment and then blend the following words: *star*, *cart*, *mart*, *charm*, *scar*, *start*.



Sound-Spelling Card 55

FOUNDATIONAL SKILLS EXTENSION

See p. T37 for an *r*-controlled vowel *ar* extension activity that can be used as the text is read.

Phonics: Decode Words with *r*-Controlled Vowel *ar*

Minilesson

FOCUS Use Sound-Spelling Card 55 (*artist*) to introduce *r*-controlled vowel sound /är/ spelled *ar*. Tell students that when the vowel *a* is followed by the consonant *r*, it spells the sound /är/ as you hear in the words *bar* and *jar*. The letter *r* controls and changes the sound of the letter *a*. Write the word *jar* on the board. Read the word and have students repeat the word with you as you underline *ar*. Repeat using the word *start*.

MODEL AND PRACTICE Write and read the word *barn*, emphasizing the *r*-controlled vowel sound. Say: **The word *barn* has the sound /är/.** Point to the spelling of the sound /är/. Say: **The sound /är/ in *barn* is spelled *ar*.** Have students repeat the word and the spelling. Write the words *shark* and *card* and have students decode them.

APPLY My TURN Direct students to the bottom of p. 14 in the *Student Interactive*. Have them practice saying each sound in the words. Then ask students to blend the sounds to decode the words.

**ELL Targeted Support** *r*-Controlled Vowel Sounds

Write and read the words *far* and *fan*. Isolate the vowel sound in each word as you point to the letter or letters that spell the sound. Ask students to identify the word with the sound /är/. Ask students to repeat the sound with you. **EMERGING**

Write and read the words *arm*, *barn*, and *park*. Ask students to say the vowel sound in each word and what letters spell that sound.

DEVELOPING

Ask students to read these word pairs and identify how they are different: *tarp/tap*, *car/cap*, *part/pat*. **EXPANDING**

Have student pairs take turns reading these words aloud and identifying how they are different: *tarp/tap*, *car/cap*, *part/pat*, *bar/bat*, *hard/had*, *park/pack*. Monitor for correct identification of the sound /är/. **BRIDGING**

HIGH-FREQUENCY WORDS

Display the high-frequency words *new*, *found*, *thank*, *please*, *always*.

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

new

please

found

always

thank

STUDENT INTERACTIVE, p. 14

PHONOLOGICAL AWARENESS | PHONICS

Read
Together**Segment and Blend Sounds**

SEE and SAY When you segment sounds, you say each sound you hear in a word. Say each picture name. Then segment the sounds. Blend the sounds together to say the picture name again.

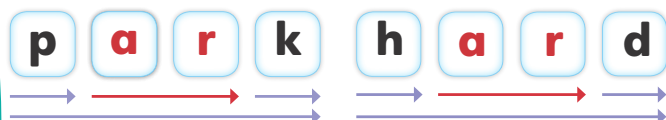


Students should say *barn*, *shark*, *card*.

r-Controlled Vowel ar

When the vowel **a** is followed by the consonant **r**, it makes the sound you hear in **jar**.

MY TURN Read these words.



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Interact with Sources

OBJECTIVES

Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.

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

ACADEMIC VOCABULARY

Language of Ideas The unit Academic Vocabulary words enable students to articulate ideas related to the theme. Use these words to teach and reinforce instruction throughout the lesson. For example, as you discuss the time line, ask: [What information does this time line supply about Frida Kahlo?](#) [What experience led Frida Kahlo to begin painting?](#)

- record
- necessary
- supply
- experience



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: *Why is the past important?* Point out and read the Weekly Question: *How do artists of the past help us see the world differently?*

Have students follow along in their *Student Interactive*, pp. 12–13, as you read aloud “Frida Kahlo: Artist.” Then organize students into small groups and have them discuss how the pictures support the text in the time line. During the group discussions, encourage students to ask questions to clear up any confusion about the topic of the time line.

Display the following statements as ideas groups might discuss to help students develop social communication:

- Artists share about things in their own lives.
- Artists share about their culture and their time period.

Then ask, [What can you learn by looking at a time line?](#) Guide students to go back to the time line and make note of the type of information included in a biographical time line.

TURN, TALK, AND SHARE Have students interact with the source by discussing the Frida Kahlo self-portrait on p. 13 and the feelings it creates in viewers.

WEEKLY QUESTION Remind students of the Weekly Question: *How do artists of the past help us see the world differently?* Tell them that Frida Kahlo was an artist who helped many people see the world through her creative eyes. Explain that this week students will read about another artist who changed people's view of the world.

ELL Targeted Support Answer Questions with Visual Support Read aloud the short descriptions on the time line. Have students use the illustrations to support their reading and to remind them of details as they answer questions.

Ask students leading questions about each visual. Discuss how it relates to the reading. Continue in this way until students have discussed each illustration. **EMERGING**

Have pairs take turns reading about the events on the time line. Have the reader ask the listener how the visual helps him or her understand the events. **DEVELOPING**

Have students look at each visual and predict what the text will say for each event. After students read the events, ask them if their predictions were correct. **EXPANDING**

Have students silently read the time line and draw their own visuals to support the text. Assign pairs. Have students take turns showing their illustrations and asking how the visuals helped them understand the events. **BRIDGING**

STUDENT INTERACTIVE, pp. 12-13

WEEKLY LAUNCH: TIME LINE

Read Together

Weekly Question

WEEK 1

Frida Kahlo: Artist

A **time line** is a way to show important events in a person's life.

1907 born in Mexico

1925 learned to paint while recovering from a bus accident

1929 married artist Diego Rivera

1943 became professor of painting at a university

1954 died in Mexico

TURN and TALK Look at Frida Kahlo's painting. What do you think about her work? Tell your partner how her painting makes you feel.

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13

Listening Comprehension

OBJECTIVES

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

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

Recognize and explain characteristics and structures of informational text.

ELL Language Transfer

Cognates Point out the Spanish cognates in “Pablo Picasso”:

- art : *arte*
- artist : *artista*
- style : *estilo*

FLUENCY

After completing the Read-Aloud Routine, display “Pablo Picasso.” Model reading aloud a short section. Explain that fluency is about reading in a manner that is natural for the type of text. Tell students that this week they will read a text called *Through Georgia’s Eyes*. When it is time to read it, they should practice reading it in a natural way.

THINK ALOUD Analyze **Biographical Text** After you reread the first two paragraphs, say: *There are clues that help me know what kind of text this is. The title and first paragraph let me know right away that this is the story of a real person’s life. The author included dates, such as in 1881. These details help me understand the sequence, or time order, of the events in Pablo’s life. I know that a biography is the story of a real person’s life, told by someone else in time order. So this text is an example of a biography.*

Read Aloud

Tell students that you are going to read aloud a biography. Explain that a biography is the story of a real person’s life as told by someone else. Have students listen as you read “Pablo Picasso.” Tell them to be active listeners by thinking about the time order of the events in the biography. Have students ask and answer questions about the key details in the read aloud text.

START-UP

READ-ALOUD ROUTINE

Purpose Have students listen actively for elements of a biography.

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

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

Pablo Picasso

Pablo Picasso saw art all around him from the day he was born in 1881. His father was an artist and an art teacher. He gave Pablo his first lessons in drawing and painting.

When he was thirteen, Pablo went to Spain to learn more about making art. Later, he went to the best art school in Spain. There, Pablo learned to paint in the common style. Pablo thought this way of painting was boring.

Pablo moved to France in 1900. He started painting again and tried a new kind of art. He began putting simple shapes together to make pictures. This style was very different from what Pablo learned in art school.



“Pablo Picasso,” continued

Later, Pablo tried a style of art that was even more different. His pictures almost didn’t seem real. This new art looked like something from a dream.

Soon, Pablo became known as one of the greatest artists of his time. By the time he died in 1973 at age 91, he had made thousands of works of art.



THINK ALOUD Analyze **Biographical Text** After you reread the fourth paragraph, say: A biography also includes descriptions of the person, his or her work, and what makes that person important. We have just read about some of the new art styles Pablo used. These descriptions help me understand why Pablo Picasso was an important artist.

ELL Targeted Support Monitor Understanding Have students monitor their understanding as you read aloud “Pablo Picasso.”

At the end of each paragraph, have students monitor their understanding by answering leading questions about details they just heard. If students are unable to answer, reread the text. **EMERGING**

At the end of each paragraph, ask students to monitor their understanding by summarizing what they heard using their own words. **DEVELOPING**

After reading each paragraph, ask students if they heard any unfamiliar words. Reread portions of the text, and use context clues or reference materials to help them discover word meanings. Then ask leading questions about the text to help students monitor their understanding. **EXPANDING**

Have partners take turns asking and answering questions about each paragraph to monitor their understanding. Ask them to use complete sentences when answering questions. **BRIDGING**

FLEXIBLE OPTION 
INTERACTIVE
Trade Book Read Aloud

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

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



WRAP-UP

Pablo Picasso

Beginning	Middle	End

Ask students: *What important events happened in Pablo Picasso’s life?* Use a sequence chart to record student responses. Explain that a biography tells the events in a person’s life in time order.



SPOTLIGHT ON GENRE

Biography

LEARNING GOAL

I can read a biography.

OBJECTIVE

Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and description with adult assistance.

LANGUAGE OF THE GENRE

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

- details
- sequence

FLEXIBLE OPTION 
ANCHOR CHARTS

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

- Have students talk about the characteristics of biographies.
- Have them suggest details to include.
- Add to the anchor chart as students learn about the genre.

ELL Language Transfer

Cognates Point out the Spanish cognates related to biographies:

- biography : *biografía*
- description : *descripción*

Minilesson

FOCUS ON STRATEGIES A biography is a type of informational text that tells about the life of a real person. It is a true story written by someone else. The events of the person's life are told in sequence, or time order.

- Who is the biography about? What do you already know about this person?
- Think about the sequence, or time order, of the events in the biography. What happened first? What did the person do next?

MODEL AND PRACTICE Read the text about George Washington on p. 24 in the *Student Interactive*. Then model how you can tell it is a biography. Say: **This text tells about George Washington, who was a real person. The text also tells about Washington's life in sequence, or time order. We read about the different jobs he had. A text like this that tells about a real person's life in sequence is a biography.** Then read the Anchor Chart on p. 25 together.

ELL Targeted Support Sequence Read aloud the text about George Washington to help students understand the sequence of events.

Ask students leading questions about the sequence of events in the text, such as *What happened first?* Call on students to answer orally. **EMERGING**

Have pairs take turns reading the text and retelling the events and roles in order. Ask questions using sequence words (*What happened next? Then what happened?*) to help students retell the events in sequence. **DEVELOPING**

Have students use a sequence chart to take notes about the text. Ask pairs to take turns retelling the events using the sequence charts. **EXPANDING**

Ask students to find another text about Washington. Have them add two new events to the sequence in the proper order. Help them choose adverbs of time (*then, next*) to show the sequence. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify features of a biography.

OPTION 1 TURN, TALK, AND SHARE Have students turn and talk with a partner about the details of George Washington's life on p. 24 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students look at and read biographies during independent reading. As they read, have them use sequence charts to keep track of what happens at the beginning, middle, and end of the biography.

QUICK CHECK

Notice and Assess Can students identify the elements of biography?

Decide

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

STUDENT INTERACTIVE, pp. 24–25

GENRE: BIOGRAPHY

Read Together


My Learning Goal I can read a biography.

SPOTLIGHT ON GENRE

Biography

A biography is the story of a real person's life written by another person.

Real Person George Washington was born in Virginia in 1732. He was a farmer and a general. Later he became the first President of the United States.



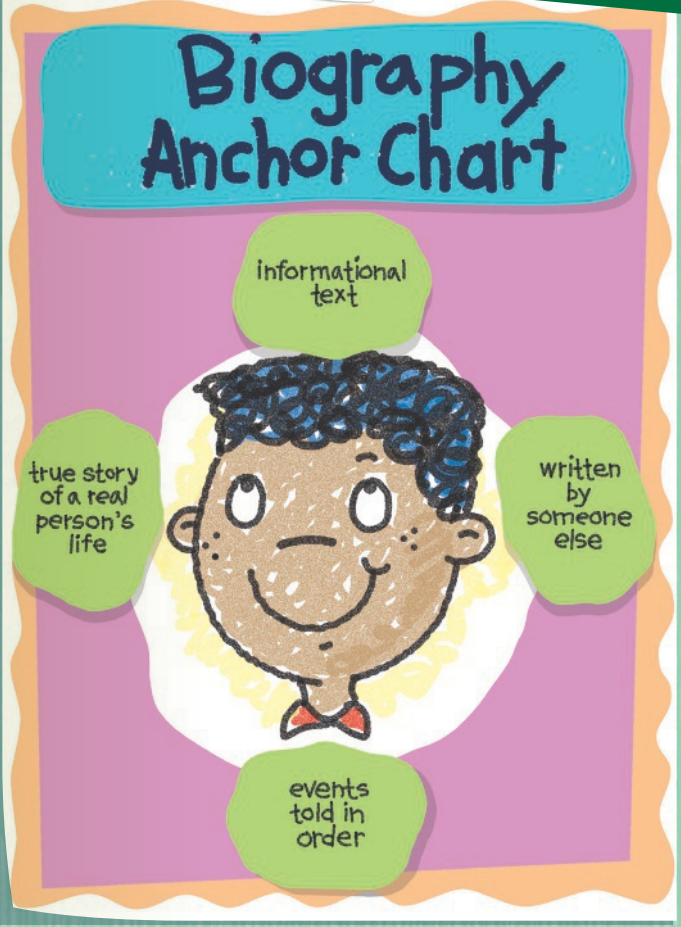
TURN and TALK Talk about the details of George Washington's life in this biography.

24

Read Together

READING WORKSHOP

Biography Anchor Chart



informational text

true story of a real person's life

written by someone else

events told in order

25

Academic Vocabulary

LEARNING GOAL

I can make and use words to read and write narrative nonfiction.

OBJECTIVES

Respond using newly acquired vocabulary as appropriate.

Sort words into categories to gain a sense of the concepts the categories represent.

ELL Language Transfer

Cognates Point out the Spanish cognates related to the Academic Vocabulary in this unit:

- necessary : *necesario*
- experience : *experiencia*

Related Words

Minilesson

FOCUS ON STRATEGIES Remind students of the Academic Vocabulary for the unit: *record*, *supply*, *necessary*, and *experience*. Explain that related words have a word part in common or share similar meanings. Related words might have endings or other word parts that give them different meanings or make them different word types.

- Look for words that have a similar root, or main part of the word, to the Academic Vocabulary words.
- Think about what is similar and what is different about related words. Can you tell in what way the differences might affect the meaning?
- Look up the word in a dictionary and compare it to the word you already know. Can you tell how they are related?

MODEL AND PRACTICE Model an example. Say: We are learning the word *necessary* in this unit. I see the word *necessity*, and it looks very similar to *necessary*. I think they might be related. When I look up the word *necessity* in the dictionary, I find that it means “something that is needed.” *Necessary* and *necessity* are related words. Now that I have learned the word *necessary*, I can remember and use the related word *necessity*.

Handwriting

OBJECTIVE

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

Letters *M* and *m*

FOCUS Display uppercase *M* and lowercase *m*.

MODEL Model writing uppercase *M* using correct letter formation and slant. Have students practice writing the letter in the air with their fingers. Then repeat with lowercase *m*.

Write the words *Mom*, *map*, *men*, *rim*, and *Tom*, showing proper letter formation and correct letter size. Have students point to the letter *Mm* in each word.



ASSESS UNDERSTANDING

Apply

MyTURN Have students complete the activity on p. 57 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 57

VOCABULARY **Read Together** READING-WRITING BRIDGE

I can make and use words to read and write narrative nonfiction. **My Learning Goal**

Academic Vocabulary

Related words are connected in some way. They can have similar word parts.

MYTURN Write the word from the box that is related to each set of words.

record	supply	necessary	experience
lesson experiment	supplies materials		
experience	supply		
write recording	need necessity		
record	necessary		

57

PRACTICE Have students use *Handwriting* p. 223 from the *Resource Download Center* to practice writing the uppercase and lowercase letters *Mm*.

Name _____ **Read Together**

Handwriting

Letters Mm
Where do you start uppercase letter M? What do you do next? How do you finish the letter?

MYTURN Trace the letters. Then write uppercase letter M.

M M M M M M

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

MYTURN Trace the letters. Then write lowercase letter m.

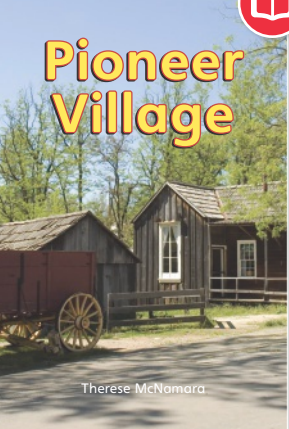
m m m m m m

Grade 1 • Unit 1 • Week 1 223

Handwriting, p. 223

Matching Texts to Learning

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



LEVEL C

Genre Informational Text

Text Elements

- Familiar, easy content
- One to three lines of text per page

Text Structure

- Simple factual



LEVEL D

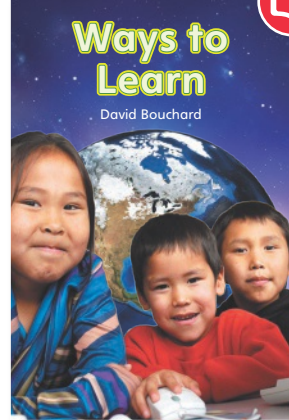
Genre Informational Text

Text Elements

- Familiar, easy content
- Two to three lines of text on most pages

Text Structure

- Simple factual



LEVEL D

Genre Informational Text

Text Elements

- Familiar, easy content
- One to three 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 Theme

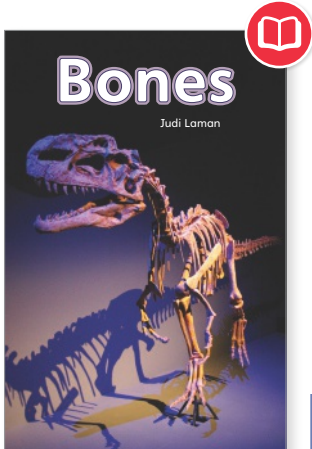
- What does the text tell about the past?
- What details does the author use to tell about something in the past?
- What questions do you have about the past now that you have read the text?

Develop Vocabulary

- Are there any photographs or illustrations that help you understand what a word means?
- How does the word ___ help you understand the description?
- Why do you think the author chose the word ___ to describe the subject?

Describe Connections

- What words or ideas in the text help you understand why or how the person did something?
- How are the events at the beginning of the text connected to events that came later?
- What connections can you make between the people or ideas in the texts?



LEVEL F

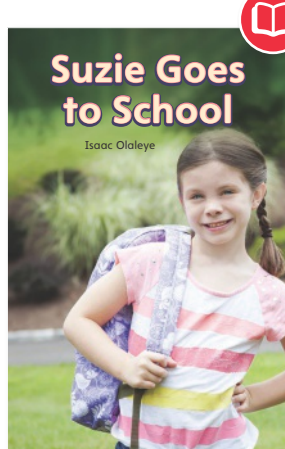
Genre Narrative Nonfiction

Text Elements

- Familiar content expands beyond reader's experience
- Content-specific words explained in text

Text Structure

- Description



LEVEL F

Genre Informational Text

Text Elements

- Simple and split dialogue
- Some longer sentences

Text Structure

- Chronological



LEVEL H

Genre Narrative Nonfiction

Text Elements

- Accessible content
- Two to eight lines of text per page

Text Structure

- Description

Ask and Answer Questions

- What questions did you have when you started reading this text?
- How did you find answers to these questions?
- How did asking questions help you understand the text better?

Compare Texts

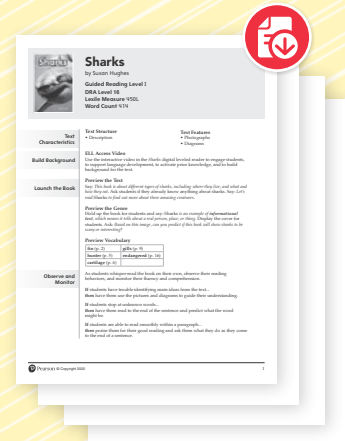
- How are the texts alike and different?
- Are both texts written in sequence?

Word Work

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

Leveled Reader Teacher's Guide

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



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

Teacher-Led Options

Strategy Group



IDENTIFY BIOGRAPHY

Teaching Point A biography is the story of a real person’s life, but it is told by someone else. The events in the person’s life are told in sequence, or time order. A biography also includes descriptions of the person who the biography is about and of important parts of the person’s life. Look back at the time line “Frida Kahlo: Artist” with students. Discuss what they can learn from the title, pictures, and events.

ELL Targeted Support

Have students demonstrate their comprehension of the time line on pp. 12–13 in the *Student Interactive* by retelling or summarizing the text.

Guide students through the time line and help them briefly retell or summarize the life of Frida Kahlo. **EMERGING**

Have student pairs read the time line and retell or summarize Kahlo’s life. **DEVELOPING**

Have students create a time line of George Washington’s life, including events and images, based on the text on p. 24. Then ask students to retell or summarize their work. **EXPANDING**

Have students create a time line of another historical figure they have read about, including events and images. Then invite volunteers to retell or summarize their time lines in order, using appropriate time adverbs to communicate the progression. **BRIDGING**



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

Intervention Activity



GENRE: NARRATIVE NONFICTION

Use Lesson 48 in the *myFocus Intervention Teacher’s Guide* for instruction on narrative nonfiction.

LEVEL B • READ

Lesson 48 Genre: Narrative Nonfiction

DIRECTIONS Follow along as your teacher reads aloud “The Real Alice in Wonderland.” Think about how the author presents the facts.


The Real Alice in Wonderland

Meet Alice Liddell. (You say her last name like “fiddle.”) Alice was born a long time ago, in 1852. She died in 1934.

Alice lived a mostly normal life. But as a child she met the writer Lewis Carroll. The year was 1856. He was charmed by her. He called her his muse. That means she made him want to write.

Carroll also took pictures of Alice. Taking pictures in 1850 was not easy! It took a long time. But Alice could sit still. She liked to dress up and pose for the pictures. She liked to hear the stories he told her. By 1862, many of his stories were about a girl named Alice. She loved these stories best. She begged him to write them down for her.

Carroll did write down the stories for her. Three years later, the stories became a book. The title is *Alice in Wonderland*. It is one of the best-selling books of all time.



The pictures of Alice in the book do not look like Alice Liddell. But Carroll wrote the book because of her.

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On-Level and Advanced



INQUIRY

Question and Investigate Have students use the time line on pp. 12–13 in the *Student Interactive* to generate questions about artists and how they help us see the world. Throughout the week, have them conduct research about one of the questions. See *Extension Activities* pp. 266–270 in the *Resource Download Center*.



Conferring

3 students / 3–4 minutes
per conference

IDENTIFY BIOGRAPHY

Talk About Independent Reading Ask students to explain how they know whether the text they are reading this week is a biography.

Possible Conference Prompts

- Is the text about a person’s life? Is he or she a real person? Why is he or she important?
- Who is the author of the text?
- What are some of the beginning events in the biography? How did they affect later events?

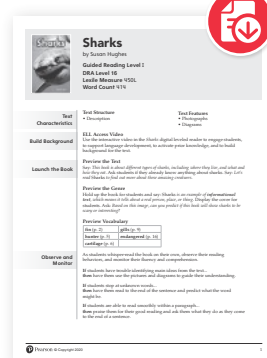
Possible Teaching Point You can look through the text and illustrations to get an idea about the sequence of events in a biography before you start reading. Use what you see in the pictures to make predictions.

Leveled Readers



IDENTIFY THEME

- For suggested titles, see “Matching Texts to Learning,” pp. T28–T29.
- For instructional support on how to identify the theme of a book, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Invite one or two students to share what they find most interesting about a biography they are reading.

Independent/Collaborative

Independent Reading



Students can

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

Centers



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

Literacy Activities



Students can

- write about their reading in a reading notebook.
- play the myView games.
- refer to the Anchor Chart on p. 25 in the *Student Interactive* and tell a partner who the text is about, why he or she is important, and the sequence of events in a biography they are reading.

BOOK CLUB



See Book Club pp. T480–T485 for

- ideas for launching Book Club.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups’ collaboration.
- facilitating use of the trade book *Old Ways and New Ways*.

Word Work

OBJECTIVES

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

Identify and read common high-frequency words.

ADDITIONAL PRACTICE

For additional student practice with *r*-controlled vowel *ar*, use *Phonics* p. 205 from the *Resource Download Center*.

Phonics: Decode and Write Words with *r*-Controlled Vowel *ar*

Minilesson

FOCUS Tell students that when a vowel is followed by the consonant *r*, the *r* changes the sound of the vowel. The letters *ar* spell the sound /är/.

MODEL AND PRACTICE Write the following words on the board: *bark*, *park*, *dark*, *spark*. Say: *The sound /är/ is spelled ar.* Have students repeat the word *bark* with you as you underline the vowel spelling *ar*. Then point to the word *park* and have students say the sounds. Ask: *What vowel sound do you hear in the word park? (/är/)* *How do you spell the sound /är/ in park? (ar)* Repeat for the words *dark* and *spark*.

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

Name _____

FOUNDATIONAL SKILL

Phonics

r-Controlled Vowel *ar*

MY TURN Write the letters *ar* to complete the words. Then read the words.

Tell students that images represent farm, yarn, cart, shark, arm, star, card, car.

- farm
- yarn
- cart
- shark
- arm
- star
- card
- car

Grade 1, Unit 4, Week 1
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Phonics, p. 205

FORMATIVE ASSESSMENT OPTIONS

Apply

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

OPTION 2 Independent Activity Have students draw a picture of a word with the sound /är/ spelled *ar*. Then ask them to label the picture.


 QUICK CHECK

Notice and Assess Are students able to decode and write words with *r*-controlled vowel *ar*?

Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T50–T51.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T50–T51.

HIGH-FREQUENCY WORDS


Write the words *new*, *found*, *thank*, *please*, and *always*.





- Say and spell each word, and have students repeat.
- Cover the words, and say each one aloud. Have students write each word.
- Display the words and have students check their spellings.
- Have students correct any misspellings and practice the words they missed.


STUDENT INTERACTIVE, p. 15


Read Together
FOUNDATIONAL SKILLS

r-Controlled Vowel ar



TURN and TALK
Decode these words.

	bark	park	dark	spark
	car	far	scar	star
	art	cart	start	chart
	arm	harm	farm	charm


MY TURN
Say each picture name. Write **ar** to finish each word. Read each word.



shark



yarn

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15

STUDENT INTERACTIVE, p. 16

Read Together
PHONICS | PHONOLOGICAL AWARENESS

r-Controlled Vowel ar


MY TURN
Read the sentences. Underline the words with the same vowel sound as **car**.

Bart and Sar live on the farm.

Bart will make a card.

Sar will do her part to help.

It is not too hard.

Their dog Spark barks at them.


MY TURN
Write a sentence about a card.

My card _____

Possible response:
has a red part.

When **a** is followed by **r**, it makes the sound you hear in **far**.



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16

Introduce the Text



Through Georgia's
Eyes

OBJECTIVES

Demonstrate print awareness by identifying the information that different parts of a book provide.

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

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

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

ELL Access

Background Knowledge

Students make meaning not only from the words they learn but also by making connections to prior knowledge and experience. Invite students to share personal knowledge or stories they have read about art and artists.

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 *amaze*, *memory*, *wonder*, and *discovers* from p. 26 in the *Student Interactive*.
- Have students share what they already know about the words. Ask questions such as: *What is your best memory? What things amaze you?*
- Have students demonstrate what they know about the words by making oral sentences with them.
- Provide definitions of the vocabulary words as needed. Definitions appear on the selection pages that follow. Say: *These words will help us describe connections in the text *Through Georgia's Eyes*.*

Print Awareness

Have students turn to p. 27 in the *Student Interactive*. Tell students to point to the title, author's name, and illustrator's name. Ask: *What does an author do? What does an illustrator do?* Have students point to the parts of the page that the author did and the parts that the illustrator did.

Read

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

FIRST READ STRATEGIES

LOOK Tell students to look at the pictures and make a prediction about what type of text they will be reading. Provide assistance as needed.

READ Tell students to read or listen as you read the text. During the first read, guide students to listen for details about Georgia's life and work.

ASK Assist students with generating, or asking, questions about anything they find confusing or unclear.

TALK Guide students to talk to a partner about what they learned from 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 text if they learn some of the key vocabulary before reading. Display the vocabulary words.

Read the words aloud and have students repeat after you. Then use each word in context to explain their meanings. **EMERGING**

Discuss the meaning of each of the vocabulary words. Model how to use one word in context in a sentence. Then have students work in small groups. Each group has one word and writes a sentence using it in context. Have students read aloud their sentences to other groups to share their work. **DEVELOPING**

Review the definitions of each word. Ask students to write the definitions in their own words. Provide them with a paper that has sentence starters for each word, for example: *The word amaze means _____.* Leave enough space between the sentences to allow students to draw a picture that will help them remember what the words mean. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 26-27

Read Together

Through Georgia's Eyes

Preview Vocabulary

You will read these words in *Through Georgia's Eyes*.

amaze memory wonder discovers

Read

Look at the pictures and think about the type of text this is. Make a prediction.

Read to learn about Georgia's life and work.

Ask questions about confusing parts.

Talk about what you learned from the text.

Meet the Author

Rachel Rodríguez always wanted to be a writer. She loves art and nature. She enjoys biking from her San Francisco home through Golden Gate Park.

26

Read Together

Genre Biography

AUDIO

Audio with Highlighting

ANNOTATE

Through Georgia's Eyes

Rachel Rodríguez
illustrated by Julie Paschkis

27

Through Georgia's Eyes

T35

STUDENT INTERACTIVE, pp. 28–29



SUN PRAIRIE, WISCONSIN, 1887



memory something learned and kept in the mind

Georgia's first memory:
She will always remember these colors and the brightness of light—light all around.

VOCABULARY IN CONTEXT

Underline the word that helps you understand what the word **memory** means.

28

29

First Read

Look

THINK ALOUD When I start to read, I can make a prediction, or a good guess, about what I might learn in the text. I can look at the pictures to see what I can learn. Some of the illustrations show paper, pencils, and painting. Maybe Georgia is an artist. I will read to find out.

Possible Teaching Point



Read Like a Writer | Visualize

Tell students that the author of a biography must think about how to describe the subject to bring the person to life for the reader. The author chooses language that helps paint a vivid and real picture of what that person was like. Point out the use of words that help the reader visualize Georgia O'Keeffe on pp. 28–31 in the *Student Interactive*. Use the instruction on p. T58 in the Reading-Writing Workshop Bridge to help students understand the importance of an author's word choice.



STUDENT INTERACTIVE, pp. 30-31



Soon Georgia runs and plays games with her brothers and sisters. Her father gives her sweets and plays Irish tunes. Her mother reads stories and cares for the younger children. Everyone works hard on the farm.

Georgia roams the prairie. The trees and land keep her company. Pencil and sketch pad comfort her. She discovers she likes to be alone.

Seasons melt into seasons on her family's farm. Georgia struggles to show on paper what she sees.



Foundational Skills Extension

r-Controlled Vowel *ar*

Point out the last sentence on p. 30 in the *Student Interactive*: “Everyone works hard on the farm.” Ask students to identify the words that contain the *r*-controlled vowel *ar*. (*hard, farm*)

Close Read

Vocabulary in Context

Have students use the paragraph on p. 28 to determine the meaning of the word *memory*. (a thought of something in the past) Ask: *Which word or words help you figure out what memory means?* Students should underline the word (or words) in the text that gave them clues about the meaning of the word. **DOK 2**

OBJECTIVE

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

STUDENT INTERACTIVE, pp. 32-33



At twelve, she takes painting lessons. She tells her friend, “I am going to be an artist.” But in 1899 only boys become artists. A girl wishing to be one is scandalous.

32

Georgia sees life differently. She paints and paints. Hours pass without notice. She wonders if she can achieve her dream.



CLOSE READ

Underline the words that help you understand why Georgia felt she could become an artist.

33

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First Read

Read

THINK ALOUD I can read to find out information about Georgia’s life.

I read here that she took painting lessons when she was twelve. She could paint and paint for hours. What I have read about Georgia tells me that she is an artist. The text tells me that Georgia was different from most girls. When Georgia was a child, only boys became artists. This tells me that Georgia was different from other girls her age.

OBJECTIVE

Use text evidence to support an appropriate response.

CROSS-CURRICULAR PERSPECTIVES

Social Studies



Georgia O’Keeffe grew up on the prairies of Wisconsin. A prairie is a large area of flat land covered with grass. Georgia got ideas for some of her art from her memories of the prairies where she grew up.



STUDENT INTERACTIVE, pp. 34-35



She walks around a lake
and hikes into the woods.
Everywhere she looks, shapes
hum and sing to her.



At art school, brushes
and canvas become her
language. Paint speaks for
her. Watercolor and oil are
her words.

34

35

Possible Teaching Point



Language & Conventions | Action Words

Use a Language & Conventions lesson on p. T335 in the Reading-Writing Workshop Bridge to teach students about action words. Explain that verbs are action words. Guide students to find the verbs on p. 34 in the *Student Interactive*. (*walks, hikes, looks, hum, sing*)

Close Read



Describe Connections

Ask students to read the Close Read note on p. 33. Then have them identify the parts of the text that help readers understand why Georgia wanted to become an artist. Have them underline these words and phrases in the text. Remind students that what they underline will help them describe how ideas in the text are related. **DOK 2**

OBJECTIVE

Use text evidence to support an appropriate response.

STUDENT INTERACTIVE, pp. 36-37



36



For a time, Georgia lives in the **city**. She walks through canyons of concrete. She misses the outdoor world. The sun steals a bite from a **skyscraper**. The Faraway place—open sky and land—calls her.

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CLOSE READ



What question could you ask about these pages? **Highlight** the words that would answer the question.

37

First Read

Talk

THINK ALOUD I can talk about what I have learned from the text on page 37. I read that Georgia is living in a city. Cities have a lot of buildings and not much open land. She doesn't like living there because she likes open land. I wonder if Georgia will move away from the city. I will keep reading to find out.

Foundational Skills Extension

Inflectional Ending -es

Point out the word *misses* in the third sentence on p. 37 in the *Student Interactive*. Explain that the ending -es is added to some verbs. It always adds an additional syllable to a word. Write the words *push*, *pass*, *catch*, and *fix* on the board. Have volunteers add the ending -es to each.



STUDENT INTERACTIVE, pp. 38–39



The wideness and wonder of the world amaze Georgia. She wants to share this magic with others.

amaze to surprise someone very much
wonder something that is surprising

38

Flowers delight her. She paints them as giants. People stop to stare. Georgia's flowers make them feel like tiny butterflies, flitting through the universe of her garden.

CLOSE READ

Underline the sentences that tell you how Georgia shares the magic of the world in her flower painting.

39

Possible Teaching Point



Academic Vocabulary | Related Words

Use the Academic Vocabulary lesson on p. T26 in the Reading-Writing Workshop Bridge to teach about building vocabulary by identifying related words. Point out this sentence on p. 38 in the *Student Interactive*: “The wideness and wonder of the world amaze Georgia.” Have students explain what the word *wonder* means. Then use the following related words in sentences: *wonderful*, *wondering*. For each word, ask students to use what they know about the word *wonder* to figure out the meaning of the new words.

Close Read



Ask and Answer Questions

Have students follow the prompt on p. 37 by sharing a question they have about the text and then highlighting the word or words in the text that answer the question. **DOK 2**

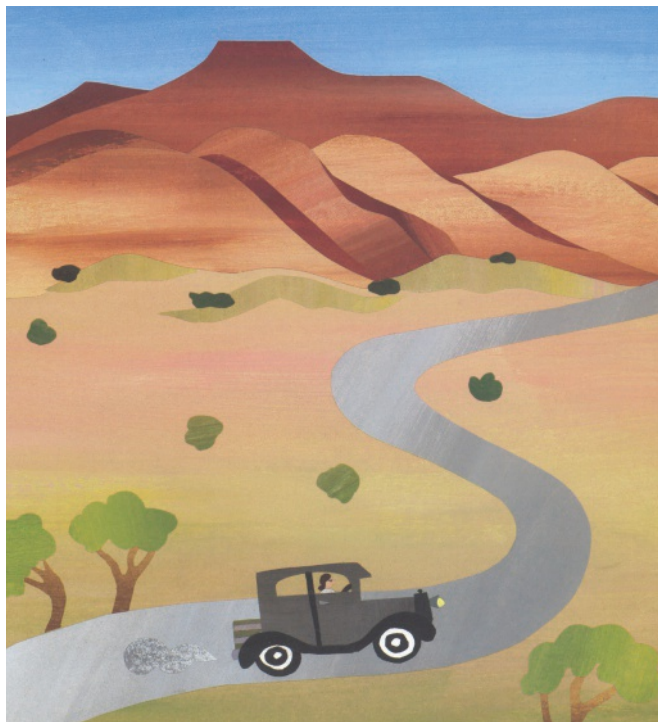
Describe Connections

Prompt students to follow the note on p. 39. Remind students that what they underline will help them describe how ideas in the text are related. **DOK 1**

OBJECTIVES

Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance. Use text evidence to support an appropriate response.

STUDENT INTERACTIVE, pp. 40–41



She moves to Ghost Ranch in New Mexico. Red hills, cliffs, silence, and the Faraway surround her.

40

discovers learns
or finds out

In the desert, she discovers extraordinary things—skulls. The bones don't frighten Georgia. To her, they are alive and strong. Their beauty astounds her.



41

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First Read

Ask

THINK ALOUD Georgia sees the world in different ways and uses her art to tell about it. When I read the text on page 42 that says, "...the color blue says it better," I ask myself, *How can the color blue say something better?* I will reread the text so that I can try to understand what the author is saying. I think the color blue expresses her feelings. Asking questions helps me check my understanding as I read.

CROSS-CURRICULAR PERSPECTIVES

Social Studies



During her lifetime, Georgia O'Keeffe lived in many different places in the United States. She lived in Wisconsin, Virginia, Texas, Illinois, New York, South Carolina, New Mexico, and Hawaii. Her paintings were often about the places and things that she saw. Her artwork shows many different types of flowers, buildings, and landscapes. Use a map of the United States to show students all of the places that Georgia O'Keeffe lived.



STUDENT INTERACTIVE, pp. 42-43



Georgia expresses feelings in her own way. Words work. But for her, the color blue says it better. Or red. Or a seashell. A pale bone. Sunset.

42



CLOSE READ



Underline examples of how Georgia expresses her feelings in her own way.

43

Possible Teaching Point



Read Like a Writer | Word Choice

Explain to students that the author of a biography chooses certain words to help readers understand the person they are reading about. On p. 41 in the *Student Interactive*, the author says that to Georgia, bones "...are alive and strong. Their beauty astounds her." These words help readers understand that she sees beauty in things that many others do not. The author's words tell readers that Georgia has unique, or different, thoughts.

Close Read



Describe Connections

Ask students to read the Close Read note on p. 43. Have them identify examples of how Georgia expresses her feelings. Have students underline the words or sentences that give these details. **DOK 1**

OBJECTIVE

Use text evidence to support an appropriate response.

STUDENT INTERACTIVE, pp. 44–45



44

The trees and hills whisper their secrets. They are friends, always there for her.

A canyon calls her. From the bottom at dusk she sees a long line of cows above, black lace against a dusky sky.



45

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First Read

Ask

THINK ALOUD I notice on page 44 that the picture is dark, like the ones in the city. But in the picture on page 44, the lines are wavy and soft. I ask myself, how were Georgia's experiences in New Mexico different from her experiences in the city? I think that Georgia must have been calmer in New Mexico than she was in the city. I can keep asking myself questions about the text and illustrations to make sure I understand what is happening.

Possible Teaching Point



Read Like a Writer | Word Choice

In *Through Georgia's Eyes*, the author uses certain words and phrases to describe what Georgia saw and experienced. Read aloud the last sentence on p. 45 in the *Student Interactive*: "From the bottom at dusk she sees a long line of cows above, black lace against a dusky sky." Ask: **Did Georgia really think she was seeing black lace in the sky?** Help the students understand that the dark shapes of the cows against the sky made Georgia think of black lace.



STUDENT INTERACTIVE, pp. 46–47



She hikes at dawn. She climbs a ridge. The land enchants her.

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A range of hills is a mile of elephants with white sand at their feet.

46

47

CROSS-CURRICULAR PERSPECTIVES

Social Studies



Tell students that New Mexico has many landforms that are much different from those in Wisconsin. Point to the word *canyon* on p. 45 in the *Student Interactive*. Describe to students the canyons and large rocks that are more commonly seen in New Mexico than in Wisconsin. Ask students how they think the different landforms influenced Georgia O'Keeffe's art.

First Read

Read

THINK ALOUD I have been reading about Georgia's life and art. It seems like there was a big change when she moved to New Mexico. I noticed that she was always looking for wonder and beauty. On these pages, I read about some of the wonder that she saw. I want to read more about the things she finds that are wonderful to her.

STUDENT INTERACTIVE, pp. 48–49



Sometimes her Chow Chow tags along. He hops around rocks and chases antelope. They float ahead of her yelping dog.



Georgia follows them. She breathes in the dawn. A sea of sage covers the plain before a mountain, like waves lapping against a shore.

48

Sometimes she climbs a ladder to her roof. The moon rises above.

Beneath a giant canvas of inky night and silvery stars, Georgia dreams.



CLOSE READ

What question could you ask about these pages? **Highlight** the words that would answer the question.

49

First Read

Read

THINK ALOUD Words and illustrations work together to tell the same story. We can use the illustrations on pages 48–49 to help us understand what we read. I can imagine Georgia’s Chow Chow chasing the antelope as I read the words and look at the picture. I can put myself in Georgia’s place as she lies on the roof and looks at the stars. I use the illustrations to help me understand the words when I read.

Foundational Skills Extension

Plural -es

Point out this sentence on p. 49 in the *Student Interactive*: “Beneath a giant canvas of inky night and silvery stars, Georgia dreams.” Ask students to identify each noun in the sentence and tell whether these nouns are singular, meaning one, or plural, meaning more than one. (*canvas*, singular; *night*, singular; *stars*, plural; *Georgia*, singular) Write *canvas* on the board and ask students how to make this word mean more than one. (*canvases*)

STUDENT INTERACTIVE, pp. 50-51



Even now, Georgia can show
you the world as she sees it.

Open your eyes . . .
. . . and walk along.

See the colors? Hear the
shapes singing?

50



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No need to hurry.
Lean in . . . look closer.
Closer still.
There . . . the wideness
and wonder of the world.



51

CROSS-CURRICULAR PERSPECTIVES

Social Studies



During her lifetime, Georgia O’Keeffe was the highest-paid female artist in the United States. In 2015, one of her famous paintings was sold for more than \$44 million. Discuss with students what might make some art valuable.

Close Read



Ask and Answer Questions

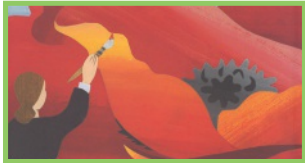
Ask students to read the Close Read note on p. 49. Prompt them to ask a question about something they want to understand better in the text. Have them highlight the word or words that answer the question.

DOK 2

OBJECTIVE

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

Respond and Analyze



Through Georgia's Eyes

OBJECTIVES

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

Use text evidence to support an appropriate response.

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

Respond using newly acquired vocabulary as appropriate.

My View

Use these suggestions to prompt students' initial responses to reading *Through Georgia's Eyes*.

- **Retell** Tell a partner about what you found most interesting about Georgia O'Keeffe. Why was this interesting?
- **Describe Illustrations** Have students tell a partner how one or more of the illustrations in *Through Georgia's Eyes* supports the text.

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Tell students that authors of biographies choose interesting words that reflect the personality of the subject. The vocabulary words *amaze*, *memory*, *wonder*, and *discovers* were used in the text to express Georgia's experience of the world. Help students use strategies for learning vocabulary words like these.

- Remind yourself of the word's meaning.
- Look at illustrations to find clues to help you understand a word.
- Think about why the author chose this word.

MODEL AND PRACTICE Have students turn to p. 52 in the *Student Interactive*. Model how to complete the first sentence. Ask: **Which word fits in this sentence? The words in the sentence tell me Georgia is thinking about the past. The word *memory* is a thought about something in the past. That fits.**

ELL Targeted Support Explain Strategies Help students explain their thought processes as they develop new vocabulary.

Think aloud as students complete p. 52 in the *Student Interactive*.

EMERGING

As students complete p. 52, ask questions as students chose the correct word for each sentence. **DEVELOPING**

Have students think aloud with a partner as they complete the activity on p. 52. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 MyTURN Have students practice developing vocabulary by completing p. 52 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students find and list unfamiliar words that express something interesting about the subject of their independent reading texts.

QUICK CHECK


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

Decide

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

Check for Understanding MyTURN Have students use text evidence to complete p. 53 in the *Student Interactive*.

STUDENT INTERACTIVE, pp. 52–53

VOCABULARY	COMPREHENSION				
<p>Develop Vocabulary</p> <p>MYTURN Complete each sentence with a word from the box. Read the sentences.</p> <table border="1" data-bbox="208 1412 869 1494"><tr><td>amaze</td><td>memory</td><td>wonder</td><td>discovers</td></tr></table> <p>1. Georgia has a <u>memory</u> of her mother reading stories.</p> <p>2. She discovers that she loves art.</p> <p>3. Georgia believes the world is full of <u>wonder</u>.</p> <p>4. The wonder and magic of the world <u>amaze</u> her.</p> 	amaze	memory	wonder	discovers	<p>Check for Understanding</p> <p>MYTURN Write the answers to the questions. You can look back at the text.</p> <p>DOK 2 1. What makes this text a biography? Possible response: <u>It is about a real person and written by someone else.</u></p> <p>DOK 3 2. Why does the author write about nature? Possible response: <u>because Georgia made paintings about nature</u></p> <p>DOK 3 3. How does Georgia's early life help her become an artist? Use text evidence. Possible response: <u>Georgia felt wonder about light. She looked at the world with wonder after that.</u></p>
amaze	memory	wonder	discovers		

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

Teacher-Led Options

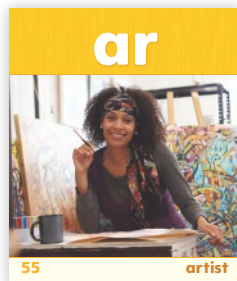
Word Work Strategy Group



r-CONTROLLED VOWEL *ar*

Sound-Spelling Card

Display Sound-Spelling Card 55. Say: *The letters ar spell the sound /är/ in artist.*



Display the words *cart*, *park*, and *far*. Have students read the words. Then ask them how the sound /är/ is spelled in each word.

ELL Targeted Support

Have students use illustrations of words with the sound /är/ to help them learn relationships between sounds and letters.

Show students pictures of nouns with sound /är/ spelled *ar*, such as *farm*, *car*, *star*, *card*, *park*. Have them choose one picture to label. As a group, label that picture and read the word aloud. **EMERGING**

Refer students to pictures of several things having names with the sound /är/ spelled *ar*. Have them each choose a picture to label. They should also use their name orally in a sentence. **DEVELOPING**

Refer students to pictures of several things having names with the sound /är/ spelled *ar*. One student will choose a picture and label it. The other student will write a sentence about that picture using its name. Have students switch roles and repeat the exercise with a different picture. **EXPANDING/BRIDGING**



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

Intervention Activity



SYLLABLE PATTERNS: r-CONTROLLED VOWELS

Use Lesson 25 in the *myFocus Intervention Teacher's Guide* for instruction on reading words with r-controlled vowel *ar*.

LEVEL 8 • MODEL AND TEACH


Lesson 25 Syllable Patterns: r-Controlled Vowels

INTRODUCE Remind students that the sounds of vowels change when they are followed by the letter *r*. Write *ban/barn* and say each word aloud, emphasizing the sound *ar* makes. An r-controlled syllable is a syllable that contains a vowel followed by *r*. The *r* makes the vowel sound different. Say the sound /är/ several times and have students repeat after you. Say: *Today we will learn how to use vowel + r sounds to help us decide where to break words into syllables.*

MODEL Display or share copies of "A Storm from the North" from Student Page S145 and read it aloud. *The words in this passage have the /r/ sound you hear in car, more, and her.*

A Storm from the North

I hear thunder.
A storm from the north is on the way.
I am sorry.
We cannot go to the market.



TEACH Write *ar*. Have students say /är/ several times as you point to *ar*. Together the letters *ar* spell the single sound /är/. Point to *market* and say it aloud slowly, emphasizing the two syllables. Then have students repeat the word several times. Ask: *Where do you hear the /är/ sound? Is it in the first or second syllable? (first) Circle the letters ar. Remember that ar makes the single sound /är/. When we divide a word into syllables, we keep the vowel plus r together. Remind students of the VC/CV pattern. Use your knowledge about syllables to break apart the word. Remember to keep the ar sound together. Draw a line between the syllables in market. Follow this procedure with the sound /är/ in sorry and the sound /är/ in thunder.*

Use the routines to teach and practice syllable patterns for the r-controlled vowels /är/ spelled *ar*, /ör/ spelled *or*, *oar*, and /ür/ spelled *ur*, *ir*.

Phonics, Morphology, and Spelling T • 145

Intervention Activity



PHONOLOGICAL AWARENESS

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

Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Using Letter Tiles, students can form these /är/ spelled *ar* words: *farm, shark, yarn, start, car, far*. Then students can choose a word and use it in a sentence.

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



Decodable Reader



Have students practice high-frequency words and words with the sound /är/ spelled *ar* by reading the Decodable Reader *A Part of the Past*.

After students finish reading, ask them to find a word in the story with the vowel sound /är/. Have students draw a picture of or write a sentence about their chosen word.

High-Frequency Words

Have students make word cards for this week's high-frequency words: *new, found, thank, please, always*. Then have students work with partners to practice reading the words.

Centers



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

Decodable Reader

A Part of the Past
Written by Andrew Cortes

Decodable Reader
37

r-Controlled Vowel ar
barn cart farm part

High-Frequency Words
always new thank
found now think
from one
little please

1

We found this in the barn.
We think it is from an old cart.

2

We found this cart part by the tree.

3

We ask Gram to please think back.

4

Gram rode in a cart on the farm when she was little.

5

Gram always put the cart back in the barn.
That was one of her chores.


6

They got a new farm cart when my dad was little.

7

We thank Gram for her help.
We now have a part of the past!

8

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

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Remember that authors choose certain words to help readers understand texts. Sometimes, illustrations can be helpful too. Think about why an author would choose a certain word. What does the author want the reader to know or understand by using this word?

Go back to p. 31 in the *Student Interactive* and discuss with students why the author used the word *struggles* and what the author is trying to tell readers about Georgia.

ELL Targeted Support

Encourage students to use creative methods to remember the meanings of new words.

Write and read aloud a sentence with one of the vocabulary words. Act out the sentence for students and invite them to imitate you. Continue with the other words. **EMERGING/DEVELOPING**

After reviewing the meanings of the vocabulary words, have student partners play a game of charades to reinforce their understanding of what those words mean. Each student should try to get his or her partner to guess one of the words.

EXPANDING

Have students draw a picture to represent each word. Have them trade papers with a partner and try to figure out the words represented by the drawings. Encourage them to write a sentence with that word that describes what is happening in the picture. **BRIDGING**



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

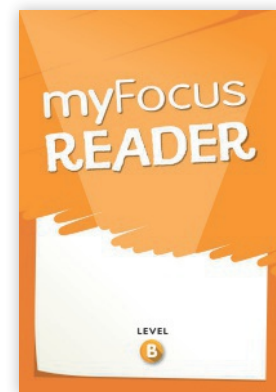
Intervention Activity



myFOCUS READER

Read the text on pp. 42–43 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com.

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



Fluency

Assess 2–4 students



APPROPRIATE RATE

Help students choose a short passage in an appropriate leveled reader. Ask pairs to take turns practicing reading their passage at an appropriate rate that is neither too slow nor too fast. Model reading with appropriate rate if needed.

ORAL READING RATE AND ACCURACY

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

Conferring

3 students / 3–4 minutes per conference

DEVELOP VOCABULARY

Talk About Independent Reading Have students share new words they acquired from their independent reading and tell how these words expressed something about the subject of the text.

Possible Conference Prompts

- What words did the author use to describe the subject of the text?
- Why do you think the author chose to use those words?
- What helped you understand the words?

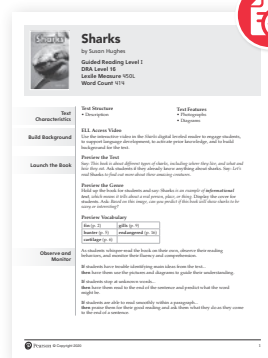
Possible Teaching Point Readers look for words that help them learn more about the subject of a biography.

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T28–T29.
- For instructional support on determining the meanings of new words, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class together in whole group. Invite one or two students to share the new words they found in texts. Celebrate what they learned.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Through Georgia’s Eyes*.
- read a trade book or their Book Club text.
- partner-read a text.

Centers



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

Literacy Activities



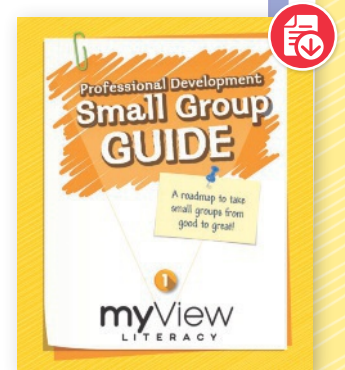
Students can

- work with a partner to discuss and answer the questions on p. 53 in the *Student Interactive*.
- play the myView games.
- read a text passage with a partner.
- do the Letter Tile activity on p. T51.

SUPPORT COLLABORATION

Provide opportunities for Collaborative Conversations to build communication skills. The *Resource Download Center* provides suggestions.

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



Word Work

OBJECTIVES

Demonstrate phonological awareness.

Decode words with inflectional endings, including -ed, -s, and -es.

Identify and read common high-frequency words.



Sound-Spelling Cards
139, 124

FOUNDATIONAL SKILLS EXTENSION

See pp. T40 and T46 for extension activities for inflectional ending -es and plural -es that can be used as the text is read.

Phonological Awareness: Final Sounds

SEE AND SAY Point to the picture of the two watches on p. 17 in the *Student Interactive*. Say: *I see a picture of a red watch. What is the last sound that you hear in the word watch? (/ch/)* *I see a picture of two watches. What are the final sounds you hear in the word watches? (/əz/)* Repeat with the final sounds for *fox*, /ks/, and *foxes*, /əz/.

PRACTICE Give each student a note card with a smiley face on it. Tell students that you will say a word. If they hear the sounds /əz/ at the end of the word, they should raise their smiley face card in the air. Their cards should not be raised if the word does not have the sound /əz/. Use these words: *boxes*, *box*, *catch*, *catches*, *fix*, *fixes*, *teaches*, *teach*, *hatch*, *hatches*.

Phonics: Decode Words with Inflectional Ending -es, Plural -es

Minilesson

FOCUS Use Sound-Spelling Cards 139 (*peaches*) and 124 (*tosses*) to introduce the differences between inflectional ending -es and plural -es.

MODEL AND PRACTICE Display Sound-Spelling Card 139 (*peaches*) to introduce the plural -es. *We can see four peaches. The word peaches is a plural noun, which means that there is more than one peach.* Write the word *peach* on the board. *Peaches is spelled p-e-a-c-h-e-s.* Add the -es ending and underline it. *When we add the ending -es, we make the word plural. We read the word peach, /p/ /ē/ /ch/ and then add the sounds /əz/: peaches.* Display Sound-Spelling Card 124 (*tosses*) to introduce the inflectional ending -es. *This picture represents the verb tosses. The ending -es added to a verb shows that the action is happening now.* Then display the following words and have students read each word aloud: *boxes*, *classes*, *fixes*, *bunches*, *wishes*, *buzzes*, *glasses*, *dishes*, *fizzes*, *itches*.

APPLY My TURN Have students read each word on the bottom of p. 17 in the *Student Interactive* and highlight the added ending.



High-Frequency Words

Minilesson

FOCUS Write or display the high-frequency words: *new, found, thank, please, always*.

MODEL AND PRACTICE Write *new* on the board. Say: *This is the word new. It has three letters. The letters in new are n, e, and w.* Have students say and spell the word. Repeat with the remaining high-frequency words.


APPLY My TURN Have students identify, read, and print the high-frequency words on p. 18 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 17

Read Together FOUNDATIONAL SKILLS

Final Sounds

SEE and SAY Listen to the final sounds as you say the picture names. Then say the final sounds.



Students should say watches and foxes.

Inflectional Ending -es, Plural -es

The ending **-es** is added to words that end in **s, ch, sh, or x**.

Adding **-es** to nouns can make plural nouns, or nouns that mean more than one.

Adding **-es** to verbs can show that one person, animal, or thing is doing the action now.

MY TURN Read each word. Highlight the added ending.

dishes rushes catches buses

17

STUDENT INTERACTIVE, p. 18

HIGH-FREQUENCY WORDS | PHONICS **Read Together**

My Words to Know

Some words you will see a lot when you read.

MY TURN Identify and read these words.

new	found	thank	please	always
-----	-------	-------	--------	--------

MY TURN Use words from the box to complete the sentences.

Handwriting Print the words clearly.

- Mark found a place for his art.
- He starts new art with Bart.
- Mark and Bart always have fun.
- They say please and thank you.

18

Describe Connections



Through Georgia's Eyes

OBJECTIVES

Use text evidence to support an appropriate response.

Describe the connection between two individuals, events, ideas, or pieces of information in a text.

ACADEMIC VOCABULARY

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

- This experience is the reason she decided to be an artist.
- Georgia found that it was necessary to go to New Mexico to find what she called the Faraway.
- Nature and imagination supply Georgia with ideas for her paintings.

Minilesson

FOCUS ON STRATEGIES Readers can make and describe connections between ideas and information in a biography. A connection is like a bridge: it links or ties the ideas or pieces of information together.

- Look for ideas that are related, or go together. How are they connected?
- Look for pieces of information that tell about the person. How do they connect or work together to show what that person was like?

MODEL AND PRACTICE Reread aloud “Pablo Picasso” on pp. T22–T23. Then say: *We can make connections about ideas and information in “Pablo Picasso.” We read that Pablo’s father was an art teacher who gave Pablo his first art lessons. We also read that Pablo went to art school in Spain. We can connect these two pieces of information, or tell how they work together. Using both pieces of information, we can say that Pablo had a lot of training in art.* Guide students to make other connections between ideas and information. Then have them go to the Close Read notes on pp. 33, 39, and 43 in the *Student Interactive* and underline words that help them understand connections.

ELL Targeted Support Cause and Effect Have students use routine language to discuss cause-and-effect connections between events.

Help students use routine language, such as *if . . . then* statements, to better understand how one event can cause or be caused by another.

EMERGING/DEVELOPING

Have students find one event that caused another to happen and talk to a partner to describe it. **EXPANDING/BRIDGING**



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 for more professional development on research-based practices.

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for making and describing connections within the text.

OPTION 1 My TURN Have students complete p. 54 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students take notes in their notebook about ideas and information in their independent reading text and then make connections.


QUICK CHECK

Notice and Assess Can students describe connections among ideas and events in a narrative or nonfiction text?

Decide


- **If students struggle**, revisit instruction about describing connections in Small Group on pp. T60–T61.
- **If students show understanding**, extend instruction about describing connections in Small Group on pp. T60–T61.

STUDENT INTERACTIVE, p. 54

CLOSE READ 

Describe Connections

A connection is how people, ideas, events, or information in a text are related.

 **MY TURN** Draw lines to make connections. Look back at what you underlined in the text.

Georgia feels she can become an artist because . . .

The giant flowers show the magic of the world by . . .

One way Georgia expresses her feelings is . . .

making people feel like tiny butterflies.

using the color blue.

she sees life differently.

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54

Read Like a Writer, Write for a Reader

OBJECTIVE

Discuss how the author uses words that help the reader visualize.

ELL Access

Visualization Tell students that when readers visualize, they create mental images based on the reading. After reading aloud the selected text, have students draw a picture of one thing they visualized from the reading. Have students share their drawings with the class.

Word Choice

Minilesson

FOCUS ON STRATEGIES Authors of biographies often choose special words to express details about their subjects. Since Georgia O’Keeffe was an artist, the author of *Through Georgia’s Eyes* used words related to art.

- Notice how authors of biographies use interesting, colorful words to give an idea about the personality and interests of another person.
- Look for vivid, descriptive words to help you visualize, or picture in your mind, the meaning of a text.

MODEL AND PRACTICE Model using the example on p. 58 in the *Student Interactive* to show students how writers use descriptive words. Say: *In the sentence “Beneath a giant canvas of inky night and silvery stars, Georgia dreams,” the author uses the words **inky** and **silvery** to help the reader picture the scene. These are colorful, vivid words.*

TURN, TALK, AND SHARE Have students turn to a partner and discuss how the highlighted phrases help them visualize the text on p. 58.

Handwriting

OBJECTIVE

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

Letters *H* and *h*

FOCUS Display uppercase *H* and lowercase *h*.

MODEL Model writing uppercase *H* using correct letter formation and slant. Have students practice writing the letter in the air with their fingers. Then repeat with lowercase *h*.

Write the words *had*, *hop*, *hen*, *chop*, *Hank*, and *fish*, showing proper letter formation and correct letter size. Have students point to the letter *Hh* in each word.



ASSESS UNDERSTANDING

Apply

My TURN Have students use the bottom part of p. 58 in the *Student Interactive* to rewrite the sentence with vivid, interesting words that help a reader visualize the scene.

STUDENT INTERACTIVE, p. 58

AUTHOR'S CRAFT

Read Like a Writer, Write for a Reader

Authors choose interesting words or phrases to help readers visualize the text.

Beneath a **giant canvas** of **inky night** and **silvery stars**, ←.....

The author uses these phrases to help readers visualize how Georgia sees the world.

TURN and TALK Talk about how the phrases help you visualize the text.

MY TURN Add words to help readers visualize the bear and the cave.

A bear lives in a cave. **Possible response:**

A big brown bear lives in a dark cave on a huge mountain.

58

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Writing Workshop

Tell students that choosing specific, colorful words can make their writing clearer and easier for readers to understand. During conferences, support students' writing by helping them find opportunities to meaningfully include specific, vivid language in their sentences.

PRACTICE Have students use *Handwriting* p. 224 from the *Resource Download Center* to practice writing the uppercase and lowercase letters *Hh*.


Name _____

Handwriting

Letters Hh


Where do you start uppercase letter H? What do you do next? How do you finish the letter?

MY TURN Trace the letters. Then write uppercase letter H.

 _____

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

MY TURN Trace the letters. Then write lowercase letter h.

 _____

Grade 1 • Unit 1 • Week 1 224

Handwriting, p. 224

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

Teacher-Led Options

Strategy Group



DESCRIBE CONNECTIONS

Teaching Point Readers make connections when they read biographies. They look for how ideas and information work together in a text to tell the complete story of someone's life. Use pp. 34–35 in the *Student Interactive* to model making a connection between nature and Georgia.

ELL Targeted Support

Tell students that they can use support from peers and their teachers to check that they are understanding connections in a text.

Identify an idea or information from *Through Georgia's Eyes*. Tell partners to find another idea or information in the text that connects to your idea. Ask: **What can we learn about Georgia when we make this connection?**

EMERGING/DEVELOPING

Have partners each identify a different piece of information from *Through Georgia's Eyes*. Ask them to connect the two pieces of information. Ask: **When you use both pieces of information, what can you learn about Georgia's life?**

EXPANDING/BRIDGING



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

Intervention Activity



MAKE CONNECTIONS

Use Lesson 42 in the *myFocus Intervention Teacher's Guide* for instruction on making connections in texts.

LEVEL B • READ

Lesson 42 Ask and Answer Questions and Make Connections

DIRECTIONS Look at the title of the story and the picture. Then follow along as your teacher reads aloud "Rainy-Day Cookies."

Rainy-Day Cookies

Gina and her dad planned to go to the zoo on Saturday. Gina was glad. She loved the zoo. But the sky was cloudy on Saturday morning. Soon it was raining cats and dogs!

"Oh, well," said Dad. "We will go to the zoo next weekend."

Gina tried not to look sad.

"Hey! I have a great idea!" Dad said. "What if I show you how to make my amazing Chunky and Chewy Chocolate Chip Cookies?"

"Yes, please! That is a great idea, Dad," said Gina.

Dad told Gina what they needed to make cookies. First, they got butter and eggs. Next, they found the flour and sugar and the other ingredients.

Dad explained, "First we mix up the butter and the sugar. Next we add eggs."

Crack! He tapped an egg on the rim of a cup. He opened the shell. *Plop!* The yolk and white dropped into the cup.

Dad poured the egg into the bowl. "You do the second egg, Gina," he said.

Crack! Plop! Gina's egg dropped into the cup. She poured it into the bowl.

Dad showed Gina his baking tricks.

"I like to add two pinches of salt. Like this!" he said. He acted like a magician as he tossed salt into the bowl.

Reading Literature T • 237

Fluency

Assess 2–4 students



PROSODY

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

ORAL READING RATE AND ACCURACY

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

Conferring

3 students / 3–4 minutes per conference

DESCRIBE CONNECTIONS

Talk About Independent Reading Have students share their lists and explain how they made connections between the ideas and information in their text.

Possible Conference Prompts

- How are the two ideas connected?
- What made you think of that connection?
- How does the connection help you better understand the text?

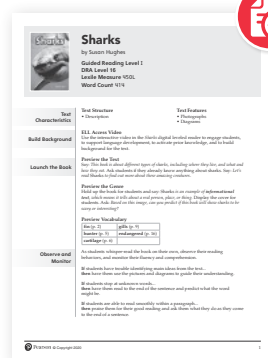
Possible Teaching Point [Graphic organizers can help readers show ideas and information from a text to see how they connect.](#)

Leveled Readers



DESCRIBE CONNECTIONS

- For suggested titles, see “Matching Texts to Learning,” pp. T28–T29.
- For instructional support on how to make connections between the ideas and information in a text, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together. Invite one or two students to tell the reading strategies they used to make connections during their independent reading.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Through Georgia’s Eyes*.
- read a self-selected trade book or their Book Club text.
- work with a partner to retell their independent reading books.

Centers



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

Literacy Activities



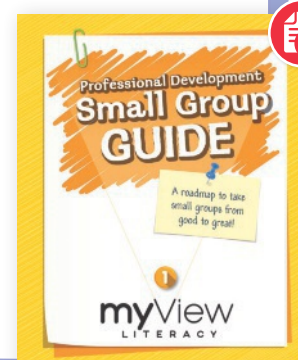
Students can

- play the myView games.
- choose a passage from the text and take turns reading the passage with a partner, using expression.
- complete an activity from the *Resource Download Center*.

SUPPORT PARTNER READING

Partner reading allows students to practice reading skills with a peer. Make sure texts are accessible to both readers.

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



Word Work

OBJECTIVE

Decode words with inflectional endings, including -ed, -s, and -es.

ADDITIONAL PRACTICE

For additional student practice with inflectional ending -es and plural -es, use *Phonics* p. 206 from the *Resource Download Center*.

Phonics, p. 206

Phonics: Decode and Write Words with Inflectional Ending -es, Plural -es

Minilesson

FOCUS Tell students that the ending -es is added to nouns and verbs that end in *s*, *ch*, *sh*, *z*, or *x*. Say: *The ending -es can be used in two ways. It can make nouns plural, or words that mean more than one, such as one fox, two foxes. The ending -es can also be added to verbs that tell that something is being done now. For example, Carl catches the ball.*

MODEL AND PRACTICE Write the word *mash* on the board. Ask students what the word would be if we added the ending -es. Model the change for students, writing the new word, *mashes*, under the word *mash*. Display each of these word pairs and have students decode them: *fix/fixes*; *dish/dishes*; *pitch/pitches*; *bus/buses*.

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

ELL Targeted Support Ending -es Use these learning techniques to help students acquire grade-level vocabulary with the ending -es.

Display and read the words *bus* and *mix*. Have students repeat. Give students Letter Tiles and have them spell the words. Then add the -es ending to each word and have students do the same with their Letter Tiles. Ask students to read the new words. **EMERGING**

Create word cards for *class*, *bus*, *flash*, *mix*, *buzz*, *box*, *patch*. Give each student three cards, one noun, one verb, and an ending -es. Have students say the word on their cards, put their -es card at the end of the word, and read the new word. **DEVELOPING**

Write the words *classes*, *buses*, *flashes*, *mixes*, *buzzes*, *boxes*, *patches* on the board. Ask students to create a T-chart with the headings *Nouns* and *Verbs*. Model how to place the first word, *classes*, under the *Noun* heading. Then have students continue on their own. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

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

OPTION 2 Independent Activity Give each student two word cards, one for inflectional endings and one for plural endings. On the front of each card, write the words *buzz*, *pass*, *lunch*, *dish*, *mix*. Tell students to write the words on the back of the cards, and add the ending *-es*. Tell them to read both sides of the card aloud to a partner and then use each word in a sentence.

QUICK CHECK

Notice and Assess Are students able to decode and write words with the ending *-es*?

Decide

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

STUDENT INTERACTIVE, p. 19

Read Together FOUNDATIONAL SKILLS

Inflectional Ending -es, Plural -es

TURN and TALK Decode these word pairs.

	bunch	bunches	match	matches
	box	boxes	brush	brushes
	catch	catches	mix	mixes
	rush	rushes	wish	wishes

MYTURN Write each noun as a plural noun. Read the new words.

1. patch patches
2. bench benches
3. fox foxes

19

STUDENT INTERACTIVE, p. 20

PHONICS **Read Together**

Inflectional Ending -es, Plural -es

MYTURN Add *-es* to each word. Then read the sentences.

1. Tom and Tiff ride two buses.
2. Tom dashes to class.
3. Tiff fixes her homework.
4. Then they eat their lunches.

MYTURN Write a sentence that includes a word with the ending *-es*.

Possible response:

Tom rushes to pack his bag.

20

Decodable Story

OBJECTIVES

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

Decode words with inflectional endings, including -ed, -s, and -es.

Identify and read common high-frequency words.

ELL Access

Provide opportunities for students to practice their listening and decoding skills. One partner reads the decodable story. The other partner raises a hand when he or she hears the sound /är/ and names the letters that spell the sound. Throughout the day, use words with the sound /är/, encouraging students to raise their hands when they hear the sound.

Read *Star Art*

FOCUS Have students turn to p. 21 in the *Student Interactive*. Say: *We are going to read a story today about a boy named Mark who is an artist.* Point to the title of the story. *The title of the story is **Star Art**.* Point to the word *Star*. Say: *I hear the sound /är/ in the word **star**.* How is the sound /är/ spelled in the word *star*? *Yes, **ar** spells the sound /är/.* In this story we will read other words with the sound /är/ spelled *ar* and words with the ending *-es*.

IDENTIFY AND READ HIGH-FREQUENCY WORDS Before reading, review this week's high-frequency words: *new, found, thank, please, always*. Display the words and have students read them with you. *When you see these words in today's story, you will know how to read them.*

STUDENT INTERACTIVE, p. 21



DECODABLE STORY
FOUNDATIONAL SKILLS


Star Art


Mark is an artist.


He always sets up dishes.

He grabs his new brushes.

Mark starts with a dark blue part.



 **AUDIO**
Audio with Highlighting

 **ANNOTATE**

Read the story. Highlight the words with the same vowel sound as **far**.

21



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

Have students turn to p. 21 in the *Student Interactive*. Ask: **Which words have the same vowel sound as the word *far*?** Students should supply the words *Mark*, *artist*, *starts*, *dark*, and *part*. **How is the sound /är/ spelled in each of these words?** Students should say the sound /är/ is spelled *ar*. Have them highlight the words with the sound /är/ spelled *ar*.

Have students turn to pp. 22–23. Ask: **Which verbs have the ending -es on page 22?** Students should supply the words *passes*, *mixes*, and *fixes*. Have them highlight the words. Ask: **Which words on page 23 have the plural ending -es?** Students should supply the words *brushes* and *dishes*. Have them underline the words.

STUDENT INTERACTIVE, pp. 22-23



DECODABLE STORY

FOUNDATIONAL SKILLS

Mark **passes** his brushes.
Please put stars in the sky.
Barb **mixes** white on the
blue part.
Then she **fixes** them.



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Highlight the three verbs with the ending -es.

22

Mark wipes the brushes
and dishes.
Thank you for helping, Barb.
Mark found a place for
the art.



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Underline the two words with the plural ending -es.

23

Ask and Answer Questions



Through Georgia's Eyes

OBJECTIVE

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

ACADEMIC VOCABULARY

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

- Which part of the text can supply an answer to your question?
- What can you ask to help you understand this experience?

Minilesson

FOCUS ON STRATEGIES Good readers ask questions about a text before, during, and after reading. Sometimes, a good reader will ask an adult to assist them in finding answers to their questions.

- Before reading, students can look at the cover or at the illustrations and ask questions about what they think the text will be about.
- During reading, students can pause to ask questions to clarify or deepen their understanding of what they are reading.
- After reading, students can look for more information about the author, the setting, or something else that interested them about the text.

MODEL AND PRACTICE Say: *As I read, I sometimes come to parts that I want to know more about. When this happens, I ask questions about what I want to know, and then I reread parts of the text to find the answers to the questions. In *Through Georgia's Eyes*, the author uses interesting words and tells us details about the special way Georgia saw the world. I remember reading about the wonder and magic Georgia saw in the world. I asked myself, *What does the author mean? What does it have to do with Georgia's paintings?* Then I read to find answers to those questions. As I reread, I found that the details about painting huge flowers so that people seem like little butterflies is part of the wonder and magic. That is a special way of seeing things. I understand this section better now.* Have students go back to the Close Read notes on pp. 37 and 49 in the *Student Interactive* and highlight their answers.

ELL Targeted Support Questions Work with students on proper formation and intonation of questions.

Help students recognize different sentence types. Have them practice forming questions about objects in the classroom using question words such as *who*, *what*, and *where*. **EMERGING**

Write a question on the board. Point out the word order typical of questions in English and the placement of question marks. Read the question to model intonation and have students repeat after you. **DEVELOPING**

Have partners take turns asking questions about the text. Remind them to use proper intonation when asking questions. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for asking and answering, or generating, questions to better understand the text.

OPTION 1 MyTURN Have students complete p. 55 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students write questions they have about the text on sticky notes. As they reread, have them place the sticky notes beside the parts of the text that answer their questions.

QUICK CHECK

Notice and Assess Can students ask questions about the text and locate answers as they reread?

Decide

- **If students struggle**, revisit instruction for asking and answering questions in Small Group on pp. T70–T71.
- **If students show understanding**, extend instruction for asking and answering questions in Small Group on pp. T70–T71.

STUDENT INTERACTIVE, p. 55

Read Together READING WORKSHOP

Ask and Answer Questions

Asking questions before, during, and after reading helps readers better understand what they are reading and learn information.

MYTURN Write a question you can ask about the text. Draw your answer. Use what you highlighted in the text.

Possible response:

Where does Georgia dream?

Possible response: Drawing could show Georgia on top of her roof looking at a dark sky.

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55

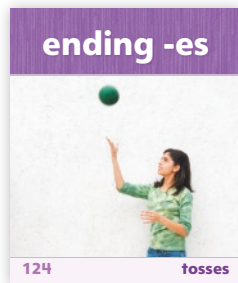
Use the  **QUICK CHECK** on p. T63 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group

INFLECTIONAL ENDING *-es*, PLURAL *-es*

Sound-Spelling Card Display Sound-Spelling Card 124. Say: The word *toss* ends in *s*, so we need to add the ending *-es* to make the word *tosses*. Adding *-es* to a verb makes the word tell what is being done now.



Adding *-es* to a noun, like the word *dress*, makes the word plural, which tells us that there is more than one dress. We add the ending *-es* to words that end in *s*, *x*, *z*, *ch*, and *sh*.

Display words with the ending *-es*, such as *catches*, *foxes*, *boxes*, *matches*, *dishes*, *wishes*, *buzzes*, *fizzes*. Have students make a word card for each word and practice reading them with a partner.

ELL Targeted Support

Have students practice making plural nouns by adding *-es* or *-s*. Write these words: *desk*, *fox*, *beach*, *name*, *pen*, *wish*, *mess*.

Review the rule for adding *-es* to make plural nouns. Ask students to write *es* and *s* on note cards. Then point to each word and have students hold up the card for the correct ending to make plural nouns. **EMERGING/DEVELOPING**

Have students write each word with the correct ending to make plural nouns. Have them come up with other words that require the *-es* inflectional ending. **EXPANDING/BRIDGING**



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

Intervention Activity

INFLECTED ENDINGS

Use Lesson 27 in the *myFocus Intervention Teacher's Guide* for instruction on decoding words with inflectional endings.

LEVEL B • MODEL AND TEACH


Lesson 27 **Inflected Endings**

INTRODUCE Remind students that many words are made up of smaller word parts. In this lesson, you will learn to read words with the word parts *-s*, *-es*, *-ed*, and *-ing* and to add endings to words to change their meanings and make new words.

MODEL Display or share copies of the passage "The Cooks" from Student Page S155, and read it aloud. Say: *The words in this story have the endings -s, -es, -ed, and -ing.*

The Cooks

Mai has fixed the grill.
Sai is mixing the batter.
I am tossing the salad.
Kim moved away and misses us.



TEACH Point to the title and the word *Cooks*. *An -s added to the end of cook makes a new word.* Cover the word part *-s* and read the root word aloud: *cook*. Then cover the root word and read the word part *-s* aloud: */s/*. The *s* in *cooks* makes the sound */s/*. *Cooks* means "more than one cook." The letter *s* can have the sound */s/* as in *cooks* or the sound */z/* as in *legs*.

Explain that action words such as *fix*, *mix*, *toss*, *move*, and *miss* have endings to show when actions happen. Then point to *fixed* and *mixing* in the story and read the words aloud. Say: *When we add -ed or -ing to action words, such as fix or mix, we tell when actions happen. These endings change the meanings of the words.*

Phonics, Morphology, and Spelling T • 155

Intervention Activity

PHONOLOGICAL AWARENESS

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

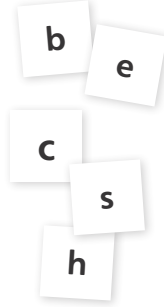
Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles so students can form these words: *bunches*, *brushes*, *mixes*, and *catches*. Students can then go on to build and read additional words with the ending *-es*.



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

Decodable Reader



When students read and listen to the Decodable Reader *Corn Cakes*, they can practice reading words with inflectional endings and high-frequency.

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 then reread the story, with the other student beginning.

High-Frequency Words

Have students write sentences that include the high-frequency words *new*, *found*, *thank*, *please*, *always*. Ask them to read their sentences to a partner.

Centers



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

Decodable Reader

Corn Cakes
Written by Melissa Jarowski

Decodable Book Reader
38

r-Controlled Vowel ar
start dark hard Mark start

ending es
finishes mixes

Plural -es
batches boxes

High-Frequency Words
always new thank
find please together
found said

9

Dad makes two batches of corn cakes for us.
They are not too hot to eat.

10

"Can we make more for Mom, please?" we ask.

11

"You can make one new batch with me," Dad said.
We always like to do things together.

12

We look at the card.

13

We use the boxes and milk to start the cakes.
Mark mixes the corn with the rest.

14

Mark and I find the dark pan.
We are glad we found it!
It always makes good cakes.

15

Dad finishes the corn cakes.
That was not hard.
"Thank you!" said Mom.

16

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

Teacher-Led Options

Strategy Group



ASK AND ANSWER QUESTIONS

Teaching Point When readers want to know more about something they read in a text, they can ask questions. Rereading with these questions in mind helps readers find answers and understand the text better. Look back at the time line on pp. 12–13 of the *Student Interactive* and work with students to ask one or two questions about the information presented. Then have them locate the answers to their questions.

ELL Targeted Support

Tell students that responding to questions that ask *who*, *what*, *where*, *when*, and *why* is a good way to check that they understood a text they have read.

Point to a picture from *Through Georgia's Eyes* and ask students a simple literal question about it. Support students in forming answers orally in a simple sentence. **EMERGING**

Using *Through Georgia's Eyes*, model asking questions about the text. Ask students to explain the answer to the question. Remind students to include details from the text as they answer the questions in complete sentences. **DEVELOPING**

Have student pairs ask each other questions about *Through Georgia's Eyes*. Have students state answers in complete sentences and use text details to support them. **EXPANDING/BRIDGING**



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

Intervention Activity



ASK AND ANSWER QUESTIONS

Use Lesson 42 in the *myFocus Intervention Teacher's Guide* for instruction on asking and answering questions to aid comprehension.

LEVEL B • READ

Lesson 42 Ask and Answer Questions and Make Connections

DIRECTIONS Look at the title of the story and the picture. Then follow along as your teacher reads aloud "Rainy-Day Cookies."

Rainy-Day Cookies

Gina and her dad planned to go to the zoo on Saturday. Gina was glad. She loved the zoo. But the sky was cloudy on Saturday morning. Soon it was raining cats and dogs!

"Oh, well," said Dad. "We will go to the zoo next weekend."

Gina tried not to look sad.

"Hey! I have a great idea!" Dad said. "What if I show you how to make my amazing Chunky and Chewy Chocolate Chip Cookies?"

"Yes, please! That is a great idea, Dad," said Gina.

Dad told Gina what they needed to make cookies. First, they got butter and eggs. Next, they found the flour and sugar and the other ingredients.

Dad explained, "First we mix up the butter and the sugar. Next we add eggs."

Crack! He tapped an egg on the rim of a cup. He opened the shell. *Plop!* The yolk and white dropped into the cup.

Dad poured the egg into the bowl. "You do the second egg, Gina," he said.

Crack! Plop! Gina's egg dropped into the cup. She poured it into the bowl.

Dad showed Gina his baking tricks.

"I like to add two pinches of salt. Like this!" he said. He acted like a magician as he tossed salt into the bowl.

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Reading Literature T • 237

Fluency

Assess 2–4 students



PROSODY

Have student pairs practice reading a short passage with expression.

ORAL READING RATE AND ACCURACY

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

Conferring

3 students / 3–4 minutes per conference

ASK AND ANSWER QUESTIONS

Talk About Independent Reading Ask students to refer to their sticky notes and share some of the questions they asked during reading.

Possible Conference Prompts

- What was especially interesting to you about what you read? What questions did you ask about that?
- How did asking questions help?
- How did you find answers to the questions you asked?

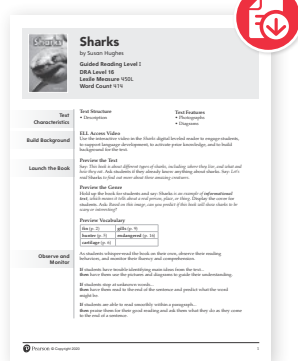
Possible Teaching Point As you read a biography, ask questions about what might happen next or why the subject does something or reacts a certain way. That will help you get a better understanding of a text.

Leveled Readers



ASK AND ANSWER QUESTIONS

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



Whole Group

Share Bring the class together and invite one or two volunteers to tell the strategy they used to ask and answer questions about a text they read this week.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to a text they read.
- read a self-selected trade book or their Book Club text.
- read their texts to a partner using an appropriate rate.

Centers



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

Literacy Activities



Students can

- complete the My Turn activity on p. 55 in the *Student Interactive*.
- play the myView games.
- complete an activity from the *Resource Download Center*.

SUPPORT INDEPENDENT READING

Support independent reading by encouraging students to find texts that interest and challenge them. Make time for independent reading throughout the day.

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



Word Work

OBJECTIVES

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

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

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

Identify and read common high-frequency words.

ADDITIONAL PRACTICE

For additional student practice with high-frequency words, use *My Words to Know* p. 217 from the *Resource Download Center*.

FOUNDATIONAL SKILLS
Read Together

Name _____

My Words to Know
Some words you will use a lot when you write.

new found thank please always

MY TURN Read the words in the box. Write a word on the lines to complete each sentence.

- Say please and thank you.
- Thank you for the markers and paper.
- Did you use a new paintbrush?
- I found some paint in the desk.
- I always wear an old shirt when I paint.

Grade 1, Unit 4, Week 1
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My Words to Know, p. 217

Phonological Awareness: Change Phonemes

MODEL Students need to understand that a change in a sound changes the word. Say the words *bit* and *bite*, emphasizing the vowel sounds. Listen as I say the sounds in the word *bit*: /b/ /i/ /t/. Now I'll say the sounds in another word: /b/ /ī/ /t/ (pause) *bite*. What changed in the word *bit* to make the word *bite*? Yes, the sound /i/ changed to the sound /ī/. Segment and blend with students the sounds in the words.

PRACTICE Using the following pairs, have students raise their hands when they recognize that a phoneme is changed: *ripe/rip*, *bat/bait*, *might/mitt*, *fell/feel*, *can/cane*, *sight/sit*, *not/note*, *cute/cut*.

Phonics: Spiral Review r-Controlled Vowels *or*, *ore*; Compound Words

Minilesson

FOCUS Review the spellings of the sound /ôr/ spelled *or* and *ore* in the words *for* and *more*. Then review that a compound word is made of two smaller words, as in the word *popcorn*.

MODEL AND PRACTICE Display each of these words: *storm*, *sidewalk*, *store*, *fork*, *sunset*, *sunshine*, *shore*. Point to each word, have students read it and then identify whether the word has the sound /ôr/ spelled *or*, *ore*, or if the word is a compound word.



ELL Targeted Support **Sound /ôr/ Spelled or, ore** Students may need additional practice decoding words with the sound /ôr/ spelled *or* and *ore*. Hand out the *o*, *r*, *e*, *s*, *t*, *n*, *h*, and *f* Letter Tiles to each student.

Display the words *wore*, *fort*, *sort*, *snore*, *tore*, and *horn*. Prompt students to use Letter Tiles to spell each word. Recite the words with students. Tell them that the sound /ôr/ can be spelled *or* or *ore*.

EMERGING

Display the following incomplete words: *w _ r _*, *f _ r t*, *s _ r t*, *s n _ r _*, *t _ r _*, *h _ r n*. Ask students to finish each word using either Letter Tile *o* or Letter Tiles *o* and *e*. Read the words and have students echo. **DEVELOPING**

Say the words *wore*, *fort*, *sort*, *snore*, *tore*, and *horn*. Give students enough time to spell each word using the appropriate Letter Tiles. Guide them to understand which words have the sound /ôr/ spelled *or* and which have the sound /ôr/ spelled *ore*. **EXPANDING/BRIDGING**

HIGH-FREQUENCY WORDS



Tell students that high-frequency words are words that come up many times when reading. Write this week's words: *new*, *found*, *thank*, *please*, *always*. Have partners work on reading, spelling, and writing each word.

Reflect and Share



Through Georgia's Eyes

OBJECTIVES

Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

Retell texts in ways that maintain meaning.

ACADEMIC VOCABULARY

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

Ask students:

- Which of Georgia's experiences was most interesting to you?
- Which details in this biography supply you with information about the past?
- Why is it necessary for us to understand the past?

Talk About It

Minilesson

FOCUS ON STRATEGIES Readers can retell a biography they have read. Readers can also compare biographies.

- Think about the subject of the biography. What are the most important events in this person's life?
- Think about the important events. How can you retell them using words such as *first*, *next*, *then*, and *last*?
- Compare two biographies you have read. How are the subjects alike? How are the subjects different?

MODEL AND PRACTICE Model retelling "Pablo Picasso" on pp. T22–T23 using the words *first*, *next*, *then*, and *last*. Then model comparing the subjects of biographies using *Through Georgia's Eyes* and "Pablo Picasso." Say: **Both Pablo Picasso and Georgia O'Keeffe were artists at very young ages. We do not know where Pablo was born, but Georgia grew up on a farm in Wisconsin. We know that Pablo studied art in Spain. Georgia wanted to draw everything she saw and share her ideas with others.** Have students add similarities and differences between the biography of Pablo Picasso and the biography of Georgia O'Keeffe.

ELL Targeted Support Access Prior Experience Invite students to think about paintings they have seen in books, at a museum, or in movies. Ask questions to help them connect their prior experience with works of art to what they read in "Pablo Picasso" and *Through Georgia's Eyes*.

Ask questions about specific details in the biographies: **Have you seen these paintings before? Have you seen other paintings that show fruits/flowers/people?** Provide sentence frames: I have/have not seen ____ before. I have seen a painting with ____.

Have students work in pairs to talk about museums they have visited or paintings they have seen. Ask: **How are those like Picasso's paintings? How are they different?** Repeat to compare with Georgia O'Keeffe.

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for retelling and comparing texts.

OPTION 1 Use the Shared Read Have students use text evidence from this week’s text to retell the story of Georgia O’Keeffe’s life and compare and contrast it with another biography. Distribute Speaking and Listening tips from the *Resource Download Center*.

OPTION 2 Use Independent Text Students should discuss how their self-selected independent reading texts compare and contrast with other biographies they have read this week.

QUICK CHECK

Notice and Assess Can students retell and compare across texts?

Decide

- **If students struggle**, revisit instruction for comparing texts in Small Group on pp. T76–T77.
- **If students show understanding**, extend instruction for comparing texts in Small Group on pp. T76–T77.

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

STUDENT INTERACTIVE, p. 56

RESPOND TO TEXT

Read Together

Reflect and Share

Talk About It
Retell the story of Georgia O’Keeffe’s life. How is her biography similar to and different from another biography you have read?



Retell a Text
When retelling a text, it is important to:

- Use your own words.
- Keep the same meaning as the text.

Use the words on the note to help you retell.



Now retell the text.

Weekly Question
How do artists of the past help us see the world differently?

56

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

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point When readers read biographies about important people, they can see the different ways these people changed the world. They think about how these people are similar to and different from each other.

Look back at the biographical text about George Washington on p. 24 in the *Student Interactive* and the main text *Through Georgia's Eyes*. Have students discuss how George and Georgia are similar and different.

ELL Targeted Support

Have students use connecting words, such as *first*, *next*, *last*, *and*, *after*, and *because*, to help them make comparisons between texts.

Guide students to compare two texts they have read. Help them use connecting words, such as *because*, to explain why the two texts are similar and different. **EMERGING**

Model comparing texts using connecting words, such as *and* and *because*. Then have students compare two texts using those words. **DEVELOPING**

Have student partners discuss two texts they have read. Then ask them to use connecting words to compare the texts. **EXPANDING**

Have students compare two texts using connecting words. Then have them share their comparisons with others. **BRIDGING**



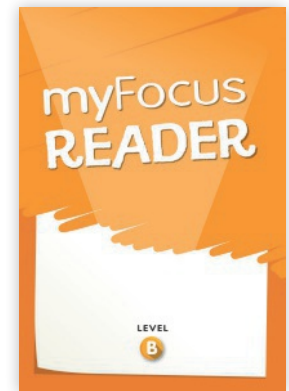
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



myFOCUS READER

Reread the text on pp. 42–43 of the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to engage students in a conversation that demonstrates how the texts they have read this week support their understanding of how artists see the world differently. Encourage students to use the Academic Vocabulary words.



On-Level and Advanced



INQUIRY

Organize Help students organize their findings about artists and their work 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. 266–270 in the *Resource Download Center*.

Conferring

3 students / 3–4 minutes
per conference

COMPARE TEXTS

Talk About Independent Reading Ask students to share what they learned about the subjects of the texts they read. Have them consider how their independent reading text is alike and different from *Through Georgia's Eyes*.

Possible Conference Points

- What have you learned about the person and events in this biography?
- Have you read other texts about people who have had similar experiences?

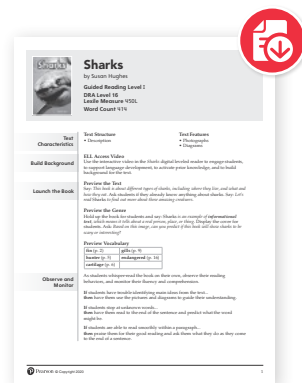
Possible Teaching Point Readers can compare and contrast the subjects of two biographies and use the words *alike* and *different* to discuss them.

Leveled Readers



COMPARE TEXTS

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



Whole Group

Share Bring together the whole group. Invite one or two students to share comparisons they made to other texts. Celebrate what they have learned.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Through Georgia's Eyes*.
- read a self-selected trade book or text.
- reread or listen to their leveled readers.

Centers



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

Literacy Activities



Students can

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

BOOK CLUB



See Book Club, pp. T480–T485, for

- ideas for weekly Book Club sessions.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups' collaboration.
- facilitating use of the trade book *Old Ways and New Ways*.

UNIT 4 WEEK 2

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

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

WRITING WORKSHOP

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

Learning Goals

- I can read a biography.
- I can make and use words to read and write narrative nonfiction.
- I can write a personal narrative.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

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

Materials

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

LESSON 1

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T82–T83
 - » Phonological Awareness: Segment and Blend Phonemes
 - » Phonics: Decode Words with *r*-Controlled Vowels *er, ir, ur*
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Web Site: Weekly Question T84–T85
- Listening Comprehension: Read Aloud: “Sandra Day O’Connor” T86–T87
- Biography T88–T89
 - ☑ Quick Check T89

READING BRIDGE

- Academic Vocabulary: Antonyms T90–T91
- Handwriting: Write Sentences with Appropriate Spacing T90–T91

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

- Independent Reading T95
- Literacy Activities T95

BOOK CLUB T95 **SEL**

WRITING WORKSHOP

MINILESSON

- Personal Narrative T348–T349
 - » Setting
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T349
- Conferences T346

WRITING BRIDGE

- Spelling: Spell Words with *r*-Controlled *er, ir, ur* T350
 - ☑ Assess Prior Knowledge T350
- Language & Conventions: Spiral Review: Action Words T351

LESSON 2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T96–T97
 - » Phonics: Decode and Write Words with *r*-Controlled Vowels *er, ir, ur*
 - ☑ Quick Check T97
 - » High-Frequency Words

SHARED READ

- Introduce the Text T98–T109
 - » Preview Vocabulary
 - » Read: *Jackie Robinson*
- Respond and Analyze T110–T111
 - » My View
 - » Develop Vocabulary
 - ☑ Quick Check T111
 - » Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T112
- Guided Reading/Leveled Readers T115
- Strategy and Intervention Activities T112, T114
- Fluency T114 • Conferring T115
- ELL Targeted Support T112, T114

INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T113
- Independent Reading T115
- Literacy Activities T115

WRITING WORKSHOP

MINILESSON

- Personal Narrative T352–T353
 - » Explore the Narrator: You
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T353
- Conferences T346

WRITING BRIDGE

- Spelling: Teach Spell Words with *r*-Controlled *er, ir, ur* T354
- Language & Conventions: Oral Language: Past Verb Tense T355

LESSON 3

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T116–T117
 - » Phonological Awareness: Segment and Blend Phonemes
 - » Phonics: Decode Words with Endings *-ed, -ing*
 - » High-Frequency Words

CLOSE READ

- Use Text Structure T118–T119
- Close Read: *Jackie Robinson*
 - ✔ **Quick Check** T119

READING BRIDGE

- Read Like a Writer, Write for a Reader: Graphic Features T120–T121
- Handwriting: Letters *Vv* T120–T121

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T123
- Strategy and Intervention Activities T122
- Fluency T122 • Conferring T123
- ELL Targeted Support T122

INDEPENDENT/COLLABORATIVE

- Independent Reading T123
- Literacy Activities T123
- Partner Reading T123

WRITING WORKSHOP

MINILESSON

- Personal Narrative T356–T357
 - » Apply the Narrator: You
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T357
- Conferences T346

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Review and More Practice: Spell Words with *r*-Controlled *er, ir, ur* T358
- Language & Conventions: Teach Past Verb Tense T359

LESSON 4

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T124–T125
 - » Phonics: Decode and Write Words with Endings *-ed, -ing*
 - ✔ **Quick Check** T125
 - » Decodable Story: Read *Kurt Can Help* T126–T127

CLOSE READ

- Create New Understandings T128–T129
- Close Read: *Jackie Robinson*
 - ✔ **Quick Check** T129

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T130
- Guided Reading/Leveled Readers T133
- Strategy and Intervention Activities T130, T132
- Fluency T132 • Conferring T133
- ELL Targeted Support T130, T132

INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T131
- Independent Reading T133
- Literacy Activities T133

WRITING WORKSHOP

MINILESSON

- Personal Narrative T360–T361
 - » Explore Problem and Resolution
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T361
- Conferences T346

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Spiral Review T362
- Language & Conventions: Practice Past Verb Tense T363

LESSON 5

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T134–T135
 - » Phonological Awareness: Change Phonemes
 - » Phonics: Spiral Review: *r*-Controlled Vowel *ar*; Inflectional Ending *-es*, Plural *-es*
 - » High-Frequency Words

COMPARE TEXTS

- Reflect and Share T136–T137
 - » Write to Sources
 - ✔ **Quick Check** T137
 - » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T139
- Strategy, Intervention, and On-Level/Advanced Activities T138
- ELL Targeted Support T138
- Conferring T139

INDEPENDENT/COLLABORATIVE

- Independent Reading T139
- Literacy Activities T139

BOOK CLUB T139 **SEL**

WRITING WORKSHOP

MINILESSON

- Personal Narrative T364
 - » Apply Problem and Resolution
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T364–T365 **SEL**
- Conferences T346

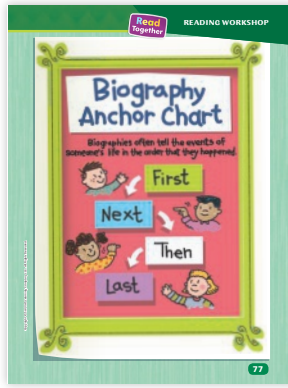
WRITING BRIDGE

- Spelling: Spell Words with *r*-Controlled *er, ir, ur* T366
 - ✔ **Assess Understanding** T366
- Language & Conventions: Standards Practice T367

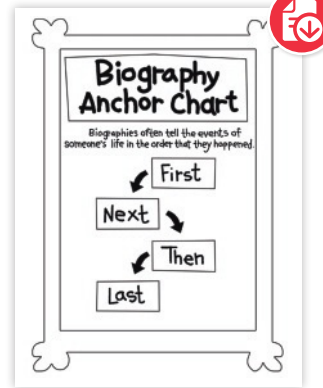
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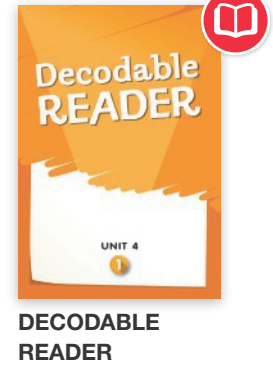
WEB SITE
"Martin Luther King, Jr."



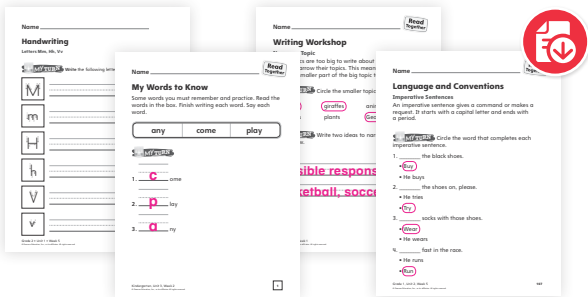
READING ANCHOR CHART
Biography



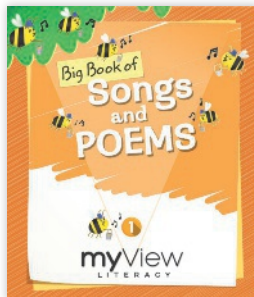
EDITABLE ANCHOR CHART
Biography



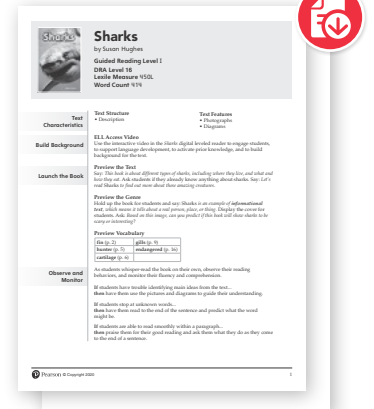
DECODABLE READER



RESOURCE DOWNLOAD CENTER
Additional Practice



SONGS AND POEMS BIG BOOK



LEVELED READER TEACHER'S GUIDE

Words of the Week

High-Frequency Words

any
every
pull
very
were

Develop Vocabulary

admired
allowed
cheered
loved

Spelling Words

bird
birth
dirt
girl
her
hurt
term
turn
very
were

Unit Academic Vocabulary

experience
necessary
record
supply

WEEK 2 LESSON 1 READING WORKSHOP GENRE & THEME

Listening Comprehension

OBJECTIVES
Listen actively, use relevant questions to clarify information, and answer questions with a clear word response.
Use appropriate body cues, facial expressions, and gestures to make a grade-level text meaningful and accessible to all students.

FLUENCY
After completing the Read Aloud Routine, students will read a short section of the text, using appropriate body cues, facial expressions, and gestures to make a grade-level text meaningful and accessible to all students.

Read Aloud
Tell students that you are going to read aloud a biography. Have students listen as you read "Sandra Day O'Connor." Ask students to be active listeners by looking at you and thinking about what you are reading.

START-UP
READ-ALoud ROUTINE
Purpose: Have students listen actively for elements of a biography.
READ the text aloud without stopping for the Think Aloud callouts.

Sandra Day O'Connor
Sandra Day O'Connor was the first woman justice on the Supreme Court. A justice is a judge who makes decisions about laws in court. The Supreme Court is the highest court in the land. There are only nine judges, and O'Connor was one of them.
Justice O'Connor was born in El Paso, Texas, on March 26, 1930. She spent part of her childhood growing up on her family's ranch in Arizona.
O'Connor graduated from law school in 1952. It was hard for O'Connor to find work, though. There were not many jobs for a woman lawyer at that time. For her first job, she worked for the government in California, but she did not get paid.
In 1975, O'Connor became a judge in Arizona.

READ ALOUD
"Sandra Day O'Connor"



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

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

PLANNING
• Select a text from the Read Aloud Trade Book Library or the school or classroom library.
• Select the key plot of the story.
• Determine the Teaching Point.
• Write open-ended questions and model Think Alouds on sticky notes and place in the book at the points where you plan to stop to think with students.
• Prepare Teaching Points.
• Determine Post-Read.

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

DURING READING
• You can choose to stop and read modeling to students part of the text and apply Think Aloud and open-ended questioning for a longer time into the text.
• Read with expression to draw in listeners.
• Ask questions to guide the discussion and draw attention to the teaching point.
• Use Think Aloud to model strategies and make use of student comprehension and connect reading time to real life.
• Help students make connections to their own experiences, text they have read or learned in the past, or the world.

AFTER READING
• Summarize and allow students to share thoughts about the story.
• Support deeper comprehension by modeling the theme or big idea of the story.
• Choose and assign a Student Response Form available on ReadAbout.com.

INTERACTIVE READ ALOUD
LESSON PLAN GUIDE

Read Together Genre Biography

Jackie Robinson
By Will Moore

SHARED READ
Jackie Robinson

BOOK CLUB

Titles related to
Spotlight Genre and
Theme: T486-T489

Mentor STACK

Writing Workshop T345

LITERACY STATIONS

SCOUT

Assessment Options for the Week

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

Assessment GUIDE

myView LITERACY

ASSESSMENT GUIDE

Word Work

OBJECTIVES

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

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

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

Identify and read common high-frequency words.



Sound-Spelling Cards 67, 72, 104

FOUNDATIONAL SKILLS EXTENSION

See p. T104 for an *r*-controlled vowel *er*, *ir*, *ur* extension activity that can be used as the text is read.

Phonological Awareness: Segment and Blend Phonemes

SEE AND SAY Tell students that when you segment the sounds in a word, you say them sound by sound. When you blend the sounds, you put the sounds back together to say the word. Point to the picture of the dirt on p. 66 in the *Student Interactive*. Say: **This is a picture of dirt. Listen carefully to each sound in the word *dirt*: /d/ (pause) /èr/ (pause) /t/. What sound do you hear in the middle of *dirt*? Yes, we hear the sound /èr/ in the middle of the word *dirt*.** Then repeat the activity with the pictures for *girl* and *skirt*.

PRACTICE Say each of the following words. Work with students to segment the sounds in each word and tell the sound they hear in the middle of the word. Then have them blend the word to say it normally: *stir*, *purse*, *shirt*, *her*, *hurt*.

Phonics: Decode Words with *r*-Controlled Vowels *er*, *ir*, *ur*

Minilesson

FOCUS Tell students that the letters *er*, *ir*, and *ur* spell the vowel sounds in the words *her*, *dirt*, and *burn*. Write the words on the board and underline the three spellings of /èr/. Use Sound-Spelling Card 67 (*fern*) to introduce *r*-controlled vowel sound /èr/ spelled *er*. Tell students that when the vowel *e* is followed by the consonant *r*, it makes the sound /èr/ as you hear in the word *fern*. Have students repeat the word with you as you underline *er*. Repeat using Sound-Spelling Cards 72 (*girl*) and 104 (*curtains*).

MODEL AND PRACTICE Write and read the word *burn*, emphasizing the *r*-controlled vowel sound. Point to the spelling of the sound *ur*. Say: **The sound /èr/ in *burn* is spelled *ur*.** Have students repeat the word and the spelling. Write the words *stir*, *curb*, *clerk*, and *fur*, and have students decode them.

APPLY My TURN Have students practice blending and decoding the words with *r*-controlled vowels on the bottom of p. 66 in the *Student Interactive*.



ELL Targeted Support **r-Controlled Vowel Sounds** Some ELLs may find it difficult to pronounce words with *r*-controlled vowels. When you say a word such as *fur*, isolate the vowel sound first. Have students practice as they pay attention to the movement of their lips.

Write a familiar word, such as *her*. Say the letter sounds, pointing to each letter as you say the sound. Blend the sounds together to make the word. Have students repeat the word with you as you underline the *r*-controlled vowel spelling, *er*. Repeat with the words *girl* and *turn*. **EMERGING/DEVELOPING**

Have students write the words *curl*, *dirt*, and *verb*. Have students read each word to a partner, emphasizing the sound /*er*/. **EXPANDING**

HIGH-FREQUENCY WORDS



Write the high-frequency words *any*, *pull*, *very*, *were*, and *every*.

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

any

were

pull

every

very

STUDENT INTERACTIVE, p. 66

PHONOLOGICAL AWARENESS | PHONICS

Read
Together

Segment and Blend Sounds

SEE and SAY When you segment sounds, you say each sound in a word. When you blend sounds, you say all the sounds together. Segment and blend the sounds in each picture name.

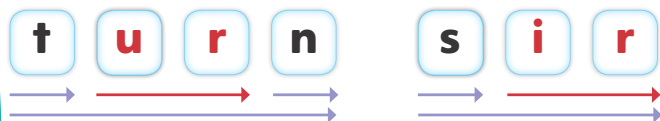


Students should say *dirt*, *girl*, *skirt*.

r-Controlled Vowels er, ir, ur

The letters **er**, **ir**, and **ur** all make the vowel sound you hear in **her**, **dirt**, and **burn**.

MY TURN Read these words.



Interact with Sources

OBJECTIVES

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

Recognize characteristics of multimedia and digital texts.

ACADEMIC VOCABULARY

Language of Ideas Use the unit Academic Vocabulary words to help students access ideas. Ask: [What was one important experience in the life of Martin Luther King, Jr.? Why was it necessary for him to lead a march?](#)

- record
- necessary
- supply
- experience



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

Explore the Web Site

Review the Essential Question for Unit 4: *Why is the past important?* Point out the Weekly Question: *How can a person's actions change the world?*

Explain to students that the text on pp. 64–65 in the *Student Interactive* is meant to look like a Web site. A Web site has digital features, such as an address bar, a cursor, and video buttons. A Web site can also be multimedia, or a combination of words, pictures, sounds, and videos. Ask students to follow along, pp. 64–65, as you read aloud the time line “Martin Luther King, Jr.” Point to the text and illustrations as you discuss the things that King did. During the discussions, encourage students to ask questions to clear up any confusion about the information used on the Web site.

Display the following questions for discussion:

- What are some things that Martin Luther King, Jr. believed?
- What important prize did Martin Luther King, Jr. receive?

Organize students into small groups. Then ask, [How did the actions of Martin Luther King, Jr. change the world?](#) Guide students to return to the Web site. Then have each group discuss the answer to the question and share their answer with the class.

My TURN Have students circle the features of the Web site, or digital text, on pp. 64–65 in the *Student Interactive*. Ask them to explain how they identified the characteristics.

WEEKLY QUESTION Remind students of the Weekly Question: *How can a person's actions change the world?* Explain that many people have done important things that changed the world. Tell them that they will learn about one of these people in the text we will read this week.



EXPERT'S VIEW Ernest Morrell, University of Notre Dame

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

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

ELL Targeted Support Understand Environmental Print Display a grade-appropriate Web site about an important person from the past. Help students derive meaning from the environmental print as they look at the Web site. Point out important words and symbols.

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

Ask simple *yes/no* questions that require students to demonstrate understanding of the meaning of information on the Web site. For example: *What good things did this person do?* **DEVELOPING**

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

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

STUDENT INTERACTIVE, pp. 64–65

WEEKLY LAUNCH: WEB SITE

Read Together

Weekly Question
How can a person's actions change the world?

Search

Martin Luther King, Jr.
A man who changed the world

What He Believed In
equality
justice
freedom
peace

Time Line of His Life

1929
Born in Atlanta, Georgia

1955
Helped lead bus boycott

1964
Received Nobel Peace Prize

1968
Died in Memphis, Tennessee

1963
Led march on Washington; gave "I Have a Dream" speech

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

64 65

Listening Comprehension

OBJECTIVES


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

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

Recognize characteristics and structures of informational text.

FLUENCY

After completing the Read-Aloud Routine, display “Sandra Day O’Connor.” Model reading aloud a short section of the text, asking students to pay attention to how quickly or slowly you read. Explain that fluency is reading at a speed that is not too fast nor too slow. Tell students that this week they will read a text called *Jackie Robinson*. When it is time to read it, they should practice reading with appropriate rate.

 **THINK ALOUD** Analyze **Biographical Text** After you reread the first three paragraphs, say: *In these paragraphs, I read about a woman named Sandra Day O’Connor, who is a real and important person. These paragraphs give dates that tell when events happened in O’Connor’s life, so this text is a biography.*

Read Aloud

Tell students that you are going to read aloud a biography. Have students listen as you read “Sandra Day O’Connor.” Ask students to be active listeners by looking at you and thinking about what you are reading.

START-UP

READ-ALOUD ROUTINE

Purpose Have students listen actively for elements of a biography.

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

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

Sandra Day O’Connor

Sandra Day O’Connor was the first woman justice on the Supreme Court. A justice is a judge who makes decisions about laws in court. The Supreme Court is the highest court in the land. There are only nine judges, and O’Connor was one of them.

Justice O’Connor was born in El Paso, Texas, on March 26, 1930. She spent part of her childhood growing up on her family’s ranch in Arizona.

O’Connor graduated from law school in 1952. It was hard for O’Connor to find work, though. There were not many jobs for a woman lawyer at that time. For her first job, she worked for the government in California, but she did not get paid.

In 1975, O’Connor became a judge in Arizona.



“Sandra Day O’Connor,” continued

Six years later, in 1981, President Ronald Reagan chose her to be on the Supreme Court.

Justice O’Connor had a big effect on the country. She was able to help women in court. She even helped to decide about presidential elections.

As the first woman justice of the Supreme Court, Sandra Day O’Connor helped change the United States. She has helped to make decisions that affect all American citizens today.



THINK ALOUD Analyze Biographical Text After you reread the third and fourth paragraphs, say: *In these paragraphs, I read about important events in the life of Sandra Day O’Connor. The author includes the years when these events happened. These dates are in time order, or chronological order. I know that dates and chronological order are elements of biographies, so this text must be a biography.*

ELL Targeted Support Listening Comprehension Reread the text. Invite students to respond to questions about dates and events in the biography.

Before you reread, ask students to raise their hands when they hear a date. Then as you read the text, write the date on the board and explain what happened. Ask: What happened on ____? **EMERGING/DEVELOPING**

Ask students to write down important dates as you reread the text. Then have small groups ask each other questions about what happened on each date. **EXPANDING/BRIDGING**

WRAP-UP

SANDRA DAY O’CONNOR

Biographies

- 1.
- 2.
- 3.

Ask students: *How can you tell that this text is a biography?* Use the chart to record student responses. Explain that all these elements are characteristics of biographies.

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

Biography

LEARNING GOAL

I can read a biography.

OBJECTIVES

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

Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and description with adult assistance.

LANGUAGE OF THE GENRE

As you review the Anchor Chart, check that students understand the meaning of chronological order as it applies to biographies.

FLEXIBLE OPTION

ANCHOR CHARTS

If you wish, you can expand upon the anchor chart you created previously for biography.

- Have students add the text characteristic of chronology to the chart.
- Ask them to come up with creative ways to display information on the anchor chart.

ELL Language Transfer

Cognates Point out the cognates related to biographies:

- chronological : *cronológico*
- sequence : *secuencia*

Minilesson

FOCUS ON STRATEGIES A biography is the story of a person's life. It is a true story about a real person. It takes place in a specific time in history. A biography is written about a person who has done something special, perhaps something that changed the world. The author usually writes a biography in chronological order, or time order.

- Ask yourself, what is the first thing that happens?
- Look for what happens next.
- Ask yourself, then what happens?
- Pay attention to what happens last.

MODEL AND PRACTICE Read together the Anchor Chart on p. 77 in the *Student Interactive*. Point out that a biography tells about a person's life in the order it happened. **An author usually begins a biography when the person was born. The text ends when the person grows old or dies. In between, the author tells the important events that happened in the person's life in the order they happened. The information is given in chronological order, or time order.**

ELL Targeted Support Chronological Order To help students understand time order, display "Martin Luther King, Jr." on pp. 64–65 and the Anchor Chart on p. 77 in the *Student Interactive*.

Read aloud the events on the time line. Then ask students to point out which events happened *first*, *next*, *then*, and *last*. **EMERGING**

Provide a sentence frame for each of the four time-order words. (*First*, _____. *Next*, _____.) Place students in pairs to complete the sentences.

DEVELOPING

Have partners take turns asking and answering questions about the order of events on the time line. (*What happened first? King was born in Atlanta in 1929.*) **EXPANDING**

Place students in pairs to write a paragraph that retells the events of King's life in order using the words *first*, *next*, *then*, and *last*. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify biographies.

OPTION 1 Have students look back at the Web site about Martin Luther King, Jr. on pp. 64–65 in the *Student Interactive*. Students should be able to name four events that happened in his life in order, using the words *first*, *next*, *then*, and *last*. Have students share this information with the class.

OPTION 2 Use Independent Text Have students read biographies during independent reading. Have them use a sequence graphic organizer to list four events from their text in chronological order, using the words *first*, *next*, *then*, and *last*.

Be a Fluent Reader Tell students that fluent readers read at an appropriate rate. Have partners complete the fluency activity on p. 76 in the *Student Interactive*.

QUICK CHECK

Notice and Assess Can students identify the characteristics of biographies?

Decide

- **If students struggle**, revisit instruction about biographies in Small Group on pp. T94–T95.
- **If students show understanding**, extend instruction about biographies in Small Group on pp. T94–T95.

STUDENT INTERACTIVE, pp. 76–77

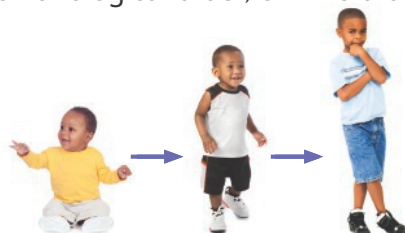
GENRE: BIOGRAPHY

My Learning Goal I can read a biography.

SPOTLIGHT ON GENRE

Biography

A biography usually tells events in chronological order, or time order.



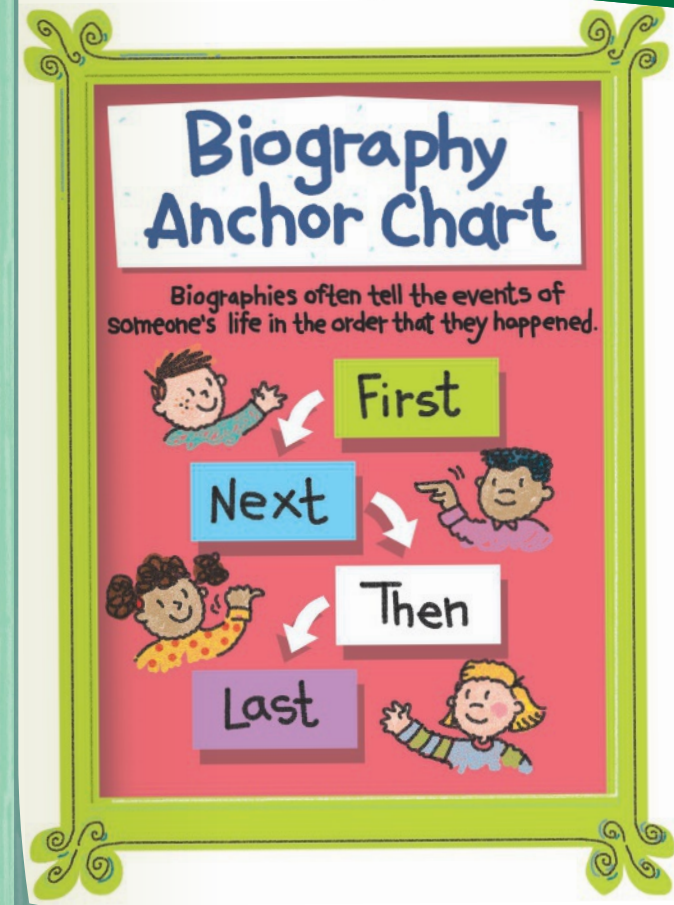
Be a Fluent Reader Fluent readers read biographies at an appropriate rate. They read at a speed that is not too fast or too slow. After you read this week's text, practice reading fluently with a partner.

76

READING WORKSHOP

Biography Anchor Chart

Biographies often tell the events of someone's life in the order that they happened.



77

Academic Vocabulary

LEARNING GOAL

I can make and use words to read and write narrative nonfiction.

OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

ELL Access

To help students internalize academic language, provide ELLs with multiple encounters with new words. Activities may involve speaking, listening, reading, writing, or a combination of skills. Challenge students to use at least one of the Academic Vocabulary words and its antonym when they talk with peers, retell or summarize a text, and write about their reading.

Antonyms

Minilesson

FOCUS ON STRATEGIES Review the Academic Vocabulary for the unit: *experience, supply, necessary, and record*. Remind students that an antonym is a word that has the opposite or almost the opposite meaning of another word. Authors sometimes use antonyms in their writing to describe things that are very different.

- Reread the sentence that contains an unknown word.
- Think about whether you know any antonyms for the unfamiliar word.

MODEL AND PRACTICE Model an example: *I am going to record something on the board.* Write a word on the board. *Now I'm going to erase the word.* Erase the word from the board. *The word record means "write." What is the opposite of record? (erase).* Write the words *record* and *erase* on the board under the heading "Antonyms." Ask a volunteer for another word that is an antonym for *record* and write it on the board. (*delete, remove*)

Handwriting

OBJECTIVE

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

Write Sentences with Appropriate Spacing

FOCUS Explain that smaller spaces are left between letters and bigger spaces are left between words. Letters and words are printed legibly, or clearly.

MODEL Model writing the sentence: *My shirt is red.* Draw lines between the letters and draw circles between the words to show the difference in spacing. Explain that students should take their time printing the letters and words so their handwriting is legible.



ASSESS UNDERSTANDING

Apply

My TURN Have students complete the activity on p. 103 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 103

VOCABULARY **Read Together** READING-WRITING BRIDGE

I can make and use words to read and write narrative nonfiction. **My Learning Goal**

Academic Vocabulary

Antonyms are words that have opposite meanings.

MY TURN Read the sentences. Then write the antonym of each underlined word.

keep	extra	delete
------	-------	--------

- Jan got the necessary books.
Jan got the extra books.
- Bart will give the paper.
Bart will keep the paper.
- Jon can save the notes.
Jon can delete the notes.

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PRACTICE Have students print the sentence: *My shirt is red.* Tell them to print legibly, leaving appropriate spaces between letters and words.

Have students use *Handwriting* p. 225 from the *Resource Download Center* to practice writing sentences with appropriate spacing.

Name _____ **Read Together**

Handwriting

Write Sentences
It is important to write a sentence with enough space between the words so it can be easily read by someone else.

MY TURN Write the following sentences. Watch the space between the words in each sentence.

José runs fast. _____

Nan has a dog. _____

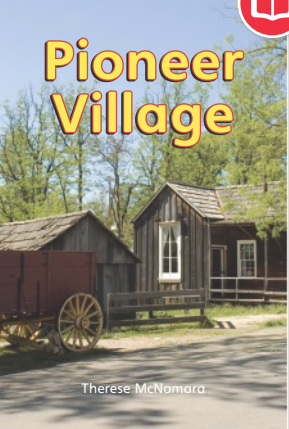
Henri is nice. _____

Grade 1 • Unit 4 • Week 2 225

Handwriting, p. 225

Matching Texts to Learning

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



LEVEL C

Genre Informational Text

Text Elements

- Familiar, easy content
- One to three lines of text per page

Text Structure

- Simple factual



LEVEL C

Genre Informational Text

Text Elements

- Familiar, easy content
- One to two lines of text per page

Text Structure

- Simple factual



LEVEL D

Genre Informational Text

Text Elements

- Familiar, easy content
- Two to three lines of text on most pages

Text Structure

- Simple factual

Guided Reading Instruction Prompts

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

Identify Theme

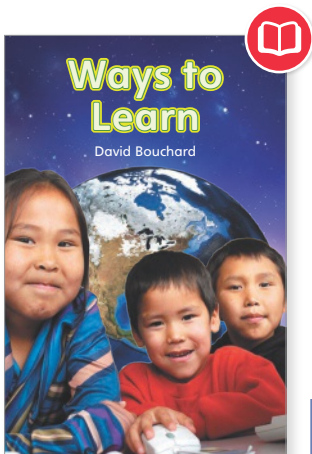
- What does the text tell about the past?
- Does the text tell about an important person from the past?
- How does the text connect to making history?

Develop Vocabulary

- Are there any photographs or illustrations that help you understand the meaning of a word?
- Can you find clue words to help you figure out the meanings of unfamiliar words?
- Why would an author use the word ____ in this text?

Use Text Structure

- How does the author present information in the text?
- Does the text give facts in the order in which they happened?
- What words in the text show the order in which important events occurred?



LEVEL D

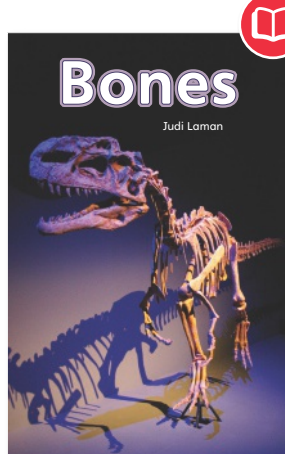
Genre Informational Text

Text Elements

- Familiar, easy content
- One to three lines of text per page

Text Structure

- Simple factual



LEVEL F

Genre Narrative Nonfiction

Text Elements

- Familiar content expands beyond reader's experience
- Content-specific words explained in the text

Text Structure

- Description



LEVEL H

Genre Narrative Nonfiction

Text Elements

- Accessible content
- Two to eight lines of text per page

Text Structure

- Description

Create New Understandings

- What did you think about ___ when you first started reading the text?
- How did your ideas about ___ change as you continued reading?
- What surprised you about this text?

Compare Texts

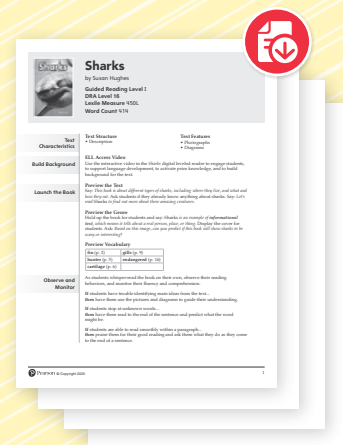
- How is ___ similar to ___?
- What makes ___ different from ___?

Word Work

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

Leveled Reader Teacher's Guide

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



Use the  **QUICK CHECK** on p. T89 to determine small group instruction.

Teacher-Led Options

Strategy Group

IDENTIFY BIOGRAPHY

Teaching Point Many biographies are written in chronological, or time, order. They tell about the life of an important person. Sometimes the author gives you dates for the events. This helps you understand the time order. Look back at the Martin Luther King, Jr. Web site to help students identify the order of events.

ELL Targeted Support

Explore how using graphics such as time lines can help readers better understand biographies.

Review the time line. Point to and read the description of an event and ask students in which year that event occurred. Repeat for all events in the time line. **EMERGING**

Have student pairs read the time line and fill in the dates to complete these sentence starters:
First, Martin Luther King, Jr. was born in _____.
Next, he led a bus boycott in _____. *Then, he gave a speech in _____.* *Last, he died in _____.*

DEVELOPING

Have students read the time line silently. Then prompt them to tell about the events using time-order words. **EXPANDING**

Have students read the time line silently. Then ask them to write a paragraph to retell the events using time-order words. **BRIDGING**



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

Intervention Activity

GENRE: NARRATIVE NONFICTION

Use Lesson 48 in the *myFocus Intervention Teacher's Guide* for instruction on narrative nonfiction.

LEVEL B • READ

Lesson 48 Genre: Narrative Nonfiction

DIRECTIONS Follow along as your teacher reads aloud "The Real Alice in Wonderland." Think about how the author presents the facts.


The Real Alice in Wonderland

Meet Alice Liddell. (You say her last name like "fiddle.") Alice was born a long time ago, in 1852. She died in 1934.

Alice lived a mostly normal life. But as a child she met the writer Lewis Carroll. The year was 1856. He was charmed by her. He called her his muse. That means she made him want to write.

Carroll also took pictures of Alice. Taking pictures in 1850 was not easy! It took a long time. But Alice could sit still. She liked to dress up and pose for the pictures. She liked to hear the stories he told her. By 1862, many of his stories were about a girl named Alice. She loved these stories best. She begged him to write them down for her.

Carroll did write down the stories for her. Three years later, the stories became a book. The title is *Alice in Wonderland*. It is one of the best-selling books of all time.



The pictures of Alice in the book do not look like Alice Liddell. But Carroll wrote the book because of her.

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Reading Informational Text T • 277

On-Level and Advanced

INQUIRY

Question and Investigate Have students use *Student Interactive* pp. 64–65 to generate questions about important people who have changed the world and then choose one to investigate. Throughout the week, have them investigate the questions. See *Extension Activities* pp. 266–270 in the *Resource Download Center*.



Conferring

3 students / 3–4 minutes
per conference

IDENTIFY BIOGRAPHY

Talk About Independent Reading Ask students whether the book they are reading is a biography. Have them give clues from the text.

Possible Conference Prompts

- Is the book about an important person from real life? Who is it?
- How did the author present events in the text?
- What words did the author use to show chronological order?

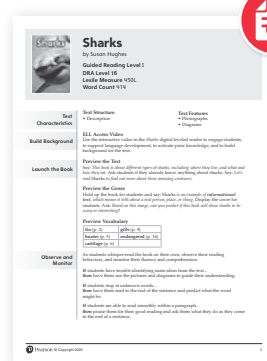
Possible Teaching Point Readers use dates, time lines, and sequence words to tell if a text is written in chronological order.

Leveled Readers



IDENTIFY THEME

- For suggested titles, see “Matching Texts to Learning,” pp. T92–T93.
- For instructional support on how to identify the theme of a book, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together. Invite students to share what they learned about chronological order and give examples from their reading.

Independent/Collaborative

Independent Reading



Students can

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

Centers



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

Literacy Activities



Students can

- write about their reading in a reading notebook.
- play the myView games.
- refer to the Anchor Chart on p. 77 in the *Student Interactive* and share with a partner the chronologically ordered events in a biography they are reading.

BOOK CLUB



See Book Club pp. T486–T489 for

- ideas for guiding Book Club.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups’ collaboration.
- facilitating use of the trade book *Old Ways and New Ways*.

Word Work

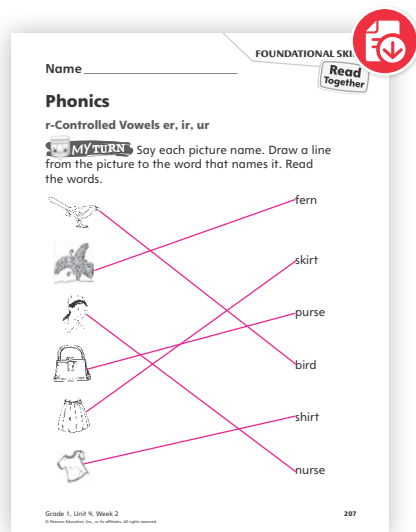
OBJECTIVES

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

Identify and read common high-frequency words.

ADDITIONAL PRACTICE

For additional student practice with *r*-controlled vowels *er*, *ir*, and *ur*, use *Phonics* p. 207 from the *Resource Download Center*.



Phonics p. 207

Phonics: Decode and Write Words with *r*-Controlled Vowels *er*, *ir*, *ur*

Minilesson

FOCUS Tell students that when a vowel is followed by the consonant *r*, the *r* changes the sound of the vowel. Write and read the words *her*, *girl*, and *hurt*, emphasizing the sound /èr/. Have students tell how the sound /èr/ is spelled in each word. (*er*, *ir*, *ur*) Explain that each of these spellings, *er*, *ir*, and *ur*, can spell the sound /èr/.

MODEL AND PRACTICE Write the word *verb* on the board. Say: **The sound /èr/ is spelled *er* in the word *verb*.** Have students repeat the word *verb* with you as you underline the vowel spelling, *er*. Then write the word *firm* and have students say each sound. Ask: **What vowel sound do you hear in the word *firm*? (/èr/)** **How do you spell the sound /èr/ in *firm*? (*ir*)** Repeat using the word *purse*. Then write the words *fern*, *germ*, *bird*, *swirl*, *first*, *skirt*, *fur*, *blur*, and *curl* in random order. Have students decode and read the words. Then have them sort the words by the spelling of the sound /èr/.

TURN, TALK, AND SHARE Have partners decode the words at the top of p. 67 in the *Student Interactive*.



FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 My TURN Have students complete the rest of p. 67 and p. 68 in the *Student Interactive*.

OPTION 2 Independent Activity Write the words *her*, *girl*, *burn*, *fern*, *skirt*, and *hurt*. Have partners build the words with Letter Tiles, decode the words, and tell how the sound /èr/ is spelled.

QUICK CHECK

Notice and Assess Are students able to decode and write words with *r*-controlled vowels *er*, *ir*, and *ur*?

Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T112–T113.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T112–T113.

HIGH-FREQUENCY WORDS

Write the words *any*, *pull*, *very*, *were*, and *every*.

- Say and spell each word and have students repeat.
- Cover the words and then dictate each word for students to spell.
- Display the words and have students check their spellings.
- Have students correct any misspellings and practice words they missed.

STUDENT INTERACTIVE, p. 67

Read Together FOUNDATIONAL SKILLS

r-Controlled Vowels er, ir, ur

TURN and TALK Decode these words.

fur	stir	perk
curb	first	verb

MY TURN Say each picture name. Circle the word that names each picture.

<u>bird</u>	nest	nurse
<u>fern</u>	ship	shirt

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67

STUDENT INTERACTIVE, p. 68

Read Together PHONICS | PHONOLOGICAL AWARENESS

r-Controlled Vowels er, ir, ur

MY TURN Read the sentences. Underline words with r-controlled vowels spelled **er**, **ir**, or **ur**.

The girl sees Bert.

Bert lost his bird.

The girl turns to her left.

Look! The bird is perched on the curb.

MY TURN Write a sentence about something else the girl sees. Use a word with **er**, **ir**, or **ur**.

The girl sees

Possible response:

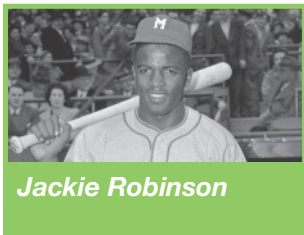
a bird next to the shirt.

Listen for the vowel sound you hear in **fur**.

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68

Introduce the Text



OBJECTIVES

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

Demonstrate understanding of the organization and basic features of print.

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

ELL Access

Background Knowledge

Students make meaning not only from the words they learn but also from their prior knowledge. Tell students to share personal knowledge or stories that they have read about people they admire.

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 *loved*, *cheered*, *admired*, and *allowed* from p. 78 in the *Student Interactive*.
- Ask students what they already know about the words. Ask questions such as: *How late are you allowed to stay up on a Saturday night? Have you cheered for a team at a basketball game?*
- Have students demonstrate what they know about the words. They can act out how they *cheer* or draw a picture that shows they are *loved*.
- Provide definitions of the vocabulary words as needed. Definitions appear on the selection pages that follow. *These words will help you understand what is happening in the biography Jackie Robinson.*

Read

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

FIRST READ STRATEGIES

LOOK Tell students to look at the title and the photographs. Ask them what questions they have before reading. Ask them what questions they think the text will answer.

READ Tell students to read or listen as you read aloud the text. Guide them to pay attention to the order of events that occurred in Jackie Robinson's life.

ASK After reading, ask students what questions they have about the text or about parts that confused them. Provide assistance as needed.

TALK Prompt students to talk to a partner about what they learned from the text.

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



ELL Targeted Support Preteach Vocabulary Use prereading supports, such as previewing vocabulary, to enhance students' comprehension of the text.

Display the text and walk through it with students. Discuss the meaning of each vocabulary word when you come to it, and have students repeat the word twice.

EMERGING

Discuss the meaning of each vocabulary word. Assign one word to each student. Have each student study the word and write a sentence using it in context. Then have students share their sentences with others. **DEVELOPING**

Write one of the vocabulary words on the board. Call on students to suggest synonyms for the word and add them on the board. Repeat this process for all of the vocabulary words. **EXPANDING**

Have students work in small groups to generate a list of synonyms for each of the vocabulary words. Then call on each group to share its work and explain the words' meanings. Students may use a dictionary if desired. **BRIDGING**

STUDENT INTERACTIVE, p. 78



Read
Together

Jackie Robinson

Preview Vocabulary

You will read these words in *Jackie Robinson*.

loved

cheered

admired

allowed

Read

Look at the title and pictures. Ask questions before reading.

Read to understand what this text is about.

Ask questions after reading.

Talk about the text with a partner.

Meet the Author




Wil Mara is the author of over 75 books. He has written stories for both children and adults. Wil even won awards for books he wrote!

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STUDENT INTERACTIVE, p. 79


Read Together

Genre Biography



Jackie Robinson

By Wil Mara



AUDIO
Audio with Highlighting


ANNOTATE

79

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First Read

Look

 **THINK ALOUD** Before I read, I look at the title and pictures to find out some of the things I might learn when I read this text. From the title, I know this text is about Jackie Robinson. From the photos, I can tell he liked to play sports. There are many baseball pictures, so I think he liked that sport best. I think I might learn about his life playing baseball.

CROSS-CURRICULAR PERSPECTIVES

Social Studies



Point out to students that most of the pictures in *Jackie Robinson* are black-and-white photographs. While color photos are common today, they were not as common during Jackie Robinson's time.



STUDENT INTERACTIVE, pp. 80–81



Do you like to play baseball?
Jack Roosevelt Robinson did. He
was so good that he became a
Hall of Fame baseball player.
He was born in Cairo, Georgia,
on January 31, 1919.

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80

Jackie Robinson loved sports. In
college, he was on football, basketball,
baseball, and track teams.



loved liked very much

CLOSE READ

What did Jackie Robinson love?
Highlight the word.

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81

Possible Teaching Point



Academic Vocabulary | Antonyms

Ask students what Jackie Robinson did in college and why. Point to the word *play* on p. 80 in the *Student Interactive*. Ask students for a word that is an antonym of *play*. (*watch*) Remind students that an antonym is a word that means the opposite of another word. Use the Academic Vocabulary lesson on p. T90 in the Reading-Writing Workshop Bridge to teach how understanding antonyms can help build vocabulary.

Close Read



Create New Understandings

Remind students that as they read they combine, or synthesize, the information they are learning about Jackie Robinson to create new understandings. Ask: *What ideas do you have about Jackie Robinson from the first two pages?* Guide students to read and answer the Close Read question on p. 81. Then ask: *What did Robinson enjoy doing?* (playing sports) *What does this tell us about him?* (Possible response: He was a good athlete.)

DOK 3

OBJECTIVE

Synthesize information to create new understanding with adult assistance.

STUDENT INTERACTIVE, pp. 82–83

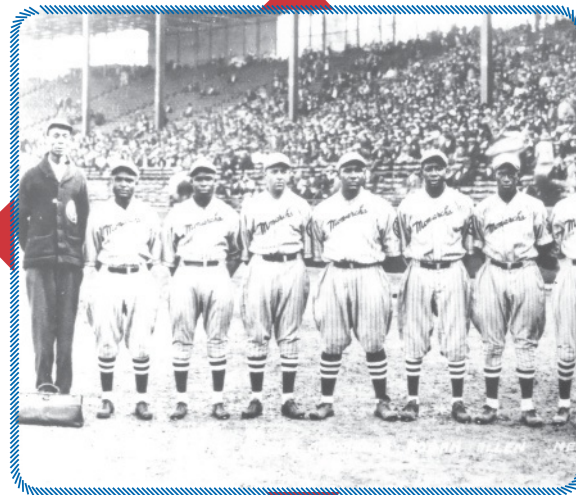


In 1945, Robinson began playing baseball for a team called the Kansas City Monarchs.

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82

The Monarchs were a team in the Negro League.



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CLOSE READ

Underline the phrase that shows the events are told in chronological order, or time order.

83

First Read

Ask

THINK ALOUD After I read a few pages, I can ask questions to make sure I understand what I read. After I read pages 82–83, I ask myself, When did Jackie Robinson begin playing baseball for the Kansas City Monarchs?

I can look at the text on page 82 to find a date. One way to learn about the order of events in a biography is to look for the year in which something happened.

Foundational Skills Extension

High-Frequency Words

Tell students that one of this week's high-frequency words appears on p. 83 or p. 84. Ask them to find the word in the text and read it aloud. (*were*)



STUDENT INTERACTIVE, pp. 84–85



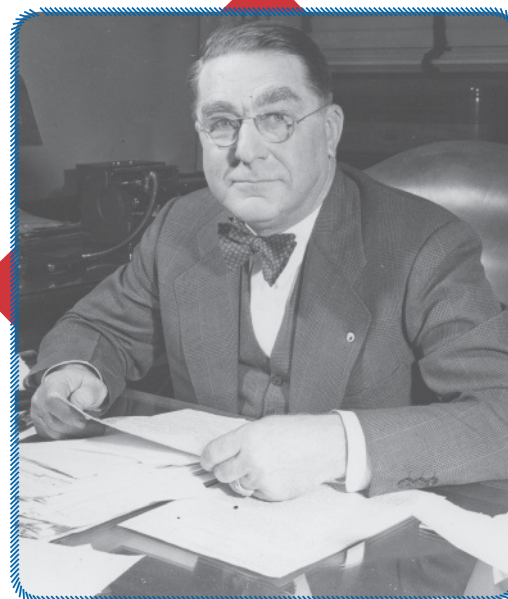
allowed let someone do something

There was another baseball league called the Major League. African Americans were not allowed to play in the Major League in those days.

84

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In August of 1945, Robinson met a man named Branch Rickey. Rickey ran a team in the Major League. His team was called the Brooklyn Dodgers.



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85

Possible Teaching Point



Read Like a Writer | Graphic Features

Use the lesson about graphic features on pp. T120–T121 in the Reading-Writing Workshop Bridge to teach students that analyzing photographs can help them understand the text. Prompt students to look at the photo on p. 82 in the *Student Interactive*. Ask why they think the author includes this picture. (Possible response: to show Jackie Robinson playing for the Kansas City Monarchs)

Close Read



Use Text Structure

Have students read and answer the Close Read question on p. 83. Explain: **Dates show chronological order, or time order. This is the second date we've read in the text. What was the first?** Guide students to look back to p. 80. (Robinson's birth: January 31, 1919) **DOK 1**

OBJECTIVE

Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and description with adult assistance.

STUDENT INTERACTIVE, pp. 86–87



Rickey asked Robinson to be the first African American to play in the Major League. Robinson said yes.

On April 15, 1947, Jackie Robinson ran onto the field to play first base for the Dodgers.



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CLOSE READ


Underline when Jackie Robinson first played for the Dodgers.

86

87

First Read

Talk

 **THINK ALOUD** I can talk about the text with a partner to better understand what I'm reading.

I read that Robinson was the first African American baseball player in the Major League. This was a special event in American history. When Robinson began playing in the Negro League, it was not a special event in American history. Everyone in the Negro League was African American.

OBJECTIVE

Describe the connection between two events.

Foundational Skills Extension

r-Controlled Vowels *er, ir, ur*

Point out the first sentence on p. 86 in the *Student Interactive*: “Rickey asked Robinson to be the first African American to play in the Major League.” Ask students to identify and read aloud the word that contains the *r*-controlled vowel *ir*. (*first*)



STUDENT INTERACTIVE, pp. 88–89



Most baseball fans cheered for Robinson. But some booed. They did not like having an African American play in the Major League.



cheered shouted in praise or support

VOCABULARY IN CONTEXT

Readers can use other words and pictures to help them learn or clarify word meanings. Underline the words that help you understand the meaning of **booed**.

89

CROSS-CURRICULAR PERSPECTIVES

Social Studies



Jackie Robinson did not let hate stop him from being a great baseball player. His nonviolent, or peaceful, response was used by leaders of the 1960s Civil Rights movement, such as Martin Luther King, Jr.

Close Read



Use Text Structure

Have students follow the prompt on p. 87. Then point out that this is another date in the chronological order of the text. **DOK 1**

Vocabulary in Context

Guide students to underline the text on p. 89 that helps them determine the meaning of *booed*. Explain that readers can use other words to learn or clarify word meanings. **DOK 2**

OBJECTIVES

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

Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and description with adult assistance.

STUDENT INTERACTIVE, pp. 90–91



Robinson kept playing anyway. He worked hard to be a good baseball player.

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90

In his first season, he was Major League’s Rookie of the Year. Two seasons later he became the Most Valuable Player.



CLOSE READ

Underline the words and phrases that show the events are told in time order.

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91

First Read

Read

THINK ALOUD I can read the text to find out if Jackie Robinson was a good baseball player. On page 91, it says that he was the Major League Rookie of the Year and Most Valuable Player. I can see from the picture that he won an award. All of this tells me that Robinson was a good player.

Possible Teaching Point



Language & Conventions | Past-Tense Verbs

Use the lesson about verbs on p. T359 in the Reading-Writing Workshop Bridge to teach students about regular past-tense verbs. Ask students to circle the past-tense verb with the regular *-ed* ending on p. 90 in the *Student Interactive*. (*worked*) Direct them to p. 93 and have them locate another past-tense verb with the *-ed* ending. (*admired*)



STUDENT INTERACTIVE, pp. 92–93



Still, many people kept doing and saying mean things to Robinson. They would write nasty letters to him and call him names. Some of these people were his own teammates!



admired thought very highly of

92

After awhile, Robinson began to **stand up for himself**. A lot of people admired him for doing this.



CLOSE READ

How does Jackie Robinson react when people are mean to him? **Highlight** what he does.

93

Possible Teaching Point

Academic Vocabulary | Antonyms

Use the Academic Vocabulary lesson on p. T90 in the Reading-Writing Workshop Bridge to teach about antonyms. Point out this sentence on p. 93 in the *Student Interactive*: “A lot of people admired him for doing this.” Explain that one word that means the opposite of *admired* is *disliked*. Ask students for other suggestions.

Close Read

Use Text Structure

Have students respond to the Close Read note on p. 91. Remind them to look for sequence words, such as *first* or *later*, to help them understand the chronological order of events. **DOK 1**

Create New Understandings

Have students follow the prompt on p. 93. Then help them synthesize the information they highlighted to create a new understanding. **DOK 3**

OBJECTIVES

Synthesize information to create new understanding with adult assistance.

Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and description with adult assistance.

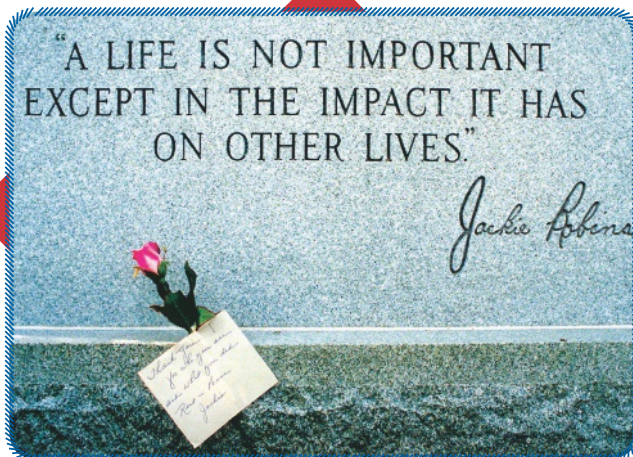
STUDENT INTERACTIVE, pp. 94–95



Robinson played his last season in 1956. By then, more African Americans were playing in the Major League.

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Robinson died on October 24, 1972. He was 53 years old.



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CLOSE READ

Underline the words and phrases that show the events are told in time order.

First Read

Talk

THINK ALOUD I will talk to a partner and discuss what I learned about Jackie Robinson. I read that he was a very good baseball player. He became the first African American in the Major League. He changed the sport because after him other African American players were able to join teams and play Major League baseball.

Possible Teaching Point



Read Like a Writer | Graphic Features

Use the lesson about graphic features on pp. T120-T121 in the Reading-Writing Workshop Bridge to teach students to use photographs to help them understand the subject of a biography. Direct their attention to the photograph on p. 95 in the *Student Interactive*. Read the inscription aloud and explain that it shows something Jackie Robinson said. Ask: **Why do you think the author includes this photo?** What does it tell you about Jackie Robinson? (Possible responses: Robinson knew that what he did helped other African Americans. Robinson believed it is important to help other people.)



STUDENT INTERACTIVE, pp. 96–97



Robinson did a great thing with his life. He made a difference. Thanks to Jackie Robinson, African Americans are able to play baseball in the Major League.



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FLUENCY

Read pages 92 and 93 aloud with a partner to practice reading at an appropriate rate.

96

97

CROSS-CURRICULAR PERSPECTIVES**Social Studies**

To honor, or celebrate, Jackie, Major League Baseball retired his number, 42, in 1977. Because his number was retired, no other player can wear the number 42 again. But there is one day every year that players—all players—wear the number 42. This day is April 15th, Jackie Robinson Day.

Close Read**Use Text Structure**

Have students respond to the Close Read note on p. 95. Remind them that dates and sequence words can help them recognize chronological order in a text. **DOK 1**

Fluency

Have pairs read aloud pp. 92–93 at an appropriate rate.

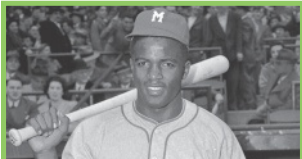
OBJECTIVES

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

Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and description with adult assistance.



Respond and Analyze



Jackie Robinson

OBJECTIVES

Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

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.

My View

Use these suggestions to prompt student responses to reading *Jackie Robinson*.

- **Retell** Tell a partner about the part of the text that was most surprising. What made it surprising to you? Be sure to speak clearly.
- **Connect** Share with a partner how you feel about Jackie Robinson. Did he do things that changed the world? What other people have you read about who changed the world?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Explain that the vocabulary words *loved*, *cheered*, *admired*, and *allowed* are all past-tense verbs that describe events that happened in the past.

- Look for photographs or other features that help you understand word meanings.
- Think about why the author chose these words. What do they help explain about Jackie Robinson?

MODEL AND PRACTICE Model the activity on *Student Interactive* p. 98 using the word *admired*. Ask: *What kind of player could my dad have been?* Then have students finish the story with the words in the box.

ELL Targeted Support Visual Support Have students practice using visual support to help them understand unfamiliar words.

Have students browse magazines to locate images that illustrate the meaning of *loved*, *cheered*, *admired*, and *allowed*. **EMERGING**

Ask students to draw a picture that shows the meaning of *loved*, *cheered*, or *admired*. Have partners share their pictures and try to guess the word being illustrated. **DEVELOPING**

Have students do the drawing activity above. Under each picture, have them write a sentence using the word. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing and using new vocabulary.

OPTION 1 MyTURN Have students practice developing vocabulary by completing p. 98 in the *Student Interactive*.

TURN, TALK, AND SHARE Remind students that when they respond, or reply, to what their partner says, they should use the new vocabulary words.

OPTION 2 Use Independent Text Have students find and list past-tense verbs that end in *-ed* from their independent reading texts.

QUICK CHECK

Notice and Assess Can students use new vocabulary words?

Decide

- **If students struggle**, revisit instruction for vocabulary in Small Group on pp. T114–T115.
- **If students show understanding**, extend instruction for vocabulary in Small Group on pp. T114–T115.

Check for Understanding MyTURN Have students complete p. 99 in the *Student Interactive*.


STUDENT INTERACTIVE, pp. 98–99

VOCABULARY **Read Together**

Develop Vocabulary

MYTURN Use the vocabulary words to finish the story about baseball.

loved cheered admired allowed



My dad was an admired baseball player. People cheered for him. He loved playing the game. I was allowed to go watch all of his games!

TURN and TALK Talk about the story. Respond using the new vocabulary words.

98

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

Check for Understanding

MYTURN Write the answers to the questions. You can look back at the text.

DOK 2 1. What details tell you this text is a biography?
Possible response:
The author writes about another person's life.

2. Why does the author use photographs?
DOK 3 **Possible response:**
to show what Jackie Robinson looked like

3. How do you think Jackie felt playing baseball?
DOK 3 Use text evidence. **Possible response:**
He liked it even when he wasn't treated well.

99

Use the  **QUICK CHECK** on p. T97 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group

r-CONTROLLED VOWELS *er, ir, ur*

Sound-Spelling Cards

Display Sound-Spelling Cards 67, 72, and 104. Say: *The letters er spell the sound /èr/ in fern. The letters ir spell the sound /èr/ in girl. The letters ur spell the sound /èr/ in curtains.*

The letter *r* makes the vowels *e, i,* and *u* sound similar.



Display the words *verb, curb, bird, term, her, shirt, burst, first,* and *fur*. Have students read the words. Then ask students to tell how the sound /èr/ is spelled in each word.

ELL Targeted Support

Sort words with the sound /èr/ to help students learn relationships between sounds and letters. Make a column for each spelling of the sound /èr/ on the board or chart paper.

Help students sort the following words: *fur, perk, stir, curb, bird,* and *verb*. Write a word and then have students tell how the sound /èr/ is spelled in the word. Then have them point to the column where the word belongs.

EMERGING/DEVELOPING

Ask students to list words they know with the sound /èr/. Then help them check their spelling and write the words in the appropriate columns.

EXPANDING/BRIDGING



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

Intervention Activity

r-CONTROLLED VOWELS

Use Lesson 25 in the *myFocus Intervention Teacher's Guide* for instruction on *r*-controlled vowels.

LEVEL B • MODEL AND TEACH


Lesson 25 Syllable Patterns: *r*-Controlled Vowels

INTRODUCE Remind students that the sounds of vowels change when they are followed by the letter *r*. Write *ban/barn* and say each word aloud, emphasizing the sound *ar* makes. An *r*-controlled syllable is a syllable that contains a vowel followed by *r*. The *r* makes the vowel sound different. Say the sound /ar/ several times and have students repeat after you. Say: *Today we will learn how to use vowel + r sounds to help us decide where to break words into syllables.*

MODEL Display or share copies of "A Storm from the North" from Student Page S145 and read it aloud. *The words in this passage have the /r/ sound you hear in car, more, and her.*

A Storm from the North

I hear thunder.
A storm from the north is on the way.
I am sorry.
We cannot go to the market.



TEACH Write *ar*. Have students say /ar/ several times as you point to *ar*. Together the letters *ar* spell the single sound /ar/. Point to *market* and say it aloud slowly, emphasizing the two syllables. Then have students repeat the word several times. Ask: *Where do you hear the /ar/ sound? Is it in the first or second syllable? (first) Circle the letters ar. Remember that ar makes the single sound /ar/. When we divide a word into syllables, we keep the vowel plus r together. Remind students of the VC/CV pattern. Use your knowledge about syllables to break apart the word. Remember to keep the ar sound together. Draw a line between the syllables in market. Follow this procedure with the sound /ar/ in sorry and the sound /ur/ in thunder.*

Use the routines to teach and practice syllable patterns for the *r*-controlled vowels /ar/ spelled *ar*, /or/ spelled *or, ore, oor,* and /ur/ spelled *ur, ir, ur*.

Phonics, Morphology, and Spelling T • 145

Intervention Activity

PHONOLOGICAL AWARENESS

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



Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Using Letter Tiles, students can set up these incomplete words: *f_ _st*, *v_ _b*, *c_ _b*, *g_ _l*, *b_ _d*. Working in pairs, they can use *er*, *ir*, or *ur* to complete the words. (*first*, *verb*, *curb*, *girl*, *bird*) Students can then sort the words into three groups based on the spelling of the sound /*er*/.



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

Decodable Reader



Have students practice decoding high-frequency words and words with the vowel sound /*er*/ by reading and listening to the Decodable Reader *They Work Hard*.

After students finish reading *They Work Hard*, ask them to look back through the story to find a high-frequency word or a word with the vowel sound /*er*/ . Have students write a sentence using their chosen word.

High-Frequency Words

Prompt students to rewrite the high-frequency words *any*, *pull*, *very*, *were*, and *every* in their notebooks. Then direct them to practice reading each word aloud with a partner.

Centers



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

Decodable Reader

They Work Hard Decodable Reader
Written by Sunil Patel

r-Controlled er
Clerk her
r-Controlled ir
Birds girl
r-Controlled ur
hurt nurse

High-Frequency Words
any every very works
down pull were

17

ALL SPORTS

My mom is a clerk in a store.
We were at her store one time.

18

Her job is to help any kids who like sports.

19

She needs to pull down boxes to help this girl.
She will get her the best fit.

20

L SPORTS

If any kids run or jog, my mom can help.
She works very hard.

21

My dad is a nurse.
He works with a vet to help birds, dogs, and cats.

22

Dad helps every pet that is hurt or sick.
We were there to see him work one time.

23

He works very hard.

24

Use the  **QUICK CHECK** on p. T111 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Today I want to remind you that when readers learn the meanings of new vocabulary words, it helps them understand the text they are reading. Readers can better understand new words and word meanings by reading, writing, drawing, and saying them. Look back at p. 81 in the *Student Interactive* to review the meaning of the word *loved*.

ELL Targeted Support

Help students comprehend the vocabulary words *loved*, *cheered*, *admired*, and *allowed*.

Display simple sentences that include the vocabulary words. Read the sentences aloud, and have students echo. **EMERGING**

Display simple sentences that include these words. Have students take turns reading the sentences to a partner. **DEVELOPING**

Have student partners find sentences in *Jackie Robinson* that use these words. Prompt them to take turns reading the sentences to each other.

EXPANDING

Have student pairs make sentences with these words and read them to others. **BRIDGING**



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

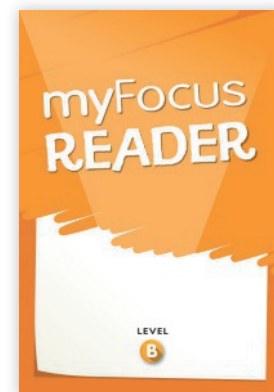
Intervention Activity



myFOCUS READER

Read the text on pp. 44–45 in the *myFocus Reader* with students and use the teaching support online at SavvasRealize.com.

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



Fluency

Assess 2–4 students



PROSODY

Help students choose a short passage in an appropriate leveled reader. Ask pairs to take turns practicing reading their passage at a suitable rate. If needed, model reading aloud not too quickly nor too slowly.

ORAL READING RATE AND ACCURACY

Use pp. 97–102 in Unit 4, Week 2 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.



Conferring

3 students / 3–4 minutes
per conference

DEVELOP VOCABULARY

Talk About Independent Reading Ask students to share their list of verbs ending in *-ed* that they discovered in the text they are reading.

Possible Conference Prompts

- What can the ending *-ed* tell you about a word?
- What helped you understand what the word means?

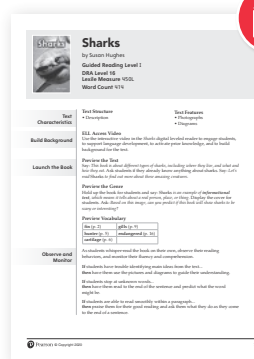
Possible Teaching Point Readers can look at the text around an unknown word to help them understand the word's meaning.

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T92–T93.
- For instructional support on how to determine meanings of past-tense verbs, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together in whole group. Invite students to share some *-ed* verbs they found in their reading. Review the word meanings with the class. Congratulate the students on finding and learning new words.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Jackie Robinson*.
- read a self-selected trade book or their Book Club text.
- partner-read a text, asking each other questions about the book as they read.

Centers



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

Literacy Activities



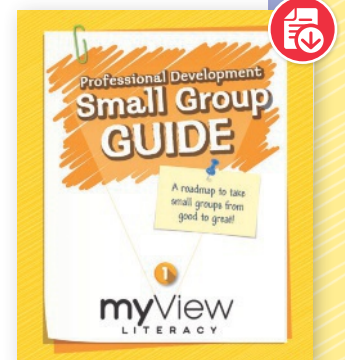
Students can

- work with a partner to discuss and answer the questions on p. 99 in the *Student Interactive*.
- play the myView games.
- work on an activity from the *Resource Download Center*.

SUPPORT INDEPENDENT READING

Have students set goals for their independent reading. Help them create a method they can use to track their progress independently.

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



Word Work

OBJECTIVES

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

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

Decode words with inflectional endings, including -ed, -s, and -es.

Identify and read common high-frequency words.

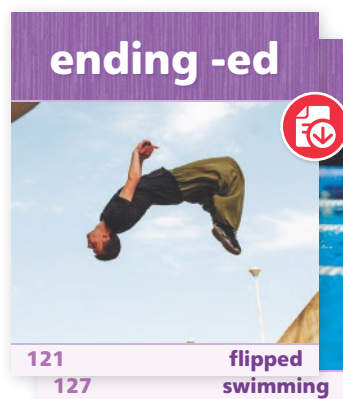
Phonological Awareness: Segment and Blend Phonemes

SEE AND SAY Point to the picture of the bat on p. 69 in the *Student Interactive*. Say: *This is a picture of a bat. Listen to the sounds in bat: /b/ (pause) /a/ (pause) /t/. Say the word with me. Listen carefully to each sound. Now let's blend the sounds to make the word bat.* Repeat with the pictures of *hill* and *field*.

PRACTICE Display the *fox, crab, dress, fan, hen, and jet* Picture Cards. Say the word *fox* and ask students to segment and blend the phonemes. For each word, have students tell how many sounds they hear.



Picture Card



Sound-Spelling Cards
121, 127

Phonics: Decode Words with Endings -ed, -ing

Minilesson

FOCUS Use Sound-Spelling Cards 121 (*flipped*) and 127 (*swimming*) to introduce doubling the final consonant to add the endings *-ed* and *-ing*. Write the word *flip* on the board. Read the word and have students repeat it with you. Say: *I will flip this coin.* Flip a coin. Underline the *p* in *flip*. Say: *The word flip ends in the consonant p.* Write the word *flipped* under the word *flip*. Say: *I flipped that coin a few minutes ago.* Underline the double *p* in *flipped*. Say: *When a word has a short vowel sound and ends in a consonant, the consonant is doubled before the inflectional ending -ed or -ing is added.* Flip the coin several times. Say: *I am flipping this coin.* Write the word *flipping* under the word *flipped*. Have students read all three words as you point to the endings on the words: *flip, flipped, flipping*.

MODEL AND PRACTICE Write the word *hug* on the board and read it aloud. Read the word with students. Point out that the word *hug* has a short vowel sound /u/ and ends in the consonant *g*. Say: *I hugged my puppy yesterday.* Write *hugged* on the board and underline the ending. Say: *I like hugging my puppy.* Write *hugging* on the board. Have students explain how the word *hug* was changed to make the words *hugged* and *hugging*.

APPLY My TURN Have students read the word on the bottom of p. 69 in the *Student Interactive*.



High-Frequency Words

Minilesson

FOCUS Write or display the high-frequency words: *any*, *pull*, *very*, *were*, *every*.


MODEL AND PRACTICE Write *any* on the board. Say: *This is the word any. It has three letters. The letters in any are a, n, and y.* Have students say and spell the word. Then ask them to tell you a sentence using the word. Repeat with the remaining high-frequency words.

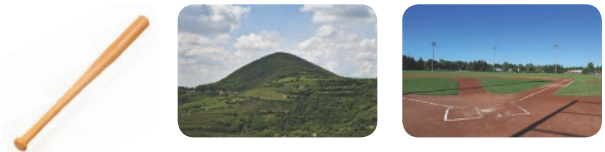
APPLY My TURN Have students identify, read, and write the high-frequency words on p. 70 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 69

Read Together FOUNDATIONAL SKILLS

Segment and Blend Sounds

 **SEE and SAY** Say each sound as you name the pictures. Then name the pictures again.



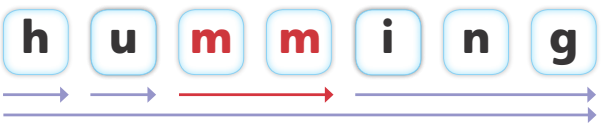
Students should say *bat*, *hill*, *field*.

Adding Endings

When a word has a short vowel sound and ends with a consonant, the consonant is doubled before the inflectional ending **-ed** or **-ing** is added.

MY TURN Read the word.

h u m m i n g



69

STUDENT INTERACTIVE, p. 70


HIGH-FREQUENCY WORDS | PHONICS **Read Together**

My Words to Know

Some words you will see a lot when you read.

MY TURN Identify and read these words.

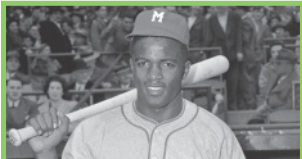
any	pull	very	were	every
-----	------	------	------	-------

 **MY TURN** Use words from the box to complete the sentences. Then read the sentences.

- We were packing the car.
- We got every box.
- I had to pull the very big box.
- Are there any left to grab?

70

Use Text Structure



Jackie Robinson

OBJECTIVE

Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and description with adult assistance.

ACADEMIC VOCABULARY

Integrate As you discuss the text during the Close Read, model using the Academic Vocabulary words and other related words that students have learned:

- My teacher can supply me with paper and a pen to record notes about the book as I read it.
- Jackie Robinson's first experience in Major League Baseball must have been difficult for him.

Minilesson

FOCUS ON STRATEGIES Text structure is how a text is organized. Informational texts can be organized in different ways, such as chronological order or description. The text structure of a biography is usually chronological, or in time order. That means that important events are in the order they actually happened. Authors of biographies often include important dates in a person's life.

- Pay attention to words that tell about order, such as *first* or *then*.
- Look for dates to help you understand the order of events.

MODEL AND PRACTICE Use "Sandra Day O'Connor" on pp. T86–T87 to model using text structure. Say: *In a biography, I can use the text structure to help me understand important events in a person's life. I can look for dates that tell me about real events in chronological order, or time order.* Read aloud the text to students and discuss the dates and sequence words that tell the order. Then have students go back to the Close Read notes on pp. 83, 87, 91, and 95 in the *Student Interactive* and underline the answers.

ELL Targeted Support Use Text Structure Explain that the author of a biography uses dates to tell about important events. Make linguistically accommodated sentence strips with the dates from pp. 80, 82, 85, 86, 94, and 95 in the *Student Interactive*.

Read the strips with students, pointing out the dates. Ask leading questions about the order of events to guide the group to arrange the sentences in order. **EMERGING**

Have students work in pairs to read the sentences aloud, circle the dates, and arrange the sentences in order. **DEVELOPING**

Have pairs read the sentences. Then ask them to use the strips to create a time line of Jackie Robinson's life. **EXPANDING**

Have students use the strips to create a time line of Jackie Robinson's life. Then ask them to share their time lines with the class. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for using text structure.

OPTION 1 MyTURN Have students complete p. 100 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students use their notebooks to list three to five important events in order from a biography or other text they are reading.


✓ QUICK CHECK

Notice and Assess Can students use text structure?

Decide


- **If students struggle**, revisit instruction about text structure in Small Group on pp. T122–T123.
- **If students show understanding**, extend instruction about text structure in Small Group on pp. T122–T123.

STUDENT INTERACTIVE, p. 100

CLOSE READ 

Use Text Structure

Text structure is the way information in a text is organized. A biography can be in chronological order, or time order.

 **MYTURN** Write 1, 2, 3, or 4 to put the events from Jackie Robinson's life in chronological order. Use what you underlined in the text.

3 Jackie was Major League's Rookie of the Year.

4 Jackie played his final season.

2 Jackie plays first base for the Dodgers.

 Jackie began playing baseball for the Monarchs.

100

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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

Photos Tell students that an author can use photos to help readers understand the text. After reading aloud p. 81 in the *Student Interactive*, have students look at the photograph. Ask: *What's going on in this picture? What do you see that makes you say that?*

Guide students in a discussion of the photo and how it helps them understand the text.

Graphic Features

Minilesson

FOCUS ON STRATEGIES There is a saying that goes: "A picture is worth a thousand words." This means that pictures can provide a lot of information. Graphic features, such as photographs, can give the reader details that are not written in the text. Authors place photos in a text to help readers understand it better.

- Use photos to understand more about the text.
- Look closely to see if a photograph provides new information that is not written in the text.

MODEL AND PRACTICE Model using the example on p. 104 in the *Student Interactive* to show students how writers use graphic features. Say: *The author wrote this sentence: "In August of 1945, Robinson met a man named Branch Rickey." To help the reader understand more about who Branch Rickey was, the author placed a photo of him near the text. The photo helps the reader learn more about Rickey as well as what people and places looked like in 1945.*

Handwriting

OBJECTIVE

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

Letters V and v

FOCUS Display uppercase V and lowercase v.

MODEL Model writing uppercase V using correct letter formation and slant. Have students practice writing the letter in the air with their fingers. Then repeat with lowercase v.

Write the words *very*, *van*, *visit*, and *Vinny*, showing proper letter formation and correct letter size. Have students point to the letter Vv in each word.



ASSESS UNDERSTANDING

Apply

TURN, TALK, AND SHARE MyTURN Have students complete the activities on p. 104 in the *Student Interactive* to develop their understanding of how photographs and other graphic features can contribute to reading and writing a text.


STUDENT INTERACTIVE, p. 104

Read Together

AUTHOR'S CRAFT

Read Like a Writer, Write for a Reader

Authors use graphic features, such as photos, to help readers understand more about the text.



In August of 1945, Robinson met a man named **Branch Rickey**.

The author uses the photo to show Branch Rickey.

TURN and TALK Choose a photo from the text and tell why the author uses it.

MYTURN Write about a person you know. Draw a picture of the person.

Possible response:
Tess is the best
storyteller.

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104

Writing Workshop

Help students appreciate how graphic features can add to their writing by showing details that may be too hard for them to explain in words. During conferences, support students' writing by helping them find opportunities to meaningfully include graphic features, such as photographs or drawings, to add information to their writing.

PRACTICE Have students use *Handwriting* p. 226 from the *Resource Download Center* to practice writing words with Vv.



Read Together

Name _____

Handwriting


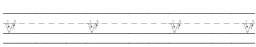
Letters Vv
Where do you start uppercase letter V? What do you do next? How do you finish the letter?

MYTURN Trace the letters. Then write uppercase letter V.

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

MYTURN Trace the letters. Then write lowercase letter v.

Grade 1 • Unit 1 • Week 2 226

Handwriting, p. 226

Use the  **QUICK CHECK** on p. T119 to determine small group instruction.

Teacher-Led Options

Strategy Group



USE TEXT STRUCTURE

Teaching Point In biographies, an author usually arranges the text in chronological order, or time order, so the reader can understand when the events in a person’s life happened.

Guide students to discuss how the author uses both sequence words and dates to support the chronological text structure in *Jackie Robinson*.

ELL Targeted Support

Refer to *Jackie Robinson* in the *Student Interactive* to help students identify chronological order.

Read the last sentence on p. 80 in the *Student Interactive*. Point out the date and ask students why this date is important. Repeat this process with the first sentence on p. 95. Reinforce what happened *first* and *last*. **EMERGING**

Have students work in pairs to read aloud the last sentences on pp. 80 and 86 and the first sentence on p. 95 in the *Student Interactive*. Tell them to circle the dates and determine why these dates are important. Ask students what happened *first*, *next*, and *last*. **DEVELOPING**

Have students read the sentences on pp. 80, 86, and 95 in the *Student Interactive* that include dates. Tell them to circle the dates and determine why these dates are important. Ask students to share their answers with the group, using the words *first*, *next*, and *last*. **EXPANDING/BRIDGING**



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

Intervention Activity



NARRATIVE NONFICTION

Use Lesson 48 in the *myFocus Intervention Teacher’s Guide* for instruction on narrative nonfiction.

LEVEL B • READ

Lesson 48 Genre: Narrative Nonfiction

DIRECTIONS Follow along as your teacher reads aloud “The Real Alice in Wonderland.” Think about how the author presents the facts.


The Real Alice in Wonderland

Meet Alice Liddell. (You say her last name like “fiddle.”) Alice was born a long time ago, in 1852. She died in 1934.

Alice lived a mostly normal life. But as a child she met the writer Lewis Carroll. The year was 1856. He was charmed by her. He called her his muse. That means she made him want to write.

Carroll also took pictures of Alice. Taking pictures in 1850 was not easy! It took a long time. But Alice could sit still. She liked to dress up and pose for the pictures. She liked to hear the stories he told her. By 1862, many of his stories were about a girl named Alice. She loved these stories best. She begged him to write them down for her.

Carroll did write down the stories for her. Three years later, the stories became a book. The title is *Alice in Wonderland*. It is one of the best-selling books of all time.



The pictures of Alice in the book do not look like Alice Liddell. But Carroll wrote the book because of her.

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Reading Informational Text T • 277

Fluency

Assess 2–4 students



PROSODY

Practice one-minute reads. Select an appropriate text and have students read for one minute.

ORAL READING RATE AND ACCURACY

Use pp. 97–102 in Unit 4 Week 2 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes per conference

USE TEXT STRUCTURE

Talk About Independent Reading Ask students to share, in time order, the important events they noted from their reading.

Possible Conference Prompts

- What words helped you figure out the chronological order?
- Did the author use dates, sequence words, or both to show the order of events?

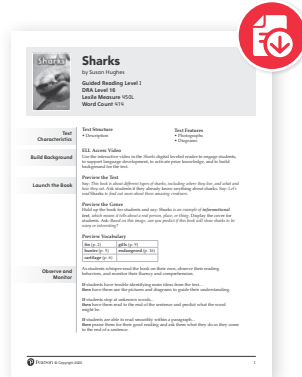
Possible Teaching Point Readers of biographies can look for sequence words and dates to help them understand the order of events in a person’s life. Reading about events in that order can help readers understand why certain events happened and how they are connected.

Leveled Readers



USE TEXT STRUCTURE

- For suggested titles, see “Matching Texts to Learning,” pp. T92–T93.
- For instructional support on how to recognize and use text structure, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Ask a few students to identify two important events, in order, in a biography they are reading independently. Celebrate their accomplishments and progress.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Jackie Robinson*.
- read a self-selected trade book or their Book Club text.
- compare the text structure of their independent reading books with a partner.

Centers



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

Literacy Activities



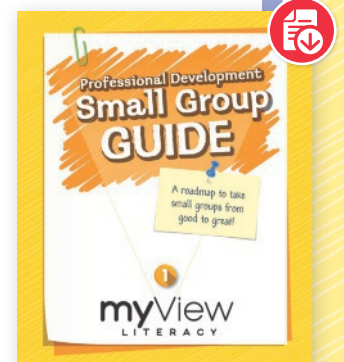
Students can

- practice this week’s word study focus.
- work with a partner to complete p. 100 in the *Student Interactive*.
- play the myView games.
- choose a page from the text and with a partner take turns reading the passage aloud.

SUPPORT PARTNER READING

Students can explore biographies of other famous people during partner reading. Partners can discuss the clues they used to determine the order of events in their book.

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



Word Work

OBJECTIVE

Decode words with inflectional endings, including -ed, -s, and -es.

ADDITIONAL PRACTICE

For additional student practice with endings -ed and -ing, use *Phonics* p. 208 from the *Resource Download Center*.

The screenshot shows a worksheet with the following content:

Phonics
Adding Endings

MY TURN Read the word. Then circle the word that added the ending correctly.

1. bat	bated	batted
2. pat	patting	pating
3. tug	tuged	tugged
4. pop	poping	popping

MY TURN Use a word from the box to complete each sentence. Add -ed and then write the word.

Box: jog, grab, shop

5. Jen shopped for some snacks.

6. Then she jogged home from the store.

7. She grabbed a snack to eat.

Grade 1, Unit 4, Week 2
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Phonics, p. 208

Phonics: Decode and Write Words with Endings -ed, -ing

Minilesson

FOCUS Tell students that when the inflectional ending -ed or -ing is added to a word with a short vowel sound that ends in a consonant, the final consonant is doubled before the ending is added. Write the words *hop*, *hopped*, and *hopping* on the board. Point to each word and have students read it with you.

MODEL AND PRACTICE Write the word *tug* on the board. Ask students to explain what to do to add the ending -ed. Model the change for students, writing the new word, *tugged*, under the word *tug*. Point out that the final consonant *g* was doubled before you added the ending. Repeat for the word *tugging*. Have students read each word and monitor for the correct ending sounds. Continue with the words *stop/stopped/stopping*; *chat/chatted/chatting*; *plug/plugged/plugging*.

TURN, TALK, AND SHARE Have partners decode the words at the top of p. 71 in the *Student Interactive*.

ELL Targeted Support Endings -ed, -ing Inflected endings can be challenging for many English learners, as some languages use no inflected endings and others use many more than English.

Write the word *flip* on the board. Read the word with students. Then display Sound-Spelling Card 121 (*flipped*). Ask students what the boy did. (*He flipped.*) Write the word *flipped* on the board. Ask students to point to the letter that is doubled. Read the word with students. Then repeat the activity with Sound Spelling Card 127 (*swimming*). **EMERGING/DEVELOPING**

Display Sound-Spelling Card 121 (*flipped*) and 127 (*swimming*). Ask students to name the letters that doubled in each word. Then help students write the words *flip* and *swim* with both the -ed and -ing endings. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 MyTURN Have students complete the rest of p. 71 and p. 72 in the *Student Interactive*.

OPTION 2 Independent Activity Give each student two word cards. On the front of each card, write the words *shop*, *step*, *rip*, *beg*, and *hop*. Tell students to write their words on the back of the cards, adding the double consonant and the ending *-ed* to one card and *-ing* to the other card. Tell them to hold up their cards and have their partners read the words on both sides.

QUICK CHECK

Notice and Assess Are students able to decode and write words with the endings *-ed* and *-ing*?

Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T130–T131.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T130–T131.

STUDENT INTERACTIVE, p. 71

Read Together FOUNDATIONAL SKILLS

Adding Endings

TURN and TALK Read these words.

	batted	patted	patting
	popped	hopped	hopping
	hugged	tugged	tugging

MYTURN Add the double consonants to the middle of each word.

jog	jogged	jogging
shop	shopped	shopping
grab	grabbed	grabbing

TURN and TALK Now decode the words.

71

STUDENT INTERACTIVE, p. 72

Read Together PHONICS

Adding Endings

MYTURN Read the sentences. Add the missing consonant to each word that ends in **-ed** or **-ing**.

Hank is runing up the hill.

He sees Jen sitting and humming.

Hank stopped and chatted with Jen.

Then Jen skipped down the hill.

MYTURN Write a sentence of your own. Use a word with **-ed** or **-ing**. **Possible response:**

I went shopping.

72

Decodable Story

OBJECTIVES

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

Decode words with inflectional endings, including -ed, -s, and -es.

Identify and read common high-frequency words.

ELL Access

Some languages do not have a sound that is equivalent to /èr/. Before reading the decodable story, preview the words with the sound /èr/ spelled *ir*, *er*, and *ur*. Reinforce the letters in each word that spell the sound /èr/. Work with students to develop ways to self-correct as they encounter these words in the decodable story.

Read *Kurt Can Help*

FOCUS Have students turn to p. 73 in the *Student Interactive*. Say: *We are going to read a story today about Kurt who is a very good helper.* Point to the title of the story. *The title of the story is Kurt Can Help.* Point to the word *Kurt* in the title. Say: *I hear the sound /èr/ in the word Kurt. How is the sound /èr/ spelled in the word Kurt? Yes, the letters ur spell the sound /èr/.*

IDENTIFY AND READ HIGH-FREQUENCY WORDS Before reading, review this week’s high-frequency words: *any, pull, very, were, every.* Display the words. Have students read them with you. Tell them that they will also practice reading the high-frequency words in the story *Kurt Can Help*.


STUDENT INTERACTIVE, p. 73



DECODABLE STORY
FOUNDATIONAL SKILLS

Kurt Can Help

Kurt likes to help every day.
He planted seeds with Mom.
Some dirt got on her shirt.
The seeds turned into ferns.



AUDIO

Audio with Highlighting

ANNOTATE

Underline the seven words with the same vowel sound as **bird**.

73

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

Have students turn to p. 73 in the *Student Interactive*. Ask: **Which words have the same vowel sound as the word *bird*?** Students should supply the words *Kurt*, *dirt*, *her*, *shirt*, *turned*, and *ferns*. **How is the sound /èr/ spelled in each of these words?** Students should say the sound /èr/ is spelled *ur* in *Kurt* and *turned*; *ir* in *dirt* and *shirt*; *er* in *her* and *ferns*. Have students underline the words.

Have students turn to pp. 74–75. Ask: **Which words on page 74 have the same vowel sound as *her* spelled *ur*?** Students should supply the words *Kurt*, *curb*, and *Kurt*. Have them highlight the words. Ask: **Which words on page 75 have inflectional endings?** Students should supply the words *skipped*, *gripped*, and *rubbed*. Have them underline the words. Ask: **What letter was doubled before the ending was added?** Students should say *p* and *b*.

STUDENT INTERACTIVE, pp. 74–75



DECODABLE STORY

FOUNDATIONAL SKILLS

Kurt will pull the can
to the **curb**.

There were bits of trash
to sort.

Kurt put any plastic in the
blue bin.



Highlight the three words with the
same vowel sound as **her** spelled **ur**.

74

Kurt skipped to the park.

It was very dirty.

He gripped his brush.

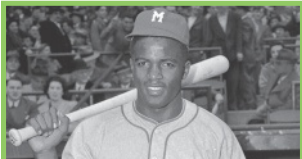
He rubbed it on the slide.



Underline the three words with
inflectional endings.

75

Create New Understandings



Jackie Robinson

OBJECTIVE

Synthesize information to create new understanding with adult assistance.

ACADEMIC VOCABULARY

Integrate As you discuss the text during the Close Read, model using the Academic Vocabulary words and other related words that students have learned:

- Why do you think it was necessary for Jackie Robinson to stand up for himself?
- Now that you have read this text, what information can you supply about experiences in Jackie Robinson's life?

Minilesson

FOCUS ON STRATEGIES Readers can synthesize, or combine, information they read in a text to create new understandings.

- Look for information in the text. What are two ideas you read about?
- Combine the information. What new understanding can you create when you combine these ideas?

MODEL AND PRACTICE Use “Sandra Day O’Connor” on pp. T86–T87 to model synthesizing information. *I read that O’Connor had a hard time finding work. I also read that there were not many jobs for women lawyers. I can combine this information to create a new understanding. O’Connor wanted to work as a lawyer, but she couldn’t because women lawyers had a hard time getting jobs back then.* Have students go back to the Close Read notes on pp. 81 and 93 in the *Student Interactive* and highlight the answers they can use to create a new understanding.

ELL Targeted Support Create New Understandings Have students practice creating new understandings using the information from the Web site “Martin Luther King, Jr.” on *Student Interactive* pp. 64–65.

Help students use sentence starters to identify information in the Web site that they can combine. *I learned that Martin Luther King, Jr. _____. He also _____.* Guide students to create a new understanding using the information they found. **EMERGING/DEVELOPING**

Provide a three-column chart. Tell students to write one piece of information they learned in each of the first two columns. Then, in the third column, have them write the new understanding they create using the information from the first two columns. Ask for volunteers to share their charts.

EXPANDING/BRIDGING

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for synthesizing information to create new understandings.

OPTION 1 My TURN Have students complete the activity on p. 101 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students combine information from their independent reading text to create a new understanding.

QUICK CHECK

Notice and Assess Can students combine information to create new understandings?

Decide

- **If students struggle**, revisit instruction for creating new understandings in Small Group on pp. T132–T133.
- **If students show understanding**, extend instruction for creating new understandings in Small Group on pp. T132–T133.

STUDENT INTERACTIVE, p. 101

Read Together READING WORKSHOP

Create New Understandings

Readers can synthesize, or combine, information they read in a text to learn something new.

MY TURN What new understanding can you come up with about why Jackie Robinson stood up for himself? Look back at what you highlighted in the text. **Possible response:**

He really loved baseball and wanted to keep playing.

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101

Use the  **QUICK CHECK** on p. T125 to determine small group instruction.

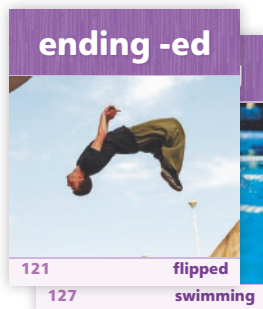
Teacher-Led Options

Word Work Strategy Group

ENDINGS *-ed, -ing*

Sound-Spelling Cards

Display Sound-Spelling Card 121. Say: *The word flipped has the ending -ed. The word flip has a short vowel sound and ends with a consonant, so the consonant p is doubled before adding -ed.* Repeat with Sound-Spelling Card 127 (*swimming*).



Have partners make a picture book featuring drawings of words with the inflected endings *-ed* and *-ing*. Have students label their pictures. Then ask pairs to share their picture books with the group.

ELL Targeted Support

Review the rules for doubling letters before adding endings.

Write the words *grin, hop, jog, nap, and plan*. Tell students you need to add *-ed* and *-ing*. Ask: *Which letter is doubled before adding the ending?* Circle the letter to be doubled. Then write the words with endings. Have students copy the words with the inflected endings and circle the doubled letters in each one.

EMERGING/DEVELOPING

Have students add the endings *-ed* and *-ing* to the following words: *grin, hop, jog, nap, plan*. Have them circle the letter that doubles in each word. **EXPANDING/BRIDGING**



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

Intervention Activity

INFLECTED ENDINGS

Use Lesson 27 in the *myFocus Intervention Teacher's Guide* for instruction on inflectional endings.

LEVEL B • MODEL AND TEACH


Lesson 27 **Inflected Endings**

INTRODUCE Remind students that many words are made up of smaller word parts. In this lesson, you will learn to read words with the word parts *-s, -es, -ed,* and *-ing* and to add endings to words to change their meanings and make new words.

MODEL Display or share copies of the passage "The Cooks" from Student Page S155, and read it aloud. Say: *The words in this story have the endings -s, -es, -ed, and -ing.*

The Cooks

Mai has fixed the grill.
Sal is mixing the batter.
I am tossing the salad.
Kim moved away and misses us.



TEACH Point to the title and the word *Cooks*. An *-s* added to the end of *cook* makes a new word. Cover the word part *-s* and read the root word aloud: *cook*. Then cover the root word and read the word part *-s* aloud: */s/*. The *s* in *cooks* makes the sound */s/*. *Cooks* means "more than one cook." The letter *s* can have the sound */s/* as in *cooks* or the sound */z/* as in *legs*.

Explain that action words such as *fix, mix, toss, move,* and *miss* have endings to show when actions happen. Then point to *fixed* and *mixing* in the story and read the words aloud. Say: *When we add -ed or -ing to action words, such as fix or mix, we tell when actions happen. These endings change the meanings of the words.*

Phonics, Morphology, and Spelling T • 155

Intervention Activity

PHONOLOGICAL AWARENESS

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

Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Students can build these words using Letter Tiles: *stopped, grinned, dropping, dripping*. They can then connect the four words end-to-end. The final letter of the first word has to be the same as the first letter of the next word. The last letter of that word must be the same as the first letter of the next word. (*stopped-dropping-grinned-dripping*)



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

Decodable Reader



When students read and listen to the Decodable Reader, *A New Shirt*, they can practice reading words with inflectional endings and high-frequency words.

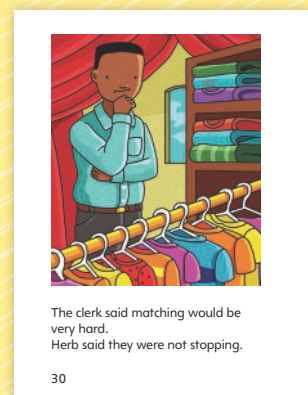
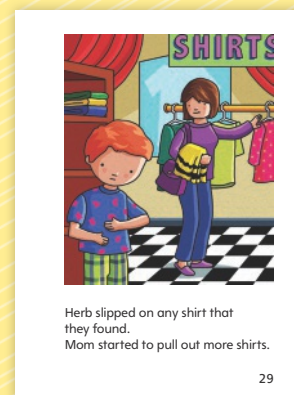
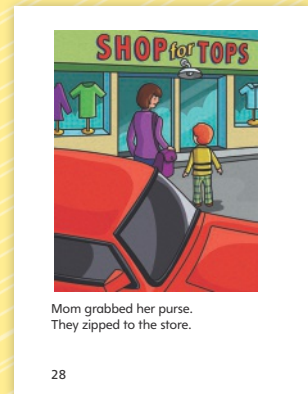
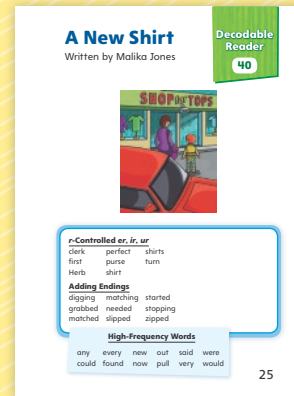
Have students place a sticky note near high-frequency words and words ending in -ed or -ing in the text. Then have students write the word in their notebooks.

Centers



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

Decodable Reader



Use the  **QUICK CHECK** on p. T129 to determine small group instruction.

Teacher-Led Options

Strategy Group



CREATE NEW UNDERSTANDINGS

Teaching Point Readers can use two ideas they read in a text to create a new understanding about the subject or topic. Readers combine, or synthesize, the information to learn something new. Have students use the biography *Jackie Robinson* to practice synthesizing information.

ELL Targeted Support

Use a visual that depicts the synthesis process. Draw three boxes horizontally in an addition equation format—two to show pieces of information found in the text, and one to show the new understanding. Leave space to write in the boxes.

Use the visual to guide students through the synthesis process. Fill in the first two boxes with text about how Robinson was a good player and how he loved the game. Guide students to a new understanding by combining these ideas. Write that new understanding in the last box.

EMERGING

Have students locate information about Robinson's baseball skills. Then help them combine these ideas to understand that this is why Rickey chose Robinson to play for the Dodgers. Use their responses to fill in the boxes.

DEVELOPING

Tell students to copy the visual. Then have pairs participate in a Think-Pair-Share activity to fill in each box. **EXPANDING/BRIDGING**



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

Intervention Activity



NARRATIVE NONFICTION

Use Lesson 48 in the *myFocus Intervention Teacher's Guide* for instruction on narrative nonfiction.

LEVEL B • READ

Lesson 48 Genre: Narrative Nonfiction

DIRECTIONS Follow along as your teacher reads aloud "The Real Alice in Wonderland." Think about how the author presents the facts.


The Real Alice in Wonderland

Meet Alice Liddell. (You say her last name like "fiddle.") Alice was born a long time ago, in 1852. She died in 1934.

Alice lived a mostly normal life. But as a child she met the writer Lewis Carroll. The year was 1856. He was charmed by her. He called her his muse. That means she made him want to write.

Carroll also took pictures of Alice. Taking pictures in 1850 was not easy! It took a long time. But Alice could sit still. She liked to dress up and pose for the pictures. She liked to hear the stories he told her. By 1862, many of his stories were about a girl named Alice. She loved these stories best. She begged him to write them down for her.

Carroll did write down the stories for her. Three years later, the stories became a book. The title is *Alice in Wonderland*. It is one of the best-selling books of all time.



The pictures of Alice in the book do not look like Alice Liddell. But Carroll wrote the book because of her.

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Reading Informational Text T • 277

Fluency

Assess 2–4 students



PROSODY

Have partners practice reading a passage at an appropriate rate.

ORAL READING RATE AND ACCURACY

Use pp. 97–102 in Unit 4 Week 2 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes per conference

CREATE NEW UNDERSTANDINGS

Talk About Independent Reading Ask students to share a new understanding they made.

Possible Conference Prompts

- What information from the text did you combine to create a new understanding?
- What is your new understanding?

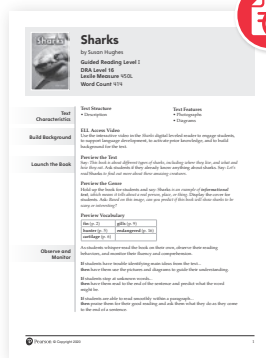
Possible Teaching Point Readers notice how their thinking changes as they read. When they finish a text, they can combine the information they read in new ways.

Leveled Readers



CREATE NEW UNDERSTANDINGS

- For suggested titles, see “Matching Texts to Learning,” pp. T92–T93.
- For instructional support on creating new understandings, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Ask one student to share a new understanding he or she made during independent reading. Congratulate the student on this accomplishment.

Independent/Collaborative

Independent Reading



Students can

- reread and/or listen to *Jackie Robinson* or another text they previously read.
- read a trade book or their Book Club text.
- practice creating new understandings about their independent text with a partner.

Centers



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

Literacy Activities



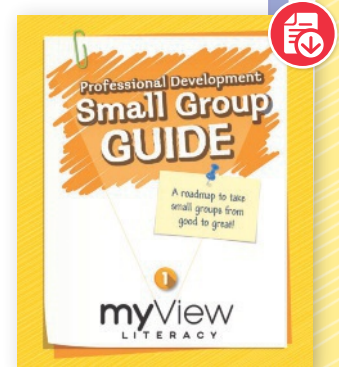
Students can

- complete and discuss with a partner the activity on p. 101 in the *Student Interactive*.
- write about their reading in a notebook.
- play the myView games.

SUPPORT INDEPENDENT READING

As students read independently, look for opportunities to tell them what they are doing well.

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



Word Work

OBJECTIVES

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

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

Decode words with inflectional endings, including -ed, -s, and -es.

Identify and read common high-frequency words.

ADDITIONAL PRACTICE

For additional student practice with high-frequency words, use *My Words to Know* p. 218 from the *Resource Download Center*.

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My Words to Know, p. 218

Phonological Awareness: Change Phonemes

MODEL Model recognizing the change in spoken words when a phoneme is changed. Listen as I say the sounds in the word *curl*: /k/ /ər/ /l/. Now I'll say the sounds in another word: /k/ /är/ /l/ (pause) *Carl*. What changed in *curl* to make *Carl*? Yes, the sound /ər/ in *curl* changed to the sound /är/ in *Carl*. Say the sounds in the words with me.

PRACTICE Have students recognize the change in each word pair when a phoneme is changed: *Bert/Bart*, *parch/perch*, *far/fur*, *stir/star*, *park/perk*, *Kurt/cart*, *dart/dirt*, *farm/firm*, *burr/bar*.

Phonics: Spiral Review r-Controlled Vowel ar; Inflectional Ending -es, Plural -es

Minilesson

FOCUS Write the word *far*. Point to and read the word, emphasizing the vowel sound /är/. Say: I hear the sound /är/ in the word *far*. Have students repeat the word with you. Have students name the letters that spell the sound /är/ in *far*. (*ar*) Write the words *dishes* on the board. Tell students that the ending -es is added to words that end in *s*, *ch*, *sh*, or *x*. Read the word *dishes*, emphasizing the ending sound. Then have students tell what letters the word *dish* ends in. (*sh*) Repeat with the word *catches*.

MODEL AND PRACTICE Write each of the words listed below. Have students point to a word and read it.

starches buses marshes boxes marches mixes



ELL Targeted Support Auditory and Visual Connections Use pictures that represent words with sound-spellings students have learned this week and in previous weeks, such as *girl*, *dirt*, *shirt*, and *brushes*. Point out that the words name people or things. Help students use the singular and plural nouns in sentences.

Point to an image and ask if it shows one or more than one. Then have students use the word in a simple sentence. Provide sentence frames: There is _____. There are _____. **EMERGING/DEVELOPING**

Have students identify the word for each image. Then ask them to choose a word and use “There is” and “There are” to say sentences using the noun in the singular and plural form. **EXPANDING/BRIDGING**

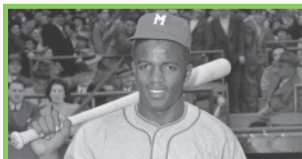
HIGH-FREQUENCY WORDS



Give students a list of all high-frequency words to date, including this week’s words: *any*, *pull*, *very*, *were*, *every*. Help student pairs divide the list into an equal number of words for both. Students then write their assigned words on index cards in order to use them as flash cards.

Have partners take turns holding up a card for their partner to spell and read. If the student does it correctly, he or she keeps the card. If the student is incorrect, the card goes back in the stack.

Reflect and Share



Jackie Robinson

OBJECTIVES

Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

Write brief comments on literary or informational texts.

Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Use text evidence to support an appropriate response.

Respond to the comments of others through multiple exchanges.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words and other related words that students have learned to discuss the Weekly Question and unit theme.

Ask students:

- What is necessary for someone to make a difference?
- Why do some people record the experiences of others?

Write to Sources

Minilesson

FOCUS ON STRATEGIES Explain that readers often write brief comments on the texts they read. When they write to compare two biographies, they should

- find examples, or text evidence, that show how the texts are alike and different.
- explain how the examples support their ideas.

MODEL AND PRACTICE Model finding text evidence to support ideas using the prompt on p. 102 in the *Student Interactive*. *I know that when Robinson started to play for the Dodgers, it was hard on him. I will look for examples, or text evidence, to support this idea. On page 89, the text says, “But some booed. They did not like having an African American play in the Major League.” This tells me that some fans were not nice to Robinson. This supports my idea that playing for the Dodgers was hard on him.* Repeat the process with the Read Aloud “Sandra Day O’Connor” on pp. T86–T87, using text evidence about her difficulties finding a job. Then ask: *Based on the text evidence, how are Jackie Robinson and Sandra Day O’Connor similar?*

ELL Targeted Support Use Text Evidence Tell students that they should use the text to support their ideas. Model finding text evidence to support this statement: *Jackie Robinson played many sports.*

Read aloud p. 81 in the *Student Interactive*. Ask leading questions about which sports Robinson played and how the text supports your idea.

EMERGING

Have students find details on p. 81 in the *Student Interactive* that support the statement you wrote. **DEVELOPING**

Have students read p. 81 in the *Student Interactive* and write their own sentence(s) to tell which sports Robinson played. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for making comparisons across texts.

OPTION 1 Use the Shared Read Have students write about how *Jackie Robinson* and another biography they have read are similar or different. Tell them to include text evidence to support their response.

OPTION 2 Use Independent Text Have students use a compare-and-contrast graphic organizer to write ways in which two texts they have read are alike and different.

QUICK CHECK

Notice and Assess Can students make comparisons across texts?

Decide

- **If students struggle**, revisit instruction in Small Group on pp. T138–T139.
- **If students show understanding**, extend instruction in Small Group on pp. T138–T139.

WEEKLY QUESTION Have students use evidence from the texts they read this week to respond to the Weekly Question. Tell them to discuss in small groups. Have students discuss some difficulties the person who changed the world had to overcome.

STUDENT INTERACTIVE, p. 102


RESPOND TO TEXT

Read Together

Reflect and Share

Write to Sources

You read a biography of Jackie Robinson. On a separate sheet of paper, write about another biography you have read. Use text evidence to show how the biographies are similar or different.



Use Text Evidence

Text evidence is details from the text that support your ideas. When writing about texts, you should:


- Find examples in the text.
- Explain how the examples support your ideas.

Weekly Question

How can a person's actions change the world?

102

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Use the  **QUICK CHECK** on p. T137 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point When you read different biographies, you can compare them to see how they are alike and different. Use the “Martin Luther King, Jr.” Web site on pp. 64–65 in the *Student Interactive* and *Jackie Robinson* to help students identify similarities and differences between biographical texts.

ELL Targeted Support

Help students compare the Web site and the text.

Ask leading questions about what is the same and different about the two texts. Have students share information from the texts in their response. Point out that they both are about people who changed the world. **EMERGING**

Have pairs use sentence frames to share information about what is the same and different about the two texts. *The Web site and text are similar because _____. They are different because _____. **DEVELOPING***

Have student pairs write sentences to explain the similarities and differences between the texts. Ask volunteers to share their sentences with the class. **EXPANDING**

Have partners share information about the similarities and differences in the texts. Ask them to use text evidence to support their ideas.

BRIDGING



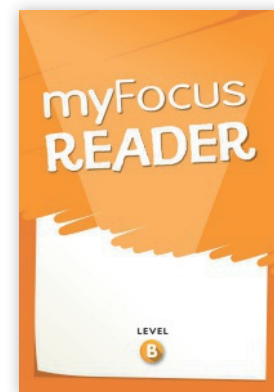
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



myFOCUS READER

Reread the text on pp. 44–45 with students. Use the teaching support online at SavvasRealize.com to engage students in writing about how the texts they read this week support their understanding of how a person’s actions can change the world. Encourage them to use the Academic Vocabulary words.



On-Level and Advanced



INQUIRY

Organize Information and Communicate

Help students organize the information they collected on an important person who has changed the world into a format they can share with others.

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

See *Extension Activities* pp. 266–270 in the *Resource Download Center*.

Conferring

3 students / 3–4 minutes per conference

COMPARE TEXTS

Talk About Independent Reading Ask students to share what they wrote in their graphic organizers.

Possible Conference Prompts

- How are the texts alike and different?
- What text evidence can you use to explain how they are alike and different?

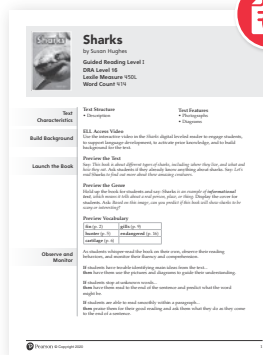
Possible Teaching Point A T-chart or Venn diagram can help readers organize information to better understand how two texts are alike and different.

Leveled Readers



COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T92–T93.
- For instructional support on comparing and contrasting texts, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together. Have volunteers share how the texts they read were similar and different.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to “Martin Luther King, Jr.” with a partner.
- read a self-selected text.
- reread or listen to their leveled reader.

Centers



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

Literacy Activities



Students can

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

BOOK CLUB



See Book Club pp. T486–T489 for

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

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 people who have made history.
- I can make and use words to connect reading and writing.
- I can write a personal narrative.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

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

Materials

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

LESSON 1

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T144–T145
 - » Phonological Awareness: Final Sounds
 - » Phonics: Decode Words with Comparative Endings
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T146–T147
- Listening Comprehension: Read Aloud: “From Horse to Car” T148–T149
- Historical Fiction T150–T151
 - ☑ Quick Check T151

READING BRIDGE

- Academic Vocabulary: Context Clues T152–T153
- Handwriting: Letters Yy T152–T153

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T157
- Strategy, Intervention, and On-Level/Advanced Activities T156
- ELL Targeted Support T156
- Conferring T157

INDEPENDENT/COLLABORATIVE

- Independent Reading T157
- Literacy Activities T157

BOOK CLUB T157 **SEL**

WRITING WORKSHOP

MINILESSON

- Personal Narrative T372–T373
 - » What Happens First
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T373
- Conferences T370

WRITING BRIDGE

- Spelling: Spell Words That Compare T374
 - ☑ Assess Prior Knowledge T374
- Language & Conventions: Spiral Review: Past Tense Verbs T375

LESSON 2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T158–T159
 - » Phonics: Decode and Write Words with Comparative Endings
 - ☑ Quick Check T159
 - » High-Frequency Words

SHARED READ

- Introduce the Text T160–T165
 - » Preview Vocabulary
 - » Read: *Before the Railroad Came*
- Respond and Analyze T166–T167
 - » My View
 - » Develop Vocabulary
 - ☑ Quick Check T167
 - » Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T168
- Guided Reading/Leveled Readers T171
- Strategy and Intervention Activities T168, T170
- Fluency T170 • Conferring T171
- ELL Targeted Support T168, T170

INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T169
- Independent Reading T171
- Literacy Activities T171
- Partner Reading T171

WRITING WORKSHOP

MINILESSON

- Personal Narrative T376–T377
 - » Explore What Happens Next
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T377
- Conferences T370

WRITING BRIDGE

- Spelling: Teach Spell Words That Compare T378
- Language & Conventions: Oral Language: Verbs T379

LESSON 3

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T172–T173
 - » Phonological Awareness: Final Sounds
 - » Phonics: Decode Words with Trigraph *dge*
 - » High-Frequency Words

CLOSE READ

- Determine Theme T174–T175
- Close Read: *Before the Railroad Came*
 - ✔ **Quick Check** T175

READING BRIDGE

- Read Like a Writer, Write for a Reader: First-Person Text T176–T177
- Handwriting: Letters *Ww* T176–T177

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T179
- Strategy and Intervention Activities T178
- Fluency T178 • Conferring T179
- ELL Targeted Support T178

INDEPENDENT/COLLABORATIVE

- Independent Reading T179
- Literacy Activities T179

WRITING WORKSHOP

MINILESSON

- Personal Narrative T380–T381
 - » Apply What Happens Next
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T381
- Conferences T370

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Review and More Practice: Spell Words That Compare T382
- Language & Conventions: Teach Future Tense Verbs T383

LESSON 4

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T180–T181
 - » Phonics: Decode and Write Words with Trigraph *dge*
 - ✔ **Quick Check** T181
 - » Decodable Story: Read *Cars by Bob* T182–T183

CLOSE READ

- Make Connections T184–T185
- Close Read: *Before the Railroad Came*
 - ✔ **Quick Check** T185

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T186
- Guided Reading/Leveled Readers T189
- Strategy and Intervention Activities T186, T188
- Fluency T188 • Conferring T189
- ELL Targeted Support T186, T188

INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T187
- Independent Reading T189
- Literacy Activities T189

WRITING WORKSHOP

MINILESSON

- Personal Narrative T384–T385
 - » Explore What Happens Last
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T385
- Conferences T370

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Spiral Review T386
- Language & Conventions: Practice Future Tense Verbs T387

LESSON 5

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T190–T191
 - » Phonological Awareness: Remove Phonemes
 - » Phonics: Spiral Review: Spiral Review *r*-Controlled Vowels *er, ir, ur*; Adding Endings *-ed, -ing*
 - » High-Frequency Words

COMPARE TEXTS

- Reflect and Share T192–T193
 - » Talk About It
 - ✔ **Quick Check** T193
 - » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T195
- Strategy, Intervention, and On-Level/Advanced Activities T194
- ELL Targeted Support T194
- Conferring T195

INDEPENDENT/COLLABORATIVE

- Independent Reading T195
- Literacy Activities T195

BOOK CLUB T195 **SEL**

WRITING WORKSHOP

MINILESSON

- Personal Narrative T388
 - » Apply What Happens Last
 - » Share Back

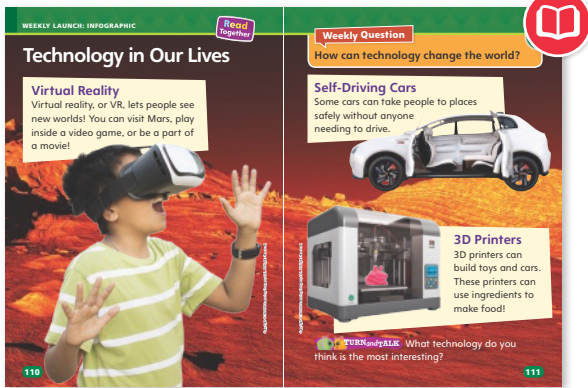
INDEPENDENT WRITING

- **WRITING CLUB** T388–T389 **SEL**
- Conferences T370

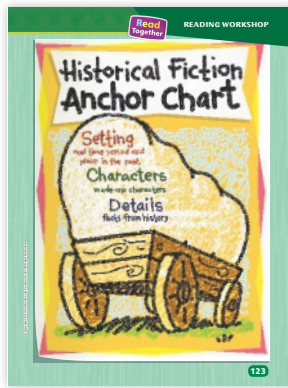
WRITING BRIDGE

- Spelling: Spell Words That Compare T390
 - ✔ **Assess Understanding** T390
- Language & Conventions: Standards Practice T391

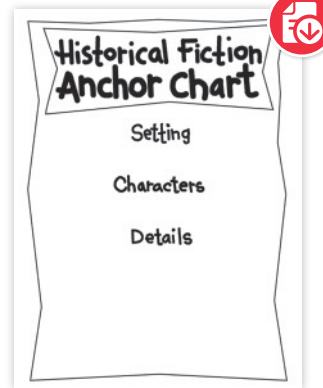
Materials



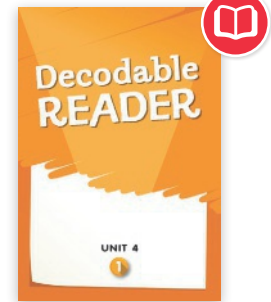
INFOGRAPHIC
"Technology in Our Lives"



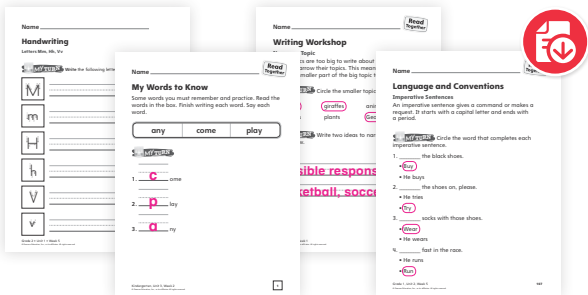
READING ANCHOR CHART
Historical Fiction



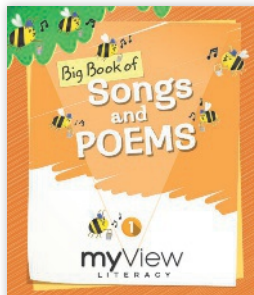
EDITABLE ANCHOR CHART
Historical Fiction



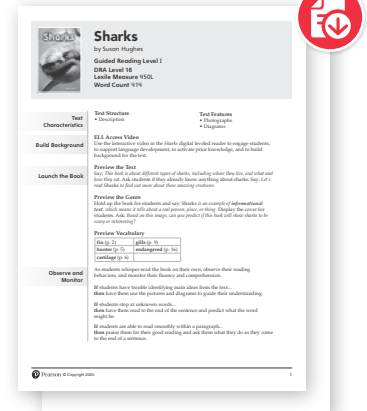
DECODABLE READER



RESOURCE DOWNLOAD CENTER
Additional Practice



SONGS AND POEMS BIG BOOK



LEVELED READER TEACHER'S GUIDE

Words of the Week

High-Frequency Words

away
light
never
our
pretty

Develop Vocabulary

cattle
drive
railroad
ranch

Spelling Words

faster
fastest
short
shorter
shortest
slow
slower
slowest
away
pretty

Unit Academic Vocabulary

experience
necessary
record
supply

WEEK 3 LESSON 1 READING WORKSHOP GENRE & THEME

Listening Comprehension

OBJECTIVES
Listen actively. Use relevant questions to clarify information, and answer questions about main ideas and details.
Use appropriate fancy dress, props, and costumes when acting to give voice to text.

Read Aloud
Tell students you are going to read aloud a text that is historical fiction. Have them take on the role of "From Horse to Car." Encourage students to be active listeners by looking at you and thinking about what you are reading.

START-UP
READ-ALOUD ROUTINE
Purpose: Have students listen actively for elements of historical fiction.
Read: the entire text aloud, without stopping for the "Think Aloud" callouts.
Respond: the text aloud, pausing to model "Think Aloud" strategies related to the genre.

From Horse to Car
Traveling was never fun. Sure, the horse and buggy was a faster way to travel than walking. But Teresa and Thad's family planned to move west to find a better life and more land. They were not looking forward to the long trip. It would take weeks. Maybe even months!

Teresa had heard about a man named Henry Ford in her one-room schoolhouse. Mr. Ford had invented a buggy that moved without horses!

Teresa told Thad about it when she got home. Thad was too young for school but never too young to dream of new things and a changing world.

Thad could hardly imagine a buggy with a motor, even though he had heard about it from a neighbor.

THINK ALOUD Answer the questions that follow and then write your own "Think Aloud" response to the text. Be sure to include the text evidence that supports your answer.

TH3B UNIT 4 WEEK 3

READ ALOUD
"From Horse to Car"



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

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

PLANNING
Interactive Read Aloud:
• Select a text from the Read Aloud Trade Book Library or the school or classroom library.
• Read the text aloud to the students.
• Determine the Teaching Point.
• Write your own questions and model "Think Aloud" callouts, notes, and cues in the book at the points where you plan to stop to interact with students.
• Discuss key vocabulary essential for understanding.

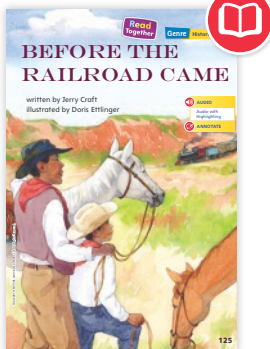
BEFORE READING
Interactive Read Aloud:
• Show the cover of the book to introduce the title, author, illustrator, and genre.
• Ask the big, open or focused question.
• Point out interesting artwork or photos.
• Gather prior knowledge and build essential background necessary for understanding.
• Discuss key vocabulary essential for understanding.

DURING READING
Interactive Read Aloud:
• You can choose to stop and reading to students get the gist of the story and apply "Think Aloud" and open-ended questioning for a deeper dive into the text.
• Read with expression to draw in listeners.
• Ask questions to engage the discussion and draw attention to the teaching point.
• Use "Think Aloud" to model strategies and make sure you use it liberally, consistently and consistently modeling that text.
• Help students make connections to their own experiences, text they have read or learned in the past, or the world.

AFTER READING
Interactive Read Aloud:
• Summarize and allow students to share thoughts about the story.
• Engage student conversation by modeling the "Think Aloud" callouts of the story.
• Choose and assign a Student Response Form available on ReadAloud.com.

Finalize Teaching Points
• Record the story.
• Record the questions.
• Determine the Teaching Point.
• Determine the Focus.
• Determine the Genre.
• Determine the Author.

INTERACTIVE READ ALOUD LESSON PLAN GUIDE



SHARED READ
Before the Railroad Came

BOOK CLUB

Titles related to Spotlight Genre and Theme: T490-T493

Mentor STACK

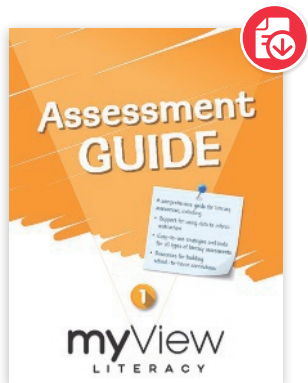
Writing Workshop T369

LITERACY STATIONS

SCOUT

Assessment Options for the Week

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



ASSESSMENT GUIDE

Word Work

OBJECTIVES

Demonstrate phonological awareness.

Decode words with inflectional endings, including -ed, -s, and -es.

Identify and read common high-frequency words.



Sound-Spelling Cards 123, 125

FOUNDATIONAL SKILLS

EXTENSION

See p. T162 for a comparative endings extension activity that can be used as the text is read.

Phonological Awareness: Final Sounds

SEE AND SAY Point to the picture of the first elephant on p. 112 in the *Student Interactive*. Say: **This is a big elephant.** Point to the second elephant. Say: **Let's compare these two elephants. Which elephant is bigger, the first one or the second one? Yes, the second elephant is bigger than the first one.** Ask students to say the sound that was added to the word *big* to make the word *bigger*. Continue with the third elephant, the word *biggest*, and the ending sound /est/.

PRACTICE Use objects in the room to have students compare. For example, choose three books of different sizes. Have students compare the books, using the words *big*, *bigger*, and *biggest*. Ask students to identify the ending sounds /er/ and /est/.

Phonics: Decode Words with Comparative Endings

Minilesson

FOCUS Tell students that the ending *-er* can be added to adjectives to compare two things. The ending *-est* can be added to adjectives to compare three or more things. Use Sound-Spelling Card 123 (*taller*) to introduce the comparative ending *-er*. Write the word *taller* on the board and underline the ending *-er*. Use pictures of trees to demonstrate the meaning of the word *taller*. Introduce the comparative ending *-est* using Sound-Spelling Card 125 (*smallest*).

MODEL AND PRACTICE Write the word *fast*. Model how to add the endings *-er* and *-est* and then read the words. Have students do the same with the words *dark* and *calm*.

APPLY MyTURN Have students read the words on the bottom of p. 112 in the *Student Interactive*.



ELL Targeted Support Comparative Endings Many languages do not use inflected endings to indicate comparisons. Help students understand the meaning of the comparative endings *-er* and *-est*.

Write the words *hard*, *harder*, and *hardest*. Read the words. Ask students to point to the endings *-er* and *-est*. Then use three objects that are hard, harder, and hardest. Have students arrange the objects in order to match the order of the words. **EMERGING/DEVELOPING**

Write the words *hard*, *harder*, and *hardest*. Ask students to tell how the words are different. (Two words have endings.) Then have them read the words and explain the meanings of the endings. **EXPANDING/BRIDGING**

HIGH-FREQUENCY WORDS



Write the high-frequency words *our*, *away*, *light*, *never*, *pretty*.

- Point to each word as you read it.
- Have students spell and say the words with you.
- Tell students to practice writing the words in a notebook.

our

never

away

pretty

light

STUDENT INTERACTIVE, p. 112

PHONOLOGICAL AWARENESS | PHONICS

Read
Together

Final Sounds

SEE and SAY Look at the first big elephant. Compare the sizes of the elephants. Use the final sounds *er* and *est*.



Students should say **big, bigger, biggest**.

Comparative Endings

The *-er* ending can be added to an adjective to compare two things.

The *-est* ending can be added to an adjective to compare three or more things.

MY TURN Read each word.

soft

softer

softest

Interact with Sources

OBJECTIVE

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

ACADEMIC VOCABULARY

Language of Ideas Academic Vocabulary helps students access ideas. After you discuss the infographic, ask: *Why is it important to record information about events from the past? Why is it necessary and helpful to invent new technology?*

- record
- supply
- necessary
- experience



Songs and Poems Big Book

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

Explore the Infographic

Remind students of the Essential Question for Unit 4: *Why is the past important?* Point out the Weekly Question: *How can technology change the world?*

Direct students' attention to the infographic on pp. 110–111 in the *Student Interactive*. Tell students that an infographic is a text that gives information through words and pictures. Ask students to read the infographic and discuss some of the ways technology has changed the world.

Display the following statements as ideas the group might discuss:

- Which kind of technology in the infographic do you think is the most helpful? Why?
- Just like the self-driving car today, the very first cars that people drove were examples of technology. Why is this?
- What are some uses you can think of for a three-dimensional (3D) printer?

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

TURN, TALK, AND SHARE Ask partners to discuss the technology described in the infographic that they think is the most interesting. Tell them to circle that technology. Then ask them to discuss new kinds of technology they think people might see in the future.

WEEKLY QUESTION Remind students of the Weekly Question: *How can technology change the world?* Explain that all these kinds of technology have made big differences in the world. Explain that students will learn more about ways technology has changed the world.

EXPERT'S VIEW Jim Cummins, Professor Emeritus, University of Toronto



“Getting access to literacy is a powerful way of expanding students' sense of self. When students listen to stories, read books, and start writing about things that interest them, they gain confidence in what they are capable of achieving. Writing becomes an expression of self.”

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

ELL Targeted Support Visual and Contextual Support Read aloud the paragraph that provides information about each image.

Ask students leading questions about the visuals. Discuss how they represent technology. **EMERGING**

Have student pairs take turns reading aloud sections of the infographic. Direct the reader to ask the listener how the visuals help him or her understand what that piece of technology is. **DEVELOPING**

Have students work with a partner to find text in the infographic that helps them understand more about each piece of technology. **EXPANDING**

Have students silently read the infographic. Then organize students into small groups and ask them to locate a few other visuals of technology. Have each group show its visuals and explain how the visual support helped them understand more about those pieces of technology. **BRIDGING**

STUDENT INTERACTIVE, pp. 110–111

WEEKLY LAUNCH: INFOGRAPHIC

Read Together

Weekly Question WEEK 3
How can technology change the world?

Technology in Our Lives

Virtual Reality

Virtual reality, or VR, lets people see new worlds! You can visit Mars, play inside a video game, or be a part of a movie!

Self-Driving Cars

Some cars can take people to places safely without anyone needing to drive.

3D Printers

3D printers can build toys and cars. These printers can use ingredients to make food!

TURN and TALK What technology do you think is the most interesting?

110 111

Listening Comprehension

OBJECTIVES

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


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

Discuss topics and determine theme using text evidence with adult assistance.

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

FLUENCY

After completing the Read-Aloud routine, display “From Horse to Car.” Model reading aloud the first three paragraphs of the text, asking students to pay attention to the way you read. Explain that fluency in reading historical fiction is about reading aloud with expression and phrasing that show how characters feel and what they think. Tell students that this week, they will read historical fiction texts. Point out that when it is time to read the texts, students should practice reading with appropriate expression and phrasing.

 **THINK ALOUD** Analyze **Historical Fiction** After you reread the first three paragraphs, say: *Teresa and Thad are characters that seem real, so I know this is fiction. But I can tell that the story takes place a long time ago. I've heard of one-room schoolhouses. All of this makes me think this text is historical fiction.*

Read Aloud

Tell students you are going to read aloud a text that is historical fiction. Have them listen as you read “From Horse to Car.” Encourage students to be active listeners by looking at you and thinking about what you are reading.

START-UP

READ-ALOUD ROUTINE

Purpose Have students listen actively for elements of historical fiction.

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

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

From Horse to Car

Traveling was never fun. Sure, the horse and buggy was a faster way to travel than walking. But Teresa and Thad’s family planned to move west to find a better life and more land. They were not looking forward to the long trip. It would take weeks. Maybe even months!

Teresa had heard about a man named Henry Ford in her one-room schoolhouse. Mr. Ford had invented a buggy that moved without horses!

Teresa told Thad about it when she got home. Thad was too young for school but never too young to dream of new things and a changing world.

Thad could hardly imagine a buggy with a motor, even though he had heard about it from a neighbor.



“From Horse to Car,” continued

Later that day, Teresa and Thad heard a commotion outside. They ran outside to see what all the fuss was about.

“An automobile!” squealed Teresa and Thad. They were grateful that their trip west would be much faster, thanks to the invention of the automobile.

**THINK ALOUD Analyze**

Historical Fiction After you reread the paragraphs on this page, say:

There are more details that show me these events happened a long time ago. We see *automobiles*, or cars, all the time. But a long time ago, most people did not have automobiles. I can tell that characters in this story have never seen an automobile. These details tell me this is historical fiction.

ELL Targeted Support Taking Notes Reread aloud “From Horse to Car.” Help students demonstrate listening comprehension by taking notes about the Read Aloud.

Demonstrate how to take notes about the Read Aloud using words, symbols (check marks, Xs, etc.), and pictures. Guide students to replicate your model. **EMERGING**

Have students work in pairs to take notes about the Read Aloud using words, symbols, or pictures. Ask pairs to share their notes. **DEVELOPING**

Have students take notes about the Read Aloud using words, symbols, or pictures. Then ask them to use their notes to discuss the Read Aloud with a partner. **EXPANDING**

Have students take notes about the Read Aloud using words, symbols, or pictures. Then have them use their notes to make a poster about the Read Aloud with a partner. Ask pairs to present their posters to the class. **BRIDGING**

FLEXIBLE OPTION
INTERACTIVE**Trade Book Read Aloud**

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

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

**WRAP-UP****From Horse to Car**

Are the characters real people? How do you know?

Did the events really happen? How do you know?

Did the events happen long ago? How do you know?

Ask students: **How can you tell that this text is historical fiction?** Use the chart to record student responses. Explain that all of these elements are characteristics of historical fiction texts.

Historical Fiction

LEARNING GOAL

I can read about people who have made history.

OBJECTIVE

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

LANGUAGE OF THE GENRE

As you review the Anchor Chart, check to make certain students understand the words that help them talk about historical fiction.

- characters
- events
- history
- past
- theme
- setting

FLEXIBLE OPTION



ANCHOR CHARTS

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

- Have students discuss the ways they can tell a text is historical fiction.
- Tell students to look for details that are not from real life.
- Have students look for events that happened in the past.
- Add to the anchor chart as students learn about the genre.

ELL Language Transfer

Cognates Point out Spanish cognates related to historical fiction.

- historical : *histórico*
- fiction : *ficción*
- event : *evento*
- theme : *tema*

Minilesson

FOCUS ON STRATEGIES Historical fiction is one type of fiction. It is a made-up story, but it happens in a real time and place in the past. Most or all of the characters are imaginary. The events in the text may have happened in real life or be made-up, but they all happened long ago.

- Pay attention to the setting. When and where does the story take place? If it is set in the past, the text is historical.
- Think about the characters. Characters seem like real people.
- Think about the events in the story. Are some of them made up? If the events really happened to a real person, you may be reading a biography and not historical fiction. Fiction is made-up.
- What is the story about, and is it something that could have happened in real life?

MODEL AND PRACTICE Model determining whether a text is historical fiction. Read aloud “The Trip” from p. 122 in the *Student Interactive*. Say: *I read that Oscar and his family are traveling in a covered wagon. I know that people traveled that way long ago. Because Oscar and his father seem like real people but are saying things we could not know they said, I think this is historical fiction. It is a made-up story that happened in the past.* Then review the Anchor Chart on p. 123.

ELL Targeted Support Historical Fiction Read aloud “The Trip.” Then use the Anchor Chart to discuss the elements of historical fiction.

Read aloud the Anchor Chart. As you read each section, tell students to look at the picture of the wagon and repeat the headings *Setting*, *Characters*, and *Details*. Ask leading questions about “The Trip.” *When did this story happen? Is Oscar a real person? Is the wagon real? What is the topic of this story?* **EMERGING/DEVELOPING**

Tell students to reread the Anchor Chart. Provide a three-column chart with the headings *Setting*, *Characters*, and *Details*. In pairs, have students fill in the chart with information from “The Trip.” Then, direct each pair to write sentences that retell the story. Call on pairs to share their sentences with the class. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify historical fiction.

OPTION 1 TURN, TALK, AND SHARE Have students work with a partner to complete the Turn and Talk activity on p. 122 of the *Student Interactive*. As students discuss, circulate to determine whether they can distinguish historical fiction from biography.

OPTION 2 Use Independent Text Have students list three to four details from the text they are reading that show whether it is historical fiction.

QUICK CHECK

Notice and Assess Can students identify historical fiction?

Decide

- **If students struggle**, revisit instruction about historical fiction in Small Group on pp. T156–T157.
- **If students show understanding**, extend instruction about historical fiction in Small Group on pp. T156–T157.

STUDENT INTERACTIVE, pp. 122–123

GENRE: HISTORICAL FICTION

Read Together

My Learning Goal I can read about people who have made history.

Historical Fiction

Historical fiction is a made-up story that takes place in a real setting in the past. It has a topic, or what the text is all about.

The Trip

Topic → Oscar and his family are traveling out west in a covered wagon. It is a long trip.

“We must stop to make a fire and rest,” Dad says.

TURN and TALK Talk about how historical fiction is similar to and different from biographies.

122

Read Together

READING WORKSHOP

Historical Fiction Anchor Chart

Setting
real time period and place in the past

Characters
made-up characters

Details
facts from history

123

Academic Vocabulary

LEARNING GOAL

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

OBJECTIVES

Use sentence-level context as a clue to the meaning of a word or phrase.

Respond using newly acquired vocabulary as appropriate.

ELL Access

Help students learn academic language by using visual and contextual support as they read. Write the strategies in the minilesson on a poster and support students in finding context clues to comprehend increasingly challenging academic language.

Context Clues

Minilesson

FOCUS ON STRATEGIES Remind students of the Academic Vocabulary for the unit: *record*, *necessary*, *supply*, and *experience*. Explain that context clues are words or pictures in a text that help readers understand what a word means.

- Read the sentence.
- Look for clues in the sentence that might help you figure out the meaning of the word.
- Can the pictures by the text help you figure out the word's meaning?
- Reread the sentence to check if what you think the word means makes sense.

MODEL AND PRACTICE Model the following example. Write this sentence on the board: *She supplied pens to the class and had Tonya pass them out to the students.* Say: *I'm not sure what the word **supplied** means. I'll read the sentence again to look for clues. I see the phrase **pass them out** in the sentence. This clue makes me think **supplied** means "gave." That meaning makes sense in the sentence, so I think I'm right.*

Handwriting

OBJECTIVE

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

Letters Y and y

FOCUS Display uppercase Y and lowercase y.

MODEL Model writing Y and y using correct letter formation and slant. Have students practice forming the letters in the air. Then write the words *You*, *yes*, *bay*, *eye*, and *Yak* while showing proper letter formation and size.



ASSESS UNDERSTANDING

Apply

My TURN Ask students to complete the activity on p. 139 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 139

VOCABULARY **Read Together** READING-WRITING BRIDGE

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

My Learning Goal

Academic Vocabulary

Context clues are words or pictures that can help you learn or clarify the meaning of a word.

MY TURN Use a word from the box to finish the sentences. Look at the underlined context clues.

supplied	recording	experienced
----------	-----------	-------------

- I supplied all the tools we needed.
- We made a recording of the song.
- I experienced a fun ride on a train.

139






PRACTICE Have students use *Handwriting* p. 227 from the *Resource Download Center* to practice writing the letters Y and y.

Name _____ **Read Together**

Handwriting






Letters Yy
Where do you start uppercase letter Y? What do you do next? How do you finish the letter?

MY TURN Trace the letters. Then write uppercase letter Y.

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

MY TURN Trace the letters. Then write lowercase letter y.

Grade 1 • Unit 4 • Week 3 227

Handwriting, p. 227

Matching Texts to Learning

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



Genre Realistic Fiction

Text Elements

- Prepositional phrases
- One to four lines of text per page

Text Structure

- Repetitive



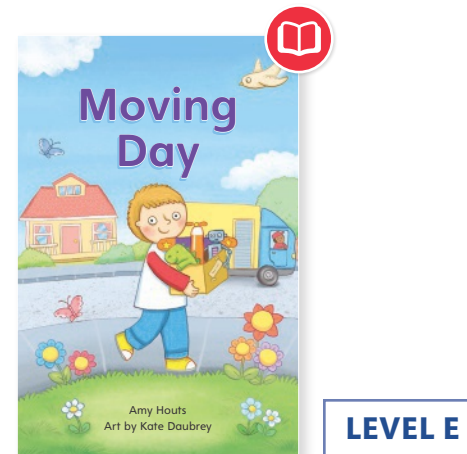
Genre Informational Text

Text Elements

- Familiar, easy content
- Two to three lines of text on most pages

Text Structure

- Simple factual



Genre Realistic Fiction

Text Elements

- Simple and split dialogue
- Three to six lines of text per page

Text Structure

- Chronological

Guided Reading Instruction Prompts

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

Identify Historical Fiction

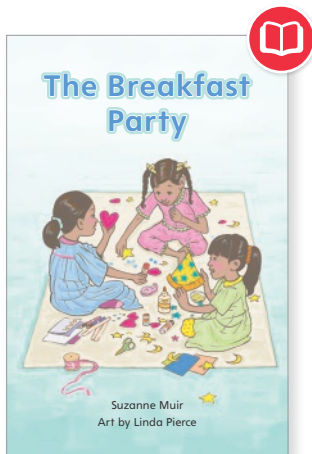
- When does the story take place?
- Does the story have made-up characters?
- Do details in the story tell facts from history?

Develop Vocabulary

- Can the pictures help you understand what ____ means?
- What can you learn about this word from clues in the text?
- What does this word tell you about the story?

Determine Theme

- What is the text about?
- What is the text's message, or big idea?
- How does the topic help you figure out the message, or big idea?



LEVEL G

Genre Realistic Fiction

Text Elements

- Text and illustrations
- Three to eight lines of text per page

Text Structure

- Chronological



LEVEL H

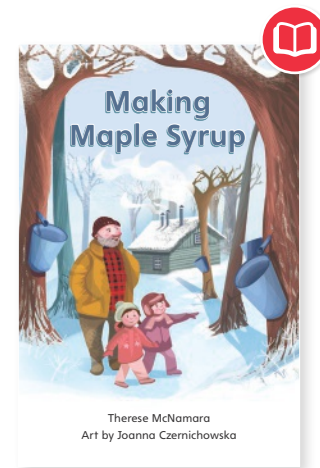
Genre Realistic Fiction

Text Elements

- Easy compound words
- Four to eight lines of text per page

Text Structure

- Chronological



LEVEL I

Genre Realistic Fiction

Text Elements

- More elaborated episodes
- Longer sentences carry over two lines

Text Structure

- Chronological

Make Connections

- What do you think about when you read the text?
- Can you connect the big idea of the text to your life?
- How are the big ideas of this text and another text you have read alike or different?

Compare Texts

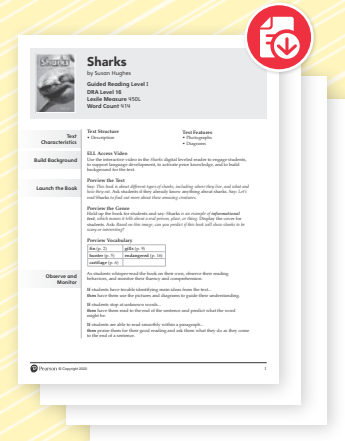
- How are the characters or people in these texts alike and different?
- What is your opinion of them?

Word Work

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

Leveled Reader Teacher's Guide

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



Use the  **QUICK CHECK** on p. T151 to determine small group instruction.

Teacher-Led Options

Strategy Group

IDENTIFY HISTORICAL FICTION

Teaching Point Readers know that historical fiction texts are made-up stories that take place in the past. Some details and events might have happened in real life. Display “From Horse to Car,” and discuss the ways students can tell this text is historical fiction.

ELL Targeted Support

Have students collaborate with peers to demonstrate their listening comprehension of “From Horse to Car.”

Have students work with a peer partner to answer the following yes/no questions about identifying historical fiction: **Does historical fiction have made-up characters?** (yes) **Do events in historical fiction happen in the past?** (yes) **Is “From Horse to Car” historical fiction?** (yes) **EMERGING**

Have students work with a peer partner to complete this sentence frame: *I can tell “From Horse to Car” is historical fiction because ____.*

DEVELOPING

Tell students to talk about the Read Aloud with a small group of their peers. Have groups discuss how they know the Read Aloud is historical fiction. **EXPANDING**

Have students work with peers to write sentences that tell how they know the Read Aloud is historical fiction. **BRIDGING**



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

Intervention Activity

GENRE: FICTION

Use Lesson 39 in the *myFocus Intervention Teacher’s Guide* for instruction on fiction.

LEVEL 8 • 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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Reading Literature T • 217

On-Level and Advanced

INQUIRY

Question and Investigate Have students make a list of technologies from the past that changed people’s lives. Have them generate questions about how these technologies changed the world. Tell students to choose one question from the list and, throughout the week, conduct research to answer it. See *Extension Activities* pp. 266–270 in the *Resource Download Center*.



Conferring

3 students / 3–4 minutes
per conference

IDENTIFY HISTORICAL FICTION

Talk About Independent Reading Have students explain how they can tell whether the text they are reading is historical fiction.

Possible Conference Prompts

- Does the text tell about events that could have happened in real life? Explain.
- What is the setting of the text?
- When does the story take place?

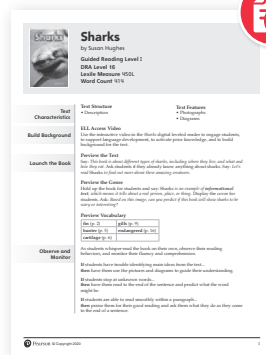
Possible Teaching Point Historical fiction can be similar to realistic fiction. It's important to notice how the details connect to real events in the past in a made-up, but realistic, way.

Leveled Readers



IDENTIFY HISTORICAL FICTION

- For suggested titles, see “Matching Texts to Learning,” pp. T154–T155.
- For instructional support on how to identify the elements of historical fiction, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Ask volunteers to share details about events in historical fiction texts they are reading. Have students explain what the texts teach them about history.

Independent/Collaborative

Independent Reading



Students can

- read a self-selected trade book.
- read and listen to a previously read leveled reader.
- read a text that focuses on historical events they find interesting.

Centers



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

Literacy Activities



Students can

- write a short dialogue between a character in historical fiction and a person who develops a new kind of technology.
- play the myView games.
- think of themselves as time travelers who travel to the past and write about their experiences during an event in history.

BOOK CLUB



See Book Club pp. T490–T493 for:

- ideas for guiding Book Club.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups’ collaboration.
- facilitating use of the trade book *Old Ways and New Ways*.

Word Work

OBJECTIVES

Decode words with inflectional endings, including -ed, -s, and -es.

Identify and read common high-frequency words.

ADDITIONAL PRACTICE

For additional student practice with comparative endings, use *Phonics* p. 209 from the *Resource Download Center*.

FOUNDATIONAL SKILL
Read Together

Name _____

Phonics
Comparative Endings

MY TURN Complete the chart. Say the words.

Adjective	Compares Two	Compares Three or More
1. small 	smaller	smallest
2. sweet 	sweeter	sweetest
3. fast 	faster	fastest
4. soft 	softer	softest

Grade 1, Unit 4, Week 3
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Phonics, p. 209

Phonics: Decode and Write Words with Comparative Endings

Minilesson

FOCUS Tell students the ending *-er* can compare two things, and the ending *-est* can compare three or more things. Say: *Joe runs fast*. Write *fast* on the board. Say: *Ramona is faster than Joe*. Write *faster* on the board and underline the ending *-er*. Explain that two people are being compared: Ramona and Joe. Say: *Barbara is the fastest runner in the class*. Write *fastest* on the board and underline the ending *-est*. Ask: *Who runs faster than anyone in the class?* Elicit the response *Barbara*. Say: *We know that Barbara runs faster than anyone in the class because of the ending *-est*. Barbara is the fastest.*

MODEL AND PRACTICE Write the word *hard* on the board. Have students think of something that is hard to do. Invite a volunteer to suggest something he or she finds hard to do. On the board, write: _____ *is hard to do*. Have another student suggest something they think is harder to do. Write: _____ *is harder to do than* _____. Then have a student suggest something he or she thinks is harder than either of the first two suggestions. Write: _____ *is the hardest thing to do*. Read each sentence and have students repeat them with you. For each sentence, have students tell how many are being compared. Then write the word pairs *small/smallest*, *darker/darkest*, *deeper/deepest* for students to decode. Ask them to use the words in sentences.

TURN, TALK, AND SHARE Have partners read the words at the top of p. 113 in the *Student Interactive*.



FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 My TURN Have students complete the rest of p. 113 and p. 114 in the *Student Interactive*.

OPTION 2 Independent Activity Have students draw a picture of three things and label two of their pictures with adjectives that end in *-er* and *-est*.

QUICK CHECK

Notice and Assess Are students able to decode and write words with comparative endings?

Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T168–T169.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T168–T169.

HIGH-FREQUENCY WORDS

Write the words *our*, *away*, *light*, *never*, *pretty*.

Have partners take turns spelling each word. Then have them write the words in alphabetical order in a notebook. Remind them to look at the first letter of each word and write the words in ABC order.

STUDENT INTERACTIVE, p. 113

Read Together FOUNDATIONAL SKILLS

Comparative Endings

TURN and TALK Read these words.

	hard	harder	hardest
	fast	faster	fastest

MY TURN Read the first word. Add *-er* or *-est* to compare the pictures in each set.

tall	taller	tallest
dark	dark ^{er}	dark ^{est}

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113

STUDENT INTERACTIVE, p. 114

PHONICS | PHONOLOGICAL AWARENESS **Read Together**

Comparative Endings

MY TURN Read each sentence. Underline the word that compares.

The bird is smaller than the cat.

Barb is the smartest one in the class.

Who is the shortest one in your class?

It is hotter inside than it is outside.

MY TURN Write a sentence that compares two or more things in your classroom.
Possible response:
My lunchbox is smaller than my backpack.

The ending *-er* compares two things. The ending *-est* compares three or more things.

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114

Introduce the Text



Before the Railroad Came

OBJECTIVE

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

ELL Access

Background Knowledge

Students make meaning not only from the words they learn but also from their prior knowledge. Have students share personal knowledge or ideas from informational or historical texts they have read that relate to ranches, railroads, and cattle.

Shared Read Plan

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

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

Preview Vocabulary

- Introduce the vocabulary words *drive*, *ranch*, *cattle*, and *railroad* from p. 124 in the *Student Interactive*.
- Invite students to share what they already know about the words. Ask questions such as: *What do you think of when someone asks you to go on a drive? What does a ranch look like? What is the purpose of a railroad? Where have you seen cattle?*
- Ask student groups to show what they know about the words. They can, for example, line up like train cars and pretend to chug across railroad tracks. They might imitate cattle grazing in a field or ranch workers feeding cattle.
- Provide definitions of the vocabulary words, as needed. Definitions appear on the selection pages that follow. *These words will help you better understand the setting, events, and topic of Before the Railroad Came.*

Read

Discuss the First Read Strategies with students. Prompt students to read for understanding and enjoyment.

FIRST READ STRATEGIES

READ Have students read to understand the topics and theme of the text.

LOOK Prompt students to look at the illustrations to help them better understand what is happening in the story.

ASK Tell students to ask questions during and after reading. Point out that asking questions can strengthen their comprehension. Provide assistance as needed.

TALK Ask students to talk with a partner about the topics and theme of 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 Vocabulary Display the vocabulary words *drive*, *ranch*, *cattle*, and *railroad*.

Read aloud one of the vocabulary words. Ask students to draw a picture that illustrates the word. Guide students to write the vocabulary word below the picture. Then have students dictate a sentence with the word to describe the picture. Repeat this process for all the words. **EMERGING**

Have students work together to create a mural that illustrates all the vocabulary words in one scene. Have them label the parts of the mural that illustrate the vocabulary words.

DEVELOPING

Have students work together to create a mural that illustrates all the vocabulary words in one scene. Place students in pairs to write a short paragraph to explain what is happening in the mural. Then have each pair share their paragraphs with the class.

EXPANDING/BRIDGING

STUDENT INTERACTIVE, pp. 124–125



Read
Together

Before the Railroad Came

Preview Vocabulary

You will read these words in *Before the Railroad Came*.

drive

ranch

cattle

railroad

Read

Read to understand the big ideas in the text.

Look at the pictures to help clarify what is happening.

Ask questions during and after reading.

Talk about the big ideas with a partner.

Meet the Author



Jerry Craft is an author and illustrator. He wrote a superhero book with his two sons. Jerry also makes a newspaper comic strip and loves to visit schools.

124

Read
Together

Genre Historical Fiction

BEFORE THE RAILROAD CAME

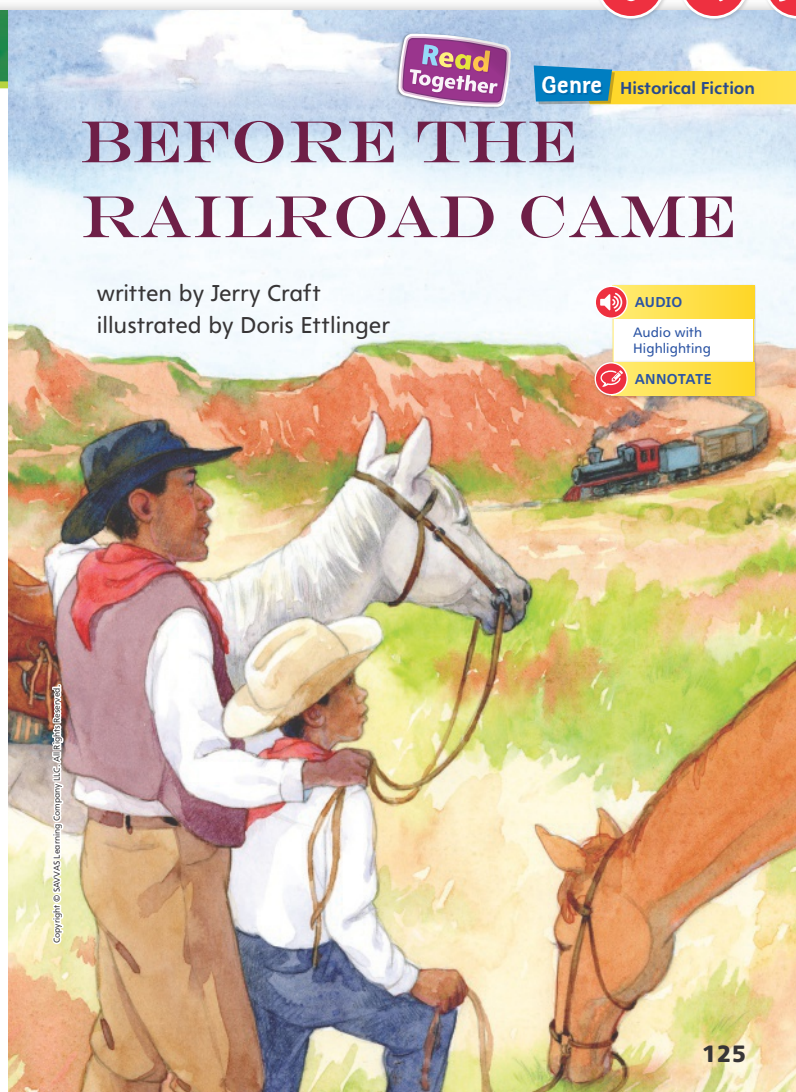
written by Jerry Craft

illustrated by Doris Ettlinger

AUDIO

Audio with
Highlighting

ANNOTATE



125

STUDENT INTERACTIVE, pp. 126-127



ranch a large area of land where cattle and other animals are born and live
railroad a track of rails for trains to travel across
cattle big animals with horns and hooves

My name is Samuel. I'm seven years old, and I live on a ranch in Texas. Working on a ranch is hard work, but it used to be much harder.

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Before the railroad came, Dad had to take long trips to get our cattle to the market. Sometimes it was weeks before he returned home.



Underline the details that help you figure out the topic and theme, or big idea.

First Read

Ask

THINK ALOUD I can ask questions while I am reading to help me better understand the text. I can ask: What does a ranch look like?

I've heard about ranches before, but I'm not sure what they are like. The pictures help me understand what a ranch looks like. I can see a ranch has a lot of land. There are people and animals living on that land. Now I know more about what a ranch looks like.

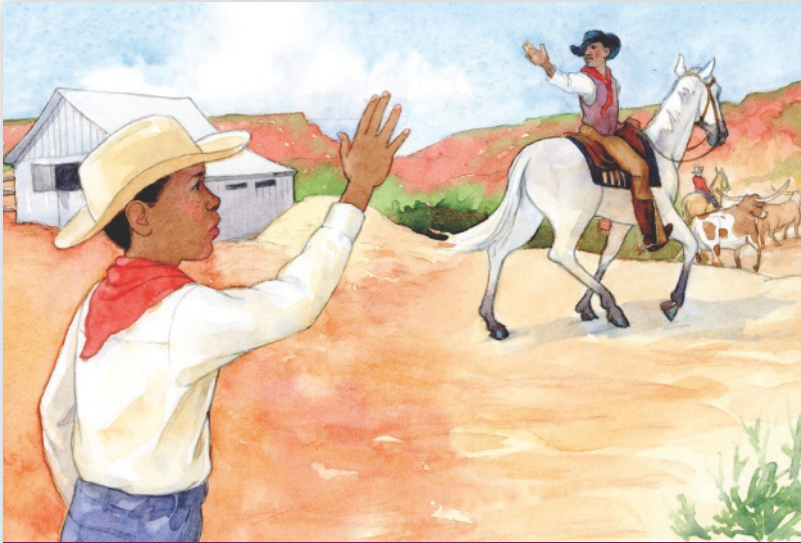
Foundational Skills Extension

Comparative Endings

Have students locate and read aloud the words *hard* and *harder* on p. 126. Guide students in understanding that *harder* is comparing two things: the way work on a ranch used to be, and the way work on a ranch is now.



STUDENT INTERACTIVE, pp. 128–129



Before the railroad came, my older brothers got to go with Dad on these trips. Dad promised me that he would take me with him when I got old enough.

128

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But then the railroad came. Now Dad and my brothers load our cattle onto railroad cars. The train takes the cattle all the way to the market.



129

Possible Teaching Point



Read Like a Writer | First-Person Text

Use the Read Like a Writer, Write for a Reader lesson on pp. T176–T177 of the Reading-Writing Workshop Bridge to explain first-person texts. Then ask: *Is **Before the Railroad Came** told in first person? (yes) How can you tell?* (Samuel narrates with words, such as *my*, *me*, *I*, and *our*.)

Close Read



Determine Theme

Have students read the Close Read note on p. 127. Remind them that the topic and theme, or big idea, show what the text is about. Have students underline the details that help them figure out the topic and big idea. (“Working on a ranch is hard work, but it used to be much harder. Before the railroad came.”) **DOK 2**

OBJECTIVE

Discuss topics and determine theme using text evidence with adult assistance.

STUDENT INTERACTIVE, pp. 130–131



“I know you wanted to go on a cattle drive,” Dad said, “but the railroad is good for us. It makes our lives a lot easier.”

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130

“By the way,” Dad said. “I have a surprise that may make you change your mind about the railroad.”

“What kind of surprise?” I asked.



drive the act of taking animals to a place

CLOSE READ

Highlight how the railroad changed the way people lived.

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131

First Read

Look

THINK ALOUD I can look at the pictures to help me understand what is happening in the text. I’ve read the text on page 130, but I can’t tell how Samuel is feeling. I can see Samuel in the picture on page 130. He looks upset. The picture helps me understand how Samuel is feeling.

Foundational Skills Extension

High-Frequency Words

Tell students that two of this week’s high-frequency words appear on pp. 130–133. Ask them to find the words in the text and read each word aloud. (*our*: pp. 130 and 133; *never*: pp. 132–133)



STUDENT INTERACTIVE, pp. 132–133




“We’re all going to take the train to Dallas,” Dad said. “We’ll visit Grandma and Grandpa there.”

I had never been to Dallas before!

132

Before the railroad came, I could never imagine visiting Dallas. But we’re on our way there right now. I can hardly wait to get there!

CLOSE READ 

Highlight how the railroad changed Samuel’s life.

133

Possible Teaching Point

Language & Conventions | Verbs

Use a lesson from p. T383 in the Reading-Writing Workshop Bridge for instruction on teaching future verb tense. Point to the quote on p. 132 that reads, “We’ll visit Grandma and Grandpa there.” Remind students that *we’ll* is a contraction for the words *we will*. Display the sentence, replacing the contraction with *We will*. (*We will visit Grandma and Grandpa there.*) Ask students whether the sentence tells about something that happened in the past, is happening now, or will happen in the future. (*will happen in the future*)

Close Read

Make Connections

Ask students to follow the prompt on p. 131 by highlighting the text that shows how the railroad changed the way people lived. (“... the railroad is good for us. It makes our lives a lot easier.”) Ask students to describe a kind of technology that has changed their lives. **DOK 3**

Ask students to follow the prompt on p. 131 by highlighting the text that shows how the railroad changed Samuel’s life. (“Before the railroad came, I could never imagine visiting Dallas.”) Have them connect this topic to a topic they have read previously.

DOK 3

OBJECTIVE

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

Respond and Analyze



Before the Railroad Came

OBJECTIVES

Use text evidence to support an appropriate response.

Respond using newly acquired vocabulary as appropriate.

My View

Use these suggestions to prompt students' initial responses to reading *Before the Railroad Came*.

- **Retell** Tell a partner about Samuel and the ways his life changed. Use historical fiction terms, such as *characters*, *details*, *theme*, *events*, and *past*.
- **Illustrate** Have students create an illustration of the story event they found most interesting.

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Explain that the words *drive*, *ranch*, *cattle*, and *railroad* tell about the setting and events.

- Think about what you already know about the word's meaning.
- Check for illustrations that help you understand the word.
- Think about why these words are important to the setting and events.

MODEL AND PRACTICE Model the activity on p. 134 of the *Student Interactive* using the word *ranch*. Ask: [Where does Samuel live? A ranch is a place to live.](#)

ELL Targeted Support Peer Support Tell students they can use support from their classmates to learn new vocabulary.

Have partners work together to create a picture for each vocabulary word and then label the drawing. **EMERGING**

Have students work in pairs. One partner draws a picture of a vocabulary word and the other partner labels it. Then have the partners reverse their roles with a different word. **DEVELOPING**

Have students draw pictures of the vocabulary words and write a sentence about each one. They can then share their pictures and sentences with a partner or in a small group. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 My TURN Have students complete the activity on p. 135 in the *Student Interactive*.

OPTION 2 Use Independent Text Ask students to find and list words that tell about the setting or events in their independent reading texts.

QUICK CHECK


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

Decide

- **If students struggle**, revisit instruction for vocabulary in Small Group on pp. T170–T171.
- **If students show understanding**, extend instruction for vocabulary in Small Group on T170–T171.

Check for Understanding My TURN Have students complete p. 135 in the *Student Interactive*.

STUDENT INTERACTIVE, pp. 134–135

VOCABULARY	COMPREHENSION				
<p>Develop Vocabulary</p> <p>MY TURN Use the words in the box to finish the sentences.</p> <table border="1" data-bbox="212 1412 869 1487"><tr><td>drive</td><td>ranch</td><td>cattle</td><td>railroad</td></tr></table>  <p>Samuel lives on a <u>ranch</u> in Texas.</p> <p>He wants to go on a cattle <u>drive</u> with his dad.</p> <p>The <u>railroad</u> changes his plans.</p> <p>Now they load the <u>cattle</u> on the railroad cars.</p> <p>134</p>	drive	ranch	cattle	railroad	<p>Check for Understanding</p> <p>MY TURN Write the answers to the questions. You can look back at the text.</p> <p>DOK 2 1. How can you tell this text is historical fiction? Possible response: <u>It has a real setting in the past.</u></p> <p>2. Why does the author repeat the phrase “Before the railroad came”? Possible response: <u>It is important to what the story is all about.</u></p> <p>DOK 3 3. Why does Samuel like trains by the end? Use text evidence. Possible response: <u>He learns how much they help people.</u></p> <p>135</p>
drive	ranch	cattle	railroad		

Use the  **QUICK CHECK** on p. T159 to determine small group instruction.

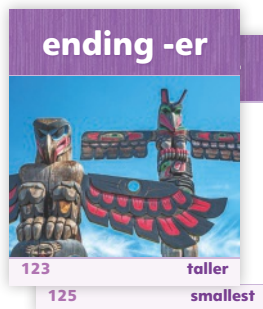
Teacher-Led Options

Word Work Strategy Group

COMPARATIVE ENDINGS

Sound-Spelling Cards

Display Sound-Spelling Cards 123 and 125. Say: *The ending -er can be added to an adjective to compare two things. The ending -est can be added to an adjective to compare three or more things.*



Write the words *tall*, *taller*, and *tallest*. Ask: *Which word compares two things? Which compares three?* Have students use the words in sentences.

ELL Targeted Support

Have students add the comparative endings *-er* and *-est* to these adjectives: *hard*, *small*, *firm*, *quick*. Write the words on the board.

Display images of two objects for each adjective. Ask students which one is *harder*, *smaller*, *firmer*, or *quicker*. Then add a third image to use the *-est* adjectives. **EMERGING**

Display three objects of graduated size. Point to one of the objects and have students use the sentence frame *This one is _____* to describe the object using the comparative adjectives *smaller* and *smallest*. **DEVELOPING**

Have students use the words in sentences and tell what the endings *-er* and *-est* mean. **EXPANDING/BRIDGING**



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

Intervention Activity

INFLECTED ENDINGS

Use Lesson 27 in the *myFocus Intervention Teacher's Guide* for instruction on reading words with comparative endings.

LEVEL 8 • MODEL AND TEACH


Lesson 27 **Inflected Endings**

INTRODUCE Remind students that many words are made up of smaller word parts. In this lesson, you will learn to read words with the word parts *-s*, *-es*, *-ed*, and *-ing* and to add endings to words to change their meanings and make new words.

MODEL Display or share copies of the passage “The Cooks” from Student Page S155, and read it aloud. Say: *The words in this story have the endings -s, -es, -ed, and -ing.*

The Cooks

Mai has fixed the grill.
Sol is mixing the batter.
I am tossing the salad.
Kim moved away and misses us.



TEACH Point to the title and the word *Cooks*. An *-s* added to the end of *cook* makes a new word. Cover the word part *-s* and read the root word aloud: *cook*. Then cover the root word and read the word part *-s* aloud: */s/*. The *s* in *cooks* makes the sound */s/*. *Cooks* means “more than one cook.” The letter *s* can have the sound */s/* as in *cooks* or the sound */z/* as in *legs*.

Explain that action words such as *fix*, *mix*, *toss*, *move*, and *miss* have endings to show when actions happen. Then point to *fixed* and *mixing* in the story and read the words aloud. Say: *When we add -ed or -ing to action words, such as fix or mix, we tell when actions happen. These endings change the meanings of the words.*

Phonics, Morphology, and Spelling T • 155

Intervention Activity

PHONOLOGICAL AWARENESS

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

Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Students can use Letter Tiles to form the words *small*, *smaller*, and *smallest*. They can then work with a partner to use the words in sentences. Students can continue with the words *smart*, *smarter*, and *smartest*.



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

Decodable Reader



Have students practice decoding high-frequency words and words with comparative endings by reading and listening to the Decodable Reader *Yard Sale*.

After students finish reading *Yard Sale*, ask them to look back through the story to find a word with a comparative ending. Have students write a sentence using their chosen word.

High-Frequency Words

Have students make word cards for each of this week's high-frequency words: *our*, *away*, *light*, *never*, *pretty*. Then partners can use the cards as flash cards to practice reading the words.

Centers



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

Decodable Reader

Yard Sale
Written by Tony Ramos

Decodable Reader
41

Comparative Endings
fastest smaller taller
shorter smallest

High-Frequency Words
away now there
light our was
never pretty

33

We set up our yard sale.

34

We will sell our things that do not fit.
We will sell our things that we never use.

35

We set up in the yard.
There is a lot of light from the sun.

36

That pretty blue skirt is a smaller size than I am now.
Meg is the smallest girl on our block.

37

This shirt fit when I was shorter.
That ball can go with it.

38

I am taller now.
It is time to send it away.

39

That was our fastest sale!

40

Use the  **QUICK CHECK** on p. T167 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Readers use nearby words in a sentence to help them understand the meaning of an unfamiliar word. Pictures can also help readers understand word meanings.

Direct students' attention to p. 129 of *Before the Railroad Came* in the *Student Interactive*. Guide them to use the picture and text to determine the meaning of the word *cattle*.

ELL Targeted Support

Write the words *drive*, *ranch*, *cattle*, and *railroad*. Have students read the words with you as you point to them.

Direct students to pictures they can use as visual support to determine the meanings of the words. Use leading questions to guide them. **EMERGING**

Have students work in pairs to find pictures that offer clues about the meanings of the words.

DEVELOPING

Help students work in pairs to find words in the text they can use as contextual support to determine the meaning of the words. **EXPANDING**

Have students work independently to find clues in the text that they can use as contextual support to determine the meaning of the words.

BRIDGING



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

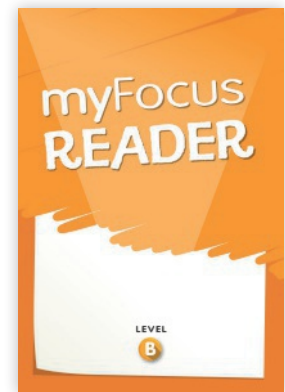
Intervention Activity



myFOCUS READER

Read pp. 46–47 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com.

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



Fluency

Assess 2–4 students



PROSODY

Help students choose a short passage from a historical fiction text that includes dialogue. Ask students to take turns reading with appropriate intonation and expression. If necessary, model reading with appropriate intonation and expression.

ORAL READING RATE AND ACCURACY

Use pp. 103–108 in Unit 4, Week 3 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes per conference

DEVELOP VOCABULARY

Talk About Independent Reading Have students share their list of words that tell about the setting or events in the text they are reading.

Possible Conference Prompts

- What helped you understand what the word means?
- How does the word ___ help you understand the events or setting of the text?

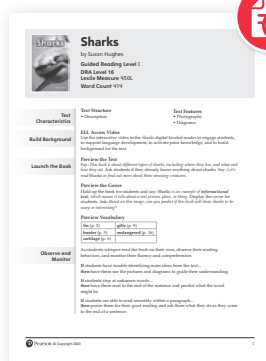
Possible Teaching Point Readers pay attention to the words authors use to describe because descriptive words can tell more about the setting or events.

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T154–T155.
- For instructional support on understanding words that tell about the setting or events, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in a whole group. Have students share the new words they found in their independent reading texts. Celebrate what they have learned.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Before the Railroad Came*.
- read a self-selected trade book or the Book Club text.
- partner-read historical fiction, with each partner reading the dialogue of one of the characters.

Centers



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

Literacy Activities



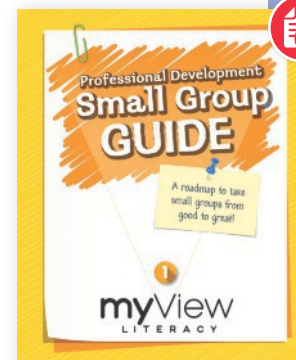
Students can

- work with a partner to discuss and answer the questions on p. 135 of the *Student Interactive*.
- play the myView games.
- complete an activity from the *Resource Download Center*.

SUPPORT PARTNER READING

Partner reading is a good time for students to tackle unfamiliar books so that they can help each other with difficult parts.

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



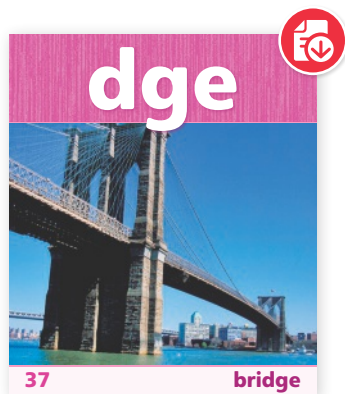
Word Work

OBJECTIVES

Demonstrate phonological awareness.

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

Identify and read common high-frequency words.



Sound-Spelling Card 37

Phonological Awareness: Final Sounds

SEE AND SAY Point to the picture of the bridge on p. 115 in the *Student Interactive*. Say: *This is a picture of a bridge. Listen to the sounds in bridge: /b/ (pause) /r/ (pause) /i/ (pause) /j/. Say the word with me. Listen carefully to the ending sound. Now let's blend the sounds to make the word bridge.* Then have students repeat with the pictures for *judge* and *badge*.

PRACTICE Point to the window ledge. Say: *This is a ledge.* Have students segment and blend the sounds in the word *ledge*. Ask: *What is the final sound you hear in ledge?* (/j/) Continue with the following words: *lodge, dodge, wedge, fudge, edge.*

Phonics: Decode Words with Trigraph *dge*

Minilesson

FOCUS Use Sound-Spelling Card 37 (*bridge*) to introduce the sound /j/ spelled *dge*. Write the word *bridge* on the board. Read the word and have students repeat it with you. Read the word again, emphasizing the final sound, /j/ as you underline *dge* in the word *bridge*. Say: *Sometimes three letters work together to spell one sound. Three letters that spell one sound are called trigraphs. The letters *dge* in the word *bridge* spell the single sound /j/.* Have students say the sound with you.

MODEL AND PRACTICE Say the word *ledge* and have students repeat it with you. Write *he _ _ _* on the board. Say: *I hear the sound /j/ at the end of the word *ledge*. I will write the letters *dge* on the blank lines to finish spelling the word *ledge*.* Complete the word on the board and have students read it again. Repeat the activity with the words *badge, wedge, and lodge*.

APPLY My TURN Have students read the word on the bottom of p. 115 in the *Student Interactive*.



High-Frequency Words

Minilesson

FOCUS Write or display the high-frequency words: *our*, *away*, *light*, *never*, *pretty*.

MODEL AND PRACTICE Write *our* on the board. Say: *This is the word our. It has three letters. The letters in our are o, u, and r.* Have students say and spell the word.




APPLY **My TURN** Have students read and print the high-frequency words on p. 116 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 115

Read Together FOUNDATIONAL SKILLS

Final Sounds

SEE and SAY Say each sound as you name each picture. Then say the name of each picture again. Tell the final sound in each picture name.

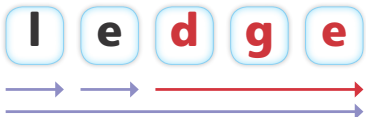
Students should say *bridge*, *judge*, *badge*, and then /j/.

Trigraph dge

Sometimes three letters make one sound, such as the letters **dge** in *edge*.

MY TURN Read the word.

l e d g e



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STUDENT INTERACTIVE, p. 116

HIGH-FREQUENCY WORDS | PHONICS **Read Together**

My Words to Know

Some words you will see a lot when you read.

MY TURN Read these words.

our	away	light	never	pretty
-----	------	-------	-------	--------

MY TURN Use the words in the box to finish the story.

Handwriting Print the words clearly.

I went on a trip far away.

I never rode on a plane before.

We rode on our plane for a long time.

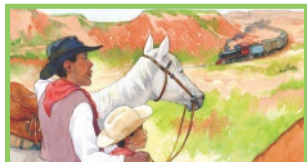
I saw the light of the city.

I saw pretty stars.

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Determine Theme



Before the Railroad Came

OBJECTIVE

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

ACADEMIC VOCABULARY

Integrate As you discuss theme, model using the Academic Vocabulary words:

- Why was the railroad necessary to make people's lives easier?
- What did the railroad supply to the people?

Minilesson

FOCUS ON STRATEGIES Theme is the big idea, or message, of a text. Readers can use the topic of the text to help them determine the theme.

- Think about the topic, or what the text is about.
- Think about the characters, setting, and events. Text evidence can help you determine the theme, or message, of the text.
- Use something from your own life to help you understand the theme.

MODEL AND PRACTICE Use “The Three Little Pigs” to model determining theme. Retell the story. Say: **This story is about building different kinds of houses to stay safe. The third pig took his time to build a brick house.** Guide students to name specific story events or details that help them understand the theme: hard work and patience pay off in the end. Direct their attention back to the Close Read note on p. 127 in the *Student Interactive*. Go through the story together and underline the details that help them figure out the story's theme.

ELL Targeted Support Story Elements Make sure students have a firm understanding of the story details they need to determine theme.

Support students as you have them identify the characters, setting, and events in *Before the Railroad Came*. Ask leading questions to help them note which are most important. **EMERGING/DEVELOPING**

Have partners support each other in retelling *Before the Railroad Came*. Make sure they include the words *characters*, *setting*, and *events* in their retelling. **EXPANDING/BRIDGING**



EXPERT'S VIEW Judy Wallis, Literacy Specialist and Staff Developer

“Comprehension must be embedded in text, and kids need different tools to develop as readers. First, kids need declarative knowledge from us—noticing and naming: **I noticed that you just made an inference.** Then they need procedural knowledge: **Kids, I'm going to share with you what is going on in my head as I read this.** Finally, they need us to offer them conditional knowledge—knowledge and when and why to apply strategies. There is nothing we learn that doesn't include declarative, procedural, and conditional knowledge.”

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

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for discussing topics and determining theme.

OPTION 1 MyTURN Have students complete p. 136 in the *Student Interactive*.

OPTION 2 Use Independent Activity Ask students to use sticky notes to mark text evidence in their independent reading that helps them determine the theme of the text.


QUICK CHECK

Notice and Assess Are students able to determine theme in historical fiction?

Decide


- **If students struggle**, revisit instruction for determining theme in Small Group on pp. T178–T179.
- **If students show understanding**, extend instruction for determining theme in Small Group on pp. T178–T179.

STUDENT INTERACTIVE, p. 136


CLOSE READ 

Determine Theme

The **theme** is the message or big idea of a text. The **topic**, or what a text is all about, can help you figure out the theme. When you discuss topics and determine theme, use text evidence to support what you are saying.

 **MYTURN** What is the theme of *Before the Railroad Came*? Look back at what you underlined in the text.

The theme of *Before the Railroad Came* is
Possible response:
the railroad made
life a lot easier.

 **TURN and TALK** Discuss the topic of the text. How does the topic help you figure out the theme?

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Read Like a Writer, Write for a Reader

OBJECTIVE

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

ELL Access

Recognize First-Person Text Not all of students' native languages will have the same pronouns that are part of the English language. Guide student understanding by providing several written examples of each of the pronouns *I*, *we*, *me*, *us*, *my*, *mine*, and *our*. Invite pairs to take turns reading the examples aloud and identifying the first-person pronouns.

First-Person Text

Minilesson

FOCUS ON STRATEGIES Explain to students that first-person text is one in which a character in the text tells the events. Tell them that listening and experiencing a story in first person can help put the reader “in the shoes” of a character. First-person text can help readers better understand that character’s thoughts, feelings, and actions. Point out that they can use the following strategies to figure out if a text is in the first person:

- Does the text use pronouns, such as *I*, *we*, *me*, *us*, *my*, *mine*, and *our*?
- Dialogue is said by different characters and will also use the pronouns mentioned above. But dialogue is not who is telling the story. To find if a text is first person, do not use the words in quotation marks.

MODEL AND PRACTICE Read aloud the example at the top of p. 140 of the *Student Interactive*. Say: *The author uses the words **my** and **I** to help us understand that Samuel is telling the story.* Display and read aloud a passage from *Before the Railroad Came* and “From Horse to Car.” Guide students to tell how they know *Before the Railroad Came* is a first-person text and “From Horse to Car” is not.

Handwriting

OBJECTIVE

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

Letters W and w

FOCUS Display uppercase *W* and lowercase *w*.

MODEL Show students how to write *W* and *w*, using correct letter formation. Have students practice printing the letters in the air with their fingers.



ASSESS UNDERSTANDING

Apply

My TURN Have students complete the activity at the bottom of p. 140 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 140

AUTHOR'S CRAFT

Read Like a Writer, Write for a Reader

A **first-person text** is a text told by a character in the story. The words **I, we, me, us, my, mine,** and **our** show that a character is telling the story.

My name is Samuel....
I can hardly wait to get there!

The author uses these words to help readers understand that Samuel is telling the story.

MY TURN Write a sentence about your day today. Use words that show it is a first-person text.
Possible response:
I made art in class.

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Writing Workshop

Students should write their Writing Workshop personal narratives from a first-person point of view. Prompt them to edit their narratives for proper point of view.

PRACTICE Have students use *Handwriting* p. 228 from the *Resource Download Center* to practice printing letters *W* and *w*.

Name _____

Handwriting

Letters Ww
Where do you start uppercase letter *W*? What do you do next? How do you finish the letter?

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

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

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

Grade 1 • Unit 4 • Week 3 228

Handwriting, p. 228

Use the  **QUICK CHECK** on p. T175 to determine small group instruction.

Teacher-Led Options

Strategy Group



DETERMINE THEME

Teaching Point Theme is the big idea, or message, of a text. Theme is different from the topic. Topic is what the text is about, but theme is the message the author wants to share with readers. Help students understand the difference between a topic and a theme using “The Three Little Pigs.” The topic of the story is three pigs building houses. The theme is patience and hard work pay off in the end.

ELL Targeted Support

Reread pp. 126–127 of *Before the Railroad Came* in the *Student Interactive*.

With students, talk about what the author is trying to tell readers about life before the railroad. **EMERGING**

Display two columns labeled “Before” and “After.” Have students find details from the story that tell about life before and after the railroad came. Help them compare the details to determine the story’s theme. **DEVELOPING**

Have partners reread the text and complete a “Before” and “After” chart. Have them help one another determine what they think the theme might be. **EXPANDING**

Have pairs discuss what they think the theme is and help each other look back at the text for evidence to support their ideas. **BRIDGING**



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

Intervention Activity



STORY ELEMENTS

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

LEVEL B • READ

Lesson 45 Story Elements

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

A Camping Adventure

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

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

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

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

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

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

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

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

“Uh-oh,” Jack thought. “We’re lost!”

“Which way is camp?” Jack barked.

Benny did not know. Jack was scared.

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Reading Literature T • 257

Fluency

Assess 2–4 students



PROSODY

Have partners read aloud with appropriate intonation and expression.

ORAL READING RATE AND ACCURACY

Use pp. 103–108 in Unit 4, Week 3 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes
per conference

DETERMINE THEME

Talk About Independent Reading Ask students to share the theme of their independent reading text and how the places they put sticky notes helped them figure out that theme.

Possible Conference Prompts

- What was the topic of the text?
- How did you figure out the big idea of the text?

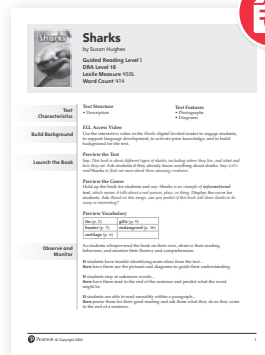
Possible Teaching Point Readers might determine different themes for the same book. It's important to use text evidence to support your idea.

Leveled Readers



DETERMINE THEME

- For suggested titles, see “Matching Texts to Learning,” pp. T154–T155.
- For instructional support on how to determine the theme of a text, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together as a group. Have volunteers discuss the strategies they used during independent reading to help them determine the theme.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Before the Railroad Came*.
- read or listen to a previously read text, looking for clues that tell about the text’s theme.
- read the Book Club text.

Centers



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

Literacy Activities



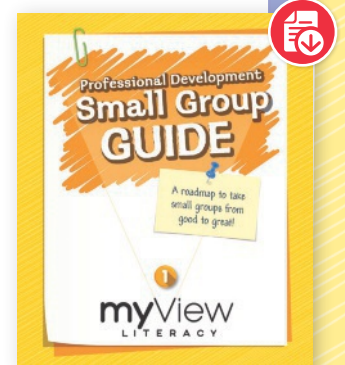
Students can

- complete the activity on p. 136 in the *Student Interactive*.
- play the myView games.
- work with a partner to discuss a historical text they have read and figure out its theme.

SUPPORT INDEPENDENT READING

Use a fun, visually engaging method to track the progress students have made toward achieving their goals. Students can, for instance, fill out a goal checklist by marking completed goals with colorful stickers.

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



Word Work

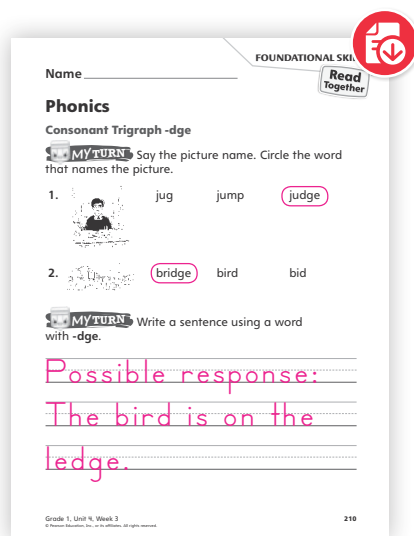
OBJECTIVES

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 trigraph *dge*, use *Phonics* p. 210 from the *Resource Download Center*.



Phonics, p. 210

Phonics: Decode and Write Words with Trigraph *dge*

Minilesson

FOCUS Tell students that a trigraph is three letters that spell one sound. The letters *dge* spell the sound /j/.

MODEL AND PRACTICE Write the word *badge* on the board. Say: **Listen carefully as I say the sounds in the word *badge*: /b/ (pause) /a/ (pause) /j/.** Say the sounds again and have students say the sounds with you. Underline the letters *dge* in the word *badge*. Say: **The letters *dge* work together to spell the sound /j/ you hear at the end of the word *badge*.** Now listen as I blend the sounds to say the word *badge*. Have students blend the sounds to say the word. Then write the words *judge*, *wedge*, and *edge* and have students decode them.

TURN, TALK, AND SHARE Have students decode the words on the top of p. 117 in the *Student Interactive*.

ELL Targeted Support Trigraph *dge* Help students make the connection between the letters *dge* and the sound /j/.

Show students Sound-Spelling Card 37 (*bridge*). Elicit the word *bridge* from students. Then segment the sounds, emphasizing the final sound /j/. Write the word *bridge* on the board and underline *dge*. Reinforce the connection between the letters and the sound. **EMERGING/DEVELOPING**

Give students three sheets of construction paper with the words *bridge*, *badge*, and *judge* written on top. Remind students that the letters *dge* work together to make the sound /j/ they hear in the word. Have students work in pairs to read the words on the top of the papers and then ask them to underline the *dge* in each word. Ask students to say the sound that the letters *dge* spell in each word. Then have them draw pictures of the words.

EXPANDING/BRIDGING



FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 MyTURN Have students complete the rest of p. 117 and p. 118 in the *Student Interactive*.

OPTION 2 Independent Activity Give each student two word cards containing words with the *dge* spelling. Have one partner say the word on the card. Have the other partner spell the word and use it in a sentence. Then have partners switch roles.

QUICK CHECK

Notice and Assess Are students able to decode and write words with the trigraph *dge*?

Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T186–T187.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T186–T187.

STUDENT INTERACTIVE, p. 117

FOUNDATIONAL SKILLS
Read Together

Trigraph dge

TURN and TALK Decode the words.

judge	budge	grudge
lodge	wedge	bridge

MY TURN Add *dge* to finish the words. Then draw a line from each word to its picture.

judge

badge

bridge

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117

STUDENT INTERACTIVE, p. 118

PHONICS
Read Together

Trigraph dge

MY TURN Write *dge* to finish the words.

Where is my red badge?

I think I left it on the edge.

No, it is on the edge of my desk.

Now my badge has a smudge.

TURN and TALK Read the sentences.

MY TURN Write a sentence. Use a word with *dge*.

Possible response:

I walk on the bridge.

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Decodable Story

OBJECTIVES

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

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

Identify and read common high-frequency words.

Read *Cars by Bob*

FOCUS Have students turn to p. 119 in the *Student Interactive*. Say: **We are going to read a story today about the cars that Bob makes.** Point to the title of the story. **The title of the story is *Cars by Bob*.** Tell students they will read words with the endings *-er* and *-est* and words with the trigraph *dge* in the story.

IDENTIFY AND READ HIGH-FREQUENCY WORDS Before reading, remind students of this week’s high-frequency words: *our, away, light, never, pretty*. Display the words. Have students read them with you. Tell them that they will also practice reading the high-frequency words in the story *Cars by Bob*.

ELL Access

French, Hmong, and Spanish do not have the sound /j/ that students will need to decode in this story. Before reading the story, preview the words *badge, smudge, and judge* and give students additional practice saying and writing these *dge* words.

STUDENT INTERACTIVE, p. 119



DECODABLE STORY
FOUNDATIONAL SKILLS

Cars by Bob

Bob made our **newest** car.
The car is light blue.
It is the **fastest** one I know.
We can go places far away.



 **AUDIO**
Audio with Highlighting

 **ANNOTATE**

Highlight the two words with endings that compare.

119



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

Have students turn to p. 119 in the *Student Interactive*. Ask: **Which words have endings that compare?** Students should supply the words *newest* and *fastest*. **What is the ending on each of these words?** Students should reply *-est*. Have students highlight the words.

Have students turn to pp. 120–121. Ask: **Which words have the same final sound as *edge* on page 120?** Students should supply the words *badge*, *smudge*, and *judge*. Have them underline the words. Ask: **Which words on page 121 have endings that compare?** Students should supply the words *smarter* and *faster*. Have them highlight the words.

STUDENT INTERACTIVE, pp. 120–121



DECODABLE STORY

FOUNDATIONAL SKILLS

Bob has a name badge.
He works hard to make
pretty cars.
They never have a smudge.
You be the judge!



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His cars have an edge.
They help Dad drive **smarter**.
We turn to dodge bad things.
Can Bob make safe cars **faster**?

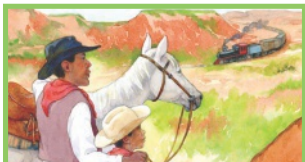


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Underline the three words with the same final sound as **edge**.

Highlight the two words with endings that compare.

Make Connections



Before the Railroad Came

OBJECTIVE

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

ACADEMIC VOCABULARY

Integrate Provide oral practice with unit Academic Vocabulary words as students discuss ways to make connections to a text.

- When have you had an experience that is like the experience of a character in the text?
- How can we use new technology to record our experiences?

Minilesson

FOCUS ON STRATEGIES Readers make connections when they read. They can make connections to their own lives, to other texts, or to society.

- Figure out the theme, or big idea, of the text.
- Think about your personal experiences. Look for how the theme can connect to experiences in your life.
- Think about other texts you have read. How does the theme relate to the theme in other texts?
- Think about society, or the community. Are there similarities between the theme and your society?

MODEL AND PRACTICE Say: *One of the themes of *Before the Railroad Came* is that the railroad made life easier for Samuel and his family. What connections can I make between the theme and my personal experiences? I can think about what new invention has made my life easier. That's easy! Cell phones have made things easier for me and my family. I can also make connections to society. I can think about how transportation has affected the lives of people in my community and around the world. The railroad made life easier for Samuel, and cars and airplanes have made life easier for us.* Have students use the Close Read notes on pp. 131 and 133 of the *Student Interactive* to help them make connections to their personal experiences and to another text.

ELL Targeted Support Making Connections Tell students that making a connection to a text means reading about something in the text and then thinking of something else that is related.

Using p. 131 of *Before the Railroad Came*, ask simple questions to guide students. *Is the railroad new at the time the story takes place?* (yes) *How does the railroad make a difference?* (by making life easier) *Is there something that has happened in your life that made your life easier? What was it?* Prompt students to tell about the personal event by drawing a picture. **EMERGING**

Review the big idea of *Before the Railroad Came*. Ask students to share an experience they had that was similar to Samuel's. Help them connect details between the story and their experience. **DEVELOPING**

Have pairs discuss connections they have made to the text. Ask them to explain how they made those connections. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for making connections to texts they have read.

OPTION 1 My TURN Have students complete p. 137 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students keep a list of connections they make to the independent text during their reading.

QUICK CHECK

Notice and Assess Are students able to make connections to texts?

Decide

- **If students struggle**, revisit instruction for making connections in Small Group on pp. T188–T189.
- **If students show understanding**, extend instruction for making connections in Small Group on pp. T188–T189.

STUDENT INTERACTIVE, p. 137

Read Together READING WORKSHOP

Make Connections

Readers make connections to the big ideas in a text. They can connect the big ideas to their lives, other texts they have read, or to the world around them.

MY TURN Write and draw about a connection you can make to the big idea of *Before the Railroad Came*. Look back at what you highlighted in the text.

Possible response: Drawing could show a train ride.

Possible response:
I can take a train
to a new place like
Samuel did.

137

Use the  **QUICK CHECK** on p. T181 to determine small group instruction.

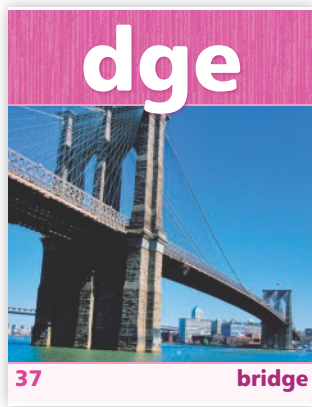
Teacher-Led Options

Word Work Strategy Group

TRIGRAPH *dge*

Sound-Spelling Card

Display Sound-Spelling Card 37. Say: *The word bridge has the sound /j/. The letters dge work together to make the sound /j/ that you hear in the word bridge.*



Have student pairs make a picture book featuring labeled images or drawings of things whose names have the trigraph *dge*, such as *edge*, *bridge*, *badge*, and *ridge*.

ELL Targeted Support

Help students practice reading and writing words with the trigraph *dge*, such as *bridge*, *badge*, *edge*, and *ridge*.

Have students read the words with you and then write words with letters *dge* that spell the sound /j/. Ask them to circle the letters that spell the sound /j/. **EMERGING/DEVELOPING**

Challenge student pairs to think of as many words as they can with letters *dge* that spell the sound /j/. Then have them underline the letters that spell the sound /j/. **EXPANDING/BRIDGING**



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

Intervention Activity

CONSONANT DIGRAPHS AND TRIGRAPHS *dge*, *ng*, *nk*, *ck*

Use Lesson 18 in the *myFocus Intervention Teacher's Guide* for instruction on words with trigraph *dge*.

LEVEL B • MODEL AND TEACH

Lesson 18 Consonant Digraphs and Trigraphs *dge*, *ng*, *nk*, *ck*

INTRODUCE Remind students that they know how to read and write words with digraphs, such as *sh*, *tch*, *ph*, and *wh*. A digraph is two consonants that stand for a single sound, for example, in the word *match*, the letters *tch* make the single sound /ch/. Today we will learn to read and spell words with other consonant combinations.

MODEL Display or share copies of the following passage "A Rock Club" from Student Page S113, and read it aloud.

OBJECTIVES:

- Read and spell words that end with the /j/ sound spelled *dge*.
- Read and spell words with the /ng/ *ng* and /ngk/ *nk* digraphs.
- Read and spell words with the /k/ *ck* digraph.

A Rock Club

Hank joins a rock club. *ck* makes the /ngk/ sound.
 He gets a name badge. *ck* makes the /k/ sound.
 It is on string. *dge* makes the /j/ sound.
 He wears it around his neck. *ng* makes the /ng/ sound.

TEACH Read the passage aloud. Point to and say each word with circled letters, emphasizing the sound of the letter combinations: *nk* makes the /ngk/ sound; *ck* makes the /k/ sound; *dge* makes the /j/ sound, and *ng* makes the /ng/ sound. Have students repeat each word with you. Ask: Where do you hear /k/, /j/, /nk/, and /ngk/, at the beginning or end of the word? (end) Point out that final sounds can be spelled with a combination of letters. Guide students to identify another word that ends with a digraph. (neck) Circle *ck*. I know that each of these letter combinations makes one sound. I blend this sound with other sounds to make a word. Then I can read and spell words that end with these letter combinations.

Now point to the *ng* letter combination at the end of the word *string* in the third sentence. Now that I know what the letters *ng* sound like, when I hear a word that ends with that sound, I can spell the word. The word *string* ends with the sound /ng/. Sound out the beginning sounds for students and write *s*, *t*, *r*, and *i*. Work through spelling other examples, such as *ring*, *bang*, and *lung*.

Phonics, Morphology, and Spelling T • 113

Intervention Activity

PHONOLOGICAL AWARENESS

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

Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Hand out Letter Tiles to students. Students can use them to form these words: *badge*, *ledge*, *bridge*, *lodge*, *judge*. Students can play a guessing game with the words. For example, one student says a clue for a word, such as “not in the middle.” Then the other students use Letter Tiles to spell out the word. (*edge*)

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



Decodable Reader



When students read and listen to the Decodable Reader *Where Is My Badge?*, they can practice reading words with the trigraph *dge* and high-frequency words.

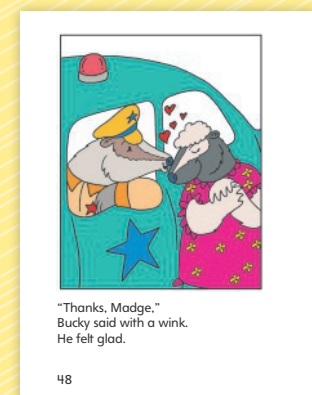
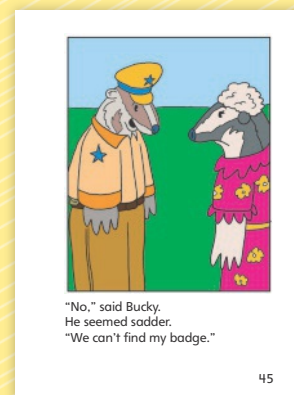
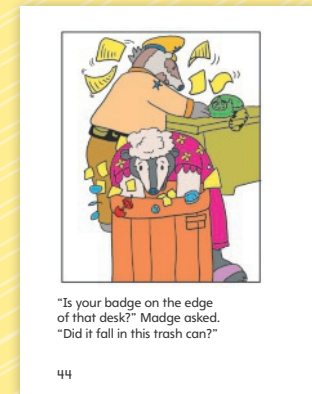
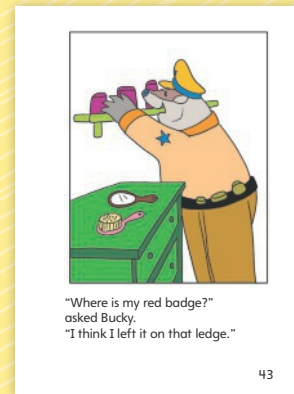
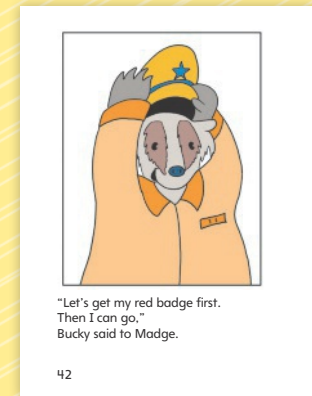
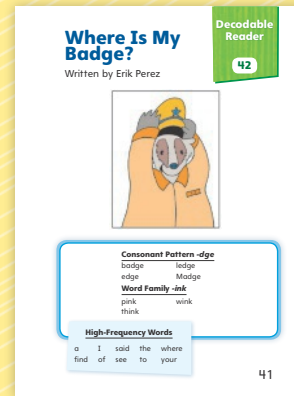
Pair students for reading and listen carefully as they use letter-sound relationships to decode. One student begins. Students read the entire story, switching readers after each page. Partners reread the story. This time the other student begins.

Centers



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

Decodable Reader



Use the  **QUICK CHECK** on p. T185 to determine small group instruction.

Teacher-Led Options

Strategy Group



MAKE CONNECTIONS

Teaching Point When reading historical fiction, you can make connections to the big ideas in the text. You can think about experiences you have had or about other texts that have similar ideas. You can also connect ideas in the text to the world around you. Discuss the illustrations students are creating for the activity on p. 137 in the *Student Interactive*. Ask students to share and explain their pictures.

ELL Targeted Support

Have students practice making connections to texts. Display the covers or read aloud a few pages of fiction texts. Model making a connection to your own life.

Have students think about something from their own lives. Ask: **Does anything in the words or pictures in this text make you think of something you have seen or done?** Encourage students to respond in complete sentences.

EMERGING/DEVELOPING

Ask students to make connections between the text and things they have actually seen, done, or felt. Ask: **What part of the text made you think of that?** **EXPANDING**

Have students connect to texts using characters. Ask them to select a character from a text they have read that reminds them of themselves. Invite students to tell about the character they chose and what they have in common with that person. **BRIDGING**



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

Intervention Activity



MAKE CONNECTIONS

Use Lesson 42 in the *myFocus Intervention Teacher's Guide* for instruction on making connections.

LEVEL B • READ

Lesson 42 Ask and Answer Questions and Make Connections

DIRECTIONS Look at the title of the story and the picture. Then follow along as your teacher reads aloud "Rainy-Day Cookies."

Rainy-Day Cookies

Gina and her dad planned to go to the zoo on Saturday. Gina was glad. She loved the zoo. But the sky was cloudy on Saturday morning. Soon it was raining cats and dogs!

"Oh, well," said Dad. "We will go to the zoo next weekend."

Gina tried not to look sad.

"Hey! I have a great idea!" Dad said. "What if I show you how to make my amazing Chunky and Chewy Chocolate Chip Cookies?"

"Yes, please! That is a great idea, Dad," said Gina.

Dad told Gina what they needed to make cookies. First, they got butter and eggs. Next, they found the flour and sugar and the other ingredients.

Dad explained, "First we mix up the butter and the sugar. Next we add eggs."

Crack! He tapped an egg on the rim of a cup. He opened the shell. *Plop!* The yolk and white dropped into the cup.

Dad poured the egg into the bowl. "You do the second egg, Gina," he said.

Crack! Plop! Gina's egg dropped into the cup. She poured it into the bowl.

Dad showed Gina his baking tricks.

"I like to add two pinches of salt. Like this!" he said. He acted like a magician as he tossed salt into the bowl.

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Reading Literature T • 237

Fluency

Assess 2–4 students



PROSODY

Have student pairs practice reading a short passage smoothly.

ORAL READING RATE AND ACCURACY

Use pp. 103–108 in Unit 4, Week 3 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes per conference

MAKE CONNECTIONS

Talk About Independent Reading Ask students to share connections they made to their independent reading text.

Possible Conference Prompts

- What part of the text made you think of this personal experience?
- How did this connection help you better understand the text?

Possible Teaching Point Readers stop and think about connections they can make to what they just read. The connections can be to their own lives, to other texts, or to the world around them.

Leveled Readers



MAKE CONNECTIONS

- For suggested titles, see “Matching Texts to Learning,” pp. T154–T155.
- For instructional support on how to make connections to a text, see the *Leveled Reader Teacher’s Guide*.



Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Before the Railroad Came*.
- make connections as they read the Book Club text.
- partner-read their texts and then discuss ways they connect to the text.

Centers



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

Literacy Activities



Students can

- write about their books in a notebook.
- play the myView games.
- take turns reading a text with a partner.

SUPPORT INDEPENDENT READING

It is important to build students’ confidence. As you listen to students read, provide any necessary support in a caring way as you point out aspects of the reading that students have performed well.

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



Whole Group

Share Bring the class back together. Ask volunteers to share a connection they made to their texts. Congratulate students for working hard this week.

Word Work

OBJECTIVES

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

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

Decode words with inflectional endings, including -ed, -s, and -es.

Identify and read common high-frequency words.

ADDITIONAL PRACTICE

For additional student practice with high-frequency words, use *My Words to Know* p. 219 from the *Resource Download Center*.

My Words to Know, p. 219

Phonological Awareness: Remove Phonemes

MODEL Demonstrate recognizing the change in a spoken word when a phoneme is removed. Say the words *goat* and *go*, emphasizing the final sounds.

Listen as I say the word *goat*: /g/ /ō/ /t/. Now I'll say another word: /g/ /ō/ (pause) *go*. What did I remove from the word *goat* to make the word *go*? Yes, the sound /t/ at the end of *goat* was removed to make the word *go*. Say the sounds in the words with me.

PRACTICE Have students recognize the change in each pair of words when a phoneme is removed: *ant/an*, *black/lack*, *block/lock*, *goat/oat*, *hat/at*, *mask/ask*.

Phonics: Spiral Review *r*-Controlled Vowels *er*, *ir*, *ur*; Adding Endings *-ed*, *-ing*

Minilesson

FOCUS Write the words *her*, *stir*, and *fur* on the board. Tell students that the sound /èr/ can be spelled *er*, *ir*, or *ur*. Have students tell how the sound /èr/ is spelled in each of the words on the board.

Write the words *pop*, *popped*, and *popping*. Tell students that when you add the endings *-ed* and *-ing* to words that have a short vowel sound and end with a consonant, the final consonant is doubled before adding the ending. Underline the doubled consonant in *popped* and *popping*.

MODEL AND PRACTICE Write each of the words listed below. Have students decode the words with a partner.

hugged	nurse	bird	hopping	fern	patted
--------	-------	------	---------	------	--------



ELL Targeted Support Remove Phonemes Students may struggle to hear a sound that is removed from a word. Provide a set of objects for each student. Explain that one of the objects will represent one sound.

Say the word *cat*. Then segment the sounds: /k/ /a/ /t/. Tell students to place one object in front of them for each sound, so students should have three objects in a row. Touch each object as you segment the sounds: /k/ /a/ /t/. Now say the word *at*. Ask: **What changed from the word *cat* to the word *at*?** Guide students to remove one object to demonstrate removing a phoneme. Say: **We have removed one sound from the word and you removed one object from your desk.** Repeat with other word pairs. **EMERGING/DEVELOPING**

Have students display one object for each sound they hear in the word *spot*. Ask them to touch an object for each sound they hear: /s/ /p/ /o/ /t/. Then say the word *pot*. Ask: **What changed? How can you change the objects to show how *spot* changed to *pot*?** (Students should remove one object.) Repeat with other word pairs. **EXPANDING**

HIGH-FREQUENCY WORDS



Create word cards for this week's high-frequency words: *our, away, light, never, pretty*. Place the cards around the room. Ask students to play a high-frequency word hunt in the classroom. Explain that they should look around the room to find each of the high-frequency words. When they find a word, have them raise their hand. Tell them to spell the word and read the word. Ask students to record the words in a notebook to tally how many places they found the word in the room.

Reflect and Share



Before the Railroad Came

OBJECTIVES

Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

Use text evidence to support an appropriate response.

Compare and contrast the adventures and experiences of characters in stories.

ACADEMIC VOCABULARY

Integrate Use Academic Vocabulary words as you instruct students on sharing opinions during discussions.

- I think the railroad was necessary because . . .
- Samuel's experience reminds me of another character's experience.

Talk About It

Minilesson

FOCUS ON STRATEGIES Explain that readers often share their opinions about the texts they read. They share what they think about the text. When readers share opinions to compare two texts, they should:

- say what they think or believe about each text.
- use text evidence to support their opinion.

MODEL AND PRACTICE Model finding text evidence to make a comparison between texts and support an opinion about Samuel, using the prompt on p. 138 in the *Student Interactive*. Say: *I think Samuel is a smart kid. At the end of the story, he realizes the railroad is a good thing for him and his family. He gets to see new places. He reminds me of Henry from *Henry on Wheels*. Henry liked to go places. He was smart too!*

ELL Targeted Support Expressing Opinions Remind students that everyone can have their own opinion and that opinions can be different. All opinions should be supported with evidence from the text.

Have students respond to yes/no questions that will help guide them to express an opinion. *Do you think Samuel is a hard worker? Does Samuel care about his family?* Ask students to point out details that support their answers. **EMERGING**

Provide students with sentence frames to express opinions about Samuel and to compare him to other characters. *I think Samuel is _____ because _____. He is like the character _____ because they both _____. **DEVELOPING***

Ask students to compare two characters from different texts and offer an opinion. Have them take questions from other students about their opinion and respond using text evidence. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for comparing texts.

OPTION 1 Use the Shared Read Have students use evidence from this week's texts to express opinions about Samuel and compare him to characters from other texts.

OPTION 2 Use Independent Text Ask students to compare characters from two self-selected independent reading texts. Tell them to support their opinions with details from both texts.

QUICK CHECK

Notice and Assess Can students make comparisons across texts?

Decide

- **If students struggle**, revisit instruction for making text comparisons in Small Group on pp. T194–T195.
- **If students show understanding**, extend instruction for making text comparisons in Small Group on pp. T194–T195.

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

STUDENT INTERACTIVE, p. 138

RESPOND TO TEXT

Read Together

Reflect and Share

Talk About It
What is your opinion of Samuel? How is he like other characters you have read about? How is he different?



Tell an Opinion
When telling an opinion, it is important to:

- Say what you think or believe.
- Use a reason to support your opinion.

Use the words on the note to help you.

Now tell your opinion.

Weekly Question
How can technology change the world?

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Use the  **QUICK CHECK** on p. T193 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point When readers read texts, they can compare characters from different stories. Comparing characters helps us understand the characters and the texts better. Use *Before the Railroad Came* and a previously read text to model comparing. Include your opinion about the characters.

ELL Targeted Support

Help students compare two characters they have recently read about: Samuel from *Before the Railroad Came* and Jackie Robinson.

Have students talk about what is the same and what is different about Samuel and Jackie. Ask leading questions that will elicit from students that Jackie Robinson is a real person, while Samuel is a made-up character that seems real.

EMERGING

Have students work with a partner to talk about and write a list of ways that Samuel and Jackie are different. **DEVELOPING**

Have students work in small groups to help each other fill in a Venn diagram that compares and contrasts Samuel and Jackie. Ask: *What do you know about each person?* **EXPANDING**

Have students work independently to fill in a Venn diagram to compare and contrast Samuel and Jackie. Then have them share their work in small groups. **BRIDGING**



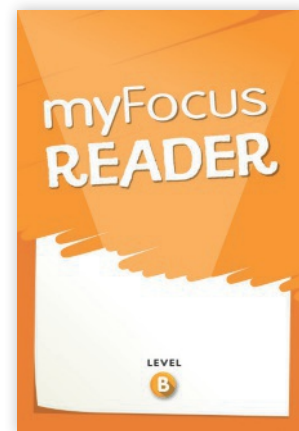
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



myFOCUS READER

Reread the text on pp. 46–47 with students. Use the teaching support online at SavvasRealize.com to engage students in a conversation that demonstrates how comparing texts they have read this week helps them better understand people from the past. Encourage students to use the Academic Vocabulary words.



On-Level and Advanced



INQUIRY

Organize Information and Communicate Help students organize their findings about a specific kind of technology into a format to share with others.

Critical Thinking Discuss information students learned and the process they used.

See *Extension Activities* pp. 266–270 in the *Resource Download Center*.

Conferring

3 students / 3–4 minutes per conference

COMPARE TEXTS

Talk About Independent Reading Have students share the comparisons they made between two characters in the books they read.

Possible Conference Points

- How do the characters act alike?
- How do the characters act differently?
- Why did you choose to compare these characters?

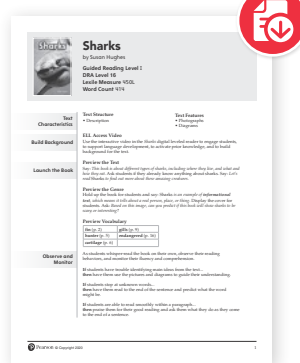
Possible Teaching Point When comparing characters, consider what they do, say, think, and feel. These are details you can use to determine how characters are similar and different.

Leveled Readers



COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T154–T155.
- For instructional support on how to compare and contrast texts, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in a whole group. Have one or two students share opinions about two texts they read this week.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Before the Railroad Came* with a partner.
- read a self-selected text.
- reread or listen to a 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.
- complete an activity in the *Resource Download Center*.
- play the myView games.

BOOK CLUB



See Book Club pp. T490–T493 for:

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

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 about people who have made history.
- I can make and use words to connect reading and writing.
- I can write a personal narrative.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

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

Materials

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

LESSON 1

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T200–T201
 - » Phonological Awareness: Middle and Final Sounds
 - » Phonics: Decode Words with Diphthongs *ow, ou*
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Poem: Weekly Question T202–T203
- Listening Comprehension: Read Aloud: “The First Thanksgiving” and “A Big Feast” T204–T205
- Informational Text T206–T207
 - ☑ Quick Check T207

READING BRIDGE

- Academic Vocabulary: Word Parts T208–T209
- Handwriting: Letters Xx T208–T209

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T213
- Strategy, Intervention, and On-Level/Advanced Activities T212
- ELL Targeted Support T212
- Conferencing T213

INDEPENDENT/COLLABORATIVE

- Independent Reading T213
- Literacy Activities T213

BOOK CLUB T213 **SEL**

WRITING WORKSHOP

MINILESSON

- Personal Narrative T396–T397
 - » Capitalization
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T397
- Conferences T394

WRITING BRIDGE

- Spelling: Spell Words with Diphthongs *ow, ou* T398
 - ☑ Assess Prior Knowledge T398
- Language & Conventions: Spiral Review: Future Tense Verbs T399

LESSON 2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T214–T215
 - » Phonics: Decode and Write Words with Diphthongs *ow, ou*
 - ☑ Quick Check T215
 - » High-Frequency Words

SHARED READ

- Introduce the Texts T216–T225
 - » Preview Vocabulary
 - » Read and Compare Texts: *What Is the Story of Our Flag?; The First American Flag*
- Respond and Analyze T226–T227
 - » My View
 - » Develop Vocabulary
 - ☑ Quick Check T227
 - » Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T228
- Guided Reading/Leveled Readers T231
- Strategy and Intervention Activities T228, T230
- Fluency T230 • Conferencing T231
- ELL Targeted Support T228, T230

INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T229
- Independent Reading T231
- Literacy Activities T231

WRITING WORKSHOP

MINILESSON

- Personal Narrative T400–T401
 - » Explore Punctuation Marks
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T401
- Conferences T394

WRITING BRIDGE

- Spelling: Teach Spell Words with Diphthongs *ow, ou* T402
- Language & Conventions: Oral Language: Verbs T403

LESSON 3

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T232–T233
 - » Phonological Awareness: Distinguish Between /a/ and /ā/
 - » Phonics: Decode Words with Vowel Digraphs *ai, ay*
 - » High-Frequency Words

CLOSE READ

- Compare and Contrast Texts T234–T235
- Close Read: *What Is the Story of Our Flag?; The First American Flag*
 - ✔ **Quick Check** T235

READING BRIDGE

- Read Like a Writer, Write for a Reader: Print Features T236–T237
- Handwriting: Letters *Kk* T236–T237

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T239
- Strategy and Intervention Activities T238
- Fluency T238 • Conferring T239
- ELL Targeted Support T238

INDEPENDENT/COLLABORATIVE

- Independent Reading T239
- Literacy Activities T239

WRITING WORKSHOP

MINILESSON

- Personal Narrative T404–T405
 - » Apply Punctuation Marks
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T405
- Conferences T394

WRITING BRIDGE

- Spelling: Review and More Practice: Spell Words with Diphthongs *ow, ou* T406 **FLEXIBLE OPTION**
- Language & Conventions: Teach Verbs T407

LESSON 4

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T240–T241
 - » Phonics: Decode and Write Words with Vowel Digraphs *ai, ay*
 - ✔ **Quick Check** T241
 - » Decodable Story: Read *Raise the Flag* T242–T243

CLOSE READ

- Find Important Details T244–T245
- Close Read: *What Is the Story of Our Flag?; The First American Flag*
 - ✔ **Quick Check** T245

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T246
- Guided Reading/Leveled Readers T249
- Strategy and Intervention Activities T246, T248
- Fluency T248 • Conferring T249
- ELL Targeted Support T246, T248

INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T247
- Independent Reading T249
- Literacy Activities T249
- Partner Reading T249

WRITING WORKSHOP

MINILESSON

- Personal Narrative T408–T409
 - » Explore Verbs
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T409
- Conferences T394

WRITING BRIDGE

- Spelling: Spiral Review T410 **FLEXIBLE OPTION**
- Language & Conventions: Practice Verbs T411

LESSON 5

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T250–T251
 - » Phonological Awareness: Change Phonemes
 - » Phonics: Spiral Review: Comparative Endings; Consonant Trigraph *dge*
 - » High-Frequency Words

COMPARE TEXTS

- Reflect and Share T252–T253
 - » Talk About It
 - ✔ **Quick Check** T253
 - » Weekly Question

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 T412
 - » Apply Verbs
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T412–T413 **SEL**
- Conferences T394

WRITING BRIDGE

- Spelling: Spell Words with Diphthongs *ow, ou* T414
- ✔ **Assess Understanding** T414 **FLEXIBLE OPTION**
- Language & Conventions: Standards Practice T415

Materials

WEEKLY LAUNCH: POEM

What Is America?

America is the land of the free.
America is the people I see.
America is the country I roam.
America is the place I call home.

Weekly Question
Why is it important to learn about our country's past?

MY TURN When you interact with a text, you read and respond to it in a way that helps you understand it. Interact with this text by drawing what America is to you.

POEM
"What Is America?"

Informational Text Anchor Chart

Main Idea

Details

READING ANCHOR CHART
Informational Text

Informational Text Anchor Chart

Main Idea

Details

EDITABLE ANCHOR CHART
Informational Text

Decodable READER

UNIT 4

DECODABLE READER

Handwriting

Writing Workshop

My Words to Know

Language and Conventions

RESOURCE DOWNLOAD CENTER
Additional Practice

Big Book of SONGS and POEMS

myView LITERACY

SONGS AND POEMS BIG BOOK

Leveled Readers

Sharks

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

Test Structure

• Comprehension
• Fluency
• Vocabulary

ELL Access Video

Build Background

Launch the Book

Preview the Content

Preview Vocabulary

Observe and Monitor

LEVELED READER TEACHER'S GUIDE

Words of the Week

High-Frequency Words

again
both
how
read
soon

Develop Vocabulary

field
stars

patch
stripes

Spelling Words

chow
cow
ground
how
loud
out
owl
sound
again
soon

Unit Academic Vocabulary

experience
necessary
record
supply



WEEK 4 LESSON 1 READING WORKSHOP GENRE & THEME

Listening Comprehension

OBJECTIVES
Listen actively. Use relevant strategies to identify information, and answer questions about main ideas and details.
Use appropriate fluency skills, including: use phrasing when reading to give words their natural meaning.
Recognize and understand the structure of informational text.

ELL Language Transfer
Organize text in the lesson organizers in "The First Thanksgiving" and "The Big Quest".
• write: describe
• compare: compare
• answer: justify

FLUENCY
Also complete the Read Aloud Routine. Apply "The First Thanksgiving" and "The Big Quest" models to the text. Encourage students to pay attention to how you read. Encourage students to use the strategies they learned in the Read Aloud Routine. Use the strategies to read the text. Encourage students to use the strategies to read the text. Encourage students to use the strategies to read the text.

180 Second Reading
Encourage students to use the strategies they learned in the Read Aloud Routine. Use the strategies to read the text. Encourage students to use the strategies to read the text. Encourage students to use the strategies to read the text.

Read Aloud
Tell students that you are going to read about two informational texts. Have students listen to you read "The First Thanksgiving" and "The Big Quest". Encourage students to be active listeners by paying close attention to what you are reading.

START UP
READ-ALoud ROUTINE
Purpose: Have students listen actively for characteristics and structures of informational text.
READ: the entire text aloud without stopping for the Think Aloud callouts.
READ: the text aloud, pausing to model Think Aloud strategies related to the genre.

The First Thanksgiving
When the first settlers came to America, they found a strange, wild land. There were no food stores. The friendly Wampanoag Indians helped the settlers. The settlers learned how to grow corn, beans, squash, and other foods from the Indians. If it had not been for the Indians, the settlers may not have survived. As a thank you, the settlers invited the Wampanoag Indians to an autumn celebration. That was back in November 1621. The settlers gave thanks for all they had learned and all they had to eat. We celebrate that same feast, Thanksgiving, every November.



READ ALoud TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

WHY
Interactive Read Aloud:
• engage students to look about their independent reading level.
• build student comprehension.
• enhance students' overall language development.
• provide an opportunity to model fluency and expression reading.
• foster a love and enjoyment of reading.

PLANNING
Select a text from the Read Aloud Trade Book Library or the school or classroom library.
• Identify the key idea of the story.
• Determine the Teaching Point.
• Write your independent reading level. Record Think Alouds on sticky notes and place in the book at the points where you plan to stop to interact with students.
Finalists Teaching Points:
• Record the story.
• Record the characters.
• Record the Teaching Point.
• Record the Theme.
• Record the Characters.
• Record the Plot of the story.

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

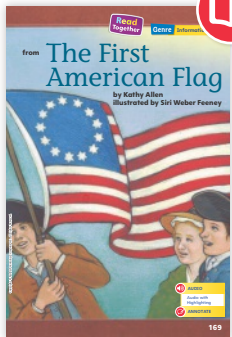
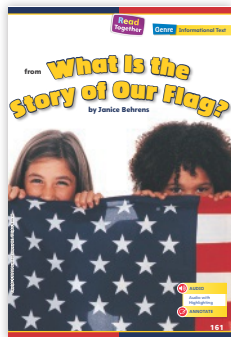
DURING READING
• You can choose to stop and reading to students get the gist of the story and apply Think Aloud and other modeling for a change also into the text.
• Read with expression to draw in listeners.
• Ask questions to guide the discussion and draw attention to the teaching point.
• Use Think Aloud to model strategies and model use to monitor comprehension and extend reading level text.
• Help students make connections to their own experience, think they have read or learned in the past, or the world.

AFTER READING
• Summarize and allow students to share thoughts about the story.
• Request student comprehension by modeling the theme or big idea of the story.
• Choose and assign a Student Response form available on ReadAloud.com.



INTERACTIVE READ ALoud LESSON PLAN GUIDE

READ ALoud "The First Thanksgiving"



SHARED READ
What Is the Story of Our Flag?
The First American Flag

BOOK CLUB

Titles related to
Spotlight Genre and
Theme: T476-T479

Mentor STACK

Writing Workshop T393



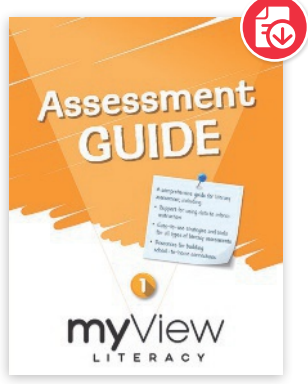
LITERACY STATIONS



SCOUT

Assessment Options for the Week

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



ASSESSMENT GUIDE

Word Work

OBJECTIVES

Demonstrate phonological awareness.

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

Identify and read common high-frequency words.



Sound-Spelling Cards 94, 98

FOUNDATIONAL SKILLS EXTENSION

See p. T221 for a diphthong *ou*, *ou* extension activity that can be used as the text is read.

Phonological Awareness: Middle and Final Sounds

SEE AND SAY Tell students that when you segment the sounds in a word, you say them sound by sound. When you blend the sounds, you put the sounds back together to say the word normally. Point to the picture of the cow on p. 148 in the *Student Interactive*. Say: **This is a picture of a cow. Listen carefully to each sound in the word cow: /k/ (pause) /ou/. What sound do you hear at the end of cow? Yes, we hear the sound /ou/ at the end of the word cow.** Then repeat the activity with the pictures for *cloud* and *clown*. Ask them to name the middle sounds.

PRACTICE Say each of the following words: *pound*, *found*, *how*, *now*, *sound*, *mouse*, *wow*. Work with students to segment the sounds in each word and tell where they hear the sound /ou/. Then have them blend the sounds to say the word.

Phonics: Decode Words with Diphthongs *ow*, *ou*

Minilesson

FOCUS Use Sound-Spelling Cards 94 (*mouse*) and 98 (*owl*) to introduce the sound /ou/ spelled *ow* and *ou*. Say: **The vowel sound /ou/ has two spellings. The sound /ou/ can be spelled *ou* as in the word *mouse*.** Point to the word *mouse* on the card and then write the word on the board and underline *ou*. **The sound /ou/ can also be spelled *ow*, as in the word *owl*.** Point to the word *owl* on the card and then write the word on the board and underline *ow*.

MODEL AND PRACTICE Write and read the word *found*, emphasizing the vowel sound. Say: **The word *found* has the sound /ou/.** Point to the *ou* spelling of the sound. Say: **The sound /ou/ in *found* is spelled *ou*.** Have students repeat the word and the spelling. Repeat with the word *gown*.

APPLY My TURN Have students practice blending and decoding the words with diphthongs *ow* and *ou* on the bottom of p. 148 in the *Student Interactive*.



ELL Targeted Support **Diphthongs *ow, ou*** For speakers of German and Spanish, the sound /au/ is similar to the English sound /ou/. Provide extra practice with the sound /ou/ spelled *ow* and *ou*. Write the word *house*. Say the letter sounds, pointing to each spelling as you say the sound. Blend the sounds together to read the word. Have students repeat the word with you as you underline the vowel spelling *ou*. Write the word *cow* on the board. Pronounce the word, emphasizing the vowel sound. Have students repeat the word as you underline the spelling *ow*. Repeat with the words *mouse* and *crown*.

EMERGING/DEVELOPING

Read aloud a passage that has grade-appropriate words with diphthongs *ou* or *ow*. When students hear a word with the /ou/ sound, have them repeat the word. Write it on the board and ask students to identify the letters that spell the sound /ou/. **EXPANDING**

HIGH-FREQUENCY WORDS

Write the high-frequency words *how*, *soon*, *both*, *read*, and *again*.

- Point to each word as you read it and spell it.
- Have students spell and say the words with you.
- Then call out a word and have students identify it by pointing to it.

how

read

soon

again

both

STUDENT INTERACTIVE, p. 148

PHONOLOGICAL AWARENESS | PHONICS

Read
Together**Middle and Final Sounds**

SEE and SAY Say each sound as you name each picture. Then say each picture name again.

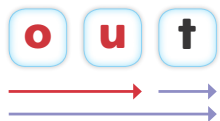
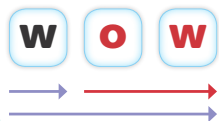


Students should say *cow*, *cloud*, *clown*.

Diphthongs *ow, ou*

The **ou** sound can be spelled **ow**, as in *cow*.
The **ou** sound can be spelled **ou**, as in *cloud*.

MY TURN Read the words.



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Interact with Sources

OBJECTIVES

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

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

ACADEMIC VOCABULARY

Language of Ideas It is essential to find new ways to help students build upon their Academic Vocabulary. After you examine the poem, ask: [Why is it necessary to think about what America means to you?](#) [Record your ideas by drawing a picture.](#)

- experience
- supply
- necessary
- record

Be sure to use these words throughout the week to reinforce language acquisition.



Songs and Poems Big Book

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

Explore the Poem

Have students think back on the Essential Question for Unit 4: *Why is the past important?* Ask: [What have you learned about the past so far?](#) Open a discussion so students can share their ideas. Next, read aloud the Weekly Question: *Why is it important to learn about our country's past?* Ask: [What do you know about our country's past?](#)

Prompt students to follow along as you read aloud the poem “What Is America?” on pp. 146–147 in the *Student Interactive*. Inform students that they will be drawing a picture that has something to do with America. Explain that drawing is one way to interact with a text. When readers interact with a text, they read it and then respond to it in some way. Before they begin drawing, place students into pairs. Have pairs brainstorm a list of things and ideas that they associate with America.

Provide the following questions to help students form ideas:

- What do people celebrate in America?
- What do people eat in America?
- What places are important in America?
- What are people like in America?

MyTURN Have students follow the prompt on p. 147 in the *Student Interactive*.

WEEKLY QUESTION Redirect students' attention back to the Weekly Question: *Why is it important to learn about our country's past?* Discuss how “What Is America?” tells about our country. Then say: [This week, we will learn why our country's past is important to us today.](#)

ELL Targeted Support Preteach Vocabulary Before reading “What Is America?” preteach some of the basic vocabulary words in the poem. Display these words: *people, country, roam*.

Provide students with simple definitions of the words. While reading the poem aloud, pause at each word and point at its definition. Read the definition before repeating the word. Ask students to say the word with you. **EMERGING**

Provide students with simple definitions of the words. Read the poem, stopping at each word. Prompt students to say and define the words. **DEVELOPING**

Read the words aloud. Have students work in small groups to look up the definitions of the words. Provide support as needed. Then ask them to share their findings with the class. **EXPANDING**

Read the words aloud. Then ask student pairs to come up with sentences that include each vocabulary word. Have them share their sentences with the class. **BRIDGING**

STUDENT INTERACTIVE, pp. 146-147

WEEKLY LAUNCH: POEM

Read Together


What Is America?

America is the land of the free.
America is the people I see.
America is the country I roam.
America is the place I call home.

Weekly Question

Why is it important to learn about our country's past?

MY TURN When you interact with a text, you read and respond to it in a way that helps you understand it. Interact with this text by drawing what America is to you.



146

147

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Listening Comprehension

OBJECTIVES

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

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

Recognize characteristics and structures of informational text.


ELL Language Transfer

Cognates Point out the Spanish cognates in “The First Thanksgiving” and “A Big Feast.”

- plants : *plantas*
- celebrate : *celebrar*
- potatoes : *patatas*

FLUENCY

After completing the Read-Aloud Routine, display “The First Thanksgiving” and “A Big Feast.” Model reading aloud a short section of the text, asking students to pay attention to how you read. Explain that fluency is about reading for accuracy, not speed. Tell students that this week they will read two texts: *What Is the Story of Our Flag?* and *The First American Flag*. When it is time to read these texts, they should practice reading for accuracy.

 **THINK ALOUD** Analyze **Informational Text** After rereading the third paragraph, say, *This text is about Thanksgiving. These paragraphs give details about events from the past. These events happened in real life. This tells me that I’m reading an informational text.*

Read Aloud

Tell students that you are going to read aloud two informational texts. Have students listen as you read “The First Thanksgiving” and “A Big Feast.”

Encourage students to be active listeners by paying close attention to what you are reading.

START-UP

READ-ALLOUD ROUTINE

Purpose Have students listen actively for characteristics and structures of informational text.

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

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

The First Thanksgiving

When the first settlers came to America, they found a strange, wild land. There were no food stores.

The friendly Wampanoag Indians helped the settlers. The settlers learned how to grow corn, beans, squash, and other foods from the Indians.

If it had not been for the Indians, the settlers may not have survived. As a thank you, the settlers invited the Wampanoag Indians to an autumn celebration. That was back in November 1621.

The settlers gave thanks for all they had learned and all they had to eat. We celebrate that same feast, Thanksgiving, every November.



A Big Feast

Your Thanksgiving dinner probably looks a lot different from the first Thanksgiving meal.

During that first Thanksgiving, turkey might not have been the main course. Fish was probably on the menu, though. There were no pumpkin pies, but they did eat pumpkins.

We still celebrate a big feast in November every year. Our Thanksgiving, though, doesn't look much like that very first dinner.



THINK ALOUD Analyze Informational Text Pause after you finish rereading the second paragraph. Then say: "A Big Feast" has details. These details tell how our Thanksgiving today is different from the first Thanksgiving. The difference between the meals is the main, or central, idea of this text. The details about food support that main idea. I know that informational texts have main ideas and supporting details, so I think I am reading another informational text.

ELL Targeted Support Retell Guide students to expand their vocabulary by retelling basic information from the texts.

Reread the texts aloud. Then have students draw pictures that retell the most important information from the texts. Prompt students to share their work with others using words they heard in the texts. **EMERGING**

Reread the texts aloud. Have student pairs retell the main ideas and important details from both texts. **DEVELOPING**

Have students reread the texts. Give student pairs two blank outlines and have them fill in the main idea and details for each text. Have students use their outlines to retell one of the texts to their partner. **EXPANDING/BRIDGING**

FLEXIBLE OPTION INTERACTIVE Trade Book Read Aloud

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

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



WRAP-UP

Thanksgiving

"The First Thanksgiving"

"A Big Feast"

Ask students: *How are the two texts alike and different?* Use a Venn diagram to record student responses.

Informational Text

LEARNING GOAL

I can read about people who have made history.

OBJECTIVES

Recognize characteristics of informational text, including the central idea and supporting evidence with adult assistance.

Recognize structures of informational text, including features and simple graphics to locate or gain information.

LANGUAGE OF THE GENRE

Make sure students understand key terms that the class will use to discuss informational texts throughout the week.

- main/central idea
- details
- labels
- features
- bold text

FLEXIBLE OPTION ANCHOR CHARTS

If you wish to create your own anchor chart, or expand upon the one provided on *Student Interactive* p. 159 with student involvement, you can

- have students suggest what to add to the chart using their observations from previously read informational texts.
- ask them to come up with creative ways to display information on the anchor chart.

Minilesson

FOCUS ON STRATEGIES An informational text has a main, or central, idea. Details tell more about the main idea. Informational texts also have features, such as labels, that help readers locate or gain additional information.

- Examine the text and think about what it is mainly about. What is the main, or central, idea?
- Find important details in the text. What do these details explain about the main idea?
- Look at the text's features and graphics. How do bold words, labels, and other special features help you gather more information?

MODEL AND PRACTICE Draw students' attention to the informational text model on p. 158 of the *Student Interactive*. Read aloud the model and then use it to show students how to recognize characteristics and structures of informational text. Say: **This text is about the Statue of Liberty. The first sentence tells me what and where the statue is. That's the main idea. The second sentence gives more details about the statue. The picture shows me what the Statue of Liberty looks like and points out the torch with a label. All of these help me understand that I'm reading an informational text.** Ask students to examine and comment on the Anchor Chart on p. 159 of the *Student Interactive*.

ELL Targeted Support Visual Support Use the illustration from the Anchor Chart on p. 159 to explain main idea and details.

Ask students leading questions about the illustration, such as: **What does the label *Details* point at?** Tell students that the main idea and details are characteristics of informational text. **EMERGING**

Have student pairs use the illustration from the Anchor Chart to complete the following sentence frames: *The main idea is ____.* *The details are ____, ____, and ____.* **DEVELOPING**

Have pairs review an informational text they have read previously. Ask students to use what they learned from the Anchor Chart to identify the main idea and details of the text. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify informational text.

OPTION 1 TURN, TALK, AND SHARE Have students talk to a partner about ways that an informational text and a biography are alike and different. To compare the genres, encourage students to review the model on p. 158 in the *Student Interactive* or another informational selection and look back at a biography, such as *Through Georgia's Eyes* or *Jackie Robinson*.

OPTION 2 Use Independent Text Have students compare an informational independent text to a biographical independent text they have previously read. Ask them to draw a Venn diagram in their notebooks to list similarities and differences between the two texts.

QUICK CHECK

Notice and Assess Can students identify the characteristics of an informational text?

Decide

- **If students struggle**, revisit instruction about informational texts in Small Group on pp. T212–T213.
- **If students show understanding**, extend instruction about informational texts in Small Group on pp. T212–T213.

STUDENT INTERACTIVE, pp. 158–159


GENRE: INFORMATIONAL TEXT

Read Together

My Learning Goal I can read about people who have made history.

Informational Text

Informational text has supporting evidence, or details, that tell about a main, or central, idea. It can have features, such as labels.



torch

Main Idea The Statue of Liberty is a symbol of freedom. It welcomes

Details people from other countries who want to start a new life in America.

TURN and TALK How are biography and informational text alike and different?

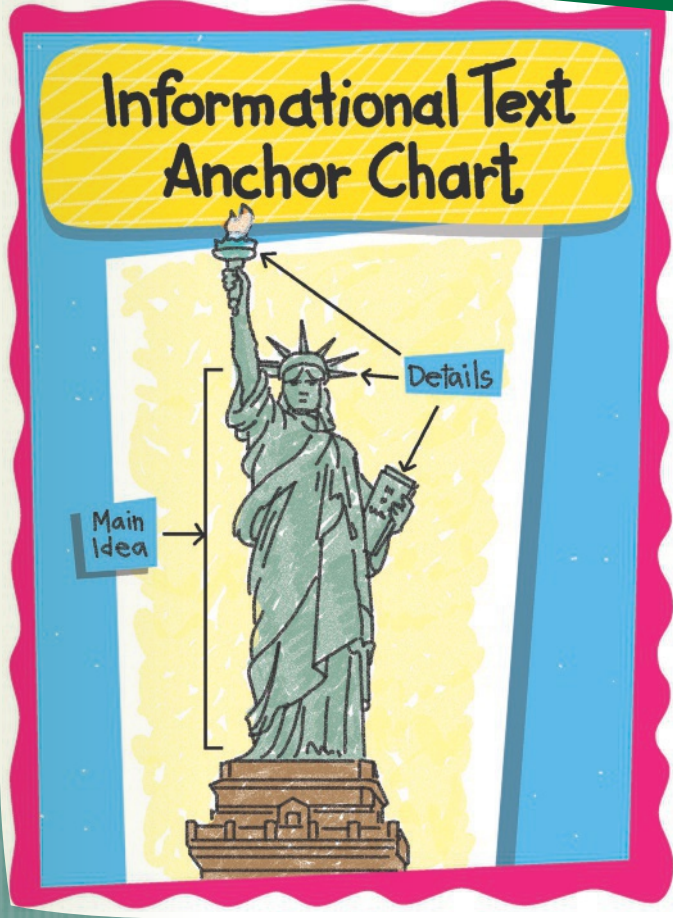
158

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Read Together

READING WORKSHOP

Informational Text Anchor Chart



159

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Academic Vocabulary

LEARNING GOAL

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

OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

ELL Language Transfer

Prefixes Prefixes are common in various European languages. Invite students or their family members to share examples of words with prefixes in their home languages. If possible, show these words in written form and divide them between the prefix and the base word. Examples in Spanish: *desagradable* (*disagreeable*); *in-feliz* (*unhappy*)

Word Parts

Minilesson

FOCUS ON STRATEGIES Remind students that the Academic Vocabulary words for this unit are: *experience*, *supply*, *necessary*, and *record*. Tell students that they will be creating other words by adding word parts to these words. Explain that word parts are groups of letters that can be added to some words to make related words with new meanings.

- First check the meaning of the word part you want to add to a word.
- Next, make sure you know the meaning of the base word or root you want to add a word part to.
- Put the word part in the correct place, either at the beginning of the word or the end.
- Finally, determine the meaning of the new word.

MODEL AND PRACTICE Model adding word parts to create new words. Have students look at p. 179 in the *Student Interactive*. Say: I look for the meanings of the word parts, *re-*, *un-*, and *-able*. The word part *re-* means “again.” The word part *un-* means “not.” The word part *-able* means “able to.” Now I think about what the word *unnecessary* means. If *un-* means “not,” then *unnecessary* must mean “not necessary.” I write the word *not* on the line.

Handwriting

OBJECTIVE

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

Letters X and x

FOCUS Display uppercase X and lowercase x.

MODEL Model writing uppercase X using correct letter formation and slant. Have students practice writing the letter in the air with their fingers. Then repeat with lowercase x.

Write the words *fix*, *box*, *ax*, and *Xavier*, showing proper letter formation and correct letter size. Have students point to the letter Xx in each word.



ASSESS UNDERSTANDING

Apply

MyTURN Prompt students to complete the activity on p. 179 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 179

VOCABULARY **Read Together** READING-WRITING BRIDGE

I can make and use words to connect reading and writing. **My Learning Goal**

Academic Vocabulary

Word parts can be added to some words. These words become new words with different meanings.

The word part **re-** means “**again.**”

The word part **un-** means “**not.**”

The word part **-able** means “**able to.**”

MYTURN Finish each sentence.

Unnecessary means “**not** necessary.”

Recordable means “**able to** record.”

Resupply means “to supply **again.**”

179


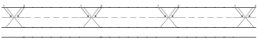
PRACTICE Have students complete *Handwriting* p. 229 from the *Resource Download Center* to practice writing words with Xx.

Name _____ **Read Together**

Handwriting


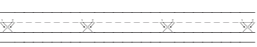
Letters Xx
Where do you start uppercase letter X? What do you do next? How do you finish the letter?

MYTURN Trace the letters. Then write uppercase letter X.

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

MYTURN Trace the letters. Then write lowercase letter x.

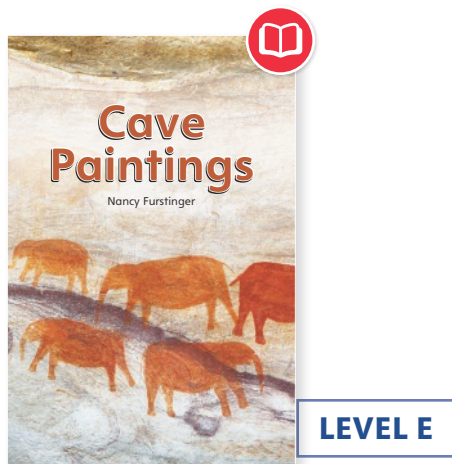
 

Grade 1 • Unit 4 • Week 4 229

Handwriting, p. 229

Matching Texts to Learning

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



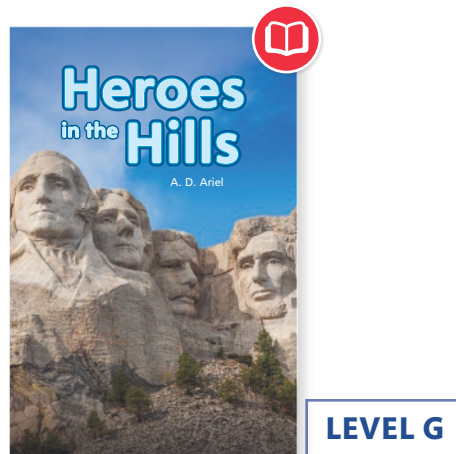
Genre Informational Text

Text Elements

- Easy content and ideas
- Two to four lines of text per page

Text Structure

- Description



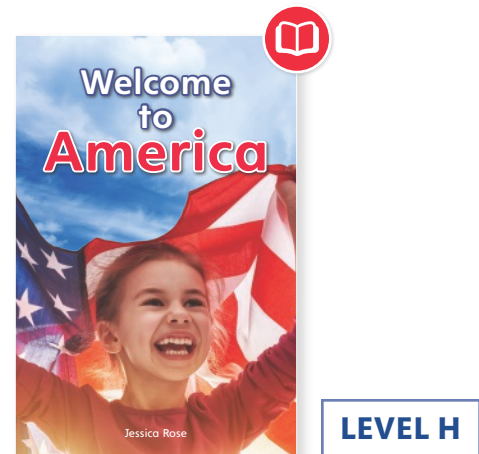
Genre Informational Text

Text Elements

- Heads and other text features
- Two to six lines of text per page

Text Structure

- Description



Genre Narrative Nonfiction

Text Elements

- Accessible content
- Two to eight lines of text per page

Text Structure

- Description

Guided Reading Instruction Prompts

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

Identify Informational Text

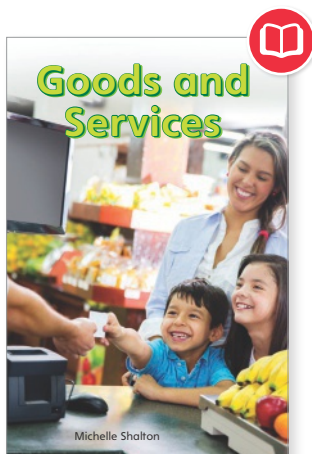
- Is the text about something real?
- Does the text have a main idea?
- Do details tell more about the main idea?
- Can you find features, such as labels, in the text?

Develop Vocabulary

- Are there photographs or illustrations that help you understand the meanings of unfamiliar words?
- What words does the author use to label images?
- How do labels help you better understand new words?

Compare and Contrast Texts

- What are the topics of the texts ___ and ___?
- How are the texts alike and different?
- What details help you compare and contrast the texts?



LEVEL H

Genre Informational Text

Text Elements

- Accessible content
- Four to eight lines of text per page

Text Structure

- Description



LEVEL I

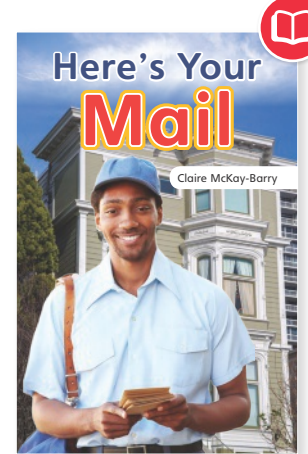
Genre Informational Text

Text Elements

- Heads and other text features
- Four to eight lines per page

Text Structure

- Compare and contrast



LEVEL I

Genre Informational Text

Text Elements

- Heads and other text features
- Four to eight lines per page

Text Structure

- Simple factual

Find Important Details

- Which details tell the most important information about the main idea?
- How do you find important details in a text?
- How can finding details help you compare and contrast two texts?

Compare Texts

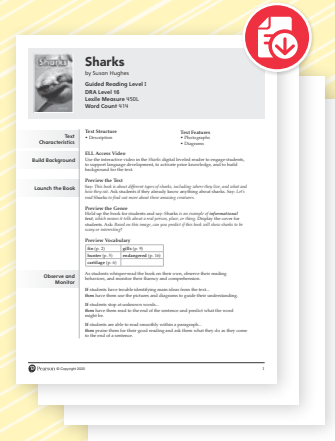
- How are ___ and ___ similar?
- In what ways are these two texts different?
- Have you read other books that are similar to these texts?

Word Work

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

Leveled Reader Teacher's Guide

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



Use the  **QUICK CHECK** on p. T207 to determine small group instruction.

Teacher-Led Options

Strategy Group



IDENTIFY INFORMATIONAL TEXT

Teaching Point When you read an informational text, look for details that tell about a main idea. The title often gives a clue about the main idea. Sometimes there are print features, such as labels, that give more details about that idea. Use “The First Thanksgiving” and “A Big Feast” on pp. T204–T205 to point out the key characteristics of informational text.

ELL Targeted Support

Help students find clues about the main idea from this week’s Read Aloud texts.

Read aloud the title of “The First Thanksgiving.” Ask students, *What does the title tell you?* Explain that the title tells us that the text will be mainly about the first Thanksgiving meal. Repeat this process with “A Big Feast.” **EMERGING**

Have students listen as you reread aloud “The First Thanksgiving.” Ask leading questions about various details in the text, tying them back to the title. Then ask, *What is the main idea?* Repeat this process with “A Big Feast.” **DEVELOPING**

Have students form their own questions about “The First Thanksgiving” and “A Big Feast” to ask the rest of the group. Guide them to create questions that focus on the characteristics of informational texts. **EXPANDING/BRIDGING**



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

Intervention Activity



INFORMATIONAL, PROCEDURAL, AND PERSUASIVE TEXTS

Use Lesson 49 in the *myFocus Intervention Teacher’s Guide* for instruction on informational text.

LEVEL B • READ

Lesson 49 Recognize Types of Text: Informational, Procedural, and Persuasive Texts


DIRECTIONS Follow along as your teacher reads aloud each passage. Look at the pictures.

A Secret Note

Do you want to make some invisible ink? Here is how to do it. You have to get some things. Then, look at the directions. You have to do the steps in order.

What You Need

- half a lemon
- water
- a spoon
- a bowl
- a cotton swab
- white paper
- a lamp



Directions

1. Put some lemon juice into the bowl. Put in one or two drops of water.
2. Mix the water and the juice with a spoon.
3. Then take the cotton swab. Dip it in the mix. Write a note on the white paper.
4. Let the juice dry so you do not see it. There is no note! But you can find out if it is there.
5. When it is time to show the note, set the paper under the lamp. The lamp is hot. It can get the paper hot. Soon, you will see the note.

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On-Level and Advanced



INQUIRY

Question and Investigate Prompt students to revisit “What Is America?” and their drawings on *Student Interactive* pp. 146–147. Throughout the week, have them conduct research on one aspect of America’s past and draw a picture of what it means to them. See *Extension Activities* pp. 266–270 in the *Resource Download Center*.

Conferring

3 students / 3–4 minutes
per conference

IDENTIFY INFORMATIONAL TEXT

Talk About Independent Reading Ask students to use their Venn diagrams to identify and describe features of an informational text.

Possible Conference Prompts

- What is the main idea of the text, and what details tell you more about the main idea?
- What print features, such as labels or bold text, have you found?

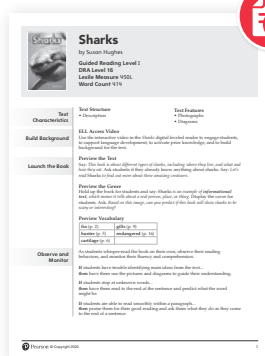
Possible Teaching Point Readers understand that informational texts often give facts and details about *something* real. Biographies give facts and details about *someone* real.

Leveled Readers



IDENTIFY INFORMATIONAL TEXT

- For suggested titles, see “Matching Texts to Learning,” pp. T210–T211.
- For instructional support on how to identify the characteristics of informational text, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Gather the class back together in whole group. Encourage a few students to share something new they learned about informational texts, and celebrate their discoveries.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to “What Is America?” on p. 146 in the *Student Interactive*.
- read a self-selected trade book.
- begin reading their new Book Club text.

Centers



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

Literacy Activities



Students can

- write in a notebook about the topic of an informational text they have read.
- share with a partner the drawing they made on p. 147 in the *Student Interactive*.
- play the myView games.

BOOK CLUB



See Book Club pp. T476–T479 for

- ideas for discussing the Book Club book.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups’ collaboration.

Word Work

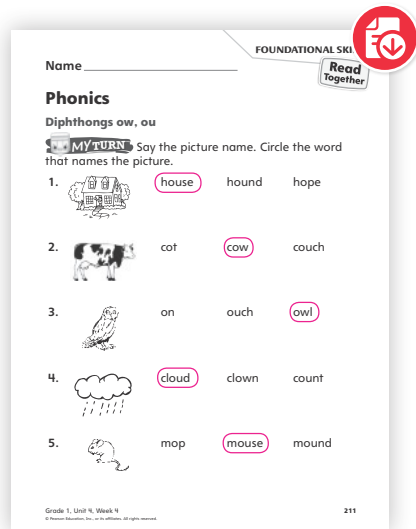
OBJECTIVES

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

Identify and read common high-frequency words.

ADDITIONAL PRACTICE

For additional student practice with the diphthongs *ow*, *ou*, use *Phonics* p. 211 from the *Resource Download Center*.



Phonics, p. 211

Phonics: Decode and Write Words with Diphthongs *ow*, *ou*

Minilesson

FOCUS Tell students that some sounds have more than one spelling and that the sound /ou/ can be spelled *ow* or *ou*.

MODEL AND PRACTICE Write the following words on the board: *town*, *mouse*. Point to the word *town* and say: **The sound /ou/ can be spelled *ow*.** Have students repeat the word *town* with you as you underline the vowel spelling *ow*. Then point to the word *mouse* and have students sound it out. Ask: **What vowel sound do you hear in the word *mouse*? (/ou/)** **How do you spell the sound /ou/ in *mouse*? (*ou*)** Repeat for the words *down* and *house*.

Write the words *brown*, *cloud*, *found*, *chow*, *ground*, *mouth*, *crowd*, *gown*, *ouch*, and *frown*. Have students decode the words. After each word is read, ask partners to sort the words by how the sound /ou/ is spelled. Provide a two-column chart, similar to the one below. Ask students to write the words in the appropriate column.

ow	ou
brown	cloud
chow	found
crowd	ground
gown	mouth
frown	ouch

TURN, TALK, AND SHARE Have partners decode the words at the top of p. 149 in the *Student Interactive*.



FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 My TURN Have students complete the rest of p. 149 and p. 150 in the *Student Interactive*.

OPTION 2 Independent Activity Write the following words: *cow, shout, gown, loud*. Have students build the words with Letter Tiles and name the letters that spell the sound /ou/.

QUICK CHECK

Notice and Assess Are students able to decode and write words with the diphthongs *ow, ou*?

Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T228–T229.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T228–T229.

HIGH-FREQUENCY WORDS



Write the words *how, soon, both, read, and again*.

- Say and spell each word and have students repeat.
- Have students practice reading the words.

STUDENT INTERACTIVE, p. 149

Read Together
FOUNDATIONAL SKILLS

Diphthongs ow, ou

TURN and TALK Decode these words with a partner.

town	down	brown
mouse	house	blouse

MY TURN Say the picture name. Underline the word that names the picture.

couch

count

cow

cot

owl

ox

close

cloud

149

STUDENT INTERACTIVE, p. 150

Read Together
PHONICS | PHONOLOGICAL AWARENESS

Diphthongs ow, ou

MY TURN Write a word from the box to finish the sentences. Then read the sentences.

now
loud
down
crowd
round

Sam will run the round track.

The crowd is up and down.

Now they are loud!

MY TURN Write a sentence that includes a word with **ow** or **ou**.

Possible response:

The ground is wet.

150

Introduce the Texts



What Is the Story of Our Flag?

Compare Texts

Tell students that they will read two texts in this lesson—*What Is the Story of Our Flag?* and *The First American Flag*. As they read, ask students to think about the topics, or what the texts are about.



The First American Flag

OBJECTIVES

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

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

ELL Access

Background Knowledge

Encourage students to share what they already know about the American flag. Connect students' background knowledge to the vocabulary words and the content they will read in the texts.

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

- Show students the vocabulary words *stars* and *field* from p. 160 in the *Student Interactive*. Use visuals to help describe each word. Display an American flag if one is available.
- Explain that some words have multiple meanings. *When I think of the word field, I think of an open, grassy place outside. But field can have other meanings too. In the text, field is the blue part of the flag behind the stars.*
- Demonstrate how to draw a five-pointed star. Give students the opportunity to draw their own stars to reinforce the meaning of that word as it is used in this week's texts.
- Define the words further if needed. Definitions appear on the selection pages that follow. *These words will tell us about the American flag in What Is the Story of Our Flag?*

Read

Discuss the First Read Strategies with students. Tell them to keep in mind that they will read a second text as well.

FIRST READ STRATEGIES

LOOK Ask students to preview the text briefly before making a prediction about what the text will tell us. Provide assistance as needed.

READ Prompt students to read the text to find the most important ideas.

ASK Have students think of questions to ask to help clarify information in the text.

COMPARE Tell students that they will make connections between this text and *The First American Flag* to show how they are alike and different. Provide assistance as needed.

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



ELL Targeted Support Preteach Vocabulary Offer students the chance to work with the vocabulary words in a word bank before reading the text.

Display example sentences that include each vocabulary word. Read the sentences aloud, pointing to the words as you say them. Ask students to repeat your model. Show and explain what the words mean. **EMERGING**

Place students into small groups. Ask groups to draw pictures that illustrate what each word means. Then have them share their work. **DEVELOPING**

Have students work with partners to come up with a list of words related to the vocabulary words. Ask pairs to share their lists. **EXPANDING**

Ask students to write their own sentences that use the vocabulary words from the word bank. **BRIDGING**

STUDENT INTERACTIVE, p. 160



Read
Together

from What Is the Story of Our Flag?

Preview Vocabulary

You will read these words in *What Is the Story of Our Flag?*

stars

field

Read and Compare

Look through the text. Make a prediction.

Read to find the most important ideas.

Ask questions to clarify information.

Compare this text to *The First American Flag*.

Meet the Author

Janice Behrens writes books for children. She lives in New York City with her family. Janice learned how to fold a flag when she was a kid.

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STUDENT INTERACTIVE, p. 161



Read Together

Genre Informational Text

from **What Is the
Story of Our Flag?**
by Janice Behrens

AUDIO
Audio with
Highlighting

ANNOTATE

161

First Read

Look

THINK ALOUD I know this is an informational text. I also see that the title is *What Is the Story of Our Flag?* Now I can make a prediction, or guess. I predict that the text will teach me the history, or story, of the American flag. I will read to find out if my prediction matches the information in the text.

Possible Teaching Point



Read Like a Writer | Print Features

Follow the Read Like a Writer, Write for a Reader lesson on pp. T236–T237 in the Reading-Writing Workshop Bridge to explain how authors use print features. Display the image of the flag on p. 162. Point out the two labels, “stars” and “stripes,” that accompany the image. Discuss how the labels help readers find important details.



STUDENT INTERACTIVE, pp. 162-163

**stars****stripes**

Our flag is red, white, and blue. It has **stars** and **stripes**. But did you know that the American flag has not always looked the same?

162

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When our country was new, the leaders decided we needed a flag. Back then, there were only 13 **states**. The first flag had a star and a stripe for each state.

stars shapes that have five or more points

states

CLOSE READ

Underline the sentence that describes the first flag.

163

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Possible Teaching Point



Language & Conventions | Verbs

Remind students that the word *is* is in the present verb tense, while *was* and *were* are in the past verb tense. Guide them to find and recite the sentences on pp. 162–163 that have the verbs *is*, *was*, or *were*. Then ask: **Does the sentence tell about the present or the past?** Review p. T407 in the Reading-Writing Workshop Bridge for more instruction on the verbs *am*, *are*, *is*, *was*, and *were*.

Close Read



Compare and Contrast Texts

Have students underline the sentence that describes the look of the first flag on p. 163. Tell them that they will use what they underlined to compare and contrast the two texts.

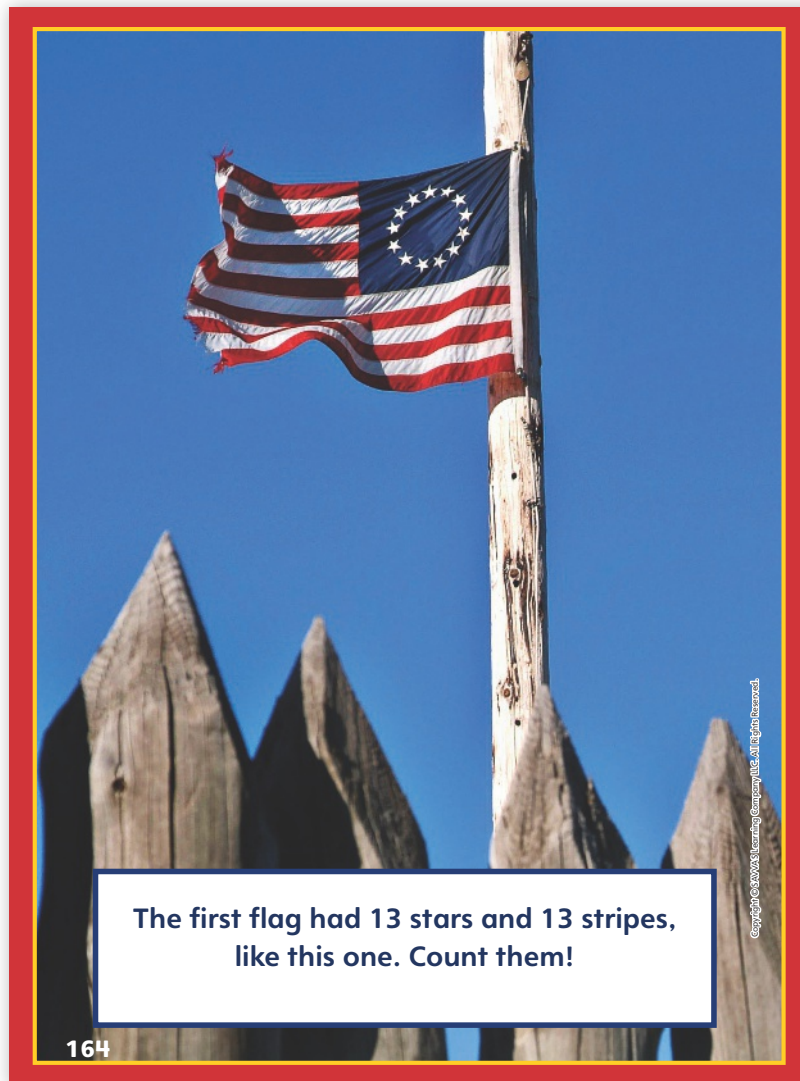
Then ask: **How do you know this sentence describes the first flag?** (Possible response: because the sentence tells about the stars and stripes on the first flag.)

DOK 3

OBJECTIVE

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

STUDENT INTERACTIVE, pp. 164-165



The first flag had 13 stars and 13 stripes, like this one. Count them!

164

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Who made the first flag?
No one knows for sure.
Some people think it was a **seamstress** who lived in Philadelphia. Her name was Betsy Ross.

seamstress



VOCABULARY IN CONTEXT

What does the word **seamstress** mean? What part of the picture helps you understand the word's meaning?

165

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First Read

Ask

THINK ALOUD I can ask questions while I am reading to help me better understand the text. I can ask: Who is Betsy Ross?

I read about Betsy Ross on p. 165. I learn that she was a seamstress. She lived in Philadelphia. Some people think she made the first flag. I want to learn more about Betsy Ross. I should look for another book about her.

Possible Teaching Point



Academic Vocabulary | Word Parts

Use the Academic Vocabulary lesson on pp. T208–T209 in the Reading-Writing Workshop Bridge to review word parts with students. Explain that the word part *re-* can mean “again” and the word part *-able* can mean “able to.” Point out the word *count* in the label on p. 164. Ask, *What do the words recount and countable mean?* (“count again,” “able to be counted”)



STUDENT INTERACTIVE, pp. 166–167



field an area where information is placed



Over the years, new states joined the country. Stars were added to the blue field. Sometimes the stars were in a circle. Other times they were in rows.

Sometimes stripes were added too.

166

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Our flag today has 50 stars. There is one for each state. It has 13 stripes, for the first 13 states. When people see the flag, they think of our country.



1776



1777



1803



1851

Can you count the stars and stripes on these old flags?

CLOSE READ

Highlight the details that tell how the flag has changed over time.

167

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Foundational Skills Extension

Diphthongs *ow*, *ou*

Ask students to point out and recite the word in the sentence beneath the four flag images on p. 167 that includes /ou/ spelled *ou*. (*count*)

Close Read

Vocabulary in Context

Prompt students to determine the meaning of the word *seamstress* on p. 165 by asking and answering questions. Then ask: *What part of the picture helps you figure it out?* (Possible response: the woman sewing) **DOK 2**

Find Important Details

Ask students to highlight details on pp. 166–167 that tell how the flag has changed over time. **DOK 1**

OBJECTIVES

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

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



Introduce the Texts



What Is the Story of Our Flag?

Compare Texts

Before reading *The First American Flag*, tell students that afterwards, they will compare and contrast the topic of this text to the topic of *What Is the Story of Our Flag?*



The First American Flag

OBJECTIVES

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

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

ELL Access

Background Knowledge

Encourage students to share something they learned about the American flag from reading *What Is the Story of Our Flag?* Connect students' background knowledge and new information they have acquired to the vocabulary words and content they will read in the second text.

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

- Show students the vocabulary words *patch* and *stripes* from p. 168 in the *Student Interactive*. Use visuals to help describe each word.
- Remind students that some words have multiple meanings. *A patch can be a small area that is different from the surrounding area, or it can be a bit of cloth used to fix holes. In The First American Flag, the word patch means "a small area that is different from the surrounding area."*
- Reinforce the meaning of *stripes* by having students use different colors to draw stripes on a sheet of paper.
- Define the words further if needed. Definitions appear on the selection pages that follow. *These words will tell us more about the American flag in The First American Flag.*

Read and Compare



Compare Texts Guide students to compare and contrast the topics of the two texts. *We just read What Is the Story of Our Flag? We will now read The First American Flag. Look for ways in which the two texts are similar and different.* Discuss the First Read Strategies with students.

FIRST READ STRATEGIES

LOOK Ask students to look through the text briefly before making a prediction about what the text will explain. Provide assistance as needed.

READ Direct students to find the most important details as they read the text.

ASK Have students ask questions to better understand the text.

COMPARE Assist students with making connections between this text and *What Is the Story of Our Flag?* Help them observe how the topics are similar and different.

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



ELL Targeted Support Comprehend English Vocabulary Help students read and comprehend the vocabulary words—*patch*, *stripes*, *stars*, and *field*—used in this week’s selection texts. Display the words and their definitions.

Display example sentences that include the four vocabulary words. Read the sentences aloud, pointing to the words as you say them. Tell students to repeat your model. Then read and discuss the word meanings with students. **EMERGING**

In pairs, have students take turns reading the vocabulary words from example sentences and reciting the meaning of each word to their partners. **DEVELOPING**

Have students work in pairs to create a list of words that are related to one or more of the vocabulary words. Call on pairs to read their lists to the class. **EXPANDING**

Challenge student pairs to write a sentence for at least two of the vocabulary words from this week. Invite them to read their sentences to the class. **BRIDGING**

STUDENT INTERACTIVE, pp. 168–169



from The First American Flag

Preview Vocabulary

You will read these words in *The First American Flag*.

patch

stripes

Read and Compare

Look through the text. Make a prediction.

Read to find the most important ideas.

Ask questions to clarify information.

Compare this text to *What Is the Story of Our Flag?*

Meet the Illustrator

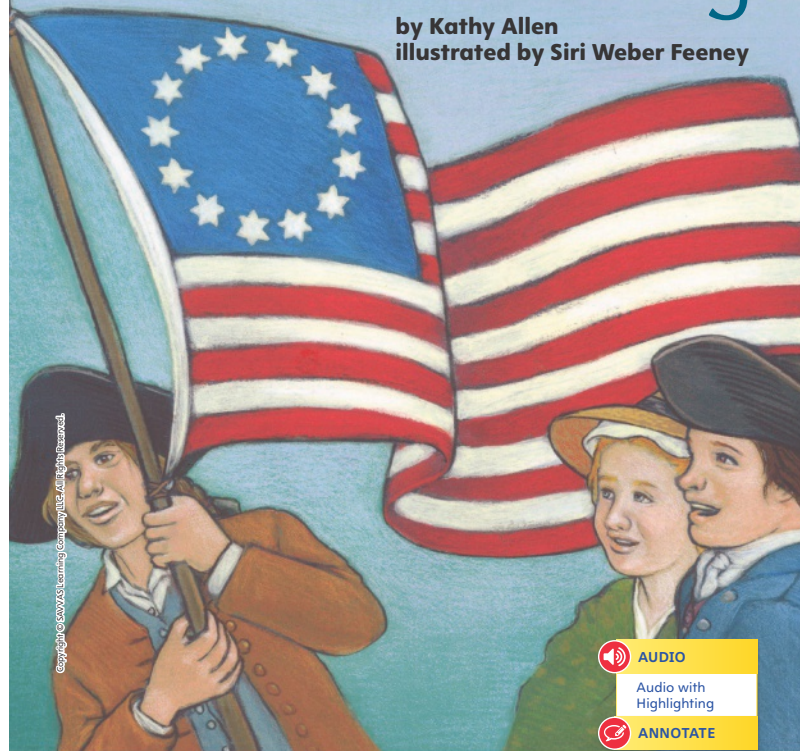
Siri Weber Feeney makes pictures for children’s books. She enjoys illustrating people of different cultures and turning history into art.

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from The First American Flag

by Kathy Allen
illustrated by Siri Weber Feeney



AUDIO

Audio with
Highlighting

ANNOTATE

169

STUDENT INTERACTIVE, pp. 170-171



Many people believe a man named Francis Hopkinson designed the first U.S. flag.

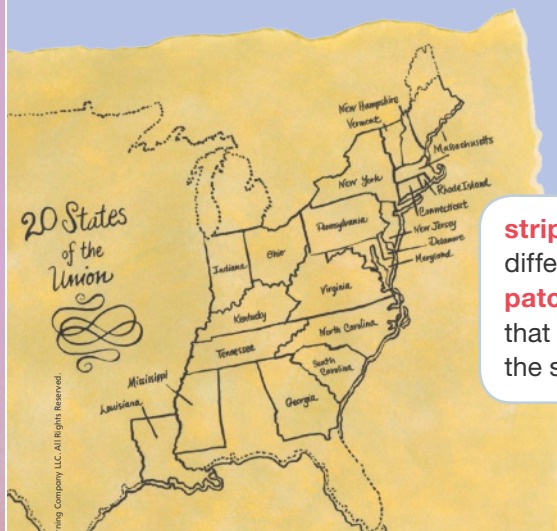
His flag had 13 red and white stripes. The corner had 13 six-pointed stars on a patch of blue.

On June 14, 1777, “Hopkinson’s flag” became the first flag of the United States. It was called the Stars and Stripes.



170

As states were added to the country, stars and stripes were added to the flag. By 1795, the flag had 15 stars and 15 stripes. By 1818, there were 20 states.



stripes lines that are different colors
patch a small area that is different from the surrounding area

CLOSE READ

Underline the sentences that describe the first flag.

171

First Read

Read

THINK ALOUD I read page 171. The first sentence tells how the stars and stripes changed when new states were added. This sentence tells me an important idea. The important idea helps me understand the text better.

CROSS-CURRICULAR PERSPECTIVES

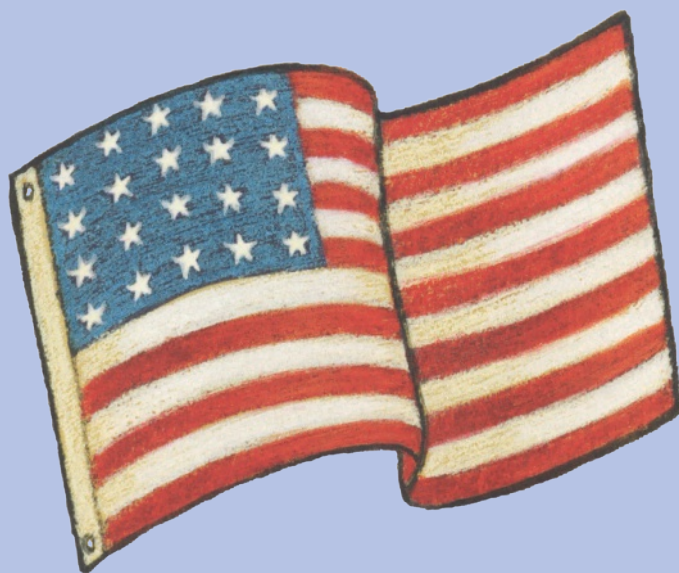
Social Studies



The 15-stripe flag was made in 1794. It wasn't until 1818 that the country went back to a flag with 13 stripes. The stripes represent the 13 original colonies.



STUDENT INTERACTIVE, pp. 172-173



Adding a new stripe for each new state would mean very small stripes or a very tall flag!

So, the country went back to a flag with 13 stripes. A star was added for each new state.

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By 1959, there were 50 states. The flag got its 50th star on July 4, 1960. The star stands for the state of Hawaii.

The flag of the United States has come a long way.

CLOSE READ 

Highlight the details that describe how the flag has changed over time.

173

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Foundational Skills Extension

Vowel Digraph ay

Have students find the word on p. 173 that has vowel digraph ay. (way) Ask them to read the word aloud.

Close Read

Compare and Contrast Texts

Ask students to underline sentences that describe the look of the first flag. Remind them that they will use what they underlined to compare and contrast the two texts. **DOK 1**

Find Important Details

Have students highlight details that help them respond to the question: *How has the flag changed over time?* **DOK 2**

OBJECTIVE

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



Respond and Analyze

Compare Texts



- *What Is the Story of Our Flag?*

- *The First American Flag*

OBJECTIVES

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

Use text evidence to support an appropriate response.

Respond using newly acquired vocabulary as appropriate.

My View

Encourage students to share their initial reactions to *What Is the Story of Our Flag?* and *The First American Flag*.

- **Discuss** What interested you most about the history of the American flag?
- **Write** Create a short list of topics related to the American flag and its history that you would like to learn more about.

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Explain that the vocabulary words *stars*, *field*, *patch*, and *stripes* describe parts of the American flag. Some of the words have more than one meaning. To clarify a word's meaning, students can

- look at pictures of the flag to help them visualize the word's meaning.
- use context clues from the texts.

MODEL AND PRACTICE Model the activity on p.174 in the *Student Interactive*. Point to the part of the flag that is connected to the first blank by a line. Ask: **What word describes this part of the flag?** (*field* or *patch*)

ELL Targeted Support Develop Vocabulary Write the words *stars*, *field*, *patch*, and *stripes*.

Prompt students to use the vocabulary words in a group discussion about the flag. For example, ask: *Are there more stars or stripes on the flag?* **EMERGING/DEVELOPING**

Have partners use a photo of a flag or a real flag to start a discussion that includes the vocabulary words. Ask them to point to the part of the flag they are describing as they use the words. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 MyTURN Prompt students to complete p. 174 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students use sticky notes to mark pages with unfamiliar words. If they can use context clues to determine meaning, ask students to put a check mark on the sticky note.

QUICK CHECK

Notice and Assess Can students recognize and use new vocabulary words?

Decide

- **If students struggle**, revisit instruction for vocabulary in Small Group on pp. T230–T231.
- **If students show understanding**, extend instruction for vocabulary in Small Group on pp. T230–T231.

Check for Understanding MyTURN Have students complete p. 175 in the *Student Interactive*.

STUDENT INTERACTIVE pp. 174–175


VOCABULARY *Read Together*

Develop Vocabulary

MYTURN Look at the picture. Write the word that fits each label.

stars	field	patch	stripes
-------	-------	-------	---------

the field, or
patch, of blue
one of the 50
stars
the 13 red and white
stripes



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COMPREHENSION *Read Together*

Check for Understanding

MYTURN Write the answer to each question. You can look back at the texts.

DOK 2 1. How does the topic of each text help you know these are informational texts? **Possible response:**
The topic of both texts is about a real thing.

2. Why does the author use bold words? **Possible response:**
A bold word is important.

DOK 3 3. How are Betsy Ross and Francis Hopkinson alike? Use text evidence. **Possible response:**
They both helped make the first flag.

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174 175

Use the  **QUICK CHECK** on p. T215 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group

DIPHTHONGS *ow, ou* Sound-Spelling Cards

Display Sound-Spelling Card 94. Say: *The letters **ou** make the /ou/ sound in **mouse**.* Repeat with Sound-Spelling Card 98 for /ou/ spelled *ow*.

Display the words *cow, couch, how, and house*. Have students read the words. Ask them to tell how the sound /ou/ is spelled in each word.

ELL Targeted Support

Have students label illustrations for words with the sound /ou/ to help them learn relationships between sounds and letters.

Have students say words with the sound /ou/, such as *mouse, blouse, town, brown, and cow*. Have them choose one word to illustrate. Have them label their drawings. **EMERGING**

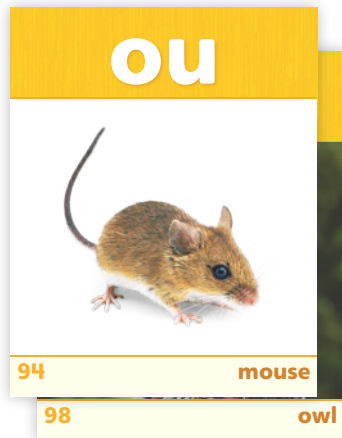
Ask students to list words with the sound /ou/. Have them choose a word to illustrate. Have them write a sentence about their drawing using their word. **DEVELOPING**

Ask students to list words with the sound /ou/. Have them choose two words to illustrate. Have students exchange their drawings with a partner so they can label each other's pictures.

EXPANDING/BRIDGING



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



Intervention Activity

DIPHTHONGS AND VOWEL PATTERNS

Use Lesson 26 in the *myFocus Intervention Teacher's Guide* for instruction on reading words with diphthongs *ow, ou*.

LEVEL B • MODEL AND TEACH

Lesson 26 Diphthongs and Vowel Patterns

INTRODUCE Remind students that they know vowel sounds besides short or long vowel sounds. You have learned about the /oi/ sound in *oil* and the /ow/ sound in *cow*. What is the vowel sound in *look*? (/oo/) Today you will learn how to read and spell words with these sounds. You will also learn words with two other vowel sounds. You will see different letter combinations for these vowel sounds.

MODEL Display Student Page S151. Say: I will read this story aloud. You follow along. Listen carefully to the vowel sounds in the highlighted words. These are the sounds we will focus on today. Read aloud the passage as students follow along. Slightly emphasize the highlighted words.

OBJECTIVES:

- Learn different sound-letter correspondences for diphthongs (/oi/, /ow/) and for the vowel sounds in *ball* (/aw/), *foot* (/oo/), and *new* (/oo/).
- Use knowledge of these correspondences to decode words with these vowel sounds, in isolation and in context.
- Apply knowledge of these correspondences to properly spell words with these vowel sounds.

New Toys

We went to the **toy** store.
I got a **ball**. Sam got a **new** game. It is a **good** game.
Now we play it all the time.
Will you join us? Or we could play with my ball outside!

/oi/	/ow/	/aw/	/oo/	/oo/
toy	Now	ball	good	new
join	outside			

TEACH Read the first sentence again. Direct students to look at the chart below the story and find the word *toy*. What is the vowel sound in *toy*? Yes, it is /oi/ and it is spelled o-y in *toy*. But there is another spelling for /oi/. See the word *join* below *toy* in the chart? How is /oi/ spelled in this word? (-i-) Have students find *join* in the story.

Repeat these steps for words *Now* and *outside*. Then introduce the other three sounds, reading the sentence with the target word and referring to the chart each time. See if students can find another word in the story with the same sound and spelling as *ball* (*all*). You will learn other letter combinations for this vowel sound later in the lesson. You will also learn other letter combinations for the vowel sounds in *good* and *new*.

Phonics, Morphology, and Spelling T • 151

Intervention Activity

PHONOLOGICAL AWARENESS

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



Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles to students.

Students can use them to form words with diphthongs *ow* and *ou*: *town*, *mouse*, *down*, *owl*, *couch*, *cloud*.

Students can then group them according to the letters that spell the sound /ou/ in each word.

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



Decodable Reader



Students can read Decodable Reader *A Storm Tent* to practice reading words with diphthongs *ow* and *ou* and high-frequency words.

Review the high-frequency words *how*, *soon*, *both*, *read*, and *again* before students read the Decodable Reader. Then have partners alternate reading pages.

High-Frequency Words

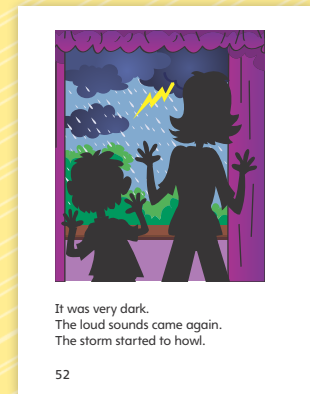
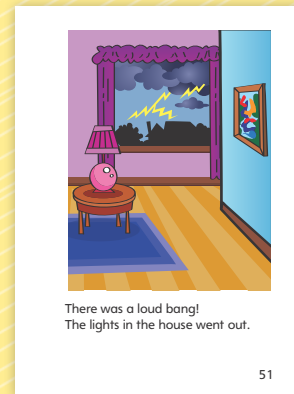
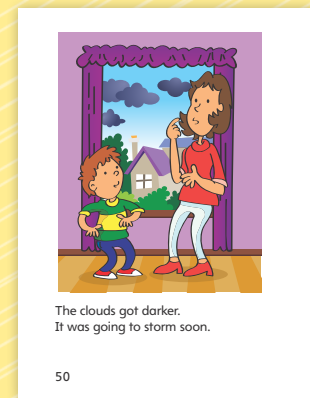
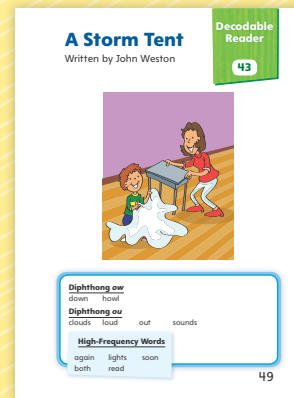
Have students form this week's high-frequency words (*how*, *soon*, *both*, *read*, *again*) and several words from the previous week using Letter Tiles.

Centers



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

Decodable Reader



Use the  **QUICK CHECK** on p. T227 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Readers sometimes come across words that are new to them or have a different meaning from what they know. They can often use other words and the pictures to help figure out the meaning. Direct students' attention to the image of the flag on p. 162 of the *Student Interactive*. Ask them how the image helps them understand what *stars* and *stripes* mean.

ELL Targeted Support

Students can use learning strategies such as drawing and concept mapping to acquire the selection vocabulary words.

Have students draw pictures to help them acquire the meanings of the grade-level vocabulary. **EMERGING**

Ask students to create word cards with drawings to help them learn the words and their meanings. **DEVELOPING**

Point out the words *patch* and *field* in the texts. Inform students that these words have a similar meaning in the text, as both are used to refer to the blue portion of the American flag. Ask students to work with a partner to use the words in sentences that show the similarities in the words' meanings. **EXPANDING**

Ask students to use a word web to make connections between the vocabulary words and other words they know. **BRIDGING**



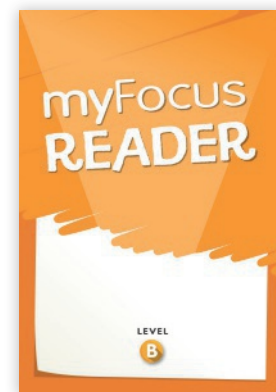
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



myFOCUS READER

Read the text on pp. 48–49 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional information for students to learn why it is important to learn about our country's past.



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

Fluency

Assess 2–4 students



PROSODY

Guide students to find a short passage in an appropriate leveled reader. Have pairs take turns reading the passage with appropriate expression. Explain that reading with expression allows us to communicate the feeling of the text.

ORAL READING RATE AND ACCURACY

Use pp. 109–114 in Unit 4, Week 4 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes per conference

DEVELOP VOCABULARY

Talk About Independent Reading Have students refer to the sticky notes they used to mark unfamiliar words. Ask them to explain if there was context to help them determine meaning.

Possible Conference Prompts

- How did the picture help you find the meaning?
- What is another way you could have learned the meaning of ___?

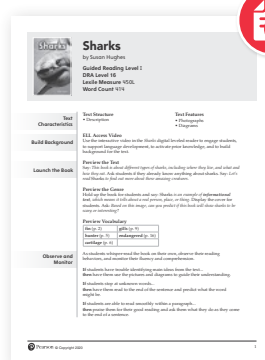
Possible Teaching Point If you need help finding word meanings, ask questions about the text. If you still have trouble, ask a reading partner or teacher to help you find the answers you are looking for.

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T210–T211.
- For instructional support on understanding the meanings of unfamiliar words, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share When students are back together in a whole group, invite one or two volunteers to tell about a new word they learned today.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *What Is the Story of Our Flag?* and *The First American Flag*.
- read a self-selected trade book or their Book Club text.
- practice reading a text with expression to a partner.

Centers



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

Literacy Activities



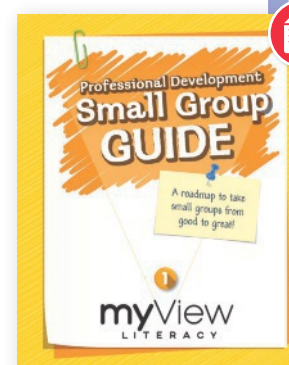
Students can

- complete the vocabulary activity on p. 174 of the *Student Interactive*.
- play the myView games.
- partner read *What Is the Story of Our Flag?*, examining each print feature they find.
- complete an activity from the *Resource Download Center*.

SUPPORT INDEPENDENT READING

Be sure to let students know what they are doing well. By recognizing students’ good practices, you are encouraging them to continue using the strategies and methods that have brought them success.

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



Word Work

OBJECTIVES

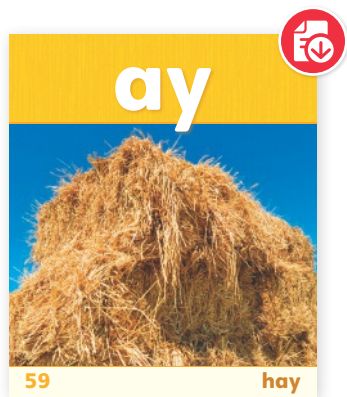
Distinguish between long and short vowel sounds in one-syllable words.

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

Identify and read common high-frequency words.



Sound-Spelling Card 54



Sound-Spelling Card 59

Phonological Awareness: Distinguish Between /a/ and /ā/

SEE AND SAY Point to the picture of the flag on p. 151 in the *Student Interactive*. Have students say the picture name: *flag*. Say: **You can listen for sounds that are alike and different. Listen to the middle sound.** Now have students look at the second picture and name it. Guide students to distinguish between the long a vowel sound and the short a vowel sound. Ask: **Which picture name has the sound /a/? Which picture name has the sound /ā/?**

PRACTICE Create a set of index cards with a picture of a flag and a picture of a train. Explain that you will say a word and if it has the sound /a/ like *flag*, students should hold up the flag picture. If the word has the sound /ā/, students should hold up the train picture. Use these words: *paid, rain, pad, cane, ran, main, man*.

Phonics: Decode Words with Vowel Digraphs *ai, ay*

Minilesson

FOCUS Display Sound-Spelling Card 54 (*snail*). Have students say the word *snail* several times and listen to the long a sound. Write the word on the board and underline the *ai* spelling of long a as you say it again. Tell students that the long a sound has more than one spelling. Say: **The long a sound can be spelled *ai* as in the word *snail*.** Repeat with Sound-Spelling Card 59 (*hay*) for the *ay* spelling of long a.

MODEL AND PRACTICE Write the word *rain* on the board and read it aloud. Read the word with students. Say the word sound by sound, emphasizing the vowel sound. Have students repeat with you. Then blend the word, underlining the *ai* spelling of long a. Say: **In the word *rain*, the sound /ā/ is spelled *ai*.** Repeat with the word *day*.

APPLY My TURN Have students read each word on the bottom of p. 151 in the *Student Interactive*.



High-Frequency Words

Minilesson

FOCUS Write or display the high-frequency words: *how, soon, both, read again*.

MODEL AND PRACTICE Write *how* on the board. Say: *This is the word how. It has three letters. The letters in how are h, o, and w.* Have students say and spell the word. Repeat with the remaining high-frequency words.



APPLY MyTURN Have students read and write the high-frequency words on p. 152 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 151

Read Together FOUNDATIONAL SKILLS

Different Sounds

SEE and SAY You can listen for sounds that are alike and different. Say each picture name. Listen to the middle sound. Tell which picture has the long **a** sound. Tell which picture has the short **a** sound.

Students should say **flag, train**. Train has long **a**. Flag has short **a**.

Vowel Digraphs ai, ay

The long **a** sound can be spelled **ai**, as in **main**.
The long **a** sound can be spelled **ay**, as in **may**.

MYTURN Read the words.

r a i n

→ → → →

d a y

→ → → →

151

STUDENT INTERACTIVE, p. 152

HIGH-FREQUENCY WORDS | PHONICS **Read Together**

My Words to Know

Some words you will see a lot when you read.

MYTURN Read these words.

how
soon
both
read
again

MYTURN Write words from the box to complete the sentences. Read the sentences.

- We can raise the flag soon.
- How do we raise a flag again?
- Read the book on flags.
- Can both of you find the flag?

152

Compare and Contrast Texts

Compare Texts



- *What Is the Story of Our Flag?*
- *The First American Flag*

OBJECTIVE

Use text evidence to support an appropriate response.

ACADEMIC VOCABULARY

Integrate Add Academic Vocabulary words to your instruction on comparing and contrasting texts. Try using sentences such as the following:

- I should record the topic of both texts in my notebook.
- The text will supply details that describe the first flag.

Minilesson

FOCUS ON STRATEGIES When readers compare and contrast texts, they look at details in each text to see what is especially important. To compare and contrast texts, students should:

- determine the topic, or what the texts are about.
- look for ways the texts are alike or different.
- note the features included in each text.

MODEL AND PRACTICE Model comparing and contrasting *What Is the Story of Our Flag?* and *The First American Flag* in the *Student Interactive*. Say: *When I read the titles, I notice that both titles mention the flag. That is one way these texts are alike. When I look at the cover pages, I notice that one has a photograph of real kids and the other has an illustration of people long ago. That is one way these texts are different.*

Compare Texts Direct students to the Close Read notes on pp. 163 and 171 in the *Student Interactive*. Tell them they will use what they underline to compare and contrast the two texts.

ELL Targeted Support Compare and Contrast To help students compare text graphics, have them look at pp. 163 and 171 in the *Student Interactive*.

Ask students what similar text features they see in the texts. (Both pages have maps.) Have them identify the ways the two maps are similar and different. **EMERGING/DEVELOPING**

Have students work with partners to determine and explain how pp. 163 and 171 are alike and different. Encourage them to share their observations with others. **EXPANDING/BRIDGING**



EXPERT'S VIEW Pamela Mason, Harvard University

“We assume that kids know when to use reading strategies because as skilled readers, we don’t necessarily think about applying a specific skill or strategy to a specific text until we are immersed in reading the text. Strategies do need to be taught, but we also need to help students bring what they know to the text to help them access the text.”

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

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students apply the strategies for comparing and contrasting texts.

OPTION 1 MyTURN Have students complete p. 176 in the *Student Interactive*.

OPTION 2 Use Independent Text Ask students to select and read two independent reading texts. Have them use a graphic organizer to show how the texts are similar and different.

QUICK CHECK

Notice and Assess Are students able to compare and contrast texts?

Decide

- **If students struggle**, revisit instruction for comparing and contrasting texts in Small Group on pp. T238–T239.
- **If students show understanding**, extend instruction for comparing and contrasting texts in Small Group on pp. T238–T239.

STUDENT INTERACTIVE, p. 176

CLOSE READ Read Together

Compare and Contrast Texts

A **topic** is what a text is about. Readers **compare** texts to tell how they are alike. Readers **contrast** texts to tell how they are different.

MYTURN What is the topic of both texts? Look back at what you underlined to help you answer the question.

Both texts are about _____

the American flag.

How are the two texts different?

Possible response:

They tell about

different people who

made the first flag.

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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

Use Print Features Discuss with students how print features expand upon the author's writing. Have students look through *What Is the Story of Our Flag?* for print features. Then ask them to talk with others about how the print features help them better understand the text.

Print Features

Minilesson

FOCUS ON STRATEGIES Explain how authors use print features, such as bold text and labels, to help readers find important details and information. Features, such as titles and headings, are often written in bold text.

- Scan the page for bold text. Words in bold are words that the author wants you to know.
- Read each label and look at the picture. A label can point out and name a key part of an image.

MODEL AND PRACTICE Follow the instruction on p. 180 in the *Student Interactive* to discuss how the author of *What Is the Story of Our Flag?* uses print features. Read aloud the sentence and display the accompanying image. Then say: **The author writes seamstress in bold text. Bold text tells readers that the word seamstress is important. The author also uses seamstress as a label. This label points at a woman who is sewing in the picture. By using bold text, the author connects the text to the label so that readers better understand what a seamstress does.**

Handwriting

OBJECTIVE

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

Letters K and k

FOCUS Display uppercase *K* and lowercase *k*.

MODEL Model writing uppercase *K* using correct letter formation and slant. Have students practice writing the letter in the air with their fingers. Then repeat with lowercase *k*.

Write the words *kick, kit, back, neck, Kate, and Kevin*, showing proper letter formation and correct letter size. Have students point to the letter *Kk* in each word.



ASSESS UNDERSTANDING

Apply

TURN, TALK, AND SHARE MyTURN Have students complete the activities on p. 180 in the *Student Interactive*.


STUDENT INTERACTIVE, p. 180

AUTHOR'S CRAFT 

Read Like a Writer, Write for a Reader

Authors use print features, such as bold text and labels, to help readers find important details.



Some people think it was a **seamstress** who lived in Philadelphia. 

The author uses bold text and a label.

TURN and TALK Find a print feature in the text and talk about why the author uses it.

MY TURN Write a label for the picture.



Possible response:
flag


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Writing Workshop

Encourage students to add print features, such as labels, to help readers find important information in their Writing Workshop texts. During conferences, help students find meaningful ways to include print features in their writing.

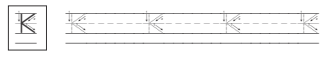
PRACTICE Have students use the *Handwriting* p. 230 in the *Resource Download Center* to practice writing words with *Kk*.

Name _____ 

Handwriting

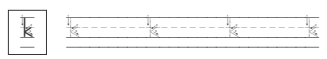
Letters Kk
Where do you start uppercase letter K? What do you do next? How do you finish the letter?

MY TURN Trace the letters. Then write uppercase letter K.



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

MY TURN Trace the letters. Then write lowercase letter k.



Grade 1 • Unit 4 • Week 4 230

Handwriting, p. 230

Use the  **QUICK CHECK** on p. T235 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE AND CONTRAST TEXTS

Teaching Point Before comparing and contrasting texts, readers look at the topic of the texts. To contrast texts with similar topics, or compare texts with different topics, take a closer look at the details. The details authors use and the way they present them can help you compare and contrast texts. Guide students to look for new ways to contrast *What Is the Story of Our Flag?* and *The First American Flag*. Encourage them to examine the texts' structures, visuals, and print features.

ELL Targeted Support

Provide students with tools that will help them compare and contrast two texts.

Make a two-column table and write the title of each text at the top of each column. Choose a page from each text and guide students to name details and text features they find. Record them in the appropriate columns. Then have students look for and circle similarities.

EMERGING/DEVELOPING

A Venn diagram is a great tool for showing similarities and differences between texts. Challenge students to work in small groups to compare and contrast the two texts. Have them use a Venn diagram to explain how the texts are different and the same. **EXPANDING/BRIDGING**



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

Intervention Activity



COMPARE TWO TEXTS

Use Lesson 54 in the *myFocus Intervention Teacher's Guide* for instruction on comparing and contrasting two texts.

LEVEL B • READ

Lesson 54 Compare Two Texts

DIRECTIONS Follow along as your teacher reads aloud "Good Morning" and "Good Night." Think about how the texts are similar and how they are different.

Good Morning
by Ericka Gordon


Morning is my favorite time. I really like sunny mornings. Rainy mornings are okay, too. I am happy to start the day. Mornings are exciting and fun.

I love my bed. My blanket is warm. My pillow is soft. The sun shines on my bed in the morning. I can make shadow puppets on the wall. Waking up is fun.

I get up and eat a delicious breakfast. Dad makes eggs and toast. Mom gives me yogurt and bananas. Breakfast is my favorite meal.

I pick out my clothes. I love my dinosaur shirt. Mom or Dad helps me get dressed. My dog steals my socks. I chase him. I grab my socks. We play and laugh.

I am ready to go to school. What fun it will be! I wait for the bus. My best friend rides the same bus. We play games and talk. Morning is the best part of the day.



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Reading Informational Text T • 315

Fluency

Assess 2–4 students



PROSODY

Have student pairs practice reading a short passage smoothly.

ORAL READING RATE AND ACCURACY

Use pp. 109–114 in Unit 4, Week 4 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes per conference

COMPARE AND CONTRAST TEXTS

Talk About Independent Reading Ask students to share how their two texts are similar and different.

Possible Conference Prompts

- What are the texts about?
- How did you compare and contrast the texts?
- How are they alike? How are they different?

Possible Teaching Point Even if two texts tell about the same topic, they will still have differences. One text may use pictures to describe certain details, while the other text may use words.

Leveled Readers



COMPARE AND CONTRAST TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T210–T211.
- For instructional support on how to compare and contrast texts, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together. Have a volunteer briefly tell how two texts are alike or different. Encourage all students to celebrate their new skills.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *What Is the Story of Our Flag?*, *The First American Flag*, or another text they have previously read.
- read a self-selected trade book or their Book Club text.
- read a text with a partner, coaching each other as they read.

Centers



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

Literacy Activities



Students can

- complete the two My Turn activities on p. 176 in the *Student Interactive*.
- play the myView games.
- use a notebook to record similarities and differences between two texts of their choice.

SUPPORT INDEPENDENT READING

Observe how efficiently each student uses his or her independent reading time. Suggest strategies students may find useful for getting the most out of future independent reading sessions.

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



Word Work

OBJECTIVES

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

Identify and read common high-frequency words.

ADDITIONAL PRACTICE

For additional student practice with the vowel digraphs *ai*, *ay*, use *Phonics* p. 212 from the *Resource Download Center*.

Phonics, p. 212

Phonics: Decode and Write Words with Vowel Digraphs *ai*, *ay*

Minilesson

FOCUS Tell students that the long *a* sound can be spelled *ai* or *ay*.

MODEL AND PRACTICE Write the word *wait* on the board. Read the word and underline the *ai* spelling of long *a*. Say: *In the word wait, the long a sound /ā/ is spelled ai.* Write the word *day* on the board. Read the word and underline the *ay* spelling of the long *a* sound. Say: *In the word day, the long a sound /ā/ is spelled ay.* Write the word *main* on the board. Have students say the word sound by sound. Then have them blend the sounds to say the word *main*. Ask: *How is the sound /ā/ spelled in the word main?* As students respond *ai*, underline the spelling in the word. Repeat with the word *pay*. Continue the activity using the words *play*, *claim*, *stay*, *gain*, *brain*, *way*, and *gray*.

TURN, TALK, AND SHARE Have partners decode the words at the top of p. 153 in the *Student Interactive*.

ELL Targeted Support Digraph *ai*, *ay* In Spanish and other languages, silent vowels are rare. Students may want to pronounce both vowels in digraphs such as *ai* and *ay*. Tell students to draw two columns on a sheet of paper. Have them write *ai* at the top of one column and *ay* on the top of the other column.

Draw the T-chart on the board. Say the word *day* and use it in a sentence. Write the word in the *ay* column as you say it sound by sound. Tell students to repeat the word and write it in the *ay* column in their notebooks. Repeat for the words *hay*, *nail*, and *rain*. **EMERGING/DEVELOPING**

Say the following words and use them in a sentence: *plain*, *pay*, *grain*, *stay*, *away*, *remain*. Ask students to write the words in the appropriate column. When students are finished sorting the words, have volunteers read the words they have in each column and ask the other students to check their lists. **EXPANDING**



FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 MyTURN Have students complete the rest of p. 153 and p. 154 in the *Student Interactive*.

OPTION 2 Independent Activity Give each student two word cards. On the front of each card, write a word with one of the spellings of long *a*: *ai* or *ay*. For example, *rain*, *chain*, *main*, *may*, *day*, *hay*. Have students work with a partner to take turns saying the words. Tell one partner to show a word. The other partner should say the word and tell how the long *a* sound is spelled in the word. When all of the words have been used once, one partner should show a card. The other partner should say the word and use it in a sentence.

QUICK CHECK

Notice and Assess Are students able to decode and write words with the vowel digraphs *ai* and *ay*?

Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T246–T247.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T246–T247.

STUDENT INTERACTIVE, p. 153

Read Together
FOUNDATIONAL SKILLS

Vowel Digraphs ai, ay

TURN and TALK Decode these words with a partner.

	rain	main	chain
	may	day	hay
	pay	play	stay
	mail	nail	sail

MYTURN Read each word. Underline the letters in each word that make the long **a** sound. Match the word to the picture.



train

snail

hay





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STUDENT INTERACTIVE, p. 154

PHONICS
 Read Together

Vowel Digraphs ai, ay

MYTURN Read the sentences. Underline the words with the long **a** sound.

Jay and Ray wait in line.

Ray paid for their train passes.

Jay and Ray look for their train.

“It is that way!” Jay and Ray say.

Listen for the long **a** sound spelled **ai** and **ay**.

MYTURN Write a new sentence about Jay and Ray. Use a word with the long **a** sound.

Jay and Ray

Possible response:

like to play.

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Decodable Story

OBJECTIVES

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

Identify and read common high-frequency words.

ELL Access

Have students find words with the vowel digraphs *ai* and *ay* in the decodable story. As they find the words, write them on the board. Ask students to come to the board and point to the letters that spell the sound /ā/. Repeat for the words with diphthongs *ow* and *ou*.

Read *Raise the Flag*

FOCUS Have students turn to p. 155 in the *Student Interactive*. Say: *We are going to read a story today about Gail and the important job she has at school. Point to the title of the story. The title of the story is *Raise the Flag*. Point to the word *raise* in the title. Say: I hear the sound /ā/ in the word *raise*. How is the sound /ā/ spelled in the word *raise*? Yes, *ai* spells the sound /ā/. We will read words with long *a* spelled *ai* and *ay* and words with *ow* and *ou* in the story.*

IDENTIFY AND READ HIGH-FREQUENCY WORDS Before reading, review this week's high-frequency words: *how, soon, both, read, again*. Display the words. Have students read them with you. Tell them that they will also practice reading the high-frequency words in the story *Raise the Flag*.


STUDENT INTERACTIVE, p. 155



DECODABLE STORY
FOUNDATIONAL SKILLS

Raise the Flag

Gail will raise the flag again.
It is the main part of the day!
The class waits.
They say the pledge out loud.



 **AUDIO**
Audio with Highlighting

 **ANNOTATE**

Read the story. Highlight the seven words with the long *a* sound spelled *ai* or *ay*.

155



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

Have students turn to p. 155 in the *Student Interactive*. Ask: **Which words have the long a sound spelled ai or ay?** Students should supply the words *raise*, *Gail*, *raise*, *main*, *day*, *waits*, and *say*. **How is the long a sound spelled in each of these words?** Students should say the long a sound is spelled *ai* in *raise*, *Gail*, *main*, and *waits*; *ay* in *day* and *way*. Have students highlight the words.

Have students turn to pp. 156–157. Ask: **Which words have the same vowel sound as cow on page 156?** Students should supply the words *now*, *count*, and *brown*. **How is the sound /ou/ spelled in each word?** Students should say the sound /ou/ is spelled *ow* in *now* and *brown*; *ou* in *count*. Have them underline the words. Ask: **Which words on page 157 have the same vowel sound as you hear in cow?** Students should supply the words *down*, *how*, *down*, and *sound*. Have students tell how the vowel is spelled in each word and highlight the words.

STUDENT INTERACTIVE, pp. 156–157



DECODABLE STORY

FOUNDATIONAL SKILLS

Now what will they do?
Soon they will count.
They will use brown paint.
They may read one story.

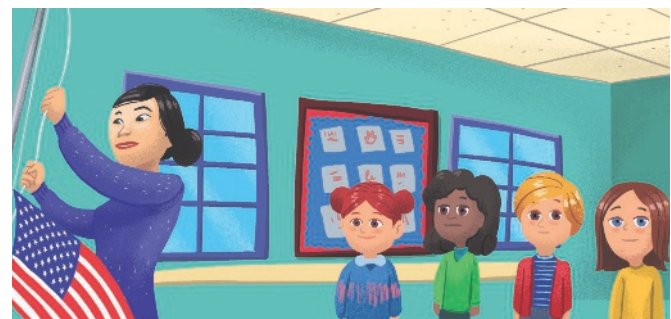


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Underline the three words with the same vowel sound as **cow**.

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The flag must come **down**.
How will Gail take it **down**?
No one makes a **sound**.
Both Gail and the class like their flag.



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Highlight the four words with the same vowel sound as **cow**.

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Find Important Details

Compare Texts



- *What Is the Story of Our Flag?*
- *The First American Flag*

OBJECTIVE

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

ACADEMIC VOCABULARY

Integrate Include Academic Vocabulary words in your instruction on finding important details:

- Look for the details that are necessary pieces of information.
- Record the most important details about the main idea.

Minilesson

FOCUS ON STRATEGIES Details add important pieces of information about a main idea. Readers can use details to understand key ideas and to compare and contrast two texts.

- Look through the texts. What details can you find?
- Evaluate the details. Which details are most important to understanding the topic of the text?
- Compare the details. What do the details in both texts show? How are they alike and different?

MODEL AND PRACTICE Model evaluating details using pp. 162–163 in the *Student Interactive*. Say: *There are many details on these pages. The first sentence on page 162 has an important detail: our flag is red, white, and blue. That's important to know about our flag.*

Compare Texts Have students go back to the Close Read notes on pp. 167 and 173 to highlight details. Explain that they can compare and contrast the texts using important details.

ELL Targeted Support Use Visuals Tell students that important information can come from pictures in a text, not just the words.

Guide students through a picture walk of *What Is the Story of Our Flag?* and *The First American Flag*. Ask students to retell the important information represented by the pictures. **EMERGING/DEVELOPING**

Have students examine the pictures of flags displayed throughout *What Is the Story of Our Flag?* and *The First American Flag*. Then ask students to use both the pictures and words to discuss the most important information in each text. **EXPANDING/BRIDGING**



EXPERT'S VIEW Lee Wright, Teacher Specialist, Houston, TX

“Successfully managing small group and independent activity time is all about preparation and organization. If you don't have all of your materials ready and classroom routines and procedures in place, you'll lose valuable time for instruction and take away from student engagement. The coordination of all materials and routines has to be in place for small group time to be effective.”

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

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for finding important details.

OPTION 1 My TURN Ask students to use what they highlighted in *What Is the Story of Our Flag?* and *The First American Flag* to draw the most important details from the texts on p. 177 in the *Student Interactive*.

TURN, TALK, AND SHARE Prompt students to discuss with a partner how the details in the texts are alike and different.

OPTION 2 Use Independent Text Have students write or draw in a notebook the most important details from their independent reading text.

✓ QUICK CHECK

Notice and Assess Can students find important details while reading a text?

Decide

- **If students struggle**, revisit instruction for finding important details in Small Group on pp. T248–T249.
- **If students show understanding**, extend instruction for finding important details in Small Group on pp. T248–T249.

STUDENT INTERACTIVE, p. 177

Read Together READING WORKSHOP

Find Important Details

Details are the most important pieces of information about a main idea. Details can help readers compare and contrast two texts.

MY TURN Draw the most important details from the texts. Look back at what you highlighted in both texts.

Possible response: Drawing of white stars on a blue patch, 50 stars, or 13 stripes

TURN and TALK Talk about how the details in the texts are alike and different.

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Use the  **QUICK CHECK** on p. T241 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group

VOWEL DIGRAPHS *ai, ay*

Sound-Spelling Cards

Display Sound-Spelling Card 54.

Say: *The word snail has the sound /ā/ spelled ai.* Repeat with Sound-Spelling Card 59 (*hay*) for /ā/ spelled *ay*.



Write these words for students to decode: *rain, chain, play, day, nail, stay, braid, sail, ray, train.* Then have students sort the words based on how the sound /ā/ is spelled (*ai* or *ay*).

ELL Targeted Support

Help students practice reading and writing words with /ā/ spelled *ai* and *ay* using the words *day, say, play, sail, mail, and train.*

Have students use Letter Tiles to form the words as you segment the sounds. Then tell them to point to the letters that spell the sound /ā/.

EMERGING/DEVELOPING

Read the words one at a time and have students write them. Then ask partners to switch papers, read the words, and circle the letters that spell the sound /ā/. **EXPANDING/BRIDGING**



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

Intervention Activity

VOWEL TEAMS *ee, ea, ai, ay, oa, ow*

Use Lesson 22 in the *myFocus Intervention Teacher's Guide* for instruction on blending, reading, and writing words with vowel teams.

LEVEL B • MODEL AND TEACH

Lesson 22 Vowel Teams *ee, ea, ai, ay, oa, ow*


INTRODUCE Remind students that long vowel sounds say the letter name. Remind students they have learned to recognize and say words with long vowel sounds that use different letters to make the same sound. For example, we learned the words *Pete* and *me*. Both words use the /ē/ sound. Hold up word cards for *Pete* and *me*. These words both have the long e sound. *Pete* has the letter t followed by a silent e. *Me* has the long e sound at the end of the word. Today we will learn to recognize words with these long vowel sounds—/ē/, /ā/, and /ō/—that are spelled differently from other words we have learned.

OBJECTIVE: Introduce spelling correspondences for long vowel teams spelled *ee, ea, ai, ay, oa, and ow.*

MODEL Display, point to, and read "The Bee" from Student Page S131. In many words the letters *ee* make the /ē/ sound. Hold up a letter card with *ee*. I see these letters in this word: *bee, e, e*. Draw out the sound. Run your fingers under the letters as you say the sound. /b/, /ē/. Now listen carefully as I say the word: /b/ē/.

The Bee

The bee can eat and sleep in the tree.
He can stay all day, in the sun or the rain.
He can float like a boat.
Does he row with his wings?



TEACH We have learned that the letters *ee* can say the name of the letter *e*. Say the sound with me: /ē/. I will say each word and then we will say it together. Say the /ē/ sound before you say each word. Run your fingers under the letters *ee* as you say the word. Begin with *bee*: /ē/. Now say the word with me: /b/ē/. Use the same steps to introduce and practice *sleep* and *tree*. Read the first sentence again, drawing out the sounds. Then repeat the process with the other words that have vowel teams *ea* (*eat*), *ai* (*rain*), *ay* (*stay*), *oa* (*float*), and *ow* (*row*).

Practice spelling the words with different vowel teams. Say the word and have students repeat it. Then point to each letter as students spell the word aloud with you.

Phonics, Morphology, and Spelling T • 131

Intervention Activity

PHONOLOGICAL AWARENESS

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

Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles to students so they can form these words: *rain, stay, mail, may, sail*. Students can read each word and name the letters that spell the sound /ā/.



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

Decodable Reader



When students read and listen to the Decodable Reader *On a Farm*, they can practice reading words with the long *a* sound spelled *ai* and *ay* and high-frequency words.

Before reading, review the high-frequency words with students. Say: *When you see these words, you will know how to read them.*

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

Centers



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

Decodable Reader

On a Farm
Written by Jason Rivera

Decodable Reader
44

Diphthong *ow*
cows down plow

Diphthong *ou*
flour ground hours proud

Vowel Digraph *ai*
grain sails

Vowel Digraph *ay*
day gray hay Ray

High-Frequency Words
again comes goes know soon
both every how read together

57

Ray and Midge have a big gray barn for cows.
They have pails of milk for sale every week.

58

They both feed hay to the cows.
They both milk the cows every day.

59

They milk the cows when the sun comes up.
They milk the cows again when the sun goes down.

60

Ray and Midge plow the ground.

61

It takes many hours to plant the crops.

62

They both read to know more.
Soon they can make flour with grain.

63

They both know how to do a lot.
They are proud that they do it together.

64

Use the  **QUICK CHECK** on p. T246 to determine small group instruction.

Teacher-Led Options

Strategy Group



FIND IMPORTANT DETAILS

Teaching Point Readers know that a detail is important when it tells about a main idea in a text. Use “The First Thanksgiving” and “A Big Feast” on pp. T204–T205 to guide students to name important details in informational texts.

ELL Targeted Support

Using a passage from an informational text students have read previously, guide them to find important details. Prompt students to give short responses to questions such as: *What does ___ tell you about ___?* **EMERGING**

Encourage students to create a drawing showing one or two important details they find in the passage. Then have students describe their drawings to a partner. **DEVELOPING**

Ask students to work in small groups to locate important details in the passage. Prompt groups to explain how they know these details are important to a main idea from the text.

EXPANDING

Have partners work together to decide which details in a passage are important to understanding the topic. **BRIDGING**



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

Intervention Activity



IDENTIFY MAIN IDEAS AND KEY DETAILS

Use Lesson 50 in the *myFocus Intervention Teacher’s Guide* for instruction on identifying main ideas and key details.

LEVEL B • READ

Lesson 50 Identify Main Ideas and Key Details

DIRECTIONS Follow along as your teacher reads “The Truth About Koalas” aloud. Look at the subtitles in bold and view the picture.

The Truth About Koalas

What Do Koalas Look Like?
Some people think koalas are bears, but this is not true! Koalas are from the same family as the wombat. They look a lot like wombats. Koalas can be brown or grey. They have large black noses and thick fur. They have claws for climbing trees.

What Makes Koalas So Special?
A koala is a marsupial. A marsupial is an animal with a pouch. Koala mothers have a pouch to carry their young. The pouch keeps the growing koala warm and safe. A baby koala is called a joey.
When a joey is born, it is tiny. It can’t see. It has no fur. It is about the size of a jellybean! The joey crawls into its mother’s pouch to stay safe. It stays in the pouch for the next six months.

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Reading Informational Text T • 289

Fluency

Assess 2–4 students



PROSODY

Encourage students to practice reading a short passage while focusing on pronouncing words properly.

ORAL READING RATE AND ACCURACY

Use pp. 109–114 in Unit 4, Week 4 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes per conference

FIND IMPORTANT DETAILS

Talk About Independent Reading Ask students to talk about how they found important details in their texts.

Possible Conference Prompts

- What important details did you find?
- What do these details tell you about?
- What makes these details important?

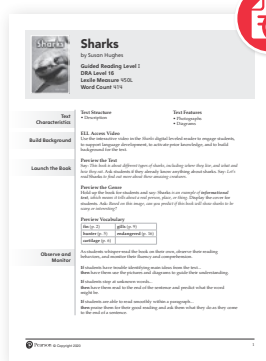
Possible Teaching Point Readers use important details when comparing and contrasting texts.

Leveled Readers



FIND IMPORTANT DETAILS

- For suggested titles, see “Matching Texts to Learning,” pp. T210–T211.
- For instructional support on how to find important details in a text, see the *Leveled Reader Teacher’s Guide*.



Independent/Collaborative

Independent Reading



Students can

- look back at the poem “What Is America?”
- read a trade book or their Book Club text.
- reread or listen to *What Is the Story of Our Flag?* or *The First American Flag*.

Centers



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

Literacy Activities



Students can

- discuss the drawing they made on p. 177 in the *Student Interactive*.
- play the myView games.
- take turns reading a text with a partner.

SUPPORT PARTNER READING

Partner reading offers students great opportunities to take on more challenging texts. Explore with students the power of teamwork, explaining how it can make reading more enjoyable and accessible.

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



Whole Group

Share Bring the class together. Have a volunteer talk about an important detail in his or her reading that he or she found interesting.

Word Work

OBJECTIVES

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

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

Decode words with inflectional endings, including -ed, -s, and -es.

Identify and read common high-frequency words.

ADDITIONAL PRACTICE

For additional student practice with high-frequency words, use *My Words to Know* p. 220 from the *Resource Download Center*.

Name _____

FOUNDAIONAL SKI Read Together

My Words to Know
Some words you will use a lot when you write.

how soon both read again

MY TURN Read the words in the box. Write words to complete the sentences. Then read the sentences.

- We read a list of flag facts.
- Do you know how a flag goes up the pole?
- You have to use both hands to pull the rope.
- Soon the flag will fly up in the air.
- Tomorrow, we will raise it again.

Grade 1, Unit 4, Week 4
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My Words to Know, p. 220

Phonological Awareness: Change Phonemes

MODEL Tell students that recognizing the change in spoken words when a phoneme, or sound, is changed is an important reading skill. Say the words *ate* and *out*, emphasizing the vowel sounds.

Listen as I say the sounds in *ate*: /ā/ /t/. Now I'll say the sounds in another word: /ou/ /t/ (pause) *out*. What changed in the word *ate* to make the word *out*? Yes, the sound /ā/ changed to the sound /ou/.

PRACTICE Using the following pairs, have students tell what changes in the first word in each pair to make the second word: *laid/loud*, *lousy/lazy*, *spouse/space*, *brain/brown*, *fowl/fail*, *gauge/gouge*.

Phonics: Spiral Review Comparative Endings; Consonant Trigraph *dge*

Minilesson

FOCUS Write the words *smaller* and *smallest* on the board. Tell students that we use adjectives with the *-er* ending to compare two things and the ending *-est* to compare three or more things. Point to and read aloud the word *smaller*. Say: *My cat is smaller than my dog*. Have students repeat the sentence with you. Point to the word *smallest* and read the word. Say: *My mouse is the smallest pet I have*. Have students tell which is the biggest pet and which pet is the smallest pet.

Write the word *judge* on the board and read it aloud. Underline the trigraph *dge*. Say: *In the word judge, the letters dge represent the sound /j/ you hear*.

MODEL AND PRACTICE Write each of the words listed below. Have students point to and read the comparative words. Then have students point to and read the words with the sound /j/ spelled *dge*. Finally, have each student choose a word and use it in a sentence.

taller

ledge

fastest

edge

smarter

pledge



ELL Targeted Support Decoding Have students work to identify the sound-spellings they know very well and the ones that they need to practice. Display Sound-Spelling Cards for students to analyze.

Have students point to the Sound-Spelling Cards they know. Ask them to name the picture, the target sound, and the letter or letters that spell the sound. Provide practice for the sound-spellings students struggle with. **EMERGING/DEVELOPING**

Have students review the Sound-Spelling Cards. Provide them with a T-chart with the headings *Know* and *Need Practice*. Guide students to list the sound-spellings they know well and the ones they need more practice with in the chart. Ask them to write an example word next to each sound in the *Know* list. **EXPANDING**

HIGH-FREQUENCY WORDS



Write and review this week's words: *how, soon, both, read, again*. Say and spell each word and have students repeat.

Give each student a sheet of paper. Say the high-frequency words one at a time. Ask students to write the words on their paper. After all words are written, review how to spell each word. Have students share how they can correct any mistakes.

Reflect and Share

Compare Texts



- *What Is the Story of Our Flag?*
- *The First American Flag*

OBJECTIVES

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

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Describe personal connections to a variety of sources.

Respond to the comments of others through multiple exchanges.

Use words and phrases, such as conjunctions, to signal simple relationships.

ACADEMIC VOCABULARY

Integrate Insert Academic Vocabulary words into your instruction on discussions and sharing personal experiences. Use sentences such as the following:

- *Tell us about your personal experience.*
- *It is necessary to listen actively during a discussion.*

Talk About It

Minilesson

FOCUS Explain that readers often talk about two or more texts and describe personal connections to the texts. When comparing and contrasting texts to make connections, they should

- listen actively when others speak.
- ask questions about information they do not understand.
- answer questions using clear statements and sentences.
- describe how they felt and what they saw during their personal experiences.
- use words and phrases acquired through conversations.

MODEL AND PRACTICE To prepare students for the Talk About It activity on p. 178 in the *Student Interactive*, tell a comparison between the texts. Say: *Both texts tell how the American flag has changed, and both texts tell about the meaning of the stars.* Point out how you used the conjunction *and* to combine your thoughts into one sentence.

Next, describe a relevant personal connection that you might use in a discussion about *What Is the Story of Our Flag?* and *The First American Flag*. Say: *Both texts tell how the American flag changed over time. I remember a time when I saw a flag from long ago! The flag was in a museum. It had 15 stars and 15 stripes.*

ELL Targeted Support Describe Personal Connections Have students share personal connections that relate to this week's texts.

Offer students sentence starters to help them express a personal connection to the texts: *In my life, I . . . ; I remember a time when*

EMERGING/DEVELOPING

Ask students to think of personal connections that relate to both texts. Prompt them to think of things they saw and feelings they had. Have them share their personal connections and tell how their experiences relate to the texts. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for making comparisons across texts.

OPTION 1 Use the Shared Read Prompt students to discuss how *What Is the Story of Our Flag?* and *The First American Flag* are alike while sharing personal experiences relevant to the discussion.

OPTION 2 Use Independent Text Have students write about a personal connection they made to their independent reading texts. Then ask students to discuss their texts with a partner. They should share their personal connections during their discussions. Have students respond to their partner's personal connections.

✓ QUICK CHECK

Notice and Assess Can students make comparisons across texts?

Decide

- **If students struggle**, revisit instruction on speaking and listening during discussions in Small Group on pp. T254–T255.
- **If students show understanding**, extend instruction on speaking and listening during discussions in Small Group on pp. T254–T255.


WEEKLY QUESTION Have students use what they learned from reading this week to respond to the Weekly Question. Prompt them to write their responses on a separate sheet of paper.

STUDENT INTERACTIVE, p. 178

RESPOND TO TEXT Read Together

Reflect and Share

Talk About It
You read two texts about our country's past. How are the two texts alike? Describe a personal connection you can make to the texts.



Make Connections
When describing personal connections, think about:

- Your experiences.
- Feelings you have had.
- Things you have seen.

Use these words on the note to help you.

Now describe a personal connection.

Weekly Question
Why is it important to learn about our country's past?

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Use the  **QUICK CHECK** on p. T253 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point You can compare texts by connecting them to a personal experience. Find a detail or topic that both texts have. Does the detail or topic remind you of something you have read or seen? Have students think of a personal connection they can use to compare *What Is the Story of Our Flag?* to *The First American Flag*.

ELL Targeted Support

Help students monitor their oral language production and employ self-corrective techniques while discussing the two texts.

Model how to monitor your speaking and then self-correct an error. Then provide questions about the texts for students to discuss.

Ask students to monitor, or check, their oral language. Support their self-corrective techniques as needed. **EMERGING**

Have partners work together to monitor each other's oral language during their discussion of the two texts. Ask them to help each other correct their speech. **DEVELOPING**

Listen in as small groups discuss the two texts. Then ask leading questions to help students identify ways they can improve their speaking skills. **EXPANDING**

Have partners take turns asking and answering questions about the connections they make to the texts. Remind them to monitor their oral language and make corrections as needed.

BRIDGING



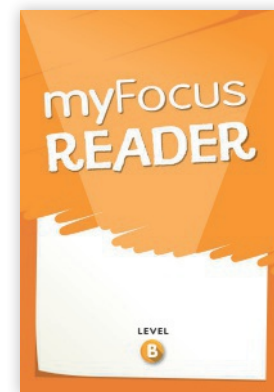
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



myFOCUS READER

Reread the text on pp. 48–49 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to engage students in a conversation that demonstrates how the texts they have read this week support their understanding of why it is important to learn about our country's past and encourages them to use the Academic Vocabulary words.



On-Level and Advanced



INQUIRY

Organize Information and Communicate

Help students organize their research on America's past so they can draw a picture of what America's past means to them. Have them share their drawing with others.

Critical Thinking Challenge students to discuss what they learned from their research and how they used their research to craft their drawings.

See *Extension Activities* pp. 266–270 in the *Resource Download Center*.



Conferring

3 students / 3–4 minutes
per conference

COMPARE TEXTS

Talk About Independent Reading Have students use personal connections to note similarities between two texts.

Possible Conference Prompts

- What made you see those connections?
- How does your personal connection help you better understand the texts?

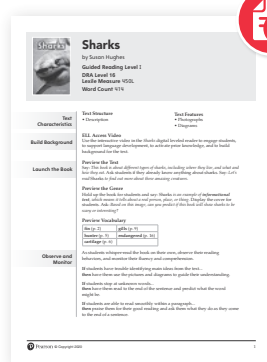
Possible Teaching Point *Personal connections should be relevant to the discussion. Think about what you want to share before you start speaking.*

Leveled Readers



COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T210–T211.
- For instructional support on how to use personal connections to compare texts, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class together as a whole group. Invite a volunteer to explain a personal connection he or she has to *What Is the Story of Our Flag?* and *The First American Flag*. Celebrate students’ accomplishments this week.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *What Is the Story of Our Flag?* or *The First American Flag*.
- read a self-selected trade book or their Book Club text.
- reread or listen to their leveled reader.

Centers



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

Literacy Activities



Students can

- write or draw in a notebook in response to the Weekly Question.
- play the myView games.
- review with a partner the anchor chart on p. 159 in the *Student Interactive*.

BOOK CLUB



See Book Club, pp. T476–T479, for

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

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 narrative nonfiction.
- I can make and use words to read and write narrative nonfiction.
- I can write a personal narrative.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

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

Materials

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

LESSON 1

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T260–T261
 - » Phonological Awareness: Final Sounds
 - » Phonics: Decode Words with Diphthongs *oi, oy*
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T262–T263
- Listening Comprehension: Read Aloud: “Giving Away a Fortune” T264–T265
- Biography T266–T267
 - ☑ **Quick Check** T267

READING BRIDGE

- Academic Vocabulary: Oral Language T268–T269
- Handwriting: Letters Zz T268–T269

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T273
- Strategy, Intervention, and On-Level/Advanced Activities T272
- ELL Targeted Support T272
- Conferring T273

INDEPENDENT/COLLABORATIVE

- Independent Reading T273
- Literacy Activities T273

BOOK CLUB T273 **SEL**

WRITING WORKSHOP

MINILESSON

- Personal Narrative T420–T421
 - » Edit for Pronouns
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T421
- Conferences T418

WRITING BRIDGE

- Spelling: Spell Words with Diphthongs *oi, oy* T422
 - ☑ **Assess Prior Knowledge** T422
- Language & Conventions: Spiral Review: Verbs T423

LESSON 2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T274–T275
 - » Phonics: Decode and Write Words with Diphthongs *oi, oy*
 - ☑ **Quick Check** T275
 - » High-Frequency Words

SHARED READ

- Introduce the Text T276–T283
 - » Preview Vocabulary
 - » Read: *Eleanor Roosevelt*
- Respond and Analyze T284–T285
 - » My View
 - » Develop Vocabulary
 - ☑ **Quick Check** T285
 - » Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T286
- Guided Reading/Leveled Readers T289
- Strategy and Intervention Activities T286, T288
- Fluency T288 • Conferring T289
- ELL Targeted Support T286, T288

INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T287
- Independent Reading T289
- Literacy Activities T289

WRITING WORKSHOP

MINILESSON

- Personal Narrative T424–T425
 - » Edit for Adjectives and Articles
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T425
- Conferences T418

WRITING BRIDGE

- Spelling: Teach Spell Words with Diphthongs *oi, oy* T426
- Language & Conventions: Oral Language: Compound Sentences T427

LESSON 3

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T290–T291
 - » Phonological Awareness: Initial and Final Sounds
 - » Phonics: Decode Words with Vowel Digraph ea
 - » High-Frequency Words

CLOSE READ

- Find the Main Idea T292–T293
- Close Read: *Eleanor Roosevelt*
 - ✔ **Quick Check** T293

READING BRIDGE

- Read Like a Writer, Write for a Reader: Third-Person Text T294–T295
- Handwriting: Write Sentences T294–T295

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T297
- Strategy and Intervention Activities T296
- Fluency T296 • Conferring T297
- ELL Targeted Support T296

INDEPENDENT/COLLABORATIVE

- Independent Reading T297
- Literacy Activities T297
- Partner Reading T297

WRITING WORKSHOP

MINILESSON

- Personal Narrative T428–T429
 - » Prepare for Celebration
 - » Share Back

INDEPENDENT WRITING

- Personal Narrative T429
- Conferences T418

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Review and More Practice: Spell Words with Diphthongs *oi*, *oy* T430
- Language & Conventions: Teach Compound Sentences T431

LESSON 4

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T298–T299
 - » Phonics: Decode and Write Words with Vowel Digraph ea
 - ✔ **Quick Check** T299
 - » Decodable Story: Read *Nurse Joy* T300–T301

CLOSE READ

- Ask and Answer Questions T302–T303
- Close Read: *Eleanor Roosevelt*
 - ✔ **Quick Check** T303

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T304
- Guided Reading/Leveled Readers T307
- Strategy and Intervention Activities T304, T306
- Fluency T306 • Conferring T307
- ELL Targeted Support T304, T306

INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T305
- Independent Reading T307
- Literacy Activities T307

WRITING WORKSHOP

MINILESSON

- Personal Narrative T432–T433
 - » Celebrate

INDEPENDENT WRITING

- Personal Narrative T433
- Conferences T418

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Spiral Review T434
- Language & Conventions: Practice Compound Sentences T435

LESSON 5

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T308–T309
 - » Phonological Awareness: Distinguish Between /o/ and /ō/
 - » Phonics: Spiral Review: Diphthongs *ow*, *ou*; Vowel Digraphs *ai*, *ay*
 - » High-Frequency Words

COMPARE TEXTS

- Reflect and Share T310–T311
 - » Write to Sources
 - ✔ **Quick Check** T311
 - » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T313
- Strategy, Intervention, and On-Level/Advanced Activities T312
- ELL Targeted Support T312
- Conferring T313

INDEPENDENT/COLLABORATIVE

- Independent Reading T313
- Literacy Activities T313

BOOK CLUB T313 **SEL**

WRITING WORKSHOP

MINILESSON

- Personal Narrative T436
 - » Assessment

INDEPENDENT WRITING

- Writing Assessment T436–T437
- Conferences T418

WRITING BRIDGE

- Spelling: Spell Words with Diphthongs *oi*, *oy* T438
 - ✔ **Assess Understanding** T438
- Language & Conventions: Standards Practice T439

Materials

Weekly Launch: Infographic

Helpful Heroes

Clara Barton
Clara was a nurse. She started the American Red Cross. The Red Cross cares for people who need help.

Booker T. Washington
Booker was a teacher. His school helped African Americans go to college, get good jobs, and start businesses.

Weekly Question
What can people from the past teach us about helping others?

Sacagawea
Sacagawea was an explorer. Her skills helped other explorers cross the United States and make maps of the land.

My Turn Interact with the text by writing a question you would ask one of these heroes.
Possible response:
Why did you want to be a nurse?

INFOGRAPHIC
"Helpful Heroes"

Read Together READING WORKSHOP

Biography Anchor Chart

The main idea of a biography is what the text is mostly about.

Main idea:
Gail has done important things in her life.
Gail's life by Jack

READING ANCHOR CHART
Biography

Biography Anchor Chart

The main idea of a biography is what the text is mostly about.

Main idea:

EDITABLE ANCHOR CHART
Biography

Decodable READER

UNIT 4

DECODABLE READER

DECODABLE READER

Handwriting

Writing Workshop

My Words to Know

Language and Conventions

RESOURCE DOWNLOAD CENTER
Additional Practice

Big Book of SONGS and POEMS

myView LITERACY

SONGS AND POEMS BIG BOOK

Leveled Readers

Sharks

by Susan Hughes

Test Structure

Test Duration

Characteristics

Build Background

Launch the Book

Preview the Text

Preview Vocabulary

Observe and Monitor

LEVELLED READER TEACHER'S GUIDE

Words of the Week

High-Frequency Words

been
carry
does
going
words

Develop Vocabulary

leaders
rights
views
vote

Spelling Words

boil
boy
coin
join
joy
soil
spoil
toy
been
going

Unit Academic Vocabulary

experience
necessary
record
supply

Word Work

OBJECTIVES

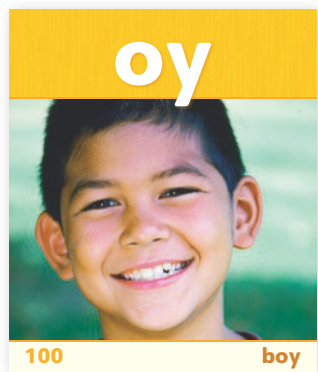
Demonstrate phonological awareness.

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

Identify and read common high-frequency words.



Sound-Spelling Card 88



Sound-Spelling Card 100

Phonological Awareness: Final Sounds

SEE AND SAY Point to the picture of the boy on p. 188 in the *Student Interactive*. Say: *This is a picture of a boy. Listen carefully to each sound in the word boy: /b/ (pause) /oi/. What sound do you hear at the end of boy?* Repeat sounds with students, then say: *Yes, we hear the sound /oi/ at the end of the word boy.* Then repeat the activity with the picture for *cowboy*. Ask students to tell if the final sounds in the picture names are the same or different.

PRACTICE Say the following words and have students segment the sounds in each word to identify the final sound: *toy, join, joy, coin, choice.*

Phonics: Decode Words with Diphthongs *oi, oy*

Minilesson

FOCUS Use Sound-Spelling Cards 88 (*oil*) and 100 (*boy*) to introduce the sound /oi/ spelled *oi* and *oy*. Say: *The vowel sound /oi/ has two spellings. The sound /oi/ can be spelled oi as in the word oil. Write the word oil on the board and underline the spelling oi. The sound /oi/ can also be spelled oy as in the word boy. Write the word boy on the board and underline the oy spelling. Have students repeat the word with you as you point to the spellings on the board.*

MODEL AND PRACTICE Write and read the word *coin*, emphasizing the vowel sound. Say: *The word coin has the sound /oi/.* Point to the spelling of the sound: *oi*. Say: *The sound /oi/ in coin is spelled oi.* Have students repeat the word and the spelling. Repeat with the word *toy*. Then write the words *join* and *joy* for students to decode.

APPLY My TURN Have students practice blending and decoding the words with the diphthongs *oi* and *oy* on the bottom of p. 188 in the *Student Interactive*.



ELL Targeted Support **Diphthongs oi, oy** The pronunciation of the diphthong *oy* is very similar in Spanish and English. Point out the similarities in Spanish words, such as *hoy, doy, soy*.

Write the words *joy* and *soil*. Underline *oy* and *oi*. Say the sound /oi/ as you point to each spelling. Ask students to say the sound /oi/ with you and point to the letters that can spell the sound. Then decode the words *joy* and *soil* with students. **EMERGING/DEVELOPING**

Have students write *oi* and *oy* on one note card. Then say the following words one at a time: *boil, base, coin, cane, noise, enjoy, end, joy*. Ask students to hold up their *oi/oy* card when they hear the sound /oi/. Discuss the correct spelling of /oi/ in each word.

EXPANDING/BRIDGING

HIGH-FREQUENCY WORDS



Write the high-frequency words *been, does, words, carry, and going*.

- Point to each word as you read it.
- Then spell the word and read it again.
- Have students spell and say the words with you.
- Tell students to write the words in their notebooks.
- Have a student volunteer use a word in a sentence.

been

carry

does

going

words

STUDENT INTERACTIVE, p. 188

PHONOLOGICAL AWARENESS | PHONICS

Read Together

Final Sounds

SEE and SAY Say each sound as you name each picture. Tell the final sound of each picture name.



Students should say *boy, cowboy, and then /oi/*.

Diphthongs oi, oy

The letters **oi** and **oy** make the vowel sound in **join** and **joy**.

MY TURN Read these words.



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Interact with Sources

OBJECTIVE

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

ACADEMIC VOCABULARY

Language of Ideas The unit Academic Vocabulary words help students access ideas. Use these words to reinforce concepts throughout the week. For example, as you talk about the infographic, ask students: *What can we learn from the experiences of another person? Is it necessary to study the past?*

- experience
- necessary
- supply
- record



Songs and Poems Big Book

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

Explore the Infographic

Review the Essential Question for Unit 4: *Why is the past important?* Connect it to the Weekly Question: *What can people from the past teach us about helping others?*

Ask students to follow along in the *Student Interactive*, pp. 186–187, as you read “Helpful Heroes” aloud. Have students get into pairs and discuss what people from the past can teach us. Remind them to ask questions if there is anything they do not understand.

Use these questions to encourage discussion:

- What did these people do that helps us today?
- How might our lives today be different without their help?

After the discussion, ask students, *What can you learn about helping others based on the experience of these three people?* Have student pairs refer back to the infographic to help them come up with a response for the class.

My TURN Tell students that writing about a text they have read is one way to interact with that text in a meaningful way. Have students interact with the infographic by writing a question they would ask one of the heroes on pp. 186–187 in the *Student Interactive*.

WEEKLY QUESTION Remind students of the Weekly Question: *What can people from the past teach us about helping others?* Explain that some of the ways they helped also shaped the country we live in today. Tell students they will learn more about people from the past who taught us about helping others as the week progresses.

ELL Targeted Support Visual and Contextual Support Have students pay attention to the visual and contextual supports in the infographic while you read it aloud.

Have students retell information about each person based on the text and pictures.

EMERGING

Ask students questions based on the text to see if they can connect the correct person to his or her accomplishments. **DEVELOPING**

Have students create or find additional pictures or illustrations that could help others understand the text better. **EXPANDING**

Have student pairs take turns reading sections aloud while the other student draws a picture of the person being described. **BRIDGING**

STUDENT INTERACTIVE, pp. 186-187


WEEKLY LAUNCH: INFOGRAPHIC

Read Together

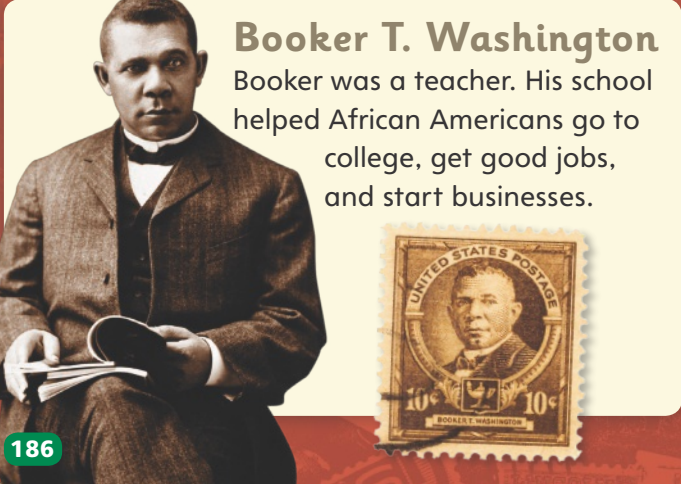
Weekly Question WEEK 5

Helpful Heroes

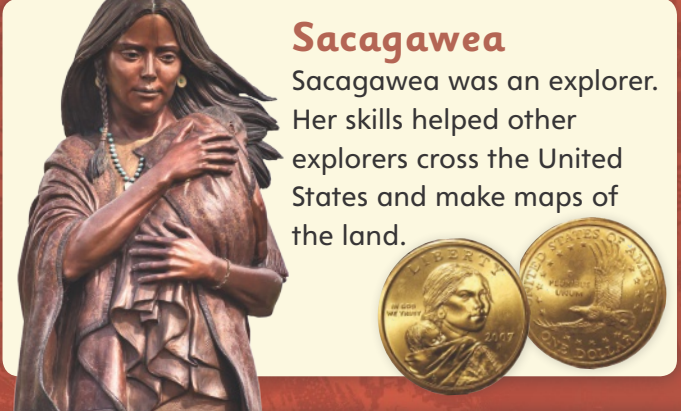
Clara Barton
Clara was a nurse. She started the American Red Cross. The Red Cross cares for people who need help.



Booker T. Washington
Booker was a teacher. His school helped African Americans go to college, get good jobs, and start businesses.



Sacagawea
Sacagawea was an explorer. Her skills helped other explorers cross the United States and make maps of the land.



MY TURN Interact with the text by writing a question you would ask one of these heroes.

Possible response:

Why did you want to be a nurse?

186 187

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Listening Comprehension

OBJECTIVES

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

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

Recognize characteristics and structures of informational text.

ELL Language Transfer

Cognates Point out the Spanish cognates in “Giving Away a Fortune”:

- fortune : *fortuna*
- probably : *probablemente*
- charities : *caridades*
- video : *video*

THINK ALOUD Analyze **Biographical Text** After reading the first paragraph, say: *In the first paragraph, I read about a person named Chuck Feeney. He did not write this text. The main, or central, idea is that Chuck Feeney has a lot of money and uses it to help others. In a biography, there is a main idea that tells about a person. That’s how I can tell this text is a biography.*

FLUENCY

Once you have completed the Read Aloud Routine, display “Giving Away a Fortune” for students. Model reading aloud a short section of the text. Ask students to listen for prosody, or expressive reading. Tell students that this week they will read a text called *Eleanor Roosevelt*. When it is time to read it, they should practice reading with expression.

Read Aloud

Explain to students that you are going to read a biography aloud to them. Ask students to be active listeners as they read and pay attention to the details in the text.

START-UP

READ-ALOUD ROUTINE

Purpose Ask students to listen for the elements of a biography.

READ “Giving Away a Fortune” aloud without stopping for the Think Aloud callouts.

REREAD the entire text aloud. Pause to model the Think Aloud strategies related to the genre.

Giving Away a Fortune

You probably do not know Chuck Feeney. He lived most of his life trying not to get attention. But he chose to give all of his money to help kids in need go to college. He wanted to help others.

Feeney never spent much money. He ate at regular restaurants. He did not fly first class. And he stayed off the lists of the world’s richest people, all while making—and giving away—billions of dollars.

In 1984, Feeney promised to give away his fortune. He has been called a hero for his acts of kindness.



“Giving Away a Fortune,” continued

Feeney has given away over six billion dollars to charities all over the world. In addition to helping students go to college, he has also given money to science, medicine, equal rights, and the elderly.

At eighty-six years old, Feeney has given away most of his money. He wishes to keep helping others while he can. “It’s satisfaction that you’re achieving something that is helpful to people,” he says in a video on his Web site.



THINK ALOUD Analyze Biographical Text After reading the fourth paragraph, stop and say: *This paragraph mentions how much money Feeney has given away to help others. This detail supports the main idea of the text by telling us important details about Chuck Feeney.*

ELL Targeted Support Seek Clarification Reread aloud “Giving Away a Fortune.” Then tell students that they can always ask a teacher or classmate to help them understand the words in texts.

Read a word from the text that students may not know. Model how to ask a question that seeks clarification, such as *What does the word fortune mean?* Have students repeat your question. Then help them find the answer. **EMERGING**

Have students practice seeking clarification by asking a teacher or partner to help them find the meaning of a word they heard in the Read Aloud. **DEVELOPING/EXPANDING**

Have students listen for words or phrases in the Read Aloud they do not fully understand. Ask them to create a list of things they can do to seek clarification about the meaning of the words or phrases and share the list with the class. **BRIDGING**

WRAP-UP

Giving Away a Fortune

Chuck Feeney	_____

Have students choose a real person they read about recently who helped others. Ask students: *What did Chuck Feeney and ____ do to help others?* Use a T-chart to record student responses.

FLEXIBLE OPTION

INTERACTIVE

Trade Book Read Aloud



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

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





SPOTLIGHT ON GENRE

Biography

LEARNING GOAL

I can read a biography.

OBJECTIVES

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

Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.

LANGUAGE OF THE GENRE

While you go over the Anchor Chart with students, review the words that can help them talk about biographies.

- main, or central, idea
- events
- details

FLEXIBLE OPTION 
ANCHOR CHARTS

If you wish, you can expand upon the anchor chart you created previously for biography.

- Ask students to discuss the main idea of a biography.
- Have them suggest headings and pictures.
- Build on the anchor chart as students learn more about the genre.

Minilesson

FOCUS ON STRATEGIES A biography is an informational text. An informational text has many characteristics, including a main, or central, idea that tells what the text is mostly about. The main idea of a biography tells about a real person. This main idea is part of the structure of the text too. An informational text can be organized with a main idea followed by supporting details.

- Ask yourself who the biography is about. You may find the name of the person in the title of the text.
- As you read, think about what the author of the biography wants you to understand about this person. This will be the main idea.

MODEL AND PRACTICE Reread aloud “Giving Away a Fortune,” pp. T264–T265, and use it to model recognizing characteristics and structures of a biography. Say: **The first sentence mentions a man named Chuck Feeney. The main, or central, idea of this text is that Feeney spends a lot of money to help other people. So, I know this text is a biography. Biographies can be organized with a main idea and details, so I know the rest of the text will tell details about this main idea.**

Review the Anchor Chart on p. 199 of the *Student Interactive*. Guide students to discuss the main ideas of the biographies in this unit or other ones they have read previously.

ELL Targeted Support Prior Knowledge Tell students to use their prior knowledge to understand the main idea of a biography.

With students, look back at the biographies they have read in the *Student Interactive* during this unit. Briefly review what each text was about. Pause after each one and help students recall its main idea. Guide them to use this prior knowledge to consider what *Eleanor Roosevelt* might be about.

EMERGING/DEVELOPING

Direct students to look back at the biographies they have read in the *Student Interactive* during this unit. Have them use this prior knowledge to write a sentence that tells what *Eleanor Roosevelt* might be about. Then ask students to share their sentence with the group. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to help them identify biographies.

OPTION 1 Use the Anchor Chart Have students work with a partner to discuss the characteristics of biographies. Circulate to determine if students show understanding.

OPTION 2 Use Independent Text Have students consider the elements of biographies to determine whether their independent reading text is a biography.

QUICK CHECK

Notice and Assess Can students identify the elements of a biography?

Decide

- **If students struggle**, revisit instruction about biographies in Small Group on pp. T272–T273.
- **If students show understanding**, extend instruction about biographies in Small Group on pp. T272–T273.

TURN, TALK, AND SHARE Have students complete the Turn and Talk activity on p. 198 of the *Student Interactive* with a partner. Explain that you establish, or set, a purpose by asking yourself why you are reading a text. Then assist students in establishing a purpose for reading a biography.

STUDENT INTERACTIVE, pp. 198–199

GENRE: BIOGRAPHY

Read Together

My Learning Goal I can read a biography.

SPOTLIGHT ON GENRE

Biography

A biography has a main, or central, idea that tells what the text is mostly about.

Set a Purpose It is important to set a purpose, or reason, for reading. A purpose could be to learn about someone from the past. Setting a purpose helps readers understand more as they read a text.

TURN and TALK Talk about the purpose for reading a biography.

198

Read Together

READING WORKSHOP

Biography Anchor Chart

The main idea of a biography is what the text is mostly about.

Main idea:

Gail has done important things in her life.

Gail's Life by Jack

199

Academic Vocabulary

LEARNING GOAL

I can make and use words to read and write narrative nonfiction.

OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

ELL Access

Sharing Information Explain to students that when they share information in cooperative learning interactions, they can help others learn while also reinforcing their own understanding. If, for example, a student shares the definition of a word with another student, both students can strengthen their vocabulary skills.

Oral Language

Minilesson

FOCUS ON STRATEGIES Revisit the Academic Vocabulary for this unit: *experience, supply, necessary, record*. Explain to students that using new words in a conversation is a good way to better understand the words.

- Think about where you may have heard the word and how it was used.
- Use the word in a sentence to make sure you understand it.
- Make connections between the new words and what you have read.

MODEL AND PRACTICE Model an example of using new words to respond to a text. Say: *We learned the word **experience** in this unit. After reading the text **Before the Railroad Came**, I think about how Samuel and his family have a lot of experience moving cattle. The word **experience** means “something seen or done.” I can connect the word to a text I have read.*

Handwriting

OBJECTIVE

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

Letters Z and z

FOCUS Display the uppercase letter Z and lowercase letter z.

MODEL Demonstrate how to write the uppercase letter Z and lowercase letter z. Then print the words *Zip* and *zap* on the board. Have students use their fingers to practice writing the letters in the air.



ASSESS UNDERSTANDING

Apply

My TURN Have students complete the activity on p. 217 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 217

VOCABULARY **Read Together** READING-WRITING BRIDGE

I can make and use words to read and write narrative nonfiction. **My Learning Goal**

Academic Vocabulary

MY TURN Draw a line to match the person you read about in this unit to the sentence that describes him or her.

Jackie Robinson	Painting was how she recorded her experiences.
Georgia O'Keeffe	Many people think she supplied our country with its first American flag.
Betsy Ross	He helped make necessary changes in baseball.

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217


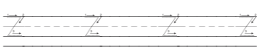
PRACTICE Have students use *Handwriting* p. 231 in the *Resource Download Center* to practice printing the letters Z and z.

Name _____ **Read Together**

Handwriting


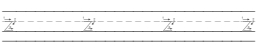
Letters Zz
Where do you start uppercase letter Z? What do you do next? How do you finish the letter?

MY TURN Trace the letters. Then write uppercase letter Z.

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

MY TURN Trace the letters. Then write lowercase letter z.

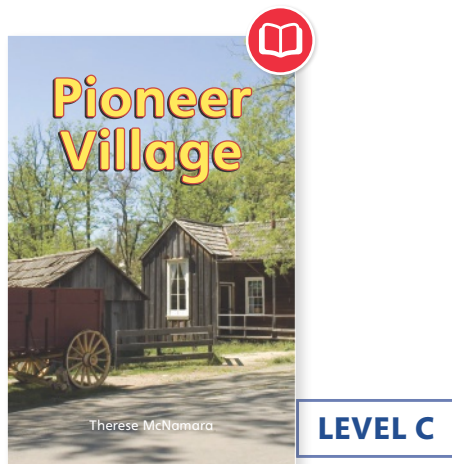
 

Grade 1 • Unit 4 • Week 5 231

Handwriting, p. 231

Matching Texts to Learning

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



Genre Informational Text

Text Elements

- Familiar, easy content
- One to three lines of text per page

Text Structure

- Simple factual



Genre Informational Text

Text Elements

- Familiar, easy content
- One to two lines of text per page

Text Structure

- Simple factual



Genre Informational Text

Text Elements

- Familiar, easy content
- Two to three lines of text on most pages

Text Structure

- Simple factual

Guided Reading Instruction Prompts

To help guide this week's minilessons, use these prompts.

Identify Theme

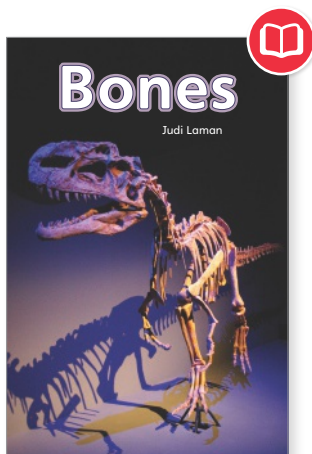
- What does this text tell about the past?
- What details does the author use to tell about people or ideas related to the past?
- How can you tell something is about the past?

Develop Vocabulary

- Which words help you understand the text?
- How do they help?
- Are there words or images in the text that help you understand unfamiliar words?

Find the Main Idea

- What is the main, or central, idea of the text?
- What details do you learn about the subject or topic?
- How do those details support the main idea?



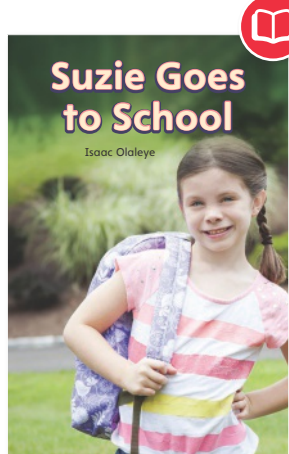
LEVEL F

Genre Narrative Nonfiction**Text Elements**

- Familiar content expands beyond reader's experience
- Content-specific words explained in text

Text Structure

- Description



LEVEL F

Genre Informational Text**Text Elements**

- Simple and split dialogue
- Some longer sentences

Text Structure

- Chronological



LEVEL H

Genre Narrative Nonfiction**Text Elements**

- Accessible content
- Two to eight lines of text per page

Text Structure

- Description

Ask and Answer Questions

- What is a question you can ask about the subject or topic of the text?
- What is a question you can ask about the main idea of the text?
- Which words or pictures in the text can help you answer your questions?

Compare Texts

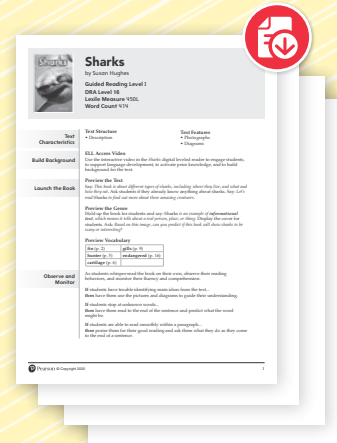
- How are these texts similar and different?
- What do these texts teach you about helping others?

Word Work

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

Leveled Reader Teacher's Guide

For full lesson plans for these and other leveled readers, go to [SavvasRealize.com](https://www.savvasrealize.com).



Use the  **QUICK CHECK** on p. T267 to determine small group instruction.

Teacher-Led Options

Strategy Group



IDENTIFY BIOGRAPHY

Teaching Point Today, I want to tell you that biographies are informational texts. They tell about real people’s lives. Other people write these texts. Biographies also have main, or central, ideas. Guide students back to “Helpful Heroes” on pp. 186–187. Prompt them to share with the class elements of biographies they find in the infographic.

ELL Targeted Support

Have students work in small groups to identify one element of biographies from “Helpful Heroes.” Provide additional coaching if necessary. **EMERGING**

Ask students to review “Helpful Heroes.” Then prompt them to share a question they could ask you or other students to help them identify the elements of biographies found in the infographic.

DEVELOPING

Have student pairs create posters that can help other students understand elements of a biography. Prompt them to use visuals, such as photos, to make their posters engaging.

EXPANDING

Provide students with questions about the elements of a biography raised by their peers. Have them answer these questions by writing detailed sentences, drawing pictures, or creating their own anchor charts. **BRIDGING**



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

Intervention Activity



GENRE: NARRATIVE NONFICTION

Use Lesson 48 in the *myFocus Intervention Teacher’s Guide* for instruction on narrative nonfiction.

LEVEL B • READ

Lesson 48 Genre: Narrative Nonfiction

DIRECTIONS Follow along as your teacher reads aloud “The Real Alice in Wonderland.” Think about how the author presents the facts.


The Real Alice in Wonderland

Meet Alice Liddell. (You say her last name like “fiddle.”) Alice was born a long time ago, in 1852. She died in 1934.

Alice lived a mostly normal life. But as a child she met the writer Lewis Carroll. The year was 1856. He was charmed by her. He called her his muse. That means she made him want to write.

Carroll also took pictures of Alice. Taking pictures in 1850 was not easy! It took a long time. But Alice could sit still. She liked to dress up and pose for the pictures. She liked to hear the stories he told her. By 1862, many of his stories were about a girl named Alice. She loved these stories best. She begged him to write them down for her.

Carroll did write down the stories for her. Three years later, the stories became a book. The title is *Alice in Wonderland*. It is one of the best-selling books of all time.



The pictures of Alice in the book do not look like Alice Liddell. But Carroll wrote the book because of her.

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Reading Informational Text T • 277

On-Level and Advanced



INQUIRY

Question and Investigate Have students use “Helpful Heroes” to form questions about historical people who have helped others. Prompt them to pick one question to investigate this week. See *Extension Activities* pp. 266–270 in the *Resource Download Center*.



Conferring

3 students / 3–4 minutes
per conference

IDENTIFY BIOGRAPHY

Talk About Independent Reading Have students explain how they know whether the text they are reading is a biography.

Possible Conference Prompts

- Who is the text about?
- What is the central idea of the text?
- Does this information tell you that the text is a biography or a different genre?

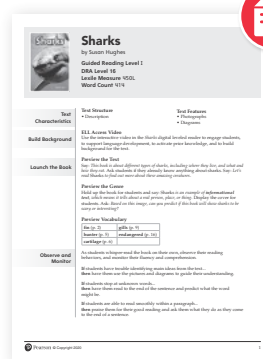
Possible Teaching Point Look at the title and images in the text. These text features help readers determine whether a text is a biography.

Leveled Readers



IDENTIFY THEME

- For suggested titles, see “Matching Texts to Learning,” pp. T270–T271.
- For instructional support on how to identify the theme of a book, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Call the class back to whole group. Ask one or two students to share the main idea of the biography they are reading and what it teaches them about helping people today.

Independent/Collaborative

Independent Reading



Students can

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

Centers



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

Literacy Activities



Students can

- play the myView games.
- take notes about a text they are reading in their notebooks.
- refer to the Anchor Chart on *Student Interactive* p. 199 and tell a partner the subject and main idea of a biography they are reading.

BOOK CLUB



See Book Club pp. T476–T479 for

- ideas for facilitating Book Club.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups’ collaboration.
- facilitating use of a trade book of your choice.

Word Work

OBJECTIVES

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

Identify and read common high-frequency words.

ADDITIONAL PRACTICE

For additional student practice with the diphthongs *oi*, *oy*, use *Phonics* p. 213 from the *Resource Download Center*.

Phonics, p. 213

Phonics: Decode and Write Words with Diphthongs *oi*, *oy*

Minilesson

FOCUS Tell students that the sound /oi/ can be spelled *oi* or *oy*.

MODEL AND PRACTICE Write the following words on the board: *choice*, *toy*. Point to the word *choice*, and say: **The sound /oi/ can be spelled *oi*.** Have students repeat the word *choice* with you as you underline the vowel spelling: *oi*. Then point to the word *toy* and have students sound it out. Ask, **What vowel sound do you hear in the word *toy*? (/oi/)** **How do you spell the sound /oi/ in *toy*? (*oy*)** Display the following words, and have students decode them: *noise*, *joy*, *join*, *oil*, *Roy*, *boil*, *Troy*.

TURN, TALK, AND SHARE Have partners decode the words at the top of p. 189 in the *Student Interactive*.



EXPERT'S VIEW Pat Cunningham, Wake Forest University

“Writing is the best window into what a child actually knows. For example, if a child spells the word *coat* as *cot*, you will need to coach him or her. For example, say: **If n-o-t is *not*, and g-o-t is *got*, then what is c-o-t?** Then ask how to make the word *coat*. Remind children of what they know to guide them to apply that knowledge.”

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

FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 My TURN Have students complete the rest of p. 189 and p. 190 in the *Student Interactive*.

OPTION 2 Independent Activity Write these words: *boy, toy, joy, coil, soil, boil, point, voice*. Ask students to use Letter Tiles to spell the words, read them, and identify the letters that spell the sound /oi/.

QUICK CHECK

Notice and Assess Are students able to decode and write words with the diphthongs *oi* and *oy*?

Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T286–T287.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T286–T287.

HIGH-FREQUENCY WORDS

Write the words *been, carry, does, going, words*.



- Say and spell each word and then have students repeat.
- Cover the words. Say the words and have students spell them.
- Display the words and have students check their spellings.
- Have students practice the words they missed.

STUDENT INTERACTIVE, p. 189



Read Together
FOUNDATIONAL SKILLS



Diphthongs oi, oy



TURN and TALK Decode these words with a partner.



 toy	joy	cowboy
 coin	noise	choice

MY TURN Say the picture name. Write the word on the line. Then read the word.



boy



toy



soil



coin

189

STUDENT INTERACTIVE, p. 190

Read Together
PHONICS | PHONOLOGICAL AWARENESS

Diphthongs oi, oy

MY TURN Use a word from the box to finish each sentence. Then read the sentences.

toy
boy
join
noise
choice

The kids play with a toy.

Shh! It makes too much noise.

They make a choice to go outside.

MY TURN Write your own sentences with the two words from the box that you did not use.
Possible response:
A boy will join the kids.

190

Introduce the Text



OBJECTIVES

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

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

ELL Access

Context Clues

Students should take advantage of clues they find in the text to help them better understand the author's words. Both pictures and familiar words are potential context clues for students to use.

Shared Read Plan

First Read Read the text. Discuss the First Read notes with students.

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

Preview Vocabulary

- Introduce the vocabulary words on p. 200 of the *Student Interactive*: *vote*, *views*, *rights*, and *leaders*.
- Ask students to share what they already know about the words. Prompt with questions such as: *Do your parents vote when there is an election? What are your views on helping other people? Do you know what some of our rights are? What do leaders do?*
- Define the words for students as needed. Definitions appear on the selection pages that follow. *These words will help us understand who Eleanor Roosevelt was and how she helped others.*

Read

Talk about the First Read strategies with students. Assist students with establishing their own purpose, or reason, for reading *Eleanor Roosevelt*.

FIRST READ STRATEGIES

READ Prompt students to use the title, *Eleanor Roosevelt*, to establish a purpose for reading the text.

ASK Have students generate questions about the text before reading to deepen understanding and gain information. Provide assistance as needed.

LOOK Ask students to form connections between the pictures and the words to help them better understand the text.

TALK Have students discuss how reading *Eleanor Roosevelt* helps them answer the Weekly Question.

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



ELL Targeted Support Strategic Learning Tell students that they may find it easier to understand the vocabulary words (*vote, views, rights, leaders*) if they use strategic learning techniques, such as drawing pictures or writing sentences.

Ask students to draw a picture to help them learn the definition of a vocabulary word. For example, have students draw a *leader*. **EMERGING**

Have students draw pictures that help them better understand the vocabulary words. Then place students into pairs. Prompt them to trade their drawings and guess which word their partner's drawing represents. **DEVELOPING**

Have students write sentences that include each vocabulary word. Ask them to share their sentences with a partner. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, p. 200

Read
Together

Eleanor Roosevelt

Preview Vocabulary

You will read these vocabulary words in *Eleanor Roosevelt*.

vote

views

rights

leaders

Read

Read the title. Set a purpose for reading.

Ask questions about the text before reading.

Look at the photos and text together.

Talk about how this text answers the weekly question.

Meet the Author



Mathangi Subramanian writes about women and girls who change the world. She lives in New Delhi, India.

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STUDENT INTERACTIVE, p. 201

Read Together

Genre Biography

Eleanor Roosevelt

written by
Mathangi Subramanian

AUDIO
Audio with Highlighting

ANNOTATE

201

First Read

Read

THINK ALOUD The title of this biography is *Eleanor Roosevelt*. To help me understand the text, I will set a purpose, or reason, for reading it. My purpose is to learn what Eleanor Roosevelt did that was important.

CROSS-CURRICULAR PERSPECTIVES

Social Studies



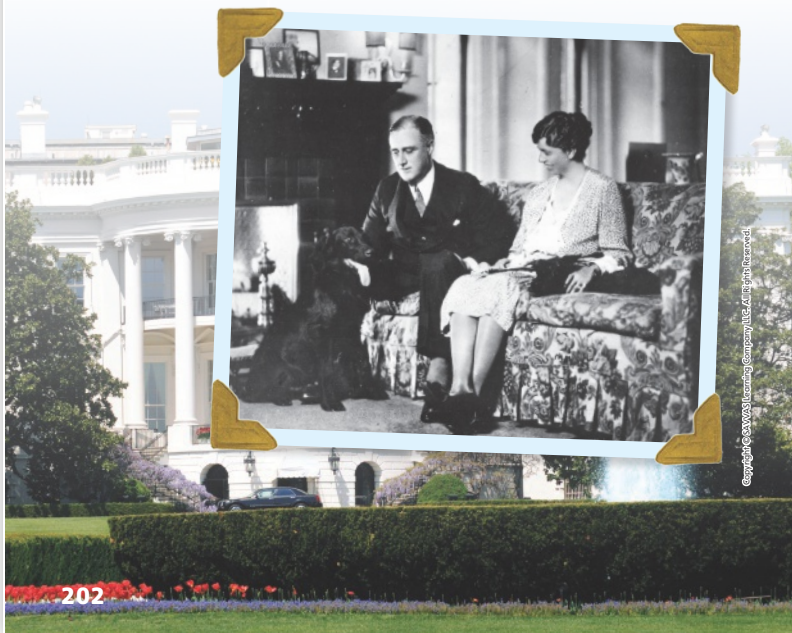
Eleanor Roosevelt was the niece of President Theodore Roosevelt. She married Franklin D. Roosevelt in 1905. Franklin became President in 1933 and would hold office until his death in 1945.



STUDENT INTERACTIVE, pp. 202–203



Eleanor Roosevelt had everything most people could want. She grew up in a wealthy family. She married a man who would become the President of the United States.



But Eleanor was not like most people. She wanted to be more than a President's wife. She wanted to help people.

CLOSE READ 

Underline the main, or central, idea of this text.

203

Foundational Skills Extension

Vowel Digraph *ea*

Review vowel digraph *ea* with students. Point out the word *wealthy* in the second sentence on p. 202. Ask: **Do the letters *ea* in *wealthy* make the short e sound or the long e sound?** (short e sound)

Close Read

Find the Main Idea

Have students read the Close Read note on p. 203. Say: **The main idea tells what a text is mainly about. It often appears in the first few pages.** Direct students to underline the main, or central, idea of the text. Ask: **How did you decide this was the main, or central, idea?** DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.

STUDENT INTERACTIVE, pp. 204-205



Eleanor loved to travel. She traveled around the United States in trains. She liked meeting people and learning about them.



204



Eleanor visited farms, schools, and cities. Everywhere she went, she listened to the stories people told her about their lives.

VOCABULARY IN CONTEXT

Readers can use clues in the words and pictures to understand the meaning of a word. Underline the words that help you understand what **traveled** means.

205

First Read

Ask

THINK ALOUD Sometimes I can ask questions before I read. I can look at the pictures and begin to wonder about things. Before I read these pages, I can ask, *What did Eleanor Roosevelt like to do?* Then I can read to find out.

The text says she loved to travel. She also liked to meet people and learn about them.

Possible Teaching Point



Language & Conventions | Compound Sentences

Use the instruction on p. T431 in the Reading-Writing Workshop Bridge to teach students about compound sentences. Model taking two simple sentences from these pages and turning them into a compound sentence. For example, the sentences *They didn't have safe places to live.* and *Eleanor helped them find homes.* can be joined using a comma and a conjunction to become *They didn't have safe places to live, so Eleanor helped them find homes.*



STUDENT INTERACTIVE, pp. 206–207



Eleanor told the President about the people she met. She told him how he could help them. He listened to her ideas, asked many questions, and often agreed with her views.




206



views opinions about something

Eleanor met people who worked hard. They didn't have safe places to live. Eleanor helped them find homes.

CLOSE READ 

How did Eleanor help people? Highlight the sentence that helps you answer this question.

207

CROSS-CURRICULAR PERSPECTIVES

Social Studies



Eleanor Roosevelt lived through many important events in history. She was First Lady of the United States during the Great Depression, the attack on Pearl Harbor, and World War II.

Close Read

Vocabulary in Context

Have students underline context clues on pp. 204–205 that help them learn the meaning of *traveled*. **DOK 2**

Ask and Answer Questions

Have students highlight details on p. 207 that answer the question *How did Eleanor help people?* **DOK 1**

OBJECTIVES

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.

STUDENT INTERACTIVE, pp. 208–209

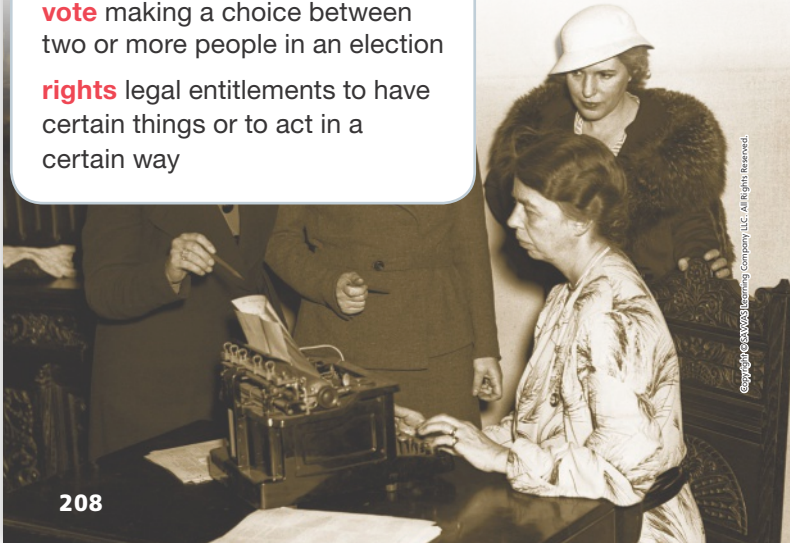


Eleanor met women who wanted to do important things. She helped them get jobs and helped them become leaders. She helped them write stories for newspapers and magazines.

leaders people who lead or take charge

vote making a choice between two or more people in an election

rights legal entitlements to have certain things or to act in a certain way




Eleanor met people who didn't get paid as much as others. In some places, they weren't allowed to vote. Eleanor helped them fight for their rights.

CLOSE READ 

What question could you ask about how Eleanor helped people? **Highlight** the words that would answer the question.

First Read

Look

 **THINK ALOUD** Looking at the pictures and the text together can help me better understand what I am reading. What do the pictures and text on these pages tell you about the people Eleanor helped?

The pictures show women, African Americans, and soldiers. I also see the word *helped* several times on these pages. I think Roosevelt helped many different types of people.

Possible Teaching Point

Read Like a Writer | Third-Person Text

Walk students through an example of third-person text. Explain to them that authors can write third-person texts to tell someone else's story in a biography. Guide students to look for words on p. 208 that tell them they are reading a third-person text. (*Eleanor, She*) For more instruction on teaching third-person text, review the lesson on pp. T294–T295 in the Reading-Writing Workshop Bridge.



STUDENT INTERACTIVE, pp. 210–211



In the 1940s, there was a big war. Many Americans fought in the war. They were frightened. Eleanor visited them in Europe and Asia. She helped them feel brave.



210



People loved Eleanor. She made the United States a better place. Learning about her might make you want to help people too.

CLOSE READ 

Underline the sentence that tells a main, or central, idea of the text.

211

CROSS-CURRICULAR PERSPECTIVES

Social Studies



Like Clara Barton, Booker T. Washington, and Sacagawea, Eleanor Roosevelt made a difference by helping others. These four historical figures helped people in different ways. They used their skills and kindness to make the world a better place.

Close Read

Ask and Answer Questions

Have students think of questions they could ask about how Roosevelt helped others and highlight words in the text that would answer their questions. **DOK 2**

Find the Main Idea

Remind students that the central idea is what a text is mainly about. Guide them to underline the central idea on p. 211. **DOK 2**

OBJECTIVES

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

Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.

Respond and Analyze



Eleanor Roosevelt

OBJECTIVES

Use text evidence to support an appropriate response.

Respond using newly acquired vocabulary as appropriate.

My View

Use these suggestions to prompt students' initial responses to reading *Eleanor Roosevelt*.

- **Discuss** Talk in small groups about interesting events in Eleanor Roosevelt's life.
- **Ask** Share with a partner any questions you have about Eleanor Roosevelt. Work together to find the answers.

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Remind students that the vocabulary words for this week are *leader*, *vote*, *rights*, and *views*. Students should

- think about the meaning of the word.
- look for other words in the text that could help them learn the meaning.
- figure out how this word helps them understand what they are reading.

MODEL AND PRACTICE Have students turn to p. 212 in the *Student Interactive*. Demonstrate how to complete the activity using the word *vote*. Point out that the photo can be used as text evidence to support the correct answer.

ELL Targeted Support Accessible Language Tell students they can use familiar words to help them learn the new words *leader*, *vote*, *rights*, and *views*.

Have students raise their hands if they have seen or heard these words before. Ask: *What do you know about these words?* **EMERGING/DEVELOPING**

Read the words and have students share related words they know. Ask: *How can the words you know help you learn these new words?* If necessary, model using the words *lead* and *leader*. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 MyTURN Have students complete the activity on p. 212 in the *Student Interactive*.

OPTION 2 Use Independent Text Ask students to find words they do not know in their independent reading texts, and have them create a list of clues they can use to determine the meaning of those words.

QUICK CHECK













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

Decide

- **If students struggle**, revisit instruction for vocabulary in Small Group on pp. T288–T289.
- **If students show understanding**, extend instruction for vocabulary in Small Group on pp. T288–T289.

Check for Understanding MyTURN Have students complete p. 213 in the *Student Interactive*.

STUDENT INTERACTIVE, pp. 212–213

VOCABULARY	COMPREHENSION	READING WORKSHOP								
<div style="text-align: right; font-weight: bold; color: white; background-color: #2e8b57; padding: 2px; border-radius: 5px;">Read Together</div> <h3>Develop Vocabulary</h3> <p>MYTURN Look at each picture. <u>Underline</u> the vocabulary word that completes the sentence.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">  </td> <td style="text-align: center;">  </td> </tr> <tr> <td> She is going to _____. <u>vote</u> views </td> <td> She is showing her _____. views <u>leaders</u> </td> </tr> <tr> <td style="text-align: center;">  </td> <td style="text-align: center;">  </td> </tr> <tr> <td> They are ____ in school. rights <u>leaders</u> </td> <td> All Americans have _____. vote <u>rights</u> </td> </tr> </table>			She is going to _____. <u>vote</u> views	She is showing her _____. views <u>leaders</u>			They are ____ in school. rights <u>leaders</u>	All Americans have _____. vote <u>rights</u>	<div style="text-align: right; font-weight: bold; color: white; background-color: #2e8b57; padding: 2px; border-radius: 5px;">Read Together</div> <h3>Check for Understanding</h3> <p>MYTURN Write the answers to the questions. You can look back at the text.</p> <p>DOK 2 1. How do you know this text is a biography? Possible response: <u>It tells about a real</u> <u>person's life.</u></p> <p>2. Why does the author use photographs? DOK 3 Possible response: <u>to show what Eleanor looked</u> <u>like; to show the past</u></p> <p>3. How were Eleanor and President Roosevelt similar? Use text evidence. Possible response: <u>They both wanted to help</u> <u>other people.</u></p>	<div style="text-align: right; font-weight: bold; color: white; background-color: #2e8b57; padding: 2px; border-radius: 5px;">Read Together</div>
										
She is going to _____. <u>vote</u> views	She is showing her _____. views <u>leaders</u>									
										
They are ____ in school. rights <u>leaders</u>	All Americans have _____. vote <u>rights</u>									
212	213									

Use the  **QUICK CHECK** on p. T275 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group

DIPHTHONGS *oi, oy* Sound-Spelling Cards

Display Sound-Spelling Cards 88 (*oil*) and 100 (*boy*) to review the two spellings of the sound /oi/.



Display the words *coin, join, joy, toil, coil, boy, noise, and toy*. Have students read the words. Then ask them how the vowel sound /oi/ is spelled in each word.

ELL Targeted Support


Diphthongs *oi, oy* Have students label illustrations of words with the sound /oi/ to help them learn relationships between sounds and letters.

Have students say words they know with the sound /oi/ such as *coin, toy, and boy*. Display each word. Have them choose one word to illustrate. Then have them label their drawings or write a sentence using their word.

EMERGING/DEVELOPING

Ask partners to list words they know with the sound /oi/. Then have them each choose a word to illustrate. Have partners swap drawings and label them. Then have them write sentences about the drawings and read them aloud to practice reading words with the sound /oi/.

EXPANDING/BRIDGING

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

Intervention Activity

DIPHTHONGS AND VOWEL PATTERNS

Use Lesson 26 in the *myFocus Intervention Teacher's Guide for* instruction on diphthongs and vowel patterns.

LEVEL B • MODEL AND TEACH

Lesson 26 Diphthongs and Vowel Patterns

INTRODUCE Remind students that they know vowel sounds besides short or long vowel sounds. You have learned about the /oi/ sound in *oil* and the /ow/ sound in *cow*. What is the vowel sound in *look*? (/oo/) Today you will learn how to read and spell words with these sounds. You will also learn words with two other vowel sounds. You will see different letter combinations for these vowel sounds.

MODEL Display Student Page S151. Say: I will read this story aloud. You follow along. Listen carefully to the vowel sounds in the highlighted words. These are the sounds we will focus on today. Read aloud the passage as students follow along. Slightly emphasize the highlighted words.

OBJECTIVES:

- Learn different sound-letter correspondences for diphthongs (/oi/, /ow/) and for the vowel sounds in *ball* (/aw/), *foot* (/oo/), and *new* (/oo/).
- Use knowledge of these correspondences to decode words with these vowel sounds, in isolation and in context.
- Apply knowledge of these correspondences to properly spell words with these vowel sounds.

New Toys

We went to the **toy** store.
I got a **ball**. Sam got a **new** game. It is a **good** game.
Now we play it all the time.
Will you join us? Or we could play with my ball outside!

/oi/	/ow/	/aw/	/oo/	/oo/
toy	Now	ball	good	new
join	outside			

TEACH Read the first sentence again. Direct students to look at the chart below the story and find the word *toy*. What is the vowel sound in *toy*? Yes, it is /oi/ and it is spelled o-y in *toy*. But there is another spelling for /oi/. See the word *join* below *toy* in the chart? How is /oi/ spelled in this word? (o-i) Have students find *join* in the story.

Repeat these steps for words *Now* and *outside*. Then introduce the other three sounds, reading the sentence with the target word and referring to the chart each time. See if students can find another word in the story with the same sound and spelling as *ball* (*all*). You will learn other letter combinations for this vowel sound later in the lesson. You will also learn other letter combinations for the vowel sounds in *good* and *new*.

Phonics, Morphology, and Spelling T • 151

Intervention Activity

PHONOLOGICAL AWARENESS

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



Independent/Collaborative

Word Work Activity

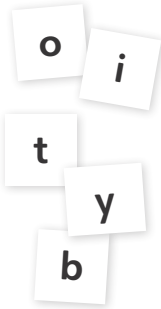


BUILD WORDS WITH LETTER TILES

Have students use Letter Tiles to form these incomplete words:

t___, j___n, b___, s___l, c___n, j___.

Students can use the tiles *oi* and *oy* to complete the words. (*toy, join, boy, soil, coin, joy*) Have students tell how the sound /oi/ is spelled in each word.



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

Decodable Reader



Have students practice decoding high-frequency words and words with the vowel sound /oi/ by reading and listening to the Decodable Reader *Plum Jam*.

After students finish reading *Plum Jam*, ask them to look back through the text to find a word with the vowel sound /oi/. Have students write a sentence with their chosen word.

High-Frequency Words

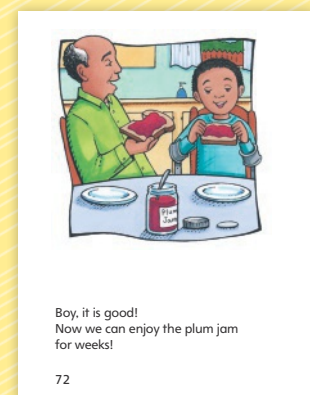
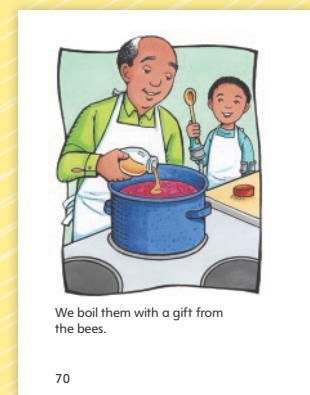
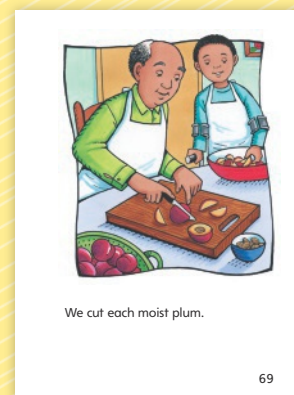
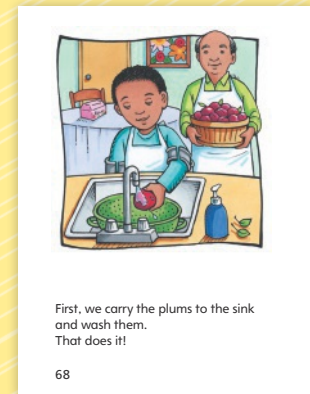
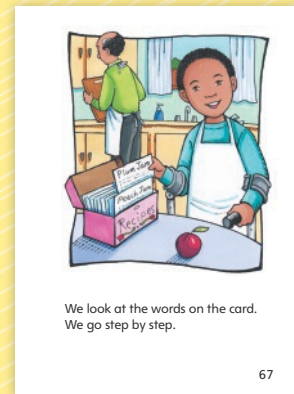
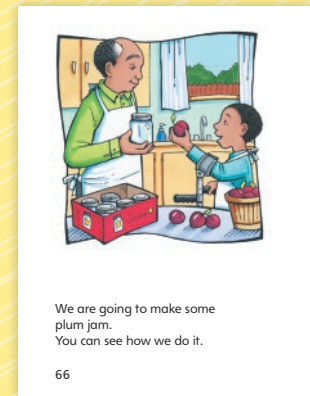
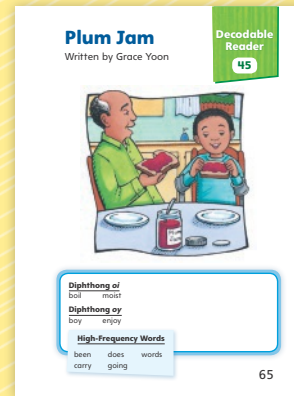
Prompt students to rewrite the high-frequency words *been, does, words, carry,* and *going* in a notebook. Then have them practice reading each word aloud with a partner.

Centers



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

Decodable Reader



Use the  **QUICK CHECK** on p. T285 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Points As you read today, try looking for familiar words that can help you understand unfamiliar words. Familiar words can be clues you can use to find the meaning of words you don't know. Guide students back to p. 210 of *Eleanor Roosevelt* in the *Student Interactive* and demonstrate with the word *frightened*.

ELL Targeted Support

Help students develop their vocabulary by using visual and contextual support.

Have students choral read the page with you. Work with students to use the context clue *brave* to understand the meaning of the word *frightened*. **EMERGING**

Have students find the context clue for the word *frightened*. (*brave*) Then have them develop their understanding of the word by drawing pictures to show the meanings of both words. **DEVELOPING**

Have students use context and the map on p. 205 to determine the meaning of the word *traveled*. Ask them to explain how they used the text and map to understand the word. **EXPANDING**

Ask students to choose a page from *Eleanor Roosevelt*, and tell how they use the pictures and context clues to understand new words. **BRIDGING**



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

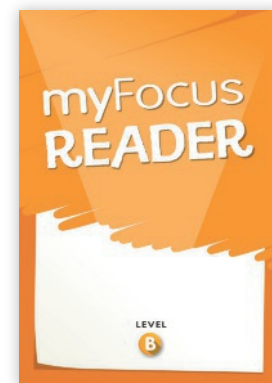
Intervention Activity



myFOCUS READER

Read the text on pp. 50–51 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com.

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



Fluency

Assess 2–4 students



PROSODY

Have students select a short passage from a text. Ask them to practice reading aloud with a partner until they can read the passage without stumbling. Remind students that they can break the passage down—focusing on one sentence at a time—to help them read smoothly.

ORAL READING RATE AND ACCURACY

Use pp. 115–120 in Unit 4, Week 5 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes per conference

DEVELOP VOCABULARY

Talk About Independent Reading Ask students to share their lists of unfamiliar words and the clues they used to help them understand the meaning of those words.

Possible Conference Prompts

- How did the clues help you understand the unfamiliar words?
- What is another way you could have learned the meaning of these words?

Possible Teaching Point Readers can ask questions about the text to help them figure out what unknown words mean. Finding answers can help them understand unfamiliar words.

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T270–T271.
- For instructional support on understanding the meanings of unfamiliar words, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Have students assemble as a whole group. Ask one or two volunteers to share their list of unfamiliar words with the class and talk about the clues they used to determine their meanings.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Eleanor Roosevelt*.
- practice reading aloud until they can read with expression.
- partner-read a biography, taking turns reading each paragraph.

Centers



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

Literacy Activities



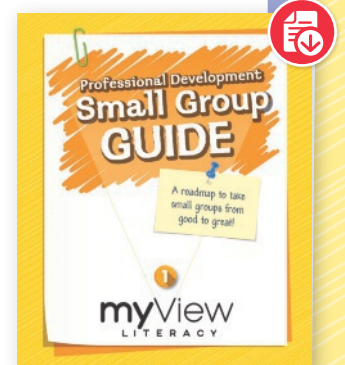
Students can

- respond to the questions on p. 213 in the *Student Interactive*.
- discuss with a partner the purpose for reading a text.
- play the myView games.
- work on an activity in the *Resource Download Center*.

SUPPORT INDEPENDENT READING

Independent reading is a great time for students to revisit texts they have already read. It gives them a chance to reread sections that were confusing. Rereading also gives them the opportunity to revisit their favorite parts of a text.

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



Word Work

OBJECTIVES

Demonstrate phonological awareness.

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

Identify and read common high-frequency words.

Recognize and read grade-appropriate irregularly spelled words.



Sound-Spelling Cards
60, 61

FOUNDATIONAL SKILLS EXTENSION

See p. T279 for a vowel digraph *ea* extension activity that can be used as the text is read.

Phonological Awareness: Initial and Final Sounds

SEE AND SAY Point to the picture of the eagle on page 191 in the *Student Interactive*. Say: *This is a picture of an eagle. Listen to the sounds in eagle: /ē/ (pause) /g/ (pause) /əl/.* Say the word with me. Ask: *What is the vowel sound you hear at the beginning of the word eagle? (/ē/)* Then repeat the activity with the pictures for *pea* and *tea*. Ask: *What sound is the same in all three picture names? (/ē/)*

PRACTICE Say the following words aloud and have students identify the initial and final sounds in each: *easy, pea, sea, eat, flea.*

Phonics: Decode Words with Vowel Digraph *ea*

Minilesson

FOCUS Use Sound-Spelling Cards 60 (*bread*) and 61 (*easel*) to introduce the two sounds of the digraph *ea*. Tell students that the vowel sound they hear in the word *bread*, /e/, can be spelled *ea*. Write the word *bread* on the board. Say the word again and have students repeat the word with you as you underline *ea*. Repeat using the word *easel* to introduce long e spelled *ea*. Tell students that the letters *ea* can spell the sound /ē/ or the sound /e/.

MODEL AND PRACTICE Write and read the word *meat*, emphasizing the vowel sound. Say: *The word meat has the sound /ē/.* Point to the spelling of the sound of long e, *ea*. Say: *In the word meat, long e is spelled ea.* Repeat with the word *head* to practice short e spelled *ea*. Write the words *beak*, *deal*, and *head* for students to decode. If needed, tell them to try the sound of long e and the sound of short e for each word.

APPLY My TURN Have students read each word on the bottom of p. 191 in the *Student Interactive*.



High-Frequency Words

Minilesson

FOCUS Write or display the high-frequency words: *been*, *does*, *words*, *carry*, *going*.


MODEL AND PRACTICE Write *been* on the board. Say: *This is the word been. It has four letters. The letters in been are b, e, e, and n.* Have students say and spell the word. Then ask them to tell you a sentence using the word. Repeat with the remaining high-frequency words.


APPLY My TURN Have students read and then write high-frequency words on p. 192 in the *Student Interactive*. Then have them read the sentences.

STUDENT INTERACTIVE, p. 191

Read Together FOUNDATIONAL SKILLS

Initial and Final Sounds

 Say each sound as you name the pictures. Then say the picture names again.



Students should say eagle, pea, tea.

Vowel Digraph ea

The letters **ea** can make the short **e** sound in **bread** or the long **e** sound in **bead**.

MY TURN Read these words. Try the long e sound and the short e sound.

e a t

h e a l t h

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STUDENT INTERACTIVE, p. 192


HIGH-FREQUENCY WORDS | PHONICS **Read Together**

My Words to Know

Some words you will see a lot when you read.

MY TURN Read these words.

been does words carry going



MY TURN Use words from the box to complete the sentences. Then read the sentences.

- We say the words "Join us!"
- The big ship has been east.
- Now it is going west.
- What does it carry?

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Find the Main Idea



Eleanor Roosevelt

OBJECTIVE

Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.

ACADEMIC VOCABULARY

Integrate Use the Academic Vocabulary words to talk about the text.

- Do the [experiences](#) of Eleanor Roosevelt teach you anything?
- Photographs help create a [record](#) of a person's life.

Minilesson

FOCUS ON STRATEGIES The main, or central, idea is one characteristic of an informational text. The main idea is what a text is mostly about. In a biography, the main idea tells us something important about the person. The main idea is followed by supporting evidence, or details that give more information about the person. Many informational texts are structured with a main idea and supporting details.

- Ask yourself: What is the main idea of the text?
- Look for details the author provides to help you understand the main idea.
- Pay attention to words and pictures in the text to help you find supporting evidence about the main idea.

MODEL AND PRACTICE Prompt students to review the Close Read note on p. 203 in the *Student Interactive*. Say: [To find the main idea of a text, I need to read it first. After I read, I think about what the text was mostly about. This will help me find the main, or central, idea. Then, I will look for details that tell more about, or support, the main idea.](#) Have students read the Close Read notes on pp. 203 and 211 in the *Student Interactive*, and underline the sentences that indicate the main idea.

ELL Targeted Support Taking Notes Students can take notes by drawing or writing in order to demonstrate their comprehension of a text they are reading.

Guide students to mark pictures with details that support the main idea of *Eleanor Roosevelt*. **EMERGING**

Ask students to mark words or phrases when they reread *Eleanor Roosevelt* to help them identify the main idea. **DEVELOPING**

Ask students to write words or phrases that support the main idea while they read *Eleanor Roosevelt*. Have them share their notes with a partner. **EXPANDING**

Have student pairs use a main idea and details graphic organizer to take notes when they reread the text. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Ask students to use the strategies for finding the main idea and supporting evidence in a text.

OPTION 1 MyTURN Ask students to complete p. 214 in the *Student Interactive*.

OPTION 2 Use Independent Text In their independent texts, have students use sticky notes of one color to locate the main idea and another color to identify details that support the main idea.

QUICK CHECK

Notice and Assess Can students find the main idea of a text?

Decide

- **If students struggle**, revisit instruction on finding the main idea in Small Group on pp. T296–T297.
- **If students show understanding**, extend instruction on finding the main idea in Small Group on pp. T296–T297.

STUDENT INTERACTIVE, p. 214

CLOSE READ

Read Together

Find the Main Idea

The **main**, or **central**, **idea** is what a text is mostly about. **Supporting evidence** is the details that tell more about the main idea.

MYTURN What is the main idea of *Eleanor Roosevelt*? Go back to what you underlined in the text to help you answer.

The main, or central, idea is

Eleanor Roosevelt worked

hard to help people.

What supporting evidence supports the main idea?
Possible response:

She helped people find safe homes.

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Read Like a Writer, Write for a Reader

OBJECTIVE

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

ELL Access

Use Prereading Supports Tell students that looking for supports, such as illustrations, titles, and unit vocabulary words, can increase their comprehension of a text before they start to read. Prereading supports can help them better understand the elements of a biography.

Third-Person Text

Minilesson

FOCUS ON STRATEGIES Third-person texts are told by someone who is not part of the text. Words, such as *he*, *she*, *it*, and *they*, are used to tell the story. When readers listen to and experience third-person texts, they should:

- Look for words that show that the narrator is not a person in the story.
- Think about why the author chose to write in third person.

MODEL AND PRACTICE Read aloud p. 206 of the *Student Interactive*. Say: *I know this text is in the third person because it uses the word she. This word helps me understand that the text is being told by someone who is not part of the text.* Continue reading the text and ask students to listen for other key words, such as *he* and *they*, that tell the reader this is a third-person text. Ask them to describe how they experience the third-person text.

Handwriting

OBJECTIVE

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

Write Sentences

FOCUS Display the following sentence on the board: *We will go for a swim.*

MODEL Help students develop handwriting by modeling how to print sentences legibly and leave appropriate spaces between words.



ASSESS UNDERSTANDING

Apply

MyTURN Have students complete the activity on p. 218 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 218

AUTHOR'S CRAFT

Read Like a Writer, Write for a Reader

A **third-person text** is told by someone who is not a part of the text. Third-person texts use words such as **he, she, it, or they**.

Eleanor loved to travel.
She traveled around the United States in trains.

The author uses these words to help readers understand that the story is a third-person text.

MYTURN Write sentences about another person. Use words to show it is a third-person text.
Possible response:
Jan has a new dog.
She takes care of it.

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Writing Workshop

Students' personal narratives should be first-person texts, not third-person texts. Review first-person text and have students edit their Writing Workshop personal narratives for proper use of point of view.

PRACTICE Have students complete *Handwriting* p. 232 in the *Resource Download Center* to practice printing sentences with appropriate spacing between words.

Name _____

Handwriting

Write Sentences
It is important to write a sentence with enough space between the words so it can be easily read by someone else.

MYTURN Write the following sentences. Watch the space between the words in each sentence.

I like the New City Zoo.

Mom drove down Windy Lane.

Kat and Van are twins.

Grade 1 • Unit 4 • Week 5 232

Handwriting, p. 232

Use the  **QUICK CHECK** on p. T293 to determine small group instruction.

Teacher-Led Options

Strategy Group



FIND THE MAIN IDEA

Teaching Point When reading a biography, ask yourself, “Why is this person important?” Look for details that help you answer this question. Those details can help you identify the main idea. Revisit *Eleanor Roosevelt* and guide students to find the text evidence that helps identify the main idea.

ELL Targeted Support

Students can demonstrate their understanding of the text by responding to questions about what they read.

Read sentences from pp. 203 and 211 in *Eleanor Roosevelt*. After reading each sentence, ask students if it names the main idea, or what the text is mostly about. **EMERGING**

Ask students to find the sentences on pp. 203 and 211 in *Eleanor Roosevelt* that help name the main idea, or what the text is mostly about. **DEVELOPING**

Ask students to name the main idea of *Eleanor Roosevelt* and then find details in the text that support that main idea. **EXPANDING**

Ask students why Eleanor Roosevelt is an important person to know about. Ask: *How is your answer like the main idea of the text?*

BRIDGING



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

Intervention Activity



MAIN IDEAS AND KEY DETAILS

Use Lesson 50 in the *myFocus Intervention Teacher’s Guide* for instruction on identifying main ideas and key details.

LEVEL B • READ

Lesson 50 Identify Main Ideas and Key Details

DIRECTIONS Follow along as your teacher reads “The Truth About Koalas” aloud. Look at the subtitles in bold and view the picture.

The Truth About Koalas

What Do Koalas Look Like?
Some people think koalas are bears, but this is not true! Koalas are from the same family as the wombat. They look a lot like wombats. Koalas can be brown or grey. They have large black noses and thick fur. They have claws for climbing trees.

What Makes Koalas So Special?
A koala is a marsupial. A marsupial is an animal with a pouch. Koala mothers have a pouch to carry their young. The pouch keeps the growing koala warm and safe. A baby koala is called a joey.
When a joey is born, it is tiny. It can’t see. It has no fur. It is about the size of a jellybean! The joey crawls into its mother’s pouch to stay safe. It stays in the pouch for the next six months.

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Reading Informational Text T • 289

Fluency

Assess 2–4 students



PROSODY

Have pairs practice reading aloud a passage at an appropriate pace.

ORAL READING RATE AND ACCURACY

Use pp. 115–120 in Unit 4, Week 5 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes per conference

FIND THE MAIN IDEA

Talk About Independent Reading Have students share the sticky notes they placed for the main idea and supporting evidence.

Possible Conference Prompts

- What is the main idea of the text?
- What details did you find to support the main idea?
- Were details in the text or in the pictures more helpful in finding the main idea?

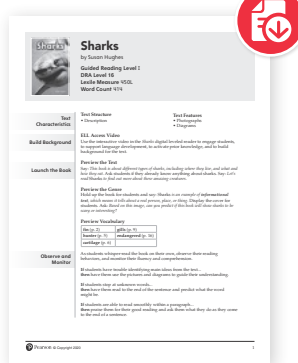
Possible Teaching Point Readers can often find the main idea of a biography by looking at the title and pictures and reading the beginning of the text.

Leveled Readers



FIND THE MAIN IDEA

- For suggested titles, see “Matching Texts to Learning,” pp. T270–T271.
- For instructional support on how to determine the main idea of a text, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Assemble students as a whole group. Ask one or two students to share the main idea of their text and present the details they used to determine the main idea.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Eleanor Roosevelt* or another text they have read before.
- read a new text of their choosing.
- read their Book Club book.

Centers



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

Literacy Activities



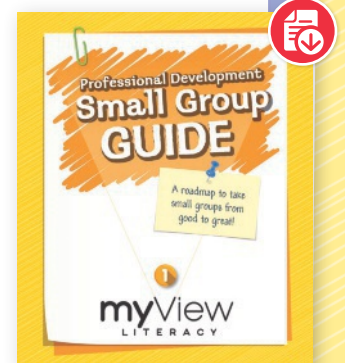
Students can

- complete p. 214 in the *Student Interactive*.
- play the myView games.
- work on an activity in the *Resource Download Center*.
- discuss the main idea of a text they are reading with a partner.

SUPPORT PARTNER READING

By reading with a partner, students have the chance to witness reading strategies used by their peers. Watching and listening to a partner read can reintroduce and clarify strategies that students may not have understood in the past.

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



Word Work

OBJECTIVES

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

Identify and read common high-frequency words.

ADDITIONAL PRACTICE

For additional student practice with the vowel digraph *ea* use *Phonics* p. 214 from the *Resource Download Center*.

FOUNDATIONAL SKILL

Name _____

Phonics

Vowel Digraph *ea*

MY TURN Read the words in the box. Sort them by vowel sound.

eat	beach	bread	wealth
-----	-------	-------	--------

Long e Short e

eat bread

beach wealth

MY TURN Say each picture name. Write the letters *ea*. Then read the words. Tell students that images represent leaf, head.

leaf head

Grade 1, Unit 4, Week 5
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Phonics, p. 214

Phonics: Decode and Write Words with Vowel Digraph *ea*

Minilesson

FOCUS Tell students that both the long e sound and the short e sound can be spelled *ea*.

MODEL AND PRACTICE Display these words: *bean, neat, eat*. Say: **Long e can be spelled *ea* as in the word *bean***. Have students repeat the word with you as you underline the long e spelling: *ea*. Then point to the word *neat* and have students decode it. Ask: **What vowel sound do you hear in the word *neat*? (/ē/)** **How do you spell the sound /ē/ in *neat*? (*ea*)** Repeat for the word *eat*. Then display the words *bread, head, dread*. Read the word *bread* as you point to the spelling of each sound. Say: **Short e can be spelled *ea* as in the word *bread***. Have students repeat the word with you as you underline the vowel spelling. Then point to the word *head* and have students decode it. Ask: **What vowel sound do you hear in the word *head*? (/e/)** **How do you spell the sound /e/ in *head*? (*ea*)** Repeat with the word *dread*.

TURN, TALK, AND SHARE Have partners decode the words at the top of p. 193 in the *Student Interactive*.

ELL Targeted Support Sounds and Letters Draw a T-chart on the board. Use the T-chart to teach students the sound and spelling of the digraph *ea*.

Write the headings /ē/ and /e/ on the T-chart. Say and write *seat* and have students repeat it. Then point out that the digraph *ea* has a long e sound and write *seat* in the /ē/ column. Repeat this routine with the word *bread* but write it in the /e/ column. Say the following words and help students write them in the correct column: *team, head, read*. **EMERGING/DEVELOPING**

Say: *each, head, dread, ease, breath, clean*. Ask students to write the words in the appropriate column. Then have student pairs write their own lists of words. **EXPANDING**



FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 MyTURN Have students complete the rest of p. 193 and p. 194 in the *Student Interactive*.

OPTION 2 Independent Activity Prepare a set of word cards. On the front of each card, write a word with one of the sounds represented by the digraph, *ea*, such as *breath*, *health*, *bread*, *peach*, *reach*, and *beach*. Give each student two cards. Have students work with a partner to take turns decoding the words. Tell one partner to show a word. The other partner should say the word and tell what sound the letters *ea* spell in the word. When all of the words have been used once, one partner should show a card. The other partner should say the word and use it in a sentence.

QUICK CHECK

Notice and Assess Are students able to decode and write words with the digraph *ea*?

Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T304–T305.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T304–T305.

STUDENT INTERACTIVE, p. 193

FOUNDATIONAL SKILLS
Read Together

Vowel Digraph ea

TURN and TALK Read these words.

eat	heal	beach
head	bread	breath

MYTURN Say the picture names. Write the words. Sort for the long e or short e sound.

Tell students that images represent leaf, head, bread, peach.

long e

leaf

peach

short e

bread

head

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STUDENT INTERACTIVE, p. 194

PHONICS
Read Together

Vowel Digraph ea

MYTURN Write **ea** to finish the words. Then read the sentences.

- Bea takes a deep breath.
- She has some bread.
- Now Bea will go to the beach.

The letters **ea** can make the short **e** sound or the long **e** sound.

MYTURN Write a sentence about Bea. Use a word with **ea**.

Possible response:

Bea eats a peach.

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Decodable Story

OBJECTIVES

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

Identify and read common high-frequency words.

ELL Access

Speakers of languages such as Spanish and Russian, in which every vowel is pronounced, may pronounce the *e* and *a* separately in words like *bread* and *head*. Use the decodable story to provide additional practice speaking and writing short *e* words with the *ea* spelling. Review these words prior to reading the story and have students practice the correct pronunciation.

Read *Nurse Joy*

FOCUS Have students turn to p. 195 in the *Student Interactive*. Say: *We are going to read a story today about Joy and the important work she does.* Point to the title of the story. *The title of the story is **Nurse Joy**.* Point to the word *Joy* in the title. Say: *I hear the sound /oi/ in the word **Joy**.* How is the sound /oi/ spelled? Yes, *oy* spells the sound /oi/. Say: *In this story, we will read words with the sound /oi/ and words with sound /e/ or /ē/ spelled **ea**.*

IDENTIFY AND READ HIGH-FREQUENCY WORDS Before reading, review this week’s high-frequency words: *been, does, words, carry, going*. Display the words. Have students read them with you. Tell them that they will also practice reading the high-frequency words in the story *Nurse Joy*.

STUDENT INTERACTIVE, p. 195


DECODABLE STORY

FOUNDATIONAL SKILLS

Nurse Joy


Joy gives her boy, Roy, some bread.

“What is your job?” he asks.
Joy had been a head nurse.
What does a nurse do?



Highlight the two words with the short *e* sound spelled **ea**.

 **AUDIO**
Audio with Highlighting

 **ANNOTATE**

195



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

Have students turn to p. 195 in the *Student Interactive*. Ask: **Which words have the short e sound spelled ea?** Students should supply the words *bread* and *head*. Have students highlight the words.

Have students turn to pp. 196–197. Ask: **Which words have the same vowel sound as *toy* and *coin* on page 196?** Students should supply the words *Joy*, *Roy*, and *join*. **How is the sound /oi/ spelled in each word?** Students should say the sound /oi/ is spelled *oy* in *Joy* and *Roy*; *oi* in *join*. Have them underline the words. Ask: **Which words on page 197 have the long e sound spelled ea?** Students should supply the words *east* and *leave*. Have students highlight the words.

STUDENT INTERACTIVE, pp. 196–197



DECODABLE STORY

FOUNDATIONAL SKILLS

“Nurses heal,” Joy said.
Roy likes those words.
Joy was glad to join a
team of nurses.

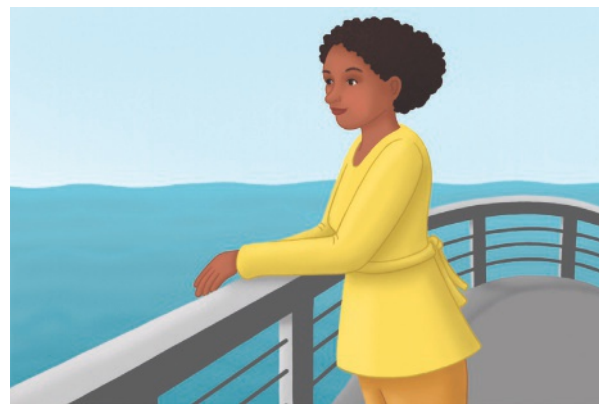


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Underline the four words with the same vowel sound as **toy** and **coin**.

196

A ship was going to carry
her **east**.
She chose to **leave** and save
lives.
“Mom is the best nurse!”
Roy said.



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Highlight the two words with the long e sound spelled **ea**.

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Ask and Answer Questions



OBJECTIVE

Ask and answer questions about key details in a text.

ACADEMIC VOCABULARY

Integrate As you discuss the text, model using the Academic Vocabulary words.

- Photographs can be **necessary** to help readers understand a biography.
- Does the author **supply** enough information?

Minilesson

FOCUS ON STRATEGIES Generating and asking questions before, during, and after reading helps readers deepen their understanding of the text. Questions also help readers gain information. Finding answers can lead them to the main idea.

- Ask questions that will help you find the main idea.
- Look for details in words and pictures to answer your questions.

MODEL AND PRACTICE Have students look back at pp. 204–205 in the *Student Interactive*. Say: *The words on page 204 make me wonder. Why did Eleanor love to travel? There are details on these pages that help me answer my question. She traveled because she wanted to meet people and hear their stories.* Have students go to the Close Read notes on pp. 207 and 209 and highlight details that help them answer the questions. Discuss how these details relate to the main idea.

ELL Targeted Support Answering Questions Tell students that helping each other answer questions makes it easier to understand what a text is about.

Help students create a list of basic questions about the text. Have them work in pairs to answer them. **EMERGING/DEVELOPING**

Have students write questions about the text. Then have them exchange papers with a peer and use the text to answer the questions.

EXPANDING/BRIDGING



EXPERT'S VIEW Sharon Vaughn, University of Texas at Austin

“Even one minute of targeted instruction has value. You are going to have students whose reading abilities are below grade-level expectations. The challenge is how to support those students. One way to do that is to realize the value of one-minute lessons. For example, you could pull two or three students for one minute of practice in reading high-frequency words both in isolation and in context. There is a big payoff for just that one minute per day.”

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

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for asking and answering questions.

OPTION 1 My TURN Have students write a question they had while reading *Eleanor Roosevelt* on p. 215 in the *Student Interactive*.

TURN, TALK, AND SHARE Have students generate questions after reading to help them learn more about the text. Circulate and assist as needed.

OPTION 2 Use Independent Text Have students create a list of questions they used to find the main idea during independent reading. Have them place sticky notes next to the details that answer their questions.

QUICK CHECK

Notice and Assess Can students ask and answer questions about a biography?

Decide

- **If students struggle**, revisit instruction for questioning in Small Group on pp. T306–T307.
- **If students show understanding**, extend instruction for questioning in Small Group on pp. T306–T307.

STUDENT INTERACTIVE, p. 215

Read Together READING WORKSHOP

Ask and Answer Questions

Readers generate questions before, during, and after reading to better understand and learn about the main, or central, idea. They can use the details in the text to find answers.


MY TURN Write a question you had while reading *Eleanor Roosevelt*. Look back at what you highlighted in the text. **Possible response:**

How did Eleanor help women do important things?

TURN and TALK After reading the text, ask a partner additional questions you have. Asking questions will help you learn more.

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Use the  **QUICK CHECK** on p. T299 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group

VOWEL DIGRAPH *ea*

Sound-Spelling Cards

Display Sound-Spelling Cards 60 and 61. Say: **The word *bread* has the short e sound, /e/ spelled ea.** Repeat with Sound-Spelling Card 61 *ease* for the sound /ē/ spelled ea.




Have partners make a picture book featuring drawings of words with the ea spelling of long e and short e. For example, students can include images of *bread*, a *peach*, a *beach*, a *head*, etc. Have students label their pictures and share their books with the group.

ELL Targeted Support

Tell students that the letters ea can spell the sound /e/ or the sound /ē/. Write the words *pea*, *head*, *clean*, and *health*.

Model decoding the word *pea*, explaining that when you see ea, you can use the sound /e/ or the sound /ē/. Have students decode the other words. **EMERGING/DEVELOPING**

Have partners decode the words. Tell them to listen as they say each one to see if the word makes sense. Ask them to tell the sound the letters ea spell in each word. **EXPANDING/BRIDGING**

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

Intervention Activity

LONG VOWEL PATTERNS

Use Lesson 21 in the *myFocus Intervention Teacher's Guide* for instruction on words with long vowel patterns.

LEVEL B • MODEL AND TEACH

Lesson 21 Long Vowel Patterns

INTRODUCE Remind students that long vowel sounds sound like the letter name. Remind students they have learned to recognize and say words with long vowel sounds in words with a silent final e. Today we will learn to recognize words with these long vowel sounds—/ē/, /ī/, and /ū/—that are spelled differently.

MODEL Display Student Page S127. Read aloud the first two sentences in the passage. Point to the word *She*, read it aloud, and have students repeat after you. Point to the letter e. *She* is a word with a long e sound that is spelled differently from the word *Pete*.

OBJECTIVES:

- Learn sound-letter correspondences besides the silent e rule for long e (e and y), long i (i, y, and igh), and long o (o).
- Use knowledge of these correspondences to decode long vowel words in isolation and in context.
- Apply knowledge of these correspondences to spell long vowel words properly.

Hi!

She is a young girl.
Pete is a cold boy.
The young girl says hi to the cold boy.
The boy is too cold to say hi back!

e	o	i
she	cold	hi

TEACH Direct students' attention to the chart and run your finger under relevant letters and words as you read it aloud. Draw out and blend the sounds. Say the long e sound with me: /ē/. Say the word with me: /Sh/ē/. Point to the drawing of snowflakes falling. Is it warm outside? No! It is cold. /k/ /l/ /d/. Cold uses a long o sound, but it is spelled differently from bone. Say the long o sound with me: /ō/. Now say the word with me: /k/ /ō/ /d/. Point to the word hi in the last column. Hi uses a long i sound, but it is spelled differently from kite. Say the long i sound with me: /ī/. Now say the word with me: /h/ /ī/.

Phonics, Morphology, and Spelling T • 127

Intervention Activity

PHONOLOGICAL AWARENESS

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



Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Students can form these words with Letter Tiles: *eat*, *head*, *heal*, *beach*, and *breath*. Then students can read each of the words and tell the sound the spelling *ea* spells in each word.



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

Decodable Reader



When students read and listen to the Decodable Reader *Small Roy*, they can practice reading words with long and short e spelled *ea* and high-frequency words.

After reading *Small Roy*, have students place a sticky note near high-frequency words and words with long or short e spelled *ea*. Then have students write the words in their notebooks.

Centers



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

Decodable Reader

Small Roy
Written by Trisha Howard

Decodable Reader
46

Diphthong of coin fall join	Vowel Digraph ea bread meal dream pea leaf sea
Diphthong oy boy joy Roy	

High-Frequency Words
been could going word
carry does

73

In his dream, Roy got smaller and smaller and smaller. A boy could carry Roy in a pocket.

74

Roy leaps from leaf to leaf.

75

Roy could sit on a coin. He could make a meal of a pea and a crust of bread.

76

A bug could join him in a foil raft going out to sea.

77

Roy hopes the big dog does not spot him.

78

He makes a word in the soil.

79

It is a joy when Roy wakes up. It had been a dream!

80

Use the  **QUICK CHECK** on p. T303 to determine small group instruction.

Teacher-Led Options

Strategy Group



ASK AND ANSWER QUESTIONS

Teaching Point Asking questions about a text before, during, and after you read can help you understand the main, or central, idea. Look for the answers to your questions in the text.

Revisit *Eleanor Roosevelt* and demonstrate with the question *How did Eleanor Roosevelt help people?*

ELL Targeted Support

Guide students to practice asking for information using high-frequency words, selection vocabulary, and expressions. Help them work toward using more abstract vocabulary when asking questions.

Display and read aloud pages from *Eleanor Roosevelt*. Guide students to ask for information using familiar vocabulary words. **EMERGING**

Prompt students to turn to a page in *Eleanor Roosevelt* and ask questions to learn new information. Provide question starters as needed.

DEVELOPING

Have partners take turns asking for information about *Eleanor Roosevelt* using key words and expressions. **EXPANDING**

Have student pairs participate in an extended speaking assignment about *Eleanor Roosevelt*. Challenge them to ask for information using abstract vocabulary. **BRIDGING**



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

Intervention Activity



ASK AND ANSWER QUESTIONS

Use Lesson 42 in the *myFocus Intervention Teacher's Guide* for instruction on asking and answering questions.

LEVEL B • READ

Lesson 42 Ask and Answer Questions and Make Connections

DIRECTIONS Look at the title of the story and the picture. Then follow along as your teacher reads aloud "Rainy-Day Cookies."

Rainy-Day Cookies

Gina and her dad planned to go to the zoo on Saturday. Gina was glad. She loved the zoo. But the sky was cloudy on Saturday morning. Soon it was raining cats and dogs!

"Oh, well," said Dad. "We will go to the zoo next weekend."

Gina tried not to look sad.

"Hey! I have a great idea!" Dad said. "What if I show you how to make my amazing Chunky and Chewy Chocolate Chip Cookies?"

"Yes, please! That is a great idea, Dad," said Gina.

Dad told Gina what they needed to make cookies. First, they got butter and eggs. Next, they found the flour and sugar and the other ingredients.

Dad explained, "First we mix up the butter and the sugar. Next we add eggs."

Crack! He tapped an egg on the rim of a cup. He opened the shell. *Plop!* The yolk and white dropped into the cup.

Dad poured the egg into the bowl. "You do the second egg, Gina," he said.

Crack! Plop! Gina's egg dropped into the cup. She poured it into the bowl.

Dad showed Gina his baking tricks.

"I like to add two pinches of salt. Like this!" he said. He acted like a magician as he tossed salt into the bowl.

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Reading Literature T • 237

Fluency

Assess 2–4 students



PROSODY

Have pairs practice reading a passage aloud with expression.

ORAL READING RATE AND ACCURACY

Use pp. 115–120 in Unit 4, Week 5 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes per conference

ASK AND ANSWER QUESTIONS

Talk About Independent Reading Ask students to share their list of questions and the sticky notes they placed to mark the answers.

Possible Conference Prompts

- What questions did you have about the text?
- How did you find the answers?
- What did these answers tell you about the main idea of the text?

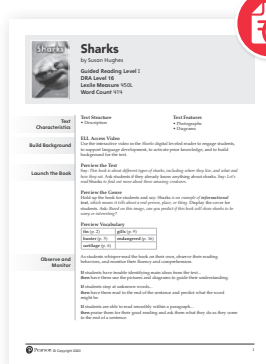
Possible Teaching Point Readers can use what they learn from answers to ask new questions about a text.

Leveled Readers



ASK AND ANSWER QUESTIONS

- For suggested titles, see “Matching Texts to Learning,” pp. T270–T271.
- For instructional support on asking and answering questions, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Gather students back into a whole group. Call on volunteers to share a question they had about a text and how they found the answer.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to a text.
- read a self-selected trade book or their Book Club text.
- work with a partner to ask and answer questions about a text as they read.

Centers



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

Literacy Activities



Students can

- read a text, observing how authors use compound sentences.
- play the myView games.
- work on an activity in the *Resource Download Center*.

SUPPORT INDEPENDENT READING

Encourage students as they read independently. If you hear or see something that they are doing particularly well, let them know. This encouragement helps them read with greater confidence.

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



Word Work

OBJECTIVES

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

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

Identify and read common high-frequency words.

ADDITIONAL PRACTICE

For additional student practice with high-frequency words, use *My Words to Know* p. 221 from the *Resource Download Center*.

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My Words to Know, p. 221

Phonological Awareness: Distinguish Between /o/ and /ō/

MODEL Tell students that they will listen to and identify the sounds that change in words. Say the words *on* and *own*, emphasizing the vowel sounds. Then say: Listen as I say the sounds in the word *on*: /o/ /n/. Now I'll say the sounds in the word *own*: /ō/ /n/. The word *on* has the sound of short o. The word *own* has the sound of long o.

PRACTICE Using the following minimal pairs, have students tell which word has the sound of long o, and which word has the sound of short o: *not/note*, *cloak/clock*, *goat/got*, *cot/coat*, *croak/croak*, *hope/hop*, *rode/rod*.

Phonics: Spiral Review Diphthongs ow, ou; Vowel Digraphs ai, ay

Minilesson

FOCUS Use the words *cow* and *out* to review the sound /ou/ spelled *ow* and *ou*. Point to the letters *ow* or *ou* that spell the sound /ou/.

Use the words *main* and *may* to review the sound /ā/ spelled *ai* and *ay*. Point to the letters *ai* or *ay* that spell the sound /ā/. Remind students that sometimes two letters spell one sound.

MODEL AND PRACTICE Display the following words and have students decode them. Ask students to identify the words with the sound /ou/. Ask: *What letters spell the sound /ou/ in those words?* Then have students identify the words with the sound /ā/ and name the letters that spell that sound.

loud	stay	rain	down	ground	clay
crowd			nail	playhouse	



ELL Targeted Support High-Frequency Words Students will benefit from extra practice using high-frequency words to give information while speaking. Display the words from this week or have students turn to p. 192 in the *Student Interactive*. Students can use other high-frequency words, key words and expressions, and other vocabulary to give information.

Prompt students with questions that require using one or more high-frequency words in the response. Provide sentence frames for students to use in their oral response. For example, ask: **What can you read? I can read ____.** (words) Ask students for a word to fill in the blank. Then read the completed sentence aloud and have students repeat it several times. **EMERGING**

Have partners take turns giving information about a topic using high-frequency words and other vocabulary. For example, have partners talk about what they have been doing in school this year. **DEVELOPING**

Ask partners to use the high-frequency words and other vocabulary or expressions in a conversation. Provide talking points or prompts that will lead students to use the words. For example, ask: **What are you going to do today? What are some words you can read?**

EXPANDING

Have partners engage in an extended speaking assignment about a topic of their choice. Ask them to use high-frequency words, new vocabulary they have learned, and expressions. Support them in including abstract vocabulary as appropriate. **BRIDGING**

HIGH-FREQUENCY WORDS



Write this week's high-frequency words: *been, carry, does, going, words*. Have students work with a partner to read each word and then write each word in a sentence.

Reflect and Share



Eleanor Roosevelt

OBJECTIVES

Write brief comments on literary or informational texts.

Use text evidence to support an appropriate response.

ACADEMIC VOCABULARY

Integrate Find opportunities for students to use the unit's Academic Vocabulary. For example, have them use the words in oral sentences as you discuss the Weekly Question or the unit theme. Ask:

- What kinds of details are necessary to include in a biography?
- Does the text make you think of a similar experience you've had?

Write to Sources

Minilesson

FOCUS ON STRATEGIES Once readers have read multiple texts in the same genre, they can write comments to compare the texts. When readers write brief comments on biographies or narrative nonfiction texts, they should provide text evidence from both texts to support their ideas.

- Note how the texts are alike and different.
- Look for evidence in both texts to support your ideas. These can be pictures or words.

MODEL AND PRACTICE Demonstrate how to write brief comments on two texts by comparing Eleanor Roosevelt on p. 208 in the *Student Interactive* to Booker T. Washington on p. 186. Say: **I read that Eleanor Roosevelt helped women get jobs. I read that Booker T. Washington helped African Americans get jobs. I can write a comment to tell one way these two people are similar.** Write on the board and read aloud: *Eleanor Roosevelt and Booker T. Washington both helped people get jobs.*

ELL Targeted Support Explain Read aloud the prompt on p. 216 in the *Student Interactive*. Guide students to use specific and relevant details to explain their ideas before writing.

Have students review the texts they will compare. Prompt students to explain by asking how the people from the past are similar to and different from each other. Ask: **How do you know?** **EMERGING**

Have student pairs take turns explaining what they will write about. Ask them to show what details from the text they will use. **DEVELOPING**

Ask partners to explain their responses to the prompt before writing. Encourage them to ask each other questions to get more specific details. **EXPANDING**

Have partners explain what they will write about to address the prompt. Tell them they can be specific with details that answer *who, what, why, and how* questions. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for comparing and commenting on two texts.

OPTION 1 Use the Shared Read Have students write comments on how Eleanor Roosevelt and another historical figure they have read about in this unit are alike and different.

OPTION 2 Use Independent Text Have students write comments about how two of their independent reading texts are alike.

QUICK CHECK

Notice and Assess Can students compare and comment on two texts?

Decide

- **If students struggle,** revisit instruction about making comparisons in Small Group on pp. T312–T313.
- **If students show understanding,** extend instruction about making comparisons in Small Group on pp. T312–T313.

WEEKLY QUESTION Have students compare the texts they have read in this unit to help them answer the Weekly Question. Ask them to discuss their answers in groups.

STUDENT INTERACTIVE, p. 216


RESPOND TO TEXT

Read Together

Reflect and Share

Write to Sources

You have read about different people from the past. On a separate sheet of paper, write comments about how these people are similar and different.



Making Comments

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

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

Weekly Question

What can people from the past teach us about helping others?

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Use the  **QUICK CHECK** on p. T311 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point When readers compare biographies, they first think about who each text is about. Then readers ask, *How are these people alike and different?* Review “Clara Barton” on p. 186 in the *Student Interactive*. Guide students to list ways in which Clara Barton and Eleanor Roosevelt are alike and different.

ELL Targeted Support

Guide students to retell the main idea of *Eleanor Roosevelt*. Then reread “Clara Barton” on p. 186 and establish the main idea. Help students compare the two women by stating how they are alike. **EMERGING**

Ask students to retell the main ideas of “Clara Barton” and *Eleanor Roosevelt* by drawing and labeling pictures of these two women. Invite students to share their pictures with the class.

DEVELOPING

Prompt students to fill in a Venn diagram with details to summarize how Clara Barton and Eleanor Roosevelt are alike and different. Have them present their Venn diagrams to the class.

EXPANDING/BRIDGING



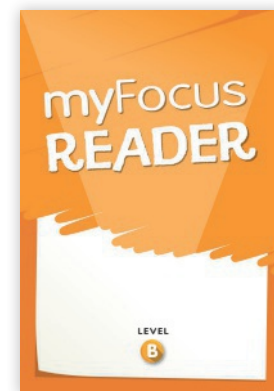
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



myFOCUS READER

Reread the text on pp. 50–51 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to engage students in a conversation that demonstrates how the texts they have read this week support their understanding of what people from the past can teach us about helping others. Encourage students to use the Academic Vocabulary words.



On-Level and Advanced



INQUIRY

Organize Information and Communicate Have students present their findings about historical people who have helped others. Help them organize their research so they may share their ideas more easily.

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

See *Extension Activities* pp. 266–270 in the *Resource Download Center*.



Conferring

3 students / 3–4 minutes
per conference

COMPARE TEXTS

Talk About Independent Reading Ask students to share how the texts they are reading are similar.

Possible Conference Prompts

- How are these texts alike?
- How do the similarities help you better understand each text?
- Are you surprised by the connections you made?

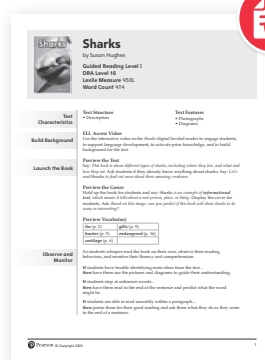
Possible Teaching Point Readers use text evidence when comparing two texts. This evidence can be words or pictures, and it should come from both texts.

Leveled Readers



COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T270–T271.
- For instructional support on how to compare two texts, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Gather students as a whole group. Have students share what they learned by comparing the texts they have read. Ask them to tell how they were similar and how they were different.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to “Helpful Heroes” with a partner.
- revisit a text they have already read.
- read or listen to a new text of their choosing.

Centers



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

Literacy Activities



Students can

- write or draw in their notebooks in response to the Weekly Question.
- play the myView games.
- work on an activity in the *Resource Download Center*.
- compare texts with a partner to see how they help answer the Weekly Question.

BOOK CLUB



See Book Club pp. T476–T479 for

- ideas for weekly Book Club sessions.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups’ collaboration.

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).

Writing Workshop Unit Overview

WEEK 1 Introduce and Immerse

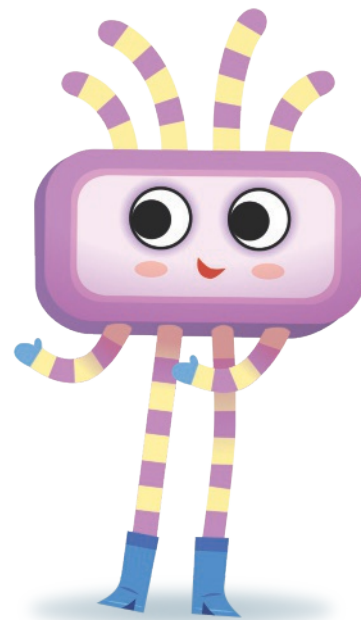
WEEK 2 Develop Elements

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 how authors write
- become familiar with Writing Club
- read books of various genres
- write in genres of their choice

UNIT
2

INFORMATIONAL TEXT: INFORMATIONAL BOOK

Students will

- learn characteristics of informational books and read them
- learn how to write a main idea and add details
- use correct capitalization and subject-verb agreement
- write informational books

UNIT
3

POETRY: POEMS

Students will

- learn characteristics of poetry and read poems
- study how poets use sensory language and imagery
- use pronouns and adverbs correctly
- write poetry

UNIT
4

NARRATIVE PERSONAL NARRATIVE

Students will

- learn characteristics of personal narratives and read them
- understand the role of the narrator
- focus on the sequence of events
- write personal narratives

UNIT
5

INFORMATIONAL TEXT: HOW-TO BOOK

Students will

- learn characteristics of procedural texts and read them
- write instructions and create simple graphics
- write how-to books



BONUS!

OPINION WRITING: OPINION BOOK

Students will

- identify topics, opinions, and reasons in persuasive texts
- learn how to introduce a topic and state an opinion
- use conjunctions accurately
- write opinion books

FAST TRACK

Your Writing Workshop for Standards Success

UNIT
4

NARRATIVE: PERSONAL NARRATIVE

WEEK 1 INTRODUCE AND IMMERSE	Minilessons: <ul style="list-style-type: none">• Personal Narrative• Generate Ideas• Plan Your Personal Narrative
WEEK 2 DEVELOP ELEMENTS	Minilessons: <ul style="list-style-type: none">• Setting• Apply the Narrator: You• Apply Problem and Resolution
WEEK 3 DEVELOP STRUCTURE	Minilessons: <ul style="list-style-type: none">• What Happens First• Apply What Happens Next• Apply What Happens Last
WEEK 4 WRITER'S CRAFT	Minilessons: <ul style="list-style-type: none">• Capitalization• Apply Punctuation Marks• Apply Verbs
WEEK 5 PUBLISH, CELEBRATE, ASSESS	Minilessons: <ul style="list-style-type: none">• Edit for Pronouns• Edit for Adjectives and Articles• Assessment

Weekly Overview

Students will:

- learn the characteristics of personal narratives.
- read a variety of personal narratives to see how authors write in this genre.
- begin writing their own 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
MINILESSON 5–10 min.	Personal Narrative T324	Personal Narrative: Characters and Setting T328	Personal Narrative: Plot T332
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T325	Independent Writing and Conferences T329	Independent Writing and Conferences T333
SHARE BACK FOCUS 5–10 min.	Characteristics of the Genre T325	Importance of Characters and Setting T329	Identify Plot Events in Order T333
 READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T326 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Capitalize <i>I</i> and Proper Nouns T327 	<ul style="list-style-type: none"> • Spelling Teach Spell Words with <i>r</i>-Controlled Vowel <i>ar</i> T330 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Action Words T331 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Review and More Practice T334 • Language & Conventions Teach Action Words T335



Mentor STACK



- *Ralph Tells a Story* by Abby Hanlon
- *Owl Moon* by Jane Yolen
- *Fireflies* by Julie Brinckloe
- *A Bike Like Sergio's* by Maribeth Boelts
- *Kitchen Dance* by Maurie J. Manning
- *My Name Is Yoon* by Helen Recorvits

Use the following criteria to add to your personal narrative stack:

- The length of the text is approximately the same length as the students' books should be.
- The plot is clear, in time order, and identifiable.
- The plot has a problem and resolution.

Preview these selections for appropriateness for your students. Selections are subject to availability.

FAST TRACK

LESSON 4

Generate Ideas T336

Independent Writing and Conferences T337

Ideas for a Personal Narrative T337

- FLEXIBLE OPTION** ↩
- **Spelling** Spiral Review T338
 - **Language & Conventions** Practice Action Words T339

FAST TRACK

LESSON 5

Plan Your Personal Narrative T340

Writing Club and Conferences T340–T341

Ideas for a Personal Narrative T340

- **Spelling** **Assess Understanding** T342
- **FLEXIBLE OPTION** ↩ **Language & Conventions** Standards Practice T343

ADDITIONAL RESOURCES

MINILESSON

5–10 min.

Story Starters

Dictate Your Story

INDEPENDENT WRITING AND CONFERENCES

30–40 min.

Independent Writing and Conferences

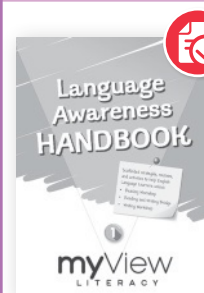
Independent Writing and Conferences

SHARE BACK FOCUS

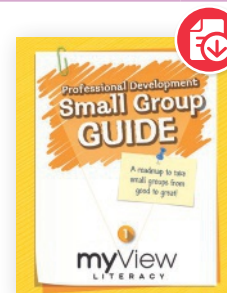
5–10 min.

Examples of Story Starters

Telling Stories






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 to gauge where students may need support in their writing. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT		Conference Prompts
Genre Immersion Lessons		
If students need additional support,		Then review a book from the stack together and discuss how the author used characters, setting, and plot.
If students show understanding,		Then ask: Why is plot an important part of a personal narrative?
Generate Ideas		
If students need additional support,		Then ask: What is something that you've done or that has happened to you that is interesting or important to you?
If students show understanding,		Then say: I see that you have several ideas. How will you choose?
Plan Your Personal Narrative		
If students need additional support,		Then ask: Which details are you having the most trouble with?
If students show understanding,		Then ask: Which part of your personal narrative are you most excited about?

Conference Support for ELL

EMERGING

- Use a Think Aloud to model brainstorming and generating ideas.
- Use key phrases and cognates in your students' home languages.
- Use modeled writing to help students plan a personal narrative.

DEVELOPING

- Discuss the Plan Your Personal Narrative *Student Interactive* page.
- Model drawing for students so they know it is an acceptable form of communication.
- Use modeled writing to help students plan their personal narratives.

EXPANDING

- Use real-life experiences to help students generate ideas.
- Think aloud as you plan your own personal narrative.
- Use guided writing to help students brainstorm and plan writing.

BRIDGING

- Use visuals from stacks to discuss the elements of a personal narrative.
- Invite students to read and think aloud about personal narrative elements from stack books.
- Use guided writing to teach the characteristics and structure of personal narrative.

Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **word choice** and **action words**.



ELL Minilesson Support

Week 1: Introduce and Immerse

During the immersion week, your ELLs will benefit from additional writing support that expands their awareness of the genre and helps them make connections to their own motivations to write. These targeted supports were chosen to help students better understand the writing mode and planning process.

Use this note for the minilesson on p. T336.

ELL Targeted Support

GENERATE IDEAS

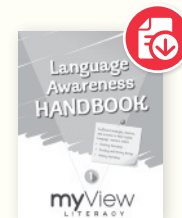
Remind students that there are no bad ideas when brainstorming. Have students share information in cooperative learning interactions to complete the chart on p. 62 in the *Student Interactive* before they work on their independent writing.

Have students tell partners as much as they can about an event from their lives. Have them ask each other leading questions that will help them break the event into at least two plot points. Have them draw pictures in the chart. **EMERGING**

Encourage students to brainstorm with a partner a list of interesting events in their lives. Tell them each to underline one they would like to write about. **DEVELOPING**

Have students work in small groups to talk about their ideas. Have them work cooperatively to complete their charts. Suggest that they ask one another questions that will help them remember details. **EXPANDING**

Challenge students to list as many specific details as possible when writing or drawing in the chart. **BRIDGING**



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T340.

ELL Targeted Support

PLAN YOUR PERSONAL NARRATIVE

Have students demonstrate listening comprehension by responding to questions and requests as they present their ideas for writing a personal narrative.

Direct students to draw a picture of people that are part of their event. Ask: Who are these people? Ensure that students' responses are directly related to your question. **EMERGING**

Pair students and have them seek assistance from their partner to identify the plot, setting, and characters of their personal narratives. **DEVELOPING**

Have students tell their story to a partner. Then ask each partner to ask and respond to questions and requests as they discuss their stories. **EXPANDING**

Challenge students to work independently to write one or more sentences about an event from their lives. Then have them listen and respond to the following question: Which features of a personal narrative did you include: characters, setting, plot? **BRIDGING**

FAST TRACK

Personal Narrative

OBJECTIVE

Write narratives that recount two or more appropriately sequenced events, include details regarding what happened, use temporal words to signal event order, and provide closure.

STUDENT INTERACTIVE, p. 61

PERSONAL NARRATIVE **Read Together** WRITING WORKSHOP

I can write a personal narrative. **My Learning Goal**

Personal Narrative

A personal narrative:

- tells about a real event in the author's life
- uses words such as *I*, *my*, and *me*
- tells events and details in time order
- has a sense of closure, or an ending

The Babysitter

My mom called a babysitter last night. An hour later, Mrs. Garcia arrived. **I** thought it would be boring. But she brought games. We had fun!

Real Event
Author Tells the Story
Closure

61

Minilesson

Mentor STACK



TEACHING POINT A personal narrative is a story about one event from the author's life. A personal narrative

- tells about a real event in the author's life.
- tells events in order, with a beginning, a middle, and an end.
- often uses words such as *I*, *my*, and *me*.

MODEL AND PRACTICE Tell students that they will be exploring personal narratives over the next few days to prepare them to write their own personal narrative.

Display a text from the stack. Read aloud the title and have students discuss the picture on the cover. Say: **This is a personal narrative. It tells a true story from the author's life.** Read aloud the first few pages. Identify an element of a personal narrative, such as the use of personal pronouns. As you continue reading, stop to allow students to discuss elements of personal narratives they identify. The following may be used to prompt discussion:

- How do you know this is a personal narrative?
- Does the author use words such as *I*, *me*, and *my*?
- What details does the author use to tell about a real event?

Read one or two more stack books. Then direct students to p. 61 in the *Student Interactive*. Read the introduction and explain the terms. Ask: **Did you notice these elements in the stack texts?**

Independent Writing

Mentor **STACK**

FOCUS ON ELEMENTS OF PERSONAL NARRATIVES After the minilesson, students should transition into independent writing.

- If students need more time to explore and understand personal narratives, they should read additional books from the stack.

WRITING SUPPORT

- **Modeled** Choose a stack text and do a Think Aloud to model identifying elements of a personal narrative.
- **Shared** Have students choose a stack text. Prompt students to identify elements of a personal narrative.
- **Guided** Use the stack texts to provide explicit instruction on what makes a piece of writing a personal narrative.

 **Intervention** Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, they should begin to write their personal narrative.

See the **Conference Prompts** on p. T322.

Share Back

Ask a few students to share a feature of personal narratives they should include in their writing.

Spelling Spell Words with *r*-Controlled Vowel *ar*

OBJECTIVE

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and *r*-controlled syllables.

SPELLING WORDS

car	far
jar	dark
star	card
hard	sharp

HIGH-FREQUENCY WORDS

always
 please

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Read aloud the words and sentences. Have students spell each untaught word with *r*-controlled vowel *ar* and the two high-frequency words. Students should use their knowledge of phonemic awareness and spelling conventions as taught in previous *Student Interactive* lessons.

Spelling Sentences

1. The scissors are very **sharp**.
2. This sticker glows in the **dark**.
3. The bottle was **hard** to open.
4. Help me open this **jar** of pickles.
5. Can you **please** pass the beans?
6. The yellow **car** is getting washed.
7. My house is not **far** from school.
8. We **always** visit Grandpa in the summer.
9. He used a telescope to look at the **star**.
10. Sara gave me a get-well **card**.

ELL Targeted Support

Spelling Patterns Write the words *car* and *jar* on the board and read them aloud.

Have students repeat the words and write them.

EMERGING/DEVELOPING

Ask student pairs to write simple poems with rhyming words that have the English spelling pattern *r*-controlled *ar*.

EXPANDING/BRIDGING

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with *r*-Controlled Vowel *ar*


FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with *r*-Controlled Vowel *ar*

FLEXIBLE OPTION

LESSON 4

 **Spiral Review:**
 Spell Final Consonant Patterns *ng* and *nk*

LESSON 5

✓ **Assess Understanding**



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Capitalize / and Proper Nouns

FOCUS Review with students that the pronoun / and proper nouns (names of specific people and places) are always capitalized. Invite volunteers to list examples of proper nouns. Write them on the board, underlining the capital letter in each word.

MODEL AND PRACTICE Display this sentence for students: *caleb and luis go to washington elementary school on monday with their sisters ellie and tia.* Underline *caleb* and explain that this is a proper noun. Erase the lowercase *c* and replace it with a capital *C*. Invite volunteers to identify the other proper nouns in the sentence and direct you where to correct the capitalization in each.

APPLY Have partners create sentences of their own, using the pronoun / and proper nouns. Direct them to underline the proper nouns in their sentences and check the capitalization.

OBJECTIVES

Edit drafts using standard English conventions, including capitalization for the beginning of sentences and the pronoun “I.”

Capitalize dates and names of people.

ELL Targeted Support

Editing Discuss the rules for capitalizing / and proper names with students. Have students write and complete the following sentence frames: _____ was at school on _____. _____ and _____ play a game. **EMERGING**

Ask students to edit their writing for standard grammar and usage, including the capitalization of the pronoun / and proper names. **DEVELOPING**

Have students write two sentences using the pronoun / and proper names. Ask students to exchange their writing with a partner and edit for properly capitalized pronoun / and proper names. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Capitalize / and
Proper Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Action Words

LESSON 3

Teach Action Words

LESSON 4

Practice Action
Words

FLEXIBLE OPTION

LESSON 5

Standards Practice

Personal Narrative: Characters and Setting

OBJECTIVE

Write narratives that recount two or more appropriately sequenced events, include details regarding what happened, use temporal words to signal event order, and provide closure.

STUDENT INTERACTIVE, p. 61

The screenshot shows a page titled 'PERSONAL NARRATIVE' with a 'Read Together' icon and a 'My Learning Goal' box that says 'I can write a personal narrative.' Below this is a definition of 'Personal Narrative' with three bullet points: 'tells about a real event in the author's life', 'uses words such as I, my, and me', and 'tells events and details in time order'. A sample narrative titled 'The Babysitter' is provided with callouts: 'Real Event' points to 'An hour later, Mrs. Garcia arrived.', 'Author Tells the Story' points to 'I thought it would be boring.', and 'Closure' points to 'We had fun!'.

Minilesson

Mentor STACK 

TEACHING POINT A personal narrative has characters and a setting.

- Characters are the people and animals in a personal narrative. One of the characters is the author.
- The setting is when and where the story or event takes place.

MODEL AND PRACTICE Hold up a text from the stack. Say: *This is a personal narrative. What makes a text a personal narrative? That's right. It is a true story from the author's life.*

Read aloud a few pages and display the pictures. Say: *Since a personal narrative tells a story, it includes characters and a setting. Let's look for details in the words and in the pictures to help us figure out the characters and the setting.* Use questions similar to these to prompt discussion:

- Who is this story about?
- Who else is in this story?
- Where and when does the event happen?

Direct students to p. 61 in the *Student Interactive*. Read aloud *The Babysitter*. Ask: *Who are the characters? Where does this take place?*

Possible Teaching Point

Spelling | Words with r-Controlled Vowel ar

Explain to students that the letters *ar* spell the vowel sound /är/. When the vowel *a* is followed by an *r*, the *r* changes the vowel sound. Present *cat* and *car* as an example.

When students start their own personal narratives, have them read their sentences aloud and check the spelling of words with the /är/ sound.

Independent Writing

Mentor STACK



FOCUS ON CHARACTERS AND SETTING

- If students need additional opportunities to develop their understanding of characters and setting, they should read additional books from the stack.

WRITING SUPPORT

- **Modeled** Choose a stack text and do a Think Aloud to model identifying the characters and setting.
- **Shared** Have students choose a stack text. Prompt students to identify the characters and setting using the pictures and text.
- **Guided** Use the stack texts to provide explicit instruction on identifying characters and setting in a personal narrative.

 **Intervention** Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, they should transition to writing their personal narrative.

See the **Conference Prompts** on p. T322.

Share Back

Call on a few students to share why characters and setting are important in personal narratives.

Spelling Spell Words with *r*-Controlled Vowel *ar*

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and *r*-controlled syllables.

Spell high-frequency words.

Alphabetize a series of words to the first or second letter and use a dictionary to find words.

SPELLING WORDS

car	far
jar	dark
star	card
hard	sharp

HIGH-FREQUENCY WORDS

always
 please

LESSON 2

Teach

FOCUS Explain that the vowel *a*, when followed by the letter *r*, makes a sound that is neither long nor short. The letters *ar* spell the vowel sound /är/.

MODEL AND PRACTICE Write or display these words with *r*-controlled vowel *ar*: *car*, *far*, *hard*. Say each word aloud. Point out that the letters *ar* together spell the sound /är/. Then model finding the words in the dictionary.

APPLY MyTURN

Have students complete the activity on p. 59 in the *Student Interactive* independently.

SPELLING Read Together READING-WRITING BRIDGE

Spell *r*-Controlled *ar* Words

The letters **ar** spell the vowel sound in **bar**. A **dictionary** tells the meanings and spellings of words.

MYTURN Spell the words. Then find four words in a dictionary.

Spelling Words			
car	star	far	card
jar	hard	dark	sharp

car

star

far

card

jar

hard

dark

sharp

My Words to Know

always please

always

please

always

please

59

LESSON 2

Teach Spell Words with *r*-Controlled Vowel *ar*

FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION LESSON 3

Review and More Practice Spell Words with *r*-Controlled Vowel *ar*

FLEXIBLE OPTION LESSON 4

Spiral Review: Spell Final Consonant Patterns *ng* and *nk*

LESSON 5

Assess Understanding



Language & Conventions

Action Words

FLEXIBLE OPTION

LESSON 2

Oral Language: Action Words

FOCUS Remind students that a sentence has a subject and a verb. Verbs are the words that express the action of the sentence.

MODEL AND PRACTICE Write these sentences on the board: *He climbs up the hill. He sings a fun song.* Read aloud the sentences.

Ask: *In the first sentence, which word tells an action? (climbs) In the second sentence, which word tells an action? (sings)* Every sentence must have a verb. Verbs that express an action are usually more interesting to read.

APPLY Have students create simple oral sentences that include interesting action words, or verbs. Have them listen to one another to check for correct verb tense in the oral sentences.

OBJECTIVES

Identify and use words that name actions, directions, positions, sequences, categories, and locations.

Edit drafts using standard English conventions, including past and present verb tense.

FLEXIBLE OPTION

LESSON 2

Oral Language: Action Words

FLEXIBLE OPTION

LESSON 1

Spiral Review:
Capitalize *I* and Proper Nouns

LESSON 3

Teach Action Words

LESSON 4

Practice Action Words

FLEXIBLE OPTION

LESSON 5

Standards Practice

Personal Narrative: Plot

OBJECTIVE

Write narratives that recount two or more appropriately sequenced events, include details regarding what happened, use temporal words to signal event order, and provide closure.

STUDENT INTERACTIVE, p. 61

PERSONAL NARRATIVE **Read Together** WRITING WORKSHOP

I can write a personal narrative. **My Learning Goal**

Personal Narrative

A personal narrative:

- tells about a real event in the author's life
- uses words such as **I**, **my**, and **me**
- tells events and details in time order
- has a sense of closure, or an ending

The Babysitter

My mom called a babysitter last night. An hour later, Mrs. Garcia arrived. **I** thought it would be boring. But she brought games. We had fun!

Real Event
Author Tells the Story
Closure

61

Minilesson

Mentor **STACK**

TEACHING POINT A personal narrative has a plot, or the main events that happen in the beginning, middle, and end.

- The plot is often told in the order that the events happen.
- The plot can have a problem, or what needs to be solved, and a resolution, or how the problem is solved.
- The plot has closure, or an ending that wraps up the events.

MODEL AND PRACTICE Read aloud from a text in the stack. After you read the beginning of the plot, say: **I just read the beginning of this personal narrative. What happened in the beginning of the plot? How does the author tell about the first event?** Continue reading and ask students to identify what happens next and what happens last. Use these prompts to have a brief discussion about the importance of plot in personal narratives.

- How can authors make plots exciting, mysterious, or scary?
- How does a plot make a personal narrative interesting?

Read another stack text aloud and have students identify the beginning, middle, and end. Finally, have partners reread the personal narrative on *Student Interactive* p. 61. Ask: **What happens in this personal narrative? Is there a problem and a resolution? What happens first? What happens next? How does the personal narrative end?**

Possible Teaching Point

Language & Conventions | Action Words

Remind students that verbs are the action words in sentences. Verbs can tell about actions in the past, present, or future.

As students write their personal narrative drafts, have them

- make sure that every sentence has a verb
- underline the verbs
- check that they are using the correct tense to tell when the action is happening

Independent Writing

Mentor STACK



FOCUS ON PLOT

- If students need additional opportunities to develop their understanding of plot in a personal narrative, they can spend independent writing time reviewing additional books from the stack.

WRITING SUPPORT

- **Modeled** Choose a stack text and do a Think Aloud to model identifying the plot.
- **Shared** Have students choose a stack text. Prompt students to identify and discuss the main events in the plot.
- **Guided** Use the stack texts to provide explicit instruction on how to structure plot.

 **Intervention** Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, they should work on their personal narratives.

See the **Conference Prompts** on p. T322.

Share Back

Call on a few students to explain or discuss the plot of a personal narrative they have read.

Spelling Spell Words with *r*-Controlled Vowel *ar*

OBJECTIVE

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and *r*-controlled syllables.

SPELLING WORDS

car	far
jar	dark
star	card
hard	sharp

HIGH-FREQUENCY WORDS

always
 please

FLEXIBLE OPTION

LESSON 3

Review and More Practice

FOCUS Remind students that in words with *r*-controlled vowel *ar*, they need to include the letter *r*.

MODEL AND PRACTICE Have students spell the following words after you say them: *jar*, *card*, *star*.

APPLY Have students complete *Spelling* p. 233 from the *Resource Download Center*.

Name _____

Spelling
 Words with *r*-Controlled *ar*

Spelling Words
 car star jar card far hard dark sharp

MY TURN Write the word that names the picture.

1. star

2. jar

3. car

4. card

MY TURN Circle the words in the box that are left. Write a sentence for each of the words on the back.

Grade 1, Unit 4, Week 1
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FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with *r*-Controlled Vowel *ar*

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with *r*-Controlled Vowel *ar*

FLEXIBLE OPTION

LESSON 4

📖 Spiral Review: Spell Final Consonant Patterns *ng* and *nk*

LESSON 5

✓ Assess Understanding



Language & Conventions

Action Words

LESSON 3

Teach Action Words

FOCUS Explain that action words, or verbs, can tell about actions in the past, present, or future. Writers must use the form of a verb that tells when the action is happening.

MODEL AND PRACTICE To reinforce the instruction on verbs and verb tenses, say and then write simple sentences that tell about the same action in simple past, present, and future tenses. Write these sentences on the board. Invite students to underline the verb in each sentence and decide when the action is happening: *He climbed up the hill. He climbs up the hill. He will climb up the hill.*

Then display sentences with incorrect simple past, present, and future verb tenses for students to edit. Use words such as *yesterday*, *last week*, *today*, and *next week* to help students edit for correct verb tense.

OBJECTIVES

Identify and use words that name actions, directions, positions, sequences, categories, and locations.

Edit drafts using standard English conventions, including past and present verb tense.

ELL Targeted Support

Edit Writing Review verbs and simple regular verb tenses.

Write a simple present-tense declarative sentence, such as *I walk to school*. Work with students to identify the verb and write a new sentence with simple, regular past tense verbs using the sentence frame *I _____ to school*. Help students edit their writing for subject-verb agreement. **EMERGING**

Write a present-tense declarative sentence that includes a regular verb, such as *I walk to school*. Have student pairs rewrite the sentence in past tense. Encourage them to edit their writing for subject-verb agreement. **DEVELOPING**

Write three regular verbs on the board. Have students choose one verb and write a sentence in past, present, and future tense. Have student pairs edit one another's writing for correct tense and spelling. **EXPANDING/BRIDGING**

LESSON 3

Teach Action Words

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Capitalize *I* and
Proper Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Action Words

LESSON 4

**Practice Action
Words**

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Generate Ideas

OBJECTIVES

Plan a first draft by generating ideas for writing such as drawing and brainstorming.

Write narratives that recount two or more appropriately sequenced events, include details regarding what happened, use temporal words to signal event order, and provide closure.

STUDENT INTERACTIVE, p. 62

The screenshot shows a page titled "PERSONAL NARRATIVE" with a "Read Together" icon. The main heading is "Generate Ideas". Below it, a text box says "A personal narrative starts with an idea about a real event." A "MY TURN" icon is followed by the instruction: "Think about an interesting event in your life. Draw what happens in the boxes." Below this is a large box divided into four quadrants, numbered 1, 2, 3, and 4. A small "62" is in the bottom left corner.

Minilesson

Mentor STACK



TEACHING POINT Authors generate, or come up with, ideas for a personal narrative by thinking about real events from their lives that are interesting or important for readers to know. Authors generate many ideas before deciding on the best one to write about.

MODEL AND PRACTICE Hold up several personal narratives from the stack that you have read together. Guide students to recall what event the author writes about in each text. Say: **In personal narratives, authors write about an event from their own life. A lot of things happen in everyone's life, so there are many ideas to think about!**

Tell students to turn to p. 62 in the *Student Interactive*. Explain that they will use this page to brainstorm an idea for a personal narrative. Use the following to help students generate an idea.

- Remember that there are no bad ideas.
- Draw a picture of a real event that is important to you.
- Draw a picture of the people involved in the event.
- Draw a time line of what happened.
- Draw a picture of the setting.

Possible Teaching Point

Writing Process

Prewriting | Brainstorming

Tell students that they can choose to write about any experience or moment from their lives. Ask questions to help them brainstorm at least two things that happened.

- What happened first?
- What happened after that?
- What did you do?
- How did you feel?
- What did you see, hear, smell, taste, or touch?

Remind students that they will use these ideas as they write their personal narratives.

Independent Writing

FOCUS ON GENERATING IDEAS

- During independent writing, students should generate as many ideas as they can.

WRITING SUPPORT

- **Modeled** Use a Think Aloud to model brainstorming ideas for a personal narrative.
- **Shared** Prompt students to recall an event from their life that they would like to share. Is the event interesting for readers to know?
- **Guided** Prompt students to remember a time when they were scared, mad, happy, or excited. How would they write about it?

 **Intervention** Refer to the *Small Group Guide* for support.

- Students should choose an idea and begin writing if they have not already. Remind them to include characters, setting, and plot in their personal narratives.

See the **Conference Prompts** on p. T322.

Share Back

Call on a few students to share their ideas and why they want to write about them.

Spelling Spiral Review

OBJECTIVES

Spell words using sound-spelling patterns.

Sort words into categories to gain a sense of the concepts the categories represent.

SPELLING WORDS

car	far
jar	dark
star	card
hard	sharp

HIGH-FREQUENCY WORDS

always
please

Writing Workshop

As students proofread their writing, remind them to check the spellings of words with consonant patterns *nk* and *ng* and *r*-controlled vowel *ar*.

FLEXIBLE OPTION

LESSON 4



Spiral Review: Spell Words with Final Consonant Patterns *ng* and *nk*

FOCUS Have students recall the spelling rules for words with final consonant patterns *ng* and *nk*.

MODEL AND PRACTICE Read the following words and have students spell them: *song, thing, sink, rink, bring, honk, think, sting*.

APPLY Have pairs work together to sort the words according to their spelling pattern. (*ng*: *song, thing, bring, sting*; *nk*: *sink, rink, honk, think*)

FLEXIBLE OPTION

LESSON 4



Spiral Review:
Spell Final
Consonant
Patterns *ng*
and *nk*

LESSON 5

**Assess
Understanding**

FLEXIBLE OPTION

LESSON 1

**Assess Prior
Knowledge**

LESSON 2

Teach Spell Words
with *r*-Controlled
Vowel *ar*

FLEXIBLE OPTION

LESSON 3

Review and More
Practice Spell Words
with *r*-Controlled
Vowel *ar*



Language & Conventions

Action Words

LESSON 4

Practice Action Words

APPLY MyTURN Have students complete the practice activity on p. 60 in the *Student Interactive*.

LANGUAGE AND CONVENTIONS **Read Together**

Action Words

Verbs are action words. They can tell about actions in the past, present, or future.

Yesterday I **jumped**. (past verb tense)
 Today I **jump**. (present verb tense)
 Tomorrow I **will jump**. (future verb tense)

Be sure that when you write a verb, you think about when the action is happening.

MY TURN Edit for correct verb tense. Write the correct verb on the lines.

1. Yesterday Dave will call. called
2. Jess talked to her mom tomorrow. will talk
3. Can we packed our bags right now? pack

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OBJECTIVES

Identify and use words that name actions, directions, positions, sequences, categories, and locations.

Edit drafts using standard English conventions, including past and present verb tense.

Writing Workshop

Tell students to pay attention to their sentences as they begin writing drafts during Writing Workshop. Remind students that they should use verbs in the correct tense to express when the action occurs.

FLEXIBLE OPTION
LESSON 1

Spiral Review:
Capitalize *I* and Proper Nouns

FLEXIBLE OPTION
LESSON 2

Oral Language:
Action Words

LESSON 3

Teach Action Words

LESSON 4

Practice Action Words

FLEXIBLE OPTION
LESSON 5

Standards Practice

FAST TRACK

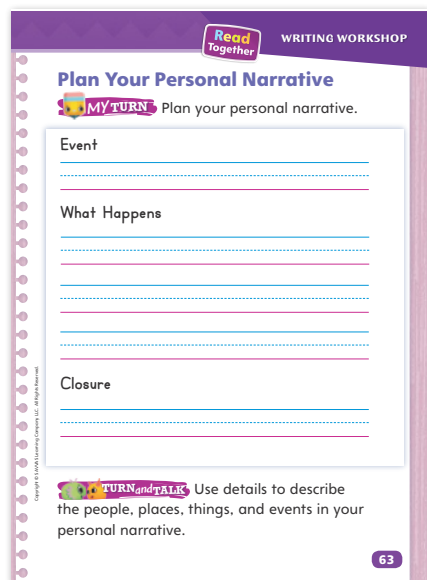
Plan Your Personal Narrative

OBJECTIVES

Plan a first draft by generating ideas for writing such as drawing and brainstorming.

Write narratives that recount two or more appropriately sequenced events, include details regarding what happened, use temporal words to signal event order, and provide closure.

STUDENT INTERACTIVE, p. 63



Minilesson

Mentor **STACK**



TEACHING POINT Authors plan their personal narratives before they begin writing. They think about what happened and about how they can best tell about it or describe it. They think about the characters involved and what happened first, next, and last.

MODEL AND PRACTICE Display books from the stack. Explain that the authors planned what they were going to write in their books. Say: **Authors always take time to plan out their ideas. This way they make sure they write about all the details and make their writing the best it can be.** Point to one of the books from the stack. Ask: **What event did this author write about? What details did he or she use to make sure readers understand the story?**

Think of an event in your life that you could write about. Talk through your idea. For example, say: **I am writing about the day I got my dog because it's an important day for me. I went to the animal shelter. There were so many cute dogs. I couldn't decide which one I wanted. Then I saw one that was a brownish-red color. She had floppy ears and big brown eyes. She wagged her tail when she saw me. The man working at the shelter said I could take her home. I was so happy! So was Brick. I named her that because her fur is brick-colored.**

Have students use p. 63 in the *Student Interactive* to plan a personal narrative. Explain that they should write the first event, the events that happened next, and the final event that brought closure, or an end, to the personal narrative. To help students plan their narratives, have them turn to a partner and describe the people, places, things, and events in their narrative using details and expressing feelings.

WRITING CLUB

Place students into new Writing Club groups. See p. T341 for details of how to run Writing Club. See the **Conference Prompts** on p. T322.

Share Back

Call on a few students to share their ideas about the characters, setting, or plot of their personal narrative.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share their ideas for their personal narrative.

As students are in new Writing Club groups, they should spend the first 5–10 minutes in their groups doing the following:

- Introducing themselves and others
- Establishing agreed-upon rules for working collaboratively
- Discussing how to show they are listening actively

What Are We Sharing? Prior to sharing their ideas, students should determine which element of their personal narrative they would like feedback on in today's Writing Club. Students should inform their Writing Club of the element before they begin reading their work. This will help direct the group's focus as students are sharing their writing.

How Do We Get Started? *Conversation Starters*

Use these prompts to help students begin the discussions in their Writing Club.

- How did you decide to write about ____?
- What other characters will be in your narrative?
- What makes this event important to you?
- Does your narrative have a beginning, a middle, and an end?

Spelling Spell Words with *r*-Controlled Vowel *ar*

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and *r*-controlled syllables.

Spell high-frequency words.

SPELLING WORDS

car	far
jar	dark
star	card
hard	sharp

HIGH-FREQUENCY WORDS

always
please

LESSON 5

✓ Assess Understanding

Read aloud the words and sentences. Have students spell the words with *r*-controlled vowel *ar* and high-frequency words they have been practicing this week. Then reread each sentence, repeat each word, and allow time for students to spell it.

Spelling Sentences

1. Make sure you don't go too **far** away.
2. Can you show me a **card** trick?
3. Use the **sharp** scissors very carefully.
4. She **always** whistles as she walks.
5. The T-shirt is **dark** blue.
6. A turtle has a **hard** shell.
7. I bought a **jar** of jam.
8. Dave left his coat in the **car**.
9. **Please** don't walk on the grass.
10. The scientist discovered a new **star**.

LESSON 5

✓ Assess Understanding

FLEXIBLE OPTION
LESSON 1

✓ Assess Prior Knowledge


LESSON 2

Teach Spell Words with *r*-Controlled Vowel *ar*

FLEXIBLE OPTION
LESSON 3

Review and More Practice Spell Words with *r*-Controlled Vowel *ar*

FLEXIBLE OPTION
LESSON 4

 Spiral Review: Spell Final Consonant Patterns *ng* and *nk*



Language & Conventions

Action Words

FLEXIBLE OPTION

LESSON 5

Standards Practice

Display the following sentence and guide students to complete the question.

The cat climbed to the highest branch of the tree.

Which word in the sentence is a verb?

- A cat
- B climbed
- C highest
- D tree

APPLY Have students complete *Language and Conventions* p. 239 from the *Resource Download Center*.

Name _____

Language and Conventions

Action Words

MY TURN Circle the action word in each sentence. Write *past*, *present*, or *future* on the lines.

- Grandpa called me on the phone. past
- Tim sings well. present
- Ava will run tomorrow. future

MY TURN Complete each sentence with the correct tense of the verb in parentheses.

- We (swim) will swim tomorrow.
- Our dog (jump) jumped into the car.
- Dad (cook) cooks dinner every night.

Grade 1, Unit 4, Week 1 239

OBJECTIVES

Identify and use words that name actions, directions, positions, sequences, categories, and locations.

Edit drafts using standard English conventions, including past and present verb tense.

FLEXIBLE OPTION

LESSON 5

Standards Practice

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Capitalize *I* and
Proper Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Action Words

LESSON 3

Teach Action Words

LESSON 4

**Practice Action
Words**

Weekly Overview

This week, students will:

- understand who the narrator is in a personal narrative.
- read many personal narratives to see how authors develop the setting.
- learn how to develop a problem and resolution.

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
▶ 2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	LESSON 2	FAST TRACK LESSON 3
MINILESSON 5–10 min.	Setting T348	Explore the Narrator: You T352	Apply the Narrator: You T356
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T349	Independent Writing and Conferences T353	Independent Writing and Conferences T357
SHARE BACK FOCUS 5–10 min.	Describe a Setting T349	Narrator Word Choice T353	Sentences and Drawings T357
READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T350 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Action Words T351 	<ul style="list-style-type: none"> • Spelling Teach Spell Words with <i>r</i>-Controlled <i>er, ir, ur</i> T354 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Past Verb Tense T355 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Review and More Practice T358 • Language & Conventions Teach Past Verb Tense T359



Mentor STACK



The following criteria may be helpful in selecting texts from the stack to teach students the elements of personal narratives.

- Texts with clear and identifiable problems and resolutions.
- Texts that include details in both the words and pictures that support a description of the setting.
- Texts that include additional characters other than the narrator.

FAST TRACK

LESSON 4

LESSON 5

Explore Problem and Resolution T360	Apply Problem and Resolution T364
Independent Writing and Conferences T361	Writing Club and Conferences T364–T365
Share a Problem and Predict a Resolution T361	Share a Problem or Resolution T364
<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Spiral Review T362 • Language & Conventions Practice Past Verb Tense T363 	<ul style="list-style-type: none"> • Spelling <i>Assess Understanding</i> T366 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Standards Practice T367

ADDITIONAL RESOURCES

MINILESSON			
5–10 min.	Point of View	Characters' Wants	
INDEPENDENT WRITING AND CONFERENCES			
30–40 min.	Independent Writing and Conferences	Independent Writing and Conferences	
SHARE BACK FOCUS			
5–10 min.	Check Point of View	Share Ideas About Characters' Wants	
	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 the elements of a personal narrative, including narrator and problem and resolution, to gauge where students may need support in their writing. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT		Conference Prompts
Setting		
If students need additional support,	 Then choose a book from the stack together and point out details the author uses to describe the setting.	
If students show understanding,	Then ask: What will you write about the setting in your personal narrative?	
The Narrator: You		
If students need additional support,	 Then review a personal narrative from the stack and ask: Who is the main character? Is the main character the narrator?	
If students show understanding,	Then ask: What words are you using to show that you are the narrator?	
Problem and Resolution		
If students need additional support,	 Then present a simple problem and resolution for students to identify.	
If students show understanding,	Then ask: Are you writing about a problem? What is the resolution?	

Conference Support for ELL

EMERGING

- Ask yes/no questions about students' ideas and details.
- Prompt students to add to their drawings from Generate Ideas to help them include more details of the setting.

DEVELOPING

- Have students add details about setting to the drawings in their books.
- Use modeled writing to help students develop the problem and resolution.

EXPANDING

- Ask students to identify how authors write about setting or problem and resolution.
- Use shared writing to help students develop the problem and its resolution.

BRIDGING

- Discuss students' ideas and prompt them to tell you more.
- Use guided writing to help students develop a problem and resolution.



Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **graphic features** and **past-tense verbs**.



ELL Minilesson Support

Week 2: Develop Elements

During the Develop Elements week, your ELLs will benefit from additional writing support that expands their awareness of the elements of personal narrative, including the setting and narrator. These targeted supports were chosen to help students better understand the elements of the genre and how to incorporate them in drafts.

Use this note for the minilesson on p. T348.

ELL Targeted Support

SETTING

Have students expand and internalize new vocabulary by learning and then using routine language to complete a word web that describes a setting.

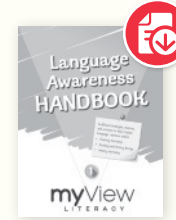
Provide a specific setting, such as a park. Help students use routine language to communicate details they would include in their word webs.

EMERGING

Provide a specific setting, such as a park. Then have partners use routine language to discuss details they would include in a shared word web. **DEVELOPING**

Have small groups of students use routine language to discuss details they would include in their shared word web about the setting of a story they all know. **EXPANDING**

Have students work in pairs to discuss, using routine language, what details about the setting of their own personal narratives they will include in their writing. Have each student complete a word web. **BRIDGING**



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T356.

ELL Targeted Support

APPLY THE NARRATOR: YOU

Tell students that they will be writing sentences with specificity and detail to help them narrate their personal narratives.

Write a simple sentence on the board using first person narration. (For example, *I walked home*.) Ask students yes/no questions to help them add specificity and detail to the sentence. Guide students to write the new sentence.

EMERGING

Have students each write a simple sentence using first person narration. Then have them trade sentences with a partner and work together to add specificity and detail that will clarify who the narrator is. **DEVELOPING**

Have students write to narrate a story about their day so far. Ask them to narrate with specificity and detail. **EXPANDING**

Have students revise their personal narrative drafts to add specificity and detail to the way that they have narrated their stories. **BRIDGING**

FAST TRACK

Setting

OBJECTIVE

Write narratives that recount two or more appropriately sequenced events, include details regarding what happened, use temporal words to signal event order, and provide closure.

STUDENT INTERACTIVE, p. 107

PERSONAL NARRATIVE **Read Together** WRITING WORKSHOP

I can write a personal narrative.

My Learning Goal

Setting
The **setting** is where and when an event takes place. The setting in a personal narrative is a real place in the author's life.

MYTURN Read the passage. Underline the words that describe the setting.

Last Saturday, Ben and I walked to the park. There were lots of kids there. We played basketball all morning until it was time for lunch.

MYTURN Add words and phrases to your personal narrative that describe the setting.

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Minilesson

Mentor STACK



TEACHING POINT The setting is where and when an event happens. In a personal narrative, the setting is a real place and time in the author's life. Sometimes the setting is important for understanding the story.

MODEL AND PRACTICE Display a personal narrative from the stack. Read aloud the title and have students discuss the picture on the cover. Ask: **Can you identify the setting of this personal narrative by looking at the cover? Why or why not?**

Read the text, pausing after each page to ask students to describe or add to the description of the setting. Create a list of the words and phrases the author uses. Prompt students to also use the pictures to identify important aspects of the setting. Discuss how the setting is important to the story.

- Where and when does the personal narrative take place? How does the author describe the setting?
- Would this story be different if it happened in a different place or at a different time?

Write the setting *Classroom* on the board. Quickly ask students to share words and phrases that can describe that setting. Remind them to think about when too.

Direct students to complete the activity on p. 107 in the *Student Interactive*.

Independent Writing

Mentor STACK



FOCUS ON SETTING

- During independent writing time, students should find places in their personal narrative where they can add information about when and where their story takes place. Tell them they can add details to the words and to the pictures. Then they can continue writing.

WRITING SUPPORT

- **Modeled** Choose a stack text and do a Think Aloud to model identifying when and where an event takes place.
- **Shared** Have students choose a stack text. Prompt them to tell about the setting using the text and pictures.
- **Guided** Use the stack texts to provide explicit instruction on identifying words and phrases that describe the setting.



Intervention Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T346.

Share Back

Ask a few students to describe the setting of their personal narrative.

Spelling Spell Words with *r*-Controlled *er, ir, ur*

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and *r*-controlled syllables.

Spell high-frequency words.

SPELLING WORDS

her	dirt
girl	hurt
bird	turn
term	birth

HIGH-FREQUENCY WORDS

were
 very

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Read aloud the words and sentences. Have students spell each word with *r*-controlled vowels and the two high-frequency words.

Spelling Sentences

1. My mom left **her** purse at home.
2. I got **dirt** on my pants.
3. We had to wait our **turn** to play.
4. Our dog gave **birth** to two puppies.
5. The **girl** has many friends.
6. “Big” is another **term** for “large.”
7. I am **very** hungry.
8. We **were** at the park yesterday.
9. I **hurt** my hand playing ball.
10. The **bird** flies in the sky.

ELL Targeted Support

Spelling *r*-Controlled Words Write the words *her, girl,* and *turn* on the board. Have students repeat the words after you and write them on a sheet of paper, circling the letters that represent the sound /*er*/. **EMERGING**

Have students find *r*-controlled words in their books and write them down. Ask them to circle the letters that represent the *r*-controlled vowel sound. **DEVELOPING**

Challenge students to write sentences using any of the spelling words with *r*-controlled vowels and share with the class. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with *r*-Controlled *er, ir, ur*


FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with *r*-Controlled *er, ir, ur*

FLEXIBLE OPTION

LESSON 4

 Spiral Review: Spell *r*-Controlled Vowel *ar*

LESSON 5

✓ Assess Understanding



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Action Words

FOCUS Remind students that a verb is an action word that can tell about actions in the past, present, or future. Ask students to give examples of action words and write them on the board.

MODEL AND PRACTICE Display this sentence: *The girl walks to Austin.* Have students read the sentence aloud. Then ask volunteers to identify the action word (*walks*) and tense (present). Repeat the process with these sentences: *Ana walked to the park. She will walk to school.*

APPLY Write the action verbs *play* and *help* on the board. Have students work independently to write sentences using these verbs in past, present, or future tense. Then pair students and have them read one another's sentences. Have pairs identify the tense of each verb.

OBJECTIVES

Identify and use words that name actions, directions, positions, sequences, categories, and locations.

Edit drafts using standard English conventions, including past and present verb tense.

ELL Targeted Support

Edit Writing Review verbs and simple regular verb tenses.

Write a simple present-tense declarative sentence, such as *I walk to school.* Work with students to identify the verb and write a new sentence with simple, regular past tense verbs using the sentence frame *I _____ to school.* Help students edit their writing for subject-verb agreement. **EMERGING**

Write a present-tense declarative sentence that includes a regular verb, such as *I walk to school.* Have student pairs rewrite the sentence in past tense. Encourage them to edit their writing for subject-verb agreement. **DEVELOPING**

Write three regular verbs on the board. Have students choose one verb and write a sentence in past, present, and future tense. Have student pairs edit one another's writing for correct tense and spelling. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

LESSON 1



Spiral Review: Action Words

FLEXIBLE OPTION

LESSON 2

Oral Language:
Past Verb Tense

LESSON 3

Teach Past Verb Tense

LESSON 4

Practice Past Verb
Tense

FLEXIBLE OPTION

LESSON 5

Standards Practice

Explore the Narrator: You

OBJECTIVE

Write narratives that recount two or more appropriately sequenced events, include details regarding what happened, use temporal words to signal event order, and provide closure.

Minilesson

Mentor STACK



TEACHING POINT A narrator is the person who is telling the story. A narrator can be a character in the story.

- In a personal narrative, the author is the narrator.
- Words such as *I*, *me*, *my*, and *we* show that the author is telling the story.

MODEL AND PRACTICE Display from the stack a personal narrative that is told in first person. Read the author's name and the title of the book. Then read the narrative aloud. Use the following questions to prompt discussion:

- What is the author's name?
- What is the narrator's name?
- Who is telling the story? How do you know?
- Who is "I" in the story? Who is "we"?

Display other personal narratives from the stack. Ask: *Who is the narrator of this story? How can we check that we are right?*

Say: *When you write your personal narrative, you will be the narrator. What does that mean? Why are you the best choice to be the narrator of your personal narrative?*

Possible Teaching Point

Spelling | Words with *r*-Controlled *er*, *ir*, *ur*

Explain to students that the sound /*èr*/ in words is not always spelled the same. Present examples of words with *er*, *ir*, and *ur* sorted on a three-column chart. Have students

- underline words with the /*èr*/ sound in their writing
- circle the letters that represent the /*èr*/ sound

As you review students' personal narratives, check that they are spelling words with the /*èr*/ sound correctly.

Independent Writing

Mentor STACK



FOCUS ON THE NARRATOR

- During independent writing time, students should look through their personal narratives to make sure they are the narrator and make adjustments as necessary.
- If students struggle, tell them to look for places to use the words *I*, *me*, *my*, *mine*, and *we*.

WRITING SUPPORT

- **Modeled** Choose a stack text and do a Think Aloud to identify the narrator.
- **Shared** Have students choose a stack text. Prompt students to identify the narrator.
- **Guided** Use the stack texts to provide explicit instruction on narration and first-person point of view.

 **Intervention** Refer to the *Small Group Guide* for support.

- Then have students continue writing.

See the **Conference Prompts** on p. T346.

Share Back

Call on a few students to share what words they will use to show that they are the narrator of their own personal narrative.

Spelling Spell Words with *r*-Controlled *er, ir, ur*

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

SPELLING WORDS

her	dirt
girl	hurt
bird	turn
term	birth

HIGH-FREQUENCY WORDS

were
 very

LESSON 2

Teach

FOCUS Explain that a vowel plus the letter *r*, such as *er, ir,* and *ur,* spell the sound /*ēr*/, as in *verb, firm,* and *fur.* These words sound the same but are not spelled the same.

MODEL AND PRACTICE Write or display these words: *fern, first, nurse.* Read aloud the words and circle the *er, ir,* and *ur* in the words.

APPLY MyTURN

Have students complete the activity on p. 105 in the *Student Interactive* independently.

SPELLING **Read Together** READING-WRITING BRIDGE

Spell r-Controlled *er, ir, ur* Words

The letters *er, ir,* and *ur* spell the vowel sound in *fern, stir,* and *curb.*

MYTURN Sort and spell the words.

Spelling Words			
her	girl	bird	term
dirt	hurt	turn	birth

ir _____
 girl
 bird
 dirt
 birth

er _____
 her
 term

ur _____
 hurt
 turn

My Words to Know
 were very
 were
 very

105

LESSON 2

Teach Spell Words with *r*-Controlled *er, ir, ur*

FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION LESSON 3

Review and More Practice Spell Words with *r*-Controlled *er, ir, ur*

FLEXIBLE OPTION LESSON 4

Spiral Review: Spell *r*-Controlled Vowel *ar*

LESSON 5

Assess Understanding



Language & Conventions

Past Verb Tense

FLEXIBLE OPTION

LESSON 2

Oral Language: Past Verb Tense

FOCUS Remind students that verbs tell about action. A verb in the past tense tells about an action that already happened. Word endings can change the time that the action takes place. When you add an *-ed* to a verb, it tells you that something happened in the past. Show some examples of changing a present tense verb into a past tense verb: *mend* → *mended*; *call* → *called*; *turn* → *turned*. Circle the *-ed* endings and explain that they show that the actions already happened.

MODEL AND PRACTICE Display this sentence: *The boys played a game.* Ask: *What did the boys do?* (*played*) *Are the boys playing now?* (no) *Did the boys already play?* (yes) *Yes, the boys already played a game.* The word “played” is a past tense verb.

APPLY Have student partners work together to create oral sentences that use regular past tense verbs. Then ask partners to share their sentences with the class, identifying the past tense verb.

OBJECTIVE

Edit drafts using standard English conventions, including past and present verb tense.

FLEXIBLE OPTION

LESSON 2

Oral Language:
Past Verb Tense

FLEXIBLE OPTION

LESSON 1

Spiral Review:
Action Words

LESSON 3

Teach Past Verb Tense

LESSON 4

Practice Past Verb
Tense

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Apply the Narrator: You

OBJECTIVES

Develop drafts in oral, pictorial, or written form by developing an idea with specific and relevant details.

Write narratives that recount two or more appropriately sequenced events, include details regarding what happened, use temporal words to signal event order, and provide closure.

STUDENT INTERACTIVE, p. 108

Minilesson

Mentor STACK

TEACHING POINT Authors compose personal narratives using first-person narration.

- In a personal narrative, the author is the narrator, or the person telling the story.
- Words such as *I*, *me*, *my*, and *we* show that the author is telling the story.

MODEL AND PRACTICE Display from the stack a text that is told in the first person. Say: *Today I will teach you how to compose a personal narrative. When you write a personal narrative, you should tell a story that happened to you. You should describe what you did and how you felt. You should use words such as *I*, *me*, *my*, and *we*. Let's look through this book and notice what the author says, how the author feels, and what words he or she uses to describe what happens.*

Use the following questions to prompt a discussion about the role of a narrator in a personal narrative:

- Does the narrator tell the story from his or her own viewpoint? How do you know?
- Does the narrator tell how he or she felt about what happened?
- When you compose your own personal narrative, what details will you use to show that you are telling the story?
- What words will you use to show what you thought or how you felt?

Direct students to p. 108 in the *Student Interactive* and have them complete the activity.

Possible Teaching Point

Language & Conventions | Past Verb Tense

Help students recall that a past tense verb describes an action that already happened. They can often add the word ending *-ed* to a verb to make the past tense form. Provide additional examples as needed (*jump/jumped*, *walk/walked*).

Have students check their personal narrative drafts to make sure they are using past tense verbs correctly to tell about events that happened in the past.

Independent Writing

FOCUS ON FIRST-PERSON NARRATOR

- Tell students to compose their personal narrative drafts. Remind them to use the words *I* and *me* to show that they are the narrator.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model using first-person personal pronouns to show who the narrator is.
- **Shared** Have partners take turns dictating or writing sentences using first-person personal pronouns.
- **Guided** Provide explicit instruction on showing that the author is the narrator.

 **Intervention** Refer to the *Small Group Guide* for support.

- Tell students to use specific and relevant details about the event in their narrative. Explain that using specific and relevant details means using details that are necessary and exact.

See the **Conference Prompts** on p. T346.

Share Back

Call on a few students to read the sentence they wrote and share their drawing from p. 108 in the *Student Interactive*.

Spelling Spell Words with *r*-Controlled *er, ir, ur*

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

SPELLING WORDS

her	dirt
girl	hurt
bird	turn
term	birth

HIGH-FREQUENCY WORDS

were
 very

FLEXIBLE OPTION

LESSON 3

Review and More Practice

FOCUS Remind students that the *er, ir,* and *ur* *r*-controlled vowels all spell the same /*er*/ sound.

MODEL AND PRACTICE Have students spell the following words as you isolate each phoneme: *term, /t/ /*er*/ /m/; birth, /b/ /*er*/ /th/; turn, /t/ /*er*/ /n/.*

APPLY Have students complete *Spelling* p. 234 from the *Resource Download Center*.

Name _____

Spelling
 Words with *r*-Controlled *er, ir, ur*

girl	bird	were	hurt
dirt	turn	birth	term

MY TURN Write each word next to its clue.

- a form of the word be were
- an animal that has a beak and feathers bird
- to be in pain hurt
- to move in a new direction turn
- when someone is born birth

MY TURN Circle the words in the box that are left. Write them on the back.

Grade 1, Unit 4, Week 2
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FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with *r*-Controlled *er, ir, ur*

FLEXIBLE OPTION

LESSON 1

✓ **Assess Prior Knowledge**

LESSON 2

Teach Spell Words with *r*-Controlled *er, ir, ur*

FLEXIBLE OPTION

LESSON 4

Spiral Review: Spell *r*-Controlled Vowel *ar*

LESSON 5

✓ **Assess Understanding**



Language & Conventions

Past Verb Tense

LESSON 3

Teach Past Verb Tense

FOCUS Explain to students that past tense verbs are words that can describe an action that happened before. They tell about something that you already did or something that already happened.

MODEL AND PRACTICE Say: *I visit my grandma every week.* Write this sentence on the board and say: *Yesterday, I visited her.* Continue reading aloud these sentences as you write them on the board: *She cooked dinner. We cleaned up. Then we watched TV.* Underline the past tense verbs. Note the *-ed* ending and that these verbs tell about things that already happened.

OBJECTIVE

Edit drafts using standard English conventions, including past and present verb tense.

ELL Targeted Support

Read Past Verb Tense Review regular past tense verbs. Explain that they tell about something that already happened. Support students as they develop their grasp of past verb tense.

Ask students to watch you as you walk to your desk. Then ask: *What did I do?* (*walked*) Write *walked* on the board. Then ask students leading questions about what they did yesterday. Write the regular past tense verbs they say on the board. Underline the *-ed* ending and have students read aloud each word. **EMERGING**

Assign groups of students different pages from the text *Jackie Robinson* and have them read the text to find examples of past tense verbs ending in *-ed*. Have students write their words on the board and read them aloud.

DEVELOPING

Select short texts with past tense verbs for students to read. As they read, have them look for and record past tense verbs. Have them share their list of verbs in small groups.

EXPANDING/BRIDGING

LESSON 3

Teach Past Verb Tense

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Action Words

FLEXIBLE OPTION

LESSON 2

Oral Language:
Past Verb Tense

LESSON 4

Practice Past Verb
Tense

FLEXIBLE OPTION

LESSON 5

Standards Practice

Explore Problem and Resolution

OBJECTIVES

Develop drafts in oral, pictorial, or written form by developing an idea with specific and relevant details.

Write narratives that recount two or more appropriately sequenced events, include details regarding what happened, use temporal words to signal event order, and provide closure.

Minilesson

Mentor STACK



TEACHING POINT A personal narrative can have a problem and a resolution.

- The problem is what needs to be solved.
- The resolution, or outcome, often tells how the problem is solved.

MODEL AND PRACTICE Read aloud from the stack a personal narrative that is told in first person. Choose one that has an easily identifiable problem and resolution. Use the following questions to prompt discussion:

- What is the problem?
- What words and phrases does the narrator use to explain the problem?
- What or how does the narrator think or feel about the problem?
- What is the resolution? How do you know you have reached the resolution?
- How does the narrator think or feel about the resolution?

Possible Teaching Point

Writing Process

Drafting | Problem and Resolution

Students should be developing a problem and resolution in their personal narrative drafts. If students have difficulty understanding what a problem is, explain that a problem could be

- something the narrator wants, needs, or lost
- something that went wrong
- a difficult task or job
- a mistake that was made
- something that leads to trouble

Remind students that their resolution should tell how the problem is finally fixed or solved.

Independent Writing

Mentor **STACK**

FOCUS ON PROBLEM AND RESOLUTION

- During independent writing time, students should work on developing the problem and resolution in their personal narratives.

WRITING SUPPORT

- **Modeled** Choose a stack text and do a Think Aloud to model identifying a problem and its resolution.
- **Shared** Have students choose a stack text. Prompt students to identify a problem and its resolution.
- **Guided** Use the stack texts to provide explicit instruction on identifying a problem and its resolution.

 **Intervention** Refer to the *Small Group Guide* for support.

- If students show a strong understanding of problem and resolution, have them work on adding more details to their plot.

See the **Conference Prompts** on p. T346.

Share Back

Call on a few students to share the problem in their personal narrative. The rest of the class can make a prediction about the resolution.

Spelling Spiral Review

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Sort words into categories to gain a sense of the concepts the categories represent.

SPELLING WORDS

her	dirt
girl	hurt
bird	turn
term	birth

HIGH-FREQUENCY WORDS

were
 very

Writing Workshop

As students proofread their writing, remind them to check the spellings of words with *ar*, *er*, *ir*, and *ur* r-controlled vowels.

FLEXIBLE OPTION

LESSON 4



Spiral Review: Spell Words with r-Controlled Vowel *ar*

FOCUS Have students recall the previous spelling rules for the r-controlled vowel *ar*.

MODEL AND PRACTICE Read the following words and have students spell them: *star, jar, hard, dark, card, park*.

APPLY Have pairs work together to sort the words according to their spelling patterns. (*-ar: star, jar; -ard: hard, card; -ark: dark, park*)

FLEXIBLE OPTION

LESSON 4



Spiral Review: Spell r-Controlled Vowel *ar*

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with r-Controlled *er, ir, ur*

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with r-Controlled *er, ir, ur*

LESSON 5

✓ Assess Understanding



Language & Conventions

Past Verb Tense

LESSON 4

Practice Past Verb Tense

APPLY MyTURN Have students complete the activity on p. 106 in the *Student Interactive*. Extend the practice by asking students to name other past-tense verbs that have similar shades of meaning. For example, *cleaned* and *washed* or *tidied* have similar meanings.

LANGUAGE AND CONVENTIONS **Read Together**

Past Verb Tense

Verbs in the past tense tell about something that happened before. These verbs often have the ending **-ed**.

She **worked** hard to fix the town.

I **helped** her clean the streets.

MYTURN Edit the sentences. Change the present tense verbs to past tense verbs.

- Rex and Jen wash the dishes.
Rex and Jen **washed** the dishes.
- They clean up the trash.
They **cleaned** up the trash.
- They plant trees.
They **planted** trees.

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OBJECTIVES

Edit drafts using standard English conventions, including past and present verb tense.

Distinguish shades of meaning among verbs differing in manner.

Writing Workshop

Tell students to use past tense verbs during Writing Workshop when they write about actions or events that already happened.

FLEXIBLE OPTION
LESSON 1

Spiral Review:
Action Words

FLEXIBLE OPTION
LESSON 2

Oral Language:
Past Verb Tense

LESSON 3

Teach Past Verb Tense

LESSON 4

Practice Past Verb Tense

FLEXIBLE OPTION
LESSON 5

Standards Practice

FAST TRACK

Apply Problem and Resolution

OBJECTIVES

Develop drafts in oral, pictorial, or written form by developing an idea with specific and relevant details.

Write narratives that recount two or more appropriately sequenced events, include details regarding what happened, use temporal words to signal event order, and provide closure.

STUDENT INTERACTIVE, p. 109

Problem and Resolution
A personal narrative can have a problem and resolution. The **problem** is what needs to be solved. The **resolution** is the outcome.

MY TURN Use an event from your life to complete this chart. Use specific and relevant details.

Problem
Resolution

MY TURN Develop a problem and solution in your personal narrative.

Minilesson

TEACHING POINT When composing a personal narrative, an author writes a plot that includes a problem and a resolution.

- The problem is what needs to be solved.
- The resolution, or outcome, often tells how the problem is solved.

MODEL AND PRACTICE Tell students that today you will teach them to dictate or compose the problem and resolution of a personal narrative. Say: *The first step in writing a problem and resolution is thinking of a plot idea. I think I will write about the time I bought a balloon. Now, I need to think of a problem. When I bought the balloon, what problem needed to be solved? I remember that I didn't have enough money. That will be the problem. Now, to think of a resolution, I need to think about how I solved the problem. I remember that I checked my pocket and found enough money. Now, I will say my story aloud: I went to buy a balloon. I pulled the money from my pocket, but it wasn't enough. I knew I brought along enough money. Then I checked my other pocket and found the money I had tucked away. It was enough to buy two balloons instead of one!*

With students' help, add specific and relevant details, such as information about how much the balloon cost, how much money you had, and what color balloon you wanted. Ask: *What details can we add about the problem? What details can we add about the resolution?* Discuss how adding details makes your narrative more interesting.

Direct students to p. 109 in the *Student Interactive*. Have them use an event from their own life to complete the chart.

WRITING CLUB

Have students gather with their Writing Club groups. See p. T365 for details on how to run Writing Club. See the **Conference Prompts** on p. T346.

Share Back

Call on a few students to read the problem or the resolution in their books.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share their ideas about setting, problem, and resolution and how they can develop these elements in their personal narratives.

Students should spend the first 5-10 minutes in their groups reviewing the following:

- Appropriate ways to ask and answer questions
- Process for giving feedback on one another's writing
- How to give helpful feedback and suggestions

What Are We Sharing? Prior to sharing their ideas, students should determine which element of personal narrative they would like feedback on in today's Writing Club. Students should inform their Writing Club of the element before they begin reading. This will help direct the group's focus as students are sharing their writing.



How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- I like the details you used to tell about _____.
- I think you should add more details about _____.
- How did you decide which details to use to describe the setting?
- How did you feel when this happened in real life?



Spelling Spell Words with *r*-Controlled *er, ir, ur*

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and *r*-controlled syllables.

Spell high-frequency words.

SPELLING WORDS

her	dirt
girl	hurt
bird	turn
term	birth

HIGH-FREQUENCY WORDS

were
very

LESSON 5

✓ Assess Understanding

Read aloud the words and sentences. Have students spell each *r*-controlled word and the two high-frequency words. Repeat each word and allow time for students to spell it.

Spelling Sentences

1. The **bird** is in the cage.
2. I did not get **hurt** when I fell.
3. The **girl** plays basketball.
4. The children **were** off to school.
5. I planted seeds in the **dirt**.
6. The giant was **very** tall.
7. May I have a **turn** on the swings?
8. Emma loves **her** new bike.
9. This is the spring **term** at school.
10. Our family is waiting for the **birth** of a new baby.

FLEXIBLE OPTION
LESSON 1

✓ Assess Prior Knowledge


LESSON 2

Teach Spell Words with *r*-Controlled *er, ir, ur*

FLEXIBLE OPTION
LESSON 3

Review and More Practice Spell Words with *r*-Controlled *er, ir, ur*

FLEXIBLE OPTION
LESSON 4

 Spiral Review: Spell *r*-Controlled Vowel *ar*

LESSON 5

✓ Assess Understanding



Language & Conventions

Past Verb Tense

FLEXIBLE OPTION

LESSON 5

Standards Practice

Display the following sentence and guide students to complete the question.

(1) She watered the red flowers.

Which word in the sentence is a past tense verb?

- A she
- B watered
- C red
- D flowers

APPLY Have students complete *Language and Conventions* p. 240 from the *Resource Download Center*.

Name _____

Language and Conventions

Past Tense Verbs
Past tense verbs can tell about actions that happened before. Many verbs add -ed to show action in the past.

MY TURN Circle the past tense verb in each sentence.

1. Max played soccer with his friends.
2. They joined the local team.
3. James wanted a spot on the team.
4. Everyone on the team worked together.

MY TURN Rewrite the sentences using past tense verbs.

5. Ella kicks the ball.
Ella kicked the ball.
6. The boy shouts.
The boy shouted.

Grade 1, Unit 4, Week 2

OBJECTIVE

Edit drafts using standard English conventions, including past and present verb tense.

FLEXIBLE OPTION

LESSON 5

Standards Practice

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Action Words

FLEXIBLE OPTION

LESSON 2

Oral Language:
Past Verb Tense

LESSON 3

Teach Past Verb Tense

LESSON 4

Practice Past Verb Tense

Weekly Overview

This week, students will:

- learn the structure of a personal narrative.
- read a variety of personal narratives to understand how authors write about what happens first, what happens next, and what happens last.
- understand the importance of the order of events.

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
▶ 3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	LESSON 2	FAST TRACK LESSON 3
MINILESSON 5–10 min.	What Happens First T372	Explore What Happens Next T376	Apply What Happens Next T380
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T373	Independent Writing and Conferences T377	Independent Writing and Conferences T381
SHARE BACK FOCUS 5–10 min.	Share What Happens First T373	Tell About What Happens Next T377	Signal Words T381
READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T374 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Past Tense Verbs T375 	<ul style="list-style-type: none"> • Spelling Teach Spell Words That Compare T378 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Verbs T379 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Review and More Practice T382 • Language & Conventions Teach Future Verb Tense T383



Mentor STACK



The following criteria may be helpful in selecting texts from the stack to teach students the structure of personal narratives.

- Texts with a clear order of events
- Texts that include words that signal the order of events
- Texts with an easily identifiable problem and resolution

FAST TRACK

LESSON 4

LESSON 5

Explore What Happens
Last T384

Apply What Happens
Last T388

Independent Writing
and Conferences T385

Writing Club and
Conferences T388–T389

Tell About What Happens
Last T385

Share What Happens
Last T388

FLEXIBLE OPTION

- **Spelling** Spiral Review T386
- **Language & Conventions** Practice Future Verb Tense T387

- **Spelling** *Assess Understanding* T390

- FLEXIBLE OPTION**
- **Language & Conventions** Standards Practice T391

ADDITIONAL RESOURCES

MINILESSON

5–10 min.

Add or Delete a
Word or Sentence

Map Emotions

**INDEPENDENT WRITING
AND CONFERENCES**

30–40 min.

Independent
Writing and
Conferences

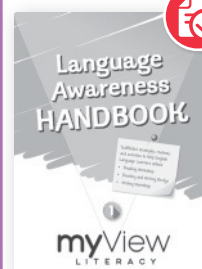
Independent
Writing and
Conferences

SHARE BACK FOCUS

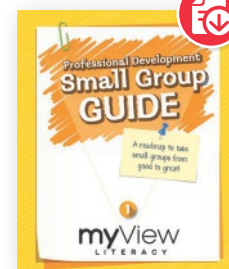
5–10 min.

Share What Was
Added or Deleted

Emotion Charts
and Stories






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 of personal narratives, including using details to describe what happens first, what happens next, and what happens last. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT		Conference Prompts
What Happens First		
If students need additional support,		Then review a personal narrative from the stack together and discuss how the author writes about what happens first.
If students show understanding,		Then ask: Why did you decide to begin your personal narrative with this event?
What Happens Next		
If students need additional support,		Then review a personal narrative from the stack and have the student retell the events in order.
If students show understanding,		Then ask: Why is this event important in your story?
What Happens Last		
If students need additional support,		Then ask: How did you solve the problem in real life?
If students show understanding,		Then ask: Why do you think this is a good ending for your story?

Conference Support for ELL

EMERGING

- Ask yes/no questions about the order of events.
- Have students put pictures in order as you tell about what happens first, next, and last.

DEVELOPING

- Have students briefly explain what happens first, next, or last in their own writing.
- Use modeled writing to help students develop sequence.

EXPANDING

- Discuss students' personal narratives and the order of events.
- Use guided writing to help students develop sequence and time order.

BRIDGING

- Discuss the sequence of events in students' personal narratives.
- Use guided writing to help students develop and signal sequence in their personal narratives.

Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **first-person text** and **verbs**.



ELL Minilesson Support

Week 3: Develop Structure

During the Develop Structure week, your ELLs will benefit from additional writing support that expands their awareness of plot structure. These targeted supports were chosen to help students better understand the structure of personal narratives.

Use this note for the minilesson on p. T372.

ELL Targeted Support

WHAT HAPPENS FIRST

Tell students that authors can use connecting words to combine phrases and sentences in their personal narratives. Review connecting words such as *and*, *so*, *but*, and *because*.

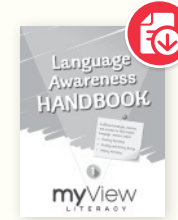
Have students write or draw a picture of the first thing they did when they got to school today. Help them write a sentence about the picture using a connecting word such as *and*.

EMERGING

Have students write about what happens first in their personal narratives using the following sentence frame: *First, I _____, and I ____.* **DEVELOPING**

Have students review their drafts to see if they can combine phrases or sentences using connecting words. If not, ask them to include connecting words in a new draft. **EXPANDING**

Ask students to write about what happens first using connecting words to combine phrases and sentences. **BRIDGING**



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T388.

ELL Targeted Support

APPLY WHAT HAPPENS LAST

Tell students that when authors write about what happens last, they write using specific details to help readers understand the end of the narrative. Have students narrate with increasing specificity and detail in their own drafts.

Prompt students with questions to help find places in their drafts to narrate with more specificity. Then have them write the details.

EMERGING

Ask: *What happened last in real life? How can you narrate with specific details to describe the event?* Help students write the details in their drafts. **DEVELOPING**

Tell students to narrate with specificity and detail by finding places to add adjectives and adverbs to their drafts. **EXPANDING**

Have students write more than one sentence to tell about what happens last. Remind them to add specificity and detail to their narratives.

BRIDGING

FAST TRACK

What Happens First

OBJECTIVES

Develop drafts in oral, pictorial, or written form by organizing with structure.

Write narratives that recount two or more appropriately sequenced events, include details regarding what happened, use temporal words to signal event order, and provide closure.

STUDENT INTERACTIVE, p. 143

PERSONAL NARRATIVE **Read Together** WRITING WORKSHOP

I can write a personal narrative. **My Learning Goal**

What Happens First

A personal narrative tells events in the order that they happen. It begins with what happens first. Authors use words or phrases such as *first*, *at first*, and *in the beginning* to tell what happens first.

MY TURN Write about what happens first when you get to school.
Possible response:

First, I walk to my classroom. I hang up my coat.

MY TURN Develop a draft of your personal narrative that tells what happens first.

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Minilesson

Mentor STACK



TEACHING POINT A personal narrative is a story about one event from the author's life. The story is told in chronological order, or time order.

- The personal narrative tells what happens first, next, and last.
- Authors use words and phrases such as *first*, *at first*, and *in the beginning* to tell what happens first.

MODEL AND PRACTICE Tell students that all stories have events, or things that happen. Explain that most authors organize the events in order. They start with what happens first.

Read a stack text aloud. Choose a story with a clear order of events and many time-order words. Use questions to prompt discussion.

- How does this story begin?
- What words does the author use to show what happens first?
- What details make what happens first come alive?

Begin a three-column chart with the headings *First*, *Next*, and *Last*. As you discuss the text with students, add words and phrases the author uses to signal what happens first. Tell students they can use the words and phrases in their own writing.

Direct students to p. 143 in the *Student Interactive* and have them complete the activity.

Independent Writing

Mentor STACK



FOCUS ON WHAT HAPPENS FIRST

- Have students work on the beginning of their personal narratives. They should make sure they used a time-order word and included enough details about their first event.

WRITING SUPPORT

- **Modeled** Choose a stack text and point out how the author writes about what happens first.
- **Shared** Have partners choose a stack text. Prompt them to discuss what happens first and how they know it is first.
- **Guided** Use the stack texts to provide explicit instruction on structure, sequence, and signal words.

 **Intervention** Refer to the *Small Group Guide* for support.

- Students with a strong understanding can continue writing about what happens next.

See the **Conference Prompts** on p. T370.

Share Back

Call on a few students to share what happens first in their personal narratives.

Spelling Spell Words That Compare

OBJECTIVES

Spell words using sound-spelling patterns.

Spell high-frequency words.

SPELLING WORDS

faster	slowest
fastest	short
slow	shorter
slower	shortest

HIGH-FREQUENCY WORDS

away
pretty

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Read aloud the words and sentences. Have students spell each spelling word, as well as the two high-frequency words.

Spelling Sentences

1. You run **faster** than me.
2. You are the **fastest** kid in our class!
3. The cat is **slow**.
4. Your cat is **slower** than my cat.
5. Their cat is the **slowest** of all.
6. The tree in your yard is **short**.
7. The tree in my yard is **shorter**.
8. The tree across the street is the **shortest** of all.
9. The paper blew **away** in the wind.
10. The garden looks **pretty**.

ELL Targeted Support

Spelling Patterns Guide students to write comparative ending spelling patterns. Display and read aloud *tall*, *taller*, and *tallest*. Ask students to write the spelling words with the same patterns *slow*, *slower*, *slowest*; *short*, *shorter*, *shortest*.

EMERGING

Write the word *fast* on the board. Ask students to write the words *faster* and *fastest*. **DEVELOPING**

Have small groups write pairs of comparative words and present them to the class. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words That Compare


FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words That Compare

FLEXIBLE OPTION

LESSON 4

 Spiral Review: Spell *r*-Controlled Vowels *er*, *ir*, *ur*

LESSON 5

✓ Assess Understanding



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Past Tense Verbs

FOCUS Remind students that a past tense verb shows action that has already happened.

MODEL AND PRACTICE Write on the board: *I talked about it yesterday.* Circle the past tense verb. (*talked*) Invite volunteers to come forward to repeat the routine with the following sentences: *I asked yesterday. Pat locked the door last night.*

APPLY Have students write sentences in the past tense that include the following verbs: *work, call.*

OBJECTIVE

Edit drafts using standard English conventions, including past and present verb tense.

ELL Targeted Support

Read Past Verb Tense Review regular past tense verbs. Explain that they tell about something that already happened. Support students as they develop their grasp of past verb tense.

Ask students to watch you as you walk to your desk. Then ask: *What did I do?* (*walked*) Write *walked* on the board. Then ask students leading questions about what they did yesterday. Write the regular past tense verbs they say on the board. Underline the *-ed* ending and have students read aloud each word. **EMERGING**

Assign groups of students different pages from the text *Before the Railroad Came* and have them read the text to find examples of past tense verbs ending in *-ed*. Have students write their words on the board and read them aloud.

DEVELOPING

Select short texts with past tense verbs for students to read. As they read, have them look for and record past tense verbs. Have them share their list of verbs in small groups.

EXPANDING/BRIDGING

FLEXIBLE OPTION

LESSON 1



Spiral Review: Past Tense Verbs

FLEXIBLE OPTION

LESSON 2

LESSON 3

LESSON 4

FLEXIBLE OPTION

LESSON 5

Oral Language: Verbs

Teach Future Verb Tense

Practice Future Verb Tense

Standards Practice

Explore What Happens Next

OBJECTIVES

Develop drafts in oral, pictorial, or written form by organizing with structure.

Write narratives that recount two or more appropriately sequenced events, include details regarding what happened, use temporal words to signal event order, and provide closure.

Minilesson

Mentor STACK 

TEACHING POINT Personal narratives, and other stories, have a beginning, a middle, and an end. The story takes the reader through these events in the order in which they happen.

- A personal narrative describes events in time order.
- Authors write details that help make the story come alive.
- Authors use words such as *next*, *later*, and *then* to tell what happens next.

MODEL AND PRACTICE Tell students that personal narratives tell what happens first, what happens next, and what happens last. Say: *When authors write about an event in their personal narratives, they use words and phrases to show that they are telling about what happens next.*

Reread a personal narrative from the stack. Prompt discussion:

- What happens first? What happens next?
- What words does the author use to show what happens next?
- How does what happens next connect to what happened first?
- What details make what happens next come alive?

Display a three-column chart with the headings *First*, *Next*, and *Last*. As you discuss the story with students, add words that signal event order. Tell students they can use the words and phrases in their own writing.

Possible Teaching Point

Writing Process

Drafting | Organizing with Structure

Help students use a beginning/middle/end structure to develop their personal narrative drafts. Remind them to

- tell events in order
- explain the first event or problem in the beginning
- tell details about what happens next in the middle
- tell how the problem was solved in the end
- use words such as *first*, *next*, *then*, and *later* to show how events are connected and signal what happens next

Independent Writing

Mentor STACK



FOCUS ON WHAT HAPPENS NEXT

- During independent writing time, students should continue to work on what happens first and what happens next in their personal narratives.

WRITING SUPPORT

- **Modeled** Choose a stack text and do a Think Aloud to model identifying the order of events.
- **Shared** Have partners choose a stack text and look for examples of time order signal words.
- **Guided** Use the stack texts to provide explicit instruction on sequence of events in a personal narrative.

 **Intervention** Refer to the *Small Group Guide* for support.

- Students should continue writing. Some students might be ready to begin a new book at this time.

See the **Conference Prompts** on p. T370.

Share Back

Invite a few students to share what happens next in their personal narratives.

Spelling Spell Words That Compare

OBJECTIVES

Spell words using sound-spelling patterns.

Spell high-frequency words.

SPELLING WORDS

faster	slowest
fastest	short
slow	shorter
slower	shortest

HIGH-FREQUENCY WORDS

away
pretty


LESSON 2

Teach

FOCUS Explain that words that compare two things end with *-er*, and words that compare three or more things end with *-est*.


MODEL AND PRACTICE Read aloud the words *faster* and *fastest*. Point out that the word *faster* compares two fast things and is spelled with the *-er* ending. Then explain how *fastest* compares three or more fast things and is spelled with the *-est* ending. Guide students to spell *faster* and *fastest*.

APPLY My TURN Have students complete the activity on p. 141 in the *Student Interactive*.

SPELLING  READING-WRITING BRIDGE

Spell Words That Compare

Words that compare two things end with *-er*.
 Words that compare three or more end with *-est*.

 **MY TURN** Spell and sort the words.

Spelling Words			
faster	fastest	slow	slower
slowest	short	shorter	shortest

<p>Does Not Compare</p> <p>slow</p> <p>short</p>	<p>Compares Three or More</p> <p>fastest</p> <p>shortest</p> <p>slowest</p>
<p>Compares Two</p> <p>faster</p> <p>shorter</p> <p>slower</p>	<p>My Words to Know</p> <p>away pretty</p> <p>away</p> <p>pretty</p>

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LESSON 2

Teach Spell Words That Compare


FLEXIBLE OPTION
LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION
LESSON 3

Review and More Practice Spell Words That Compare

FLEXIBLE OPTION
LESSON 4

 **Spiral Review:**
 Spell *r*-Controlled Vowels *er, ir, ur*

LESSON 5

Assess Understanding



Language & Conventions

Verbs

FLEXIBLE OPTION

LESSON 2

Oral Language: Verbs

FOCUS Tell students that verbs are action words that can tell about action that will happen later, in the future. In future verb tense, the word *will* comes before the action word.

MODEL AND PRACTICE Model editing for future verb tense by writing the following sentence on the board and reading it aloud: *I go to the park tomorrow.* Say: *I see the word **tomorrow**, so I know that the verb should tell about something that will happen later. I also know that **will** must come before a verb that tells about something that will happen later. The word **go** shows action, so **go** is the verb. The sentence should be *I will go to the park tomorrow.* Add the word *will* to the sentence on the board.*

APPLY Ask student pairs to come up with their own oral sentences that use the future verb tense.

OBJECTIVE

Edit drafts using standard English conventions, including past and present verb tense.

FLEXIBLE OPTION
LESSON 2

Oral Language:
Verbs

FLEXIBLE OPTION
LESSON 1

Spiral Review:
Past Tense Verbs

LESSON 3

Teach Future
Verb Tense

LESSON 4

Practice Future
Verb Tense

FLEXIBLE OPTION
LESSON 5

Standards Practice

FAST TRACK

Apply What Happens Next

OBJECTIVES

Develop drafts in oral, pictorial, or written form by organizing with structure.

Revise drafts by adding details in pictures or words.

Write narratives that recount two or more appropriately sequenced events, include details regarding what happened, use temporal words to signal event order, and provide closure.

STUDENT INTERACTIVE, p. 144

The screenshot shows a page titled 'PERSONAL NARRATIVE' with a 'Read Together' icon. The main heading is 'What Happens Next'. Below it, text explains that authors use words like 'next', 'later', and 'then' to tell what happens next. A 'MY TURN' section asks students to read a sentence and write about what happens next. The example sentence is 'I got home from school.' followed by several lines of writing space. A second 'MY TURN' section asks students to revise their narrative by adding details to the words. The page number '144' is in the bottom left corner.

Minilesson

Mentor STACK 

TEACHING POINT A personal narrative holds a reader's attention by connecting events with interesting details.

- Authors describe the events of a story in the order in which they happen.
- Authors include interesting details to connect the events so that they build toward a conclusion.
- Authors use words such as *next*, *later*, and *then* to tell what happens next.

MODEL AND PRACTICE Display texts from the stack that students are familiar with. Briefly discuss how the authors write about what happens first and what happens next. Ask: *Why do the authors write about what happens in order?*

Ask students to tell about their day at school so far. Encourage them to try using words and phrases to signal the order of what happens. Write a couple of sentences on the board, such as: *The first thing I did this morning was hang up my coat and backpack. After that, I grabbed my new book for reading time.* Underline *The first thing*, *this morning*, and *After that*. Ask students to try new words and phrases in place of the underlined words and phrases. Discuss which is clearer or which sounds better. Ask: *What other details can we add to these sentences to make what happens first and what happens next more lively and interesting?* Work with students to revise the sentences by adding details.

Have students complete the activity on p. 144 of the *Student Interactive*.

Possible Teaching Point

Language & Conventions | Verbs

Explain that a verb can name an action that will happen in the future. Provide examples of future tense in a personal narrative, such as in dialogue.

Remind students to

- use future tense verbs to tell about actions that will happen later
- use the word *will* before the action word to show future tense

As you review students' drafts, check that they are using the correct verb tense to express when the action is happening.

Independent Writing

FOCUS ON WHAT HAPPENS NEXT

- Have students use independent writing time to identify places in their personal narratives to revise and add details about what happens next.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model using words that will help readers understand the transition to what happens next.
- **Shared** Have partners work together to find places in their personal narratives where they can add words or phrases to better explain what happens next.
- **Guided** Provide explicit instruction on structure, sequence of events, and signal words.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T370.

Share Back

Call on a few students to share how they used or added signal words to help readers understand the order that events happen in their personal narratives.

Spelling Spell Words That Compare

OBJECTIVE

Spell words using sound-spelling patterns.

SPELLING WORDS

faster	slowest
fastest	short
slow	shorter
slower	shortest

HIGH-FREQUENCY WORDS

away
 pretty

FLEXIBLE OPTION

LESSON 3

Review and More Practice

FOCUS Remind students that words comparing two things usually end in *-er*, and words comparing three or more things usually end in *-est*.

MODEL AND PRACTICE Have students spell the following words: *shorter*, *shortest*. Which word compares two things? (*shorter*) How do you know? (*-er* ending) Which word compares three or more things? (*shortest*) How do you know? (*-est* ending)

APPLY Have students complete *Spelling* p. 235 from the *Resource Download Center*.

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words That Compare

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach Spell Words That Compare

FLEXIBLE OPTION

LESSON 4

Spiral Review: Spell *r*-Controlled Vowels *er*, *ir*, *ur*

LESSON 5

Assess Understanding



Language & Conventions

Verbs

LESSON 3

Teach Future Verb Tense

FOCUS Remind students that a verb can tell about an action that will happen later. This is called future tense. The word *will* comes before these verbs.

MODEL AND PRACTICE Display the word *talk* on the board. Then write this sentence: *I ____ about it tomorrow.* Say: *The word tomorrow tells me that something will happen later. Now I know that the sentence needs a future tense verb. I can make talk a future tense verb by writing the word will before it.* Show students the completed sentence. (*I will talk about it tomorrow.*)

OBJECTIVE

Edit drafts using standard English conventions, including past and present verb tense.

ELL Targeted Support

Edit Writing Discuss tense, explaining that verbs can show action in the past, present, or future. Explain that in some languages, a single word serves as a verb to tell what will happen in the future, but in English, the verb *will* must be placed before the verb.

Ask simple yes/no questions and have students write “yes” or “no” to respond. Say: *Listen to this sentence: I walk today. Does this sentence show action happening in the present time, or now?* (yes) *Listen to this sentence: I will walk tomorrow. Does this sentence show action that will happen*

later? (yes) Have students write the following sentence as you dictate it: *I will go soon.* **EMERGING**

Have student groups write two sentences of different lengths—one with *walk* in the present tense and one with *walk* in the future tense. Prompt groups to share their sentences with the class. **DEVELOPING/EXPANDING**

Challenge students to write three sentences in a variety of lengths using past, present, and future tense. Then ask volunteers to write their sentences on the board and read them aloud to the class. **BRIDGING**

LESSON 3

Teach Future Verb Tense

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Past Tense Verbs

FLEXIBLE OPTION

LESSON 2

Oral Language:
Verbs

LESSON 4

Practice Future Verb Tense

FLEXIBLE OPTION

LESSON 5

Standards Practice

Explore What Happens Last

OBJECTIVES

Develop drafts in oral, pictorial, or written form by organizing with structure.

Write narratives that recount two or more appropriately sequenced events, include details regarding what happened, use temporal words to signal event order, and provide closure.

Minilesson

Mentor STACK 

TEACHING POINT A good story has a clear beginning, middle, and end. A personal narrative tells a story about an event in a person's life and describes what led up to it and what happens at the end.

- A personal narrative includes details that help the reader understand how the story unfolds.
- The events in the story follow a logical order or sequence.
- Authors use words and phrases such as *finally*, *last*, and *in the end* to tell what happens last.

MODEL AND PRACTICE Reread or continue reading a personal narrative from the stack. Guide students to identify the details the author uses to tell about what happens first, what happens next, and what happens last. Use questions similar to the following to prompt discussion:

- What happens first? What happens next? How does the author write about those parts of the story?
- What happens last? How do you know?
- What details does the author use to make what happens last come alive?

Display a three-column chart with the headings *First*, *Next*, and *Last*. As you discuss the story with students, add words and phrases the author uses to signal what happens last to the chart. Tell students they can use the words and phrases in their own writing.

Possible Teaching Point

Spelling | Words That Compare

If students have difficulty spelling words that compare, remind them that

- words that compare two things end with *-er*
- words that compare three or more things end with *-est*

Ask students to look for comparisons in their personal narrative drafts. Have them check that they spelled comparison words correctly according to how many things are being compared.

Independent Writing

Mentor **STACK**

FOCUS ON WHAT HAPPENS LAST

- During independent writing time, students should write about what happens last in their personal narratives.

WRITING SUPPORT

- **Modeled** Choose a stack text and do a Think Aloud to model identifying what happens last.
- **Shared** Have partners choose a stack text and look for details that describe what happens last.
- **Guided** Use the stack texts to provide explicit instruction on writing about what happens last in a personal narrative.

 **Intervention** Refer to the *Small Group Guide* for support.

- Have students add more details to what happens first, next, and last.

See the **Conference Prompts** on p. T370.

Share Back

Ask two to three students to share what happens last in their personal narratives.

Spelling Spiral Review

OBJECTIVE

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

SPELLING WORDS

faster	slowest
fastest	short
slow	shorter
slower	shortest

HIGH-FREQUENCY WORDS

away
pretty

Writing Workshop

As students proofread their Writing Workshop personal narratives, remind them to check the spellings of words that have comparative endings *-er* and *-est*, as well as words with the sound /*er*/ spelled *er*, *ir*, and *ur*.

FLEXIBLE OPTION

LESSON 4



Spiral Review: Spell Words with r-Controlled Vowels *er, ir, ur*

FOCUS Have students recall the spelling lesson from the previous week: *r*-controlled vowels *er, ir, ur*. Remind students that these letters spell the sound /*er*/.

MODEL AND PRACTICE Read these words: *her, girl, turn*. Ask students to help you spell the words on the board. Then circle *er* in *her*, pointing out that these letters spell the sound /*er*/ . Have volunteers come forward to circle the letters in *girl* (*ir*) and *turn* (*ur*) that spell the sound /*er*/.

APPLY Have students write the following words: *term, bird, hurt*.

FLEXIBLE OPTION

LESSON 4



Spiral Review:
Spell *r*-Controlled
Vowels *er, ir, ur*

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior
Knowledge

LESSON 2

Teach Spell Words
That Compare

FLEXIBLE OPTION

LESSON 3

Review and More
Practice Spell Words
That Compare

LESSON 5

✓ Assess
Understanding



Language & Conventions

Verbs

LESSON 4

Practice Future Verb Tense

APPLY MyTURN Have students complete the activity on p. 142 in the *Student Interactive*.

LANGUAGE AND CONVENTIONS **Read Together**

Verbs

A **verb** is a word that shows action. **Future verb tense** tells about something that will happen later. The word **will** comes before the verb.

I **will read** about the history of planes.
I **will go** to a history museum.

MYTURN Underline the verbs. Then edit the verbs to be in the future verb tense.

- I walk to the train tomorrow.
will walk
- I ride the train home later.
will ride
- Sam and Dad tell me about the trip.
will tell

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OBJECTIVE

Edit drafts using standard English conventions, including past and present verb tense.

Writing Workshop

Tell students that, as they begin writing drafts during Writing Workshop, they should pay attention to verb tense. They must include *will* as part of the verb to show any action that will happen in the future.

LESSON 4

Practice Future Verb Tense

FLEXIBLE OPTION

LESSON 5

Standards Practice

FLEXIBLE OPTION

LESSON 1

Spiral Review:
Past Tense Verbs

FLEXIBLE OPTION

LESSON 2

Oral Language:
Verbs

LESSON 3

Teach Future Verb Tense

FAST TRACK

Apply What Happens Last

OBJECTIVES

Develop drafts in oral, pictorial, or written form by organizing with structure.

Write narratives that recount two or more appropriately sequenced events, include details regarding what happened, use temporal words to signal event order, and provide closure.

STUDENT INTERACTIVE, p. 145

What Happens Last

What happens last in a personal narrative provides a sense of closure. Authors use words that show the event is the last to happen.

First, Greg and I rode our bikes to school. Then we had to ride on the grass. **In the end**, I fell off my bike! But I was fine.

MY TURN Write about what happens last.

What a day! First, I woke up late. Then I couldn't find my backpack. When I got to school,

MY TURN Develop your personal narrative draft by writing about what happens last.

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Minilesson

Mentor **STACK**



TEACHING POINT A personal narrative is a story about one event from the author's life. The story is told in chronological order, or time order.

- The personal narrative tells what happens first, next, and last.
- Authors write details that help make the story come alive.
- Authors use words and phrases such as *finally*, *last*, and *in the end* to tell what happens last.

MODEL AND PRACTICE Have students take a picture walk through texts from the stack to discuss how authors write about what happens first, what happens next, and what happens last in personal narratives. Discuss how the authors organized the texts using time order structure.

Model how to tell a brief story about something that happened, such as taking a train to visit a family member. Say: **Last summer, my grandmother called me. She wanted me to visit her. She lives in another state, so I had to figure out how I was going to get there. I looked online and found out that I could take a train! How much fun! I could read books and write my stories on the way there. When I finally arrived, I was so excited to see my grandmother and tell her all about my train ride.**

Have students identify what happens last. Ask: **What details can I include to make my writing better?**

Have students use p. 145 in the *Student Interactive* to practice writing about what happens last.

WRITING CLUB

Place students into Writing Club groups. See p. T389 for details on how to run Writing Club. See the **Conference Prompts** on p. T370.

Share Back

Call on a few students to share what happens last in their personal narratives.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share personal narratives they have been writing.

Students should spend the first 5-10 minutes in their groups discussing the following:

- How they should stay on topic during Writing Club
- How to determine if an experience they want to describe is relevant to the purpose of Writing Club
- What their needs and feelings are before sharing drafts

What Are We Sharing? Tell students they should share their drafts, focusing on what happens first, what happens next, and what happens last. Their Writing Club can help them decide if the details they used are interesting and clear and helpful for readers to fully understand what happens first, what happens next, and what happens last.



How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- How did you decide on what to tell first, next, and last?
- I really like how you _____.
- Is there a better word you could add to describe _____?



Spelling Spell Words That Compare

OBJECTIVES

Spell words using sound-spelling patterns.

Spell high-frequency words.

SPELLING WORDS

faster	slowest
fastest	short
slow	shorter
slower	shortest

HIGH-FREQUENCY WORDS

away
pretty

LESSON 5

✓ Assess Understanding

Read aloud the words and sentences. Have students spell the words with comparative endings *-er* and *-est*, as well as the two high-frequency words. Then reread each sentence. Repeat each word, and allow time for students to spell it.

Spelling Sentences

1. They came from far **away**.
2. My first bike was **faster** than my sister's bike.
3. My new bike is the **fastest** in my whole family.
4. Those flowers are **pretty**.
5. That line is **short**.
6. Their line is **shorter**.
7. Our line is the **shortest**.
8. This old car is **slow**.
9. The truck is **slower**.
10. That bus is the **slowest** of all.

FLEXIBLE OPTION
LESSON 1

✓ Assess Prior Knowledge


LESSON 2

Teach Spell Words That Compare

FLEXIBLE OPTION
LESSON 3

Review and More Practice Spell Words That Compare

FLEXIBLE OPTION
LESSON 4

 Spiral Review: Spell *r*-Controlled Vowels *er*, *ir*, *ur*

LESSON 5

✓ Assess Understanding



Language & Conventions

Verbs

FLEXIBLE OPTION

LESSON 5

Standards Practice

Ask students to answer the following question to the best of their ability.

Which sentence uses the correct verb tense?

- A I walk to school last week.
- B I will walk to school yesterday.
- C I walked to school tomorrow.
- D** I will walk to school next week.

APPLY Have students complete *Language & Conventions* p. 241 from the *Resource Download Center*.

Name _____

Language and Conventions

Verbs
Future tense verbs tell about something that will happen later. The word **will** comes before the verb.

MY TURN Circle the future tense verbs.

will come returned will take will see
promised changed will visit lived

MY TURN Rewrite these past tense verbs in the future tense.

1. returned will return
2. promised will promise
3. changed will change
4. lived will live

Grade 1, Unit 4, Week 3
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OBJECTIVE

Edit drafts using standard English conventions, including past and present verb tense.

FLEXIBLE OPTION

LESSON 5

Standards Practice

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Past Tense Verbs

FLEXIBLE OPTION

LESSON 2

Oral Language:
Verbs

LESSON 3

Teach Future
Verb Tense

LESSON 4

Practice Future
Verb Tense

Weekly Overview

Students will:

- learn capitalization rules and edit their drafts.
- learn to edit for end punctuation marks.
- check and correct verb tense.

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
▶ 4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	LESSON 2	FAST TRACK LESSON 3
MINILESSON 5–10 min.	Capitalization T396	Explore Punctuation Marks T400	Apply Punctuation Marks T404
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T397	Independent Writing and Conferences T401	Independent Writing and Conferences T405
SHARE BACK FOCUS 5–10 min.	Explain Capitalization T397	Sentences Edited for End Punctuation Marks T401	Editing End Punctuation Marks T405
READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T398 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Future Tense Verbs T399 	<ul style="list-style-type: none"> • Spelling Teach Spell Words with Diphthongs <i>ow, ou</i> T402 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Verbs T403 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Review and More Practice T406 • Language & Conventions Teach Verbs T407

Mentor **STACK**

The following criteria may be helpful in selecting texts from the stack to teach students how to edit their personal narratives.

- Choose texts that use a variety of verb tenses.
- Use texts that incorporate declarative, interrogative, and exclamatory sentences.
- Use texts that have a variety of capitalized words.

FAST TRACK**LESSON 4****LESSON 5**

Explore Verbs T408	Apply Verbs T412
Independent Writing and Conferences T409	Writing Club and Conferences T412–T413
Identify Verb Tense T409	Edit for Verb Tense T412
<p>FLEXIBLE OPTION </p> <ul style="list-style-type: none"> • Spelling Spiral Review T410 • Language & Conventions Practice Verbs T411 	<ul style="list-style-type: none"> • Spelling Assess Understanding T414 • Language & Conventions Standards Practice T415 <p>FLEXIBLE OPTION </p>

ADDITIONAL RESOURCES**MINILESSON**

5–10 min.

Different Ways to Begin Sentences

Use Different Kinds of Sentences

INDEPENDENT WRITING AND CONFERENCES

30–40 min.

Independent Writing and Conferences

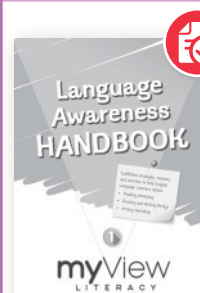
Independent Writing and Conferences

SHARE BACK FOCUS

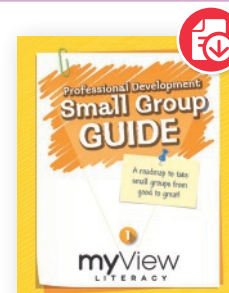
5–10 min.

Sentence Beginnings

Share Sentences



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 grammatical rules regarding capitalization, punctuation, and verb tenses. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT

Conference Prompts

Capitalization

If students need additional support,


 **Then** review a personal narrative from the stack together and have students identify capitalized words. Review why each is capitalized.

If students show understanding,

Then say: A complete sentence begins with a capital letter. What else does a complete sentence have?

Punctuation Marks

If students need additional support,


 **Then** use a sentence from the student's book. Model how you could change it to a declarative, interrogative, and exclamatory sentence.

If students show understanding,

Then ask: Is there a place in your writing where you would change the punctuation?

Verbs

If students need additional support,

 **Then** model changing a verb from the student's book to past, present, and future tense. Discuss the difference.

If students show understanding,

Then ask: Is there a better verb you could use instead?

Conference Support for ELL

EMERGING

- Ask yes/no questions to identify verb tense.
- Have students practice using verbs to talk about what is happening now and what happened yesterday.

DEVELOPING

- Have students identify verbs in their personal narratives.
- Use modeled writing to help students write verbs correctly.

EXPANDING

- Use verbs when discussing real-life experiences in the past and in the present.
- Use guided writing to develop understanding of verb tense.

BRIDGING

- Use verbs when discussing real-life experiences in the past and in the present.
- Invite students to read and think aloud about verbs in the stack books.
- Use guided writing to develop understanding of verb tense.



Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **print features** and **verbs**.



ELL Minilesson Support

Week 4: Writer's Craft

During the Writer's Craft week, your ELLs will benefit from additional support with understanding grammatical rules. These targeted supports were chosen to help students better understand the editing step in the writing process.

Use this note for the minilesson on p. T404.

ELL Targeted Support

APPLY PUNCTUATION MARKS

Understanding different sentence types and their end punctuation marks can help students write using a variety of sentence patterns. Display a period, exclamation point, and question mark and describe the purpose of each.

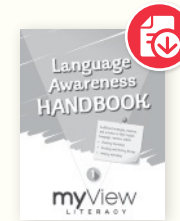
Work individually with students. Write simple sentences and ask students to point to the end punctuation marks. Help them write using different sentence patterns. **EMERGING**

Write simple sentences and ask students to choose the end punctuation mark that completes each sentence. Then have them write their own sentence for each punctuation mark. **DEVELOPING**

Provide sentence starters for different sentence patterns and ask students to write the sentence, including the end punctuation mark.

EXPANDING

Have students write an example of a declarative, an interrogative, and an exclamatory sentence using the appropriate end punctuation mark. **BRIDGING**



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T412.

ELL Targeted Support

APPLY VERBS

Help students understand how to edit writing for appropriate verb tenses.

Write a simple sentence that includes a present tense verb on the board. Have students identify the verb and its tense. Then help them to edit the sentence to change the tense of the verb.

EMERGING

Write simple sentences with verbs in the incorrect tense. Read aloud the sentences and discuss with students how to edit the verbs.

DEVELOPING

Have students work in pairs to review their drafts and select a sentence to edit. Have them work together to identify the verb and then edit the sentence to change the tense of the verb.

EXPANDING

Have students work with partners to edit their own writing for appropriate verb tenses.

BRIDGING

FAST TRACK

Capitalization

OBJECTIVE

Edit drafts using standard English conventions, including capitalization for the beginning of sentences and the pronoun “I.”

STUDENT INTERACTIVE, p. 183

PERSONAL NARRATIVE **Read Together** WRITING WORKSHOP

I can write a personal narrative. **My Learning Goal**

Edit for Capitalization
Authors always capitalize the beginning of sentences, the pronoun *I*, the days, the months, and the names of people.

The flag will go up on Sunday.
I will help Sam in September.

MY TURN Edit for capital letters.
Write the correct word.

1. Jim and i read a new book. I
2. the book is about flags. The
3. We need it on friday. Friday

MY TURN Edit your personal narrative for capital letters.

183

Minilesson

Mentor STACK



TEACHING POINT Authors understand and apply the rules for when to capitalize words. Authors always capitalize:

- the first word of every sentence.
- the pronoun *I*.
- the names of days of the week and months of the year.
- the names of people.
- the names of special places.

MODEL AND PRACTICE Display a stack book and open it to a page of text that includes a variety of capitalized words, including the pronoun *I*. Use the following questions to discuss the words the author capitalizes:

- What do you notice about the first letter of every sentence?
- Do you see other capital letters? What kind of word is this?
- What do you notice about the word *I*?

Direct students to p. 183 in the *Student Interactive* and say: **Today I will show you how to edit your drafts for capitalization.** Write the two sample sentences on the board without any capital letters. As you explain the rules of capitalization, cross out the lowercase letters and replace them with the correct capital letters. Say: **Authors capitalize the first word in each sentence. I will capitalize the words *the* and *I*. Authors also capitalize the names of days and months. I will capitalize *Sunday* and *September*. Authors also capitalize the pronoun *I*. We already capitalized that word because it was the first in the sentence. Finally, authors capitalize the names of people, so I will capitalize *Sam*.** Have students edit for capitalization by completing the rest of the page.

Independent Writing

Mentor STACK



FOCUS ON CAPITALIZATION

- Today, students should continue writing their drafts and edit for capital letters in their own writing.

WRITING SUPPORT

- **Modeled** Choose a stack text and do a Think Aloud to model identifying capitalized words.
- **Shared** Have partners work together to edit for capitalization in each other's writing.
- **Guided** Use the stack texts to provide explicit instruction on capitalization.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T394.

Share Back

Call on a few students to share a sentence or two from their book and explain why they capitalized some of the words.

Spelling Spell Words with Diphthongs *ow, ou*

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

SPELLING WORDS

cow	how
chow	out
loud	owl
sound	ground

HIGH-FREQUENCY WORDS

again
 soon

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Read the following words and sentences aloud. Ask students to spell each word with the diphthong *ow* or *ou* and the two high-frequency words.

Spelling Sentences

1. The toy fell **out** of the box.
2. **How** are you?
3. We should go **soon**.
4. The **ground** is wet.
5. The farmer has a **cow**.
6. I lost my watch **again**.
7. My dog eats puppy **chow**.
8. Did you hear a **sound**?
9. The **owl** hid in the tree.
10. Don't be **loud** in the hall.

ELL Targeted Support

Spelling Patterns Write the spelling words on the board. Read them aloud.

Segment each sound and emphasize the /ou/ sound as you say each word. Have students write the words and say them.

EMERGING

Have students sort and write the spelling words by their diphthong. **DEVELOPING**

Have students write sentences using diphthongs *ow, ou*. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with Diphthongs *ow, ou*


FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Diphthongs *ow, ou*

FLEXIBLE OPTION

LESSON 4

 Spiral Review: Spell Words That Compare

LESSON 5

✓ Assess Understanding



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Future Tense Verbs

FOCUS Use pp. T379, T383, T387, and T391 for instruction on future verb tense. The future verb tense tells about something that will happen later. The word *will* comes before the verb.

MODEL AND PRACTICE Write the following sentences on the board: *We go to the mall. We will go to the mall.* Ask: **Which sentence tells about something that will happen later?** (*We will go to the mall.*)

Write a third sentence on the board: *They run to the hill.* Guide students to edit the sentence so the verb is in future verb tense. (*They will run to the hill.*)

APPLY Have pairs write their own sentences with future tense verbs. Ask them to underline each verb, including the word *will*.

OBJECTIVE

Edit drafts using standard English conventions, including past and present verb tense.

ELL Targeted Support

Edit Writing Discuss tense, explaining that verbs can show action in the past, present, or future. Explain that in some languages, a single word serves as a verb to tell what will happen in the future, but in English, the verb *will* must be placed before the verb.

Ask simple yes/no questions and have students write “yes” or “no” to respond. Say: **Listen to this sentence: *I walk today.* Does this sentence show action happening in the present time, or now?** (yes) **Listen to this sentence: *I will walk tomorrow.* Does this sentence show action that will happen later?** (yes) Have students write the following sentence as you dictate it: *I will go soon.* **EMERGING**

Have student groups write two sentences of different lengths—one with *walk* in the present tense and one with *walk* in the future tense. Prompt groups to share their sentences with the class. **DEVELOPING/EXPANDING**

Challenge students to write three sentences in a variety of lengths using past, present, and future tense. Then ask volunteers to write their sentences on the board and read them aloud to the class. **BRIDGING**

FLEXIBLE OPTION

LESSON 1



Spiral Review: Future Tense Verbs

FLEXIBLE OPTION

LESSON 2

Oral Language: Verbs

LESSON 3

Teach Verbs

LESSON 4

Practice Verbs

FLEXIBLE OPTION

LESSON 5

Standards Practice

Explore Punctuation Marks

OBJECTIVE

Edit drafts using standard English conventions, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences.

Minilesson

Mentor STACK



TEACHING POINT Authors understand which punctuation mark to use at the ends of different types of sentences.

- Declarative sentences end with a period.
- Interrogative sentences end with a question mark.
- Exclamatory sentences end with an exclamation mark.

MODEL AND PRACTICE Explain that punctuation is important in reading and writing. Say: **Punctuation marks tell us when a sentence ends. They also tell us what type of sentence we are reading.** Explain the types of sentences (declarative, interrogative, exclamatory).

Display a stack book and open it to a page of text. Use the following questions to discuss the punctuation marks at the ends of the sentences.

- What kind of punctuation mark is at the end of the first sentence?
- If you know the punctuation mark is a ____, what kind of sentence is it?
- Does this sentence ask a question?
- Why does this sentence end with an exclamation point?
- How would this sentence change if the punctuation mark were a (period/question mark/exclamation mark)?

Possible Teaching Point

Writing Process

Revising and Editing | Punctuation Marks

Explain to students that when they revise and edit they should check for correct punctuation marks at the ends of sentences.

As students revise their personal narrative drafts, have them check that they have used

- a period at the end of sentences that tell (declarative)
- a question mark at the end of sentences that ask questions (interrogative)
- an exclamation mark at the end of sentences that show excitement (exclamatory)

Independent Writing

Mentor STACK



FOCUS ON PUNCTUATION MARKS

- During independent writing time, students should continue working on their drafts and edit for punctuation marks.

WRITING SUPPORT

- **Modeled** Choose a stack text and do a Think Aloud to model editing for punctuation marks.
- **Shared** Have partners choose a stack text. Prompt them to identify punctuation marks and sentence types.
- **Guided** Have students choose a stack text to identify punctuation marks and sentence types.

 **Intervention** Refer to the *Small Group Guide* for support.

- If students have a strong understanding of punctuation marks, have them try to include all three sentence types in their drafts.

See the **Conference Prompts** on p. T394.

Share Back

Ask two or three students to share a sentence from their book that they edited for punctuation marks.

Spelling Spell Words with Diphthongs *ow, ou*

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

Alphabetize a series of words to the first or second letter and use a dictionary to find words.

SPELLING WORDS

cow	how
chow	out
loud	owl
sound	ground

HIGH-FREQUENCY WORDS

again
 soon

LESSON 2

Teach

FOCUS Tell students that the sound /ou/ can be spelled *ow* and *ou*. Then explain that we put words in alphabetical order by looking at the first or second letters of each word.

MODEL AND PRACTICE Display and read the words *crowd* and *cloud*. Point to the diphthongs *ou* and *ow* that spell the sound /ou/. Then model alphabetizing the words.

APPLY My TURN Have students complete the activity on p. 181 in the *Student Interactive*.

SPELLING **READING-WRITING BRIDGE**

Spell Words with Diphthongs *ow, ou*

The *ou* sound is spelled *ow* in *town* and *ou* in *cloud*. When you alphabetize, you put a series, or list, of words in order of the alphabet.

MY TURN Alphabetize the words in each list to the second letter.

1. <u>chow</u>	6. <u>out</u>	Spelling Words cow how chow out loud sound owl ground	
2. <u>cow</u>	7. <u>owl</u>		
3. <u>ground</u>	8. <u>sound</u>		
4. <u>how</u>			
5. <u>loud</u>			
	1. <u>again</u>		My Words to Know soon again
	2. <u>soon</u>		

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LESSON 2

Teach Spell Words with Diphthongs *ow, ou*

FLEXIBLE OPTION
LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION
LESSON 3

Review and More Practice Spell Words with Diphthongs *ow, ou*

FLEXIBLE OPTION
LESSON 4

Spiral Review: Spell Words That Compare

LESSON 5

Assess Understanding



Language & Conventions

Verbs

FLEXIBLE OPTION

LESSON 2

Oral Language: Verbs

FOCUS Tell students that the words *am*, *are*, *is*, *was*, and *were* are verbs that do not show action. They show the state of something. *Am*, *are*, and *is* are in the present verb tense, while *was* and *were* are in the past verb tense.

MODEL AND PRACTICE Read aloud this example sentence: *They were here now*. Ask: *Which word is the verb?* (*were*) Then explain why this sentence is incorrect.

Say: *The word now tells about the present. The verb should tell about the present, too. But the verb were tells about the past.*

Guide students to determine which verb should replace *were*. (*are*)

APPLY Place students into pairs. Ask students to create their own oral sentences that include *am*, *are*, *is*, *was*, or *were*. Have pairs share their sentences with the class.

OBJECTIVE

Edit drafts using standard English conventions, including past and present verb tense.

FLEXIBLE OPTION

LESSON 2

Oral Language: Verbs

FLEXIBLE OPTION

LESSON 1

Spiral Review:
Future Tense Verbs

LESSON 3

Teach Verbs

LESSON 4

Practice Verbs

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Apply Punctuation Marks

OBJECTIVE

Edit drafts using standard English conventions, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences.

STUDENT INTERACTIVE, p. 184

Read Together

PERSONAL NARRATIVE

Edit Punctuation Marks

Sentence Type	Punctuation Mark	Example
declarative sentence	period	I can come to the park.
interrogative sentence	question mark	Where are you?
exclamatory sentence	exclamation mark	Watch out!

MY TURN Edit the punctuation marks.

The best part of our trip was the parade _____.

It was so much fun to watch _____ or _____!

The spinning flag was amazing _____!

Do you want to know more _____?

MY TURN Edit the punctuation marks in your personal narrative.

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Minilesson

Mentor **STACK**



TEACHING POINT Authors understand which punctuation mark to use at the ends of different types of sentences. When they finish writing a personal narrative, they edit their draft for the correct use of punctuation marks.

MODEL AND PRACTICE Find examples of each type of sentence in the stack books. As you display each sentence, ask:

- What kind of punctuation mark is at the end of the sentence?
- What kind of sentence is this?

Direct students to p. 184 in the *Student Interactive* and say: **Today I will teach you how to edit your drafts for punctuation marks.** Write the sample sentence on the board. Say: **Authors use different kinds of punctuation marks in their writing. When they write a telling sentence, or a declarative sentence, they use a period. When they write an asking sentence, or an interrogative sentence, they use a question mark. When they write a sentence that shows excitement, or an exclamatory sentence, they use an exclamation mark. Let's read this sentence together. *The best part of our trip was the parade.* Is the author asking a question? No. Is the author saying something exciting? No. Is the author telling something? Yes. This is a declarative sentence. It ends with a period.** Model adding a period to the end of the sentence. Then have students complete the rest of p. 184.

Possible Teaching Point

Spelling | Words with Diphthongs *ow*, *ou*

The diphthongs *ow* and *ou* both spell the sound /ou/. Ask students to read their personal narratives quietly to themselves and listen for words with the sound /ou/.

Tell them to

- pause when they hear the sound
- circle the letters that represent the /ou/ sound
- check that the word is spelled correctly

Independent Writing

FOCUS ON PUNCTUATION MARKS During independent writing time, students should continue writing their drafts and edit for punctuation marks.

- For students who need additional support, have them refer to the chart on p. 184 in the *Student Interactive* for examples of each kind of mark.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model using punctuation marks correctly.
- **Shared** Help students use correct punctuation in their personal narratives.
- **Guided** Provide explicit instruction on punctuation and sentence types.

 **Intervention** Refer to the *Small Group Guide* for support.

- If students show a strong understanding, have them edit the types of sentences in their writing for variety.

See the **Conference Prompts** on p. T394.

Share Back

Call on a few students to share punctuation errors they identified in their personal narratives and tell how they corrected them.

Spelling Spell Words with Diphthongs *ow, ou*

OBJECTIVE

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

SPELLING WORDS

cow	how
chow	out
loud	owl
sound	ground

HIGH-FREQUENCY WORDS

again
 soon

FLEXIBLE OPTION

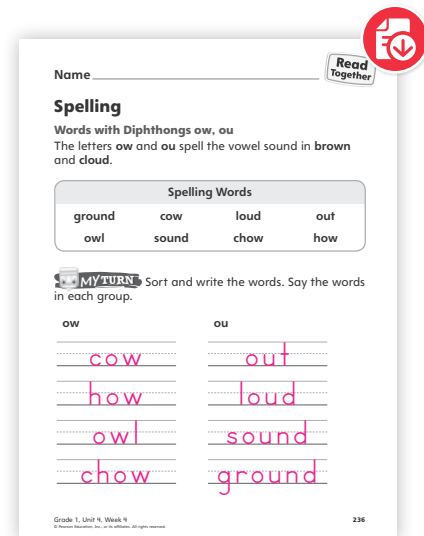
LESSON 3

Review and More Practice

FOCUS Review with students how to spell words with the /ou/ sound spelled *ow, ou*.

MODEL AND PRACTICE Prompt students to spell this list of words with the diphthongs *ow, ou*: *loud, chow, owl, sound*. Then ask, *Which words have the /ou/ sound spelled ow? Which have the /ou/ sound spelled ou?* (*ow*: *chow, owl*; *ou*: *loud, sound*)

APPLY Have students complete *Spelling* p. 236 from the *Resource Download Center*.



FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Diphthongs *ow, ou*

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach Spell Words with Diphthongs *ow, ou*

FLEXIBLE OPTION

LESSON 4

Spiral Review: Spell Words That Compare

LESSON 5

Assess Understanding



Language & Conventions

Verbs

LESSON 3

Teach Verbs

FOCUS Review the verbs *am*, *are*, *is*, *was*, and *were* with students. Remind them that these verbs do not show action but instead tell the state of being. *Am*, *are*, and *is* are present tense verbs, and *was* and *were* are past tense verbs.

MODEL AND PRACTICE Display these two incomplete sentences on the board: *I ___ on the bus now. She ___ on the bus last week.* Write the verbs *am*, *are*, *is*, *was*, and *were* on the board as well. Ask: **Which word goes in the first sentence?** Guide students to identify the correct verb to add to the first sentence. (*am*) Repeat the practice activity by asking students to find the correct verb to add to the second sentence. (*was*) Display additional sentences that students can edit for the verbs *am*, *are*, *is*, *was*, or *were*. Ask students to explain how they know to edit the verb.

OBJECTIVE

Edit drafts using standard English conventions, including past and present verb tense.

ELL Targeted Support

Edit Writing Review past and present verb tenses with students. Explain the difference between regular past tense (-ed verbs) and irregular past tense forms. Then have students practice editing for appropriate verb tenses in their writing.

Write on the board: *I help you. I helped you yesterday.* Read each sentence to the class. Then write the sentences: *I am sick. I ___ sick yesterday too.* Tell students the past tense of *am* is not *amed* but *was*. Complete and read the sentence frame

and have students repeat it after you. Then help students edit their writing for appropriate verb tenses, including past tense verb forms. **EMERGING/DEVELOPING**

Write the following sentences on the board: *I am late. We are hungry. I am lost.* Direct students to rewrite these sentences using correct past tense verb form. Direct students to edit their own writing and encourage them to review the verb forms and tenses they used. **EXPANDING/BRIDGING**

LESSON 3

Teach Verbs

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Future Tense
Verbs

FLEXIBLE OPTION

LESSON 2

Oral Language:
Verbs

LESSON 4

Practice Verbs

FLEXIBLE OPTION

LESSON 5

Standards Practice

Explore Verbs

OBJECTIVE

Edit drafts using standard English conventions, including past and present verb tense.

Minilesson

Mentor STACK



TEACHING POINT Verbs name actions. The tense of a verb tells when the action happens.

- Present tense verbs tell what is happening now. Adding *-s* to a verb tells what one person, animal, or thing is doing now. Do not add *-s* to tell what two or more people, animals, or things are doing now.
- Past tense verbs tell something that happened before. Many past tense verbs end in *-ed*.
- Future tense verbs tell something that will happen later. The word *will* comes before the verb.

MODEL AND PRACTICE Find examples of past, present, and future tense verbs in texts from the stack. Read aloud the sentences with the verb and ask students to identify the verb. Ask: **What action does the verb tell about? Is the action happening now, in the past, or in the future?**

Have students find examples of past, present, and future tense verbs in the stack texts. Discuss the structure of the verbs, such as ending in *-s* or *-ed*, and what that means about the tense. Add the words students find to a three-column chart labeled *Present, Past, Future*.

Possible Teaching Point

Language & Conventions | Verbs

Explain that some verbs do not name actions. The words *am, are, is, was, and were* are verbs that tell a state of being. Remind students that

- *am, are, and is* are present tense verbs
- *was and were* are past tense verbs

As students revise, have them trade drafts with a partner to check that they are using state of being verbs correctly in the present and past tense.

Independent Writing

Mentor STACK



FOCUS ON VERB TENSE

- During independent writing time, students should continue writing their drafts, paying attention to verb tense.

WRITING SUPPORT

- **Modeled** Choose a stack text and do a Think Aloud to model identifying verb tenses.
- **Shared** Have partners choose a stack text. Prompt them to identify verbs and their tenses in the selection.
- **Guided** Use the stack texts to provide explicit instruction on using verb tense to tell what and when things happen.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T394.

Share Back

Call on a few students to share verbs from their personal narratives and identify the verb tenses.

Spelling Spiral Review

OBJECTIVE

Spell words using sound-spelling patterns.

SPELLING WORDS

cow	how
chow	out
loud	owl
sound	ground

HIGH-FREQUENCY WORDS

again
 soon

Writing Workshop

As students edit their writing, encourage them to add or check the spellings of words both with comparative or superlative endings and words with the sound /ou/.

FLEXIBLE OPTION

LESSON 4



Spiral Review: Spell Words That Compare

FOCUS Have students recall the spelling rules for words with comparative (-er) and superlative (-est) endings. See pp. T374, T378, T382, and T390 for further instruction.

MODEL AND PRACTICE Read aloud the following words with comparative endings, and ask students to spell them: *faster, slower*. Then read the following words with superlative endings, and ask students to spell them: *fastest, slowest*.

APPLY Prompt students to work in pairs to write a sentence that includes a word with a comparative or superlative ending. Have them read their sentences to the class.

FLEXIBLE OPTION

LESSON 4



Spiral Review: Spell Words That Compare

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with Diphthongs *ow, ou*

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Diphthongs *ow, ou*

LESSON 5

✓ Assess Understanding



Language & Conventions

Verbs

LESSON 4

Practice Verbs

APPLY MyTURN Have students complete the activity on p. 182 in the *Student Interactive*.

LANGUAGE AND CONVENTIONS **Read Together**

Verbs

The words **am**, **are**, **is**, **was**, and **were** are kinds of verbs. They do not show action. **Am**, **are**, and **is** are in the present tense. **Was** and **were** are in the past tense.

I **am** at the mall now. (present)

Mike and Dave **were** there last week. (past)

MY TURN Edit the underlined verbs in these sentences. Write the correct verb on the line.

- You is holding the flag yesterday.
_____ were _____
- We am raising the flag today.
_____ are _____
- You was so helpful with the flag!
_____ were or are _____

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OBJECTIVE

Edit drafts using standard English conventions, including past and present verb tense.

Writing Workshop

Prompt students to work with peers to edit their drafts for verbs with the past, present, or future verb tense, including the words *am*, *are*, *is*, *was*, *were*, and *will*.

FLEXIBLE OPTION
LESSON 1

Spiral Review:
Future Tense
Verbs

FLEXIBLE OPTION
LESSON 2

Oral Language:
Verbs

LESSON 3

Teach Verbs

LESSON 4

Practice Verbs

FLEXIBLE OPTION
LESSON 5

Standards Practice

FAST TRACK

Apply Verbs

OBJECTIVE

Edit drafts using standard English conventions, including past and present verb tense.

STUDENT INTERACTIVE, p. 185

Read Together WRITING WORKSHOP

Edit Verbs

Past Tense	add -ed	I walked to school.
Present Tense	one subject: add -s	Jane walks.
	two or more subjects: do not add -s	Jane and Tim ride.
Future Tense	add will before verb	I will walk to school.

MY TURN Underline the verbs. Edit the verb tense.

- Jack bring the flag tomorrow. will bring
- We pick the flag up last time. picked
- We looks at the flag with pride. look

MY TURN Edit the verbs in your personal narrative.

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Minilesson

Mentor STACK



TEACHING POINT Verbs name actions. The tense of a verb tells when the action happens. Authors edit their drafts for the correct use of verbs.

MODEL AND PRACTICE Read aloud a book from the stack, pointing out an example of a verb and its tense. Ask: *When is this action happening? Why does the author use ____ tense to tell about the event?*

Direct students to p. 185 in the *Student Interactive* and say: *Today I will teach you how to edit your drafts for the correct use of verbs. Write the sample sentence on the board. Say: Authors use different verb tenses in their writing. When they write about something that is happening now, they use the present tense. A present tense verb ends in -s if there is one subject, and it does not end in -s if there are two or more subjects. When authors write about something that happened in the past, they use the past tense. A past tense verb ends in -ed. When authors write about something that will happen in the future, they use the future tense. To change a verb to the future tense, an author adds the word will before it. Let's look at this sentence together. It says: *Jack bring the flag tomorrow.* In this sentence, I see the word *tomorrow*, so I know the verb needs to be in the future tense. But the verb *bring* is in the present tense. How do I edit this verb so it is in the future tense? That's right, I add the word *will*. Model rewriting the sentence with the correct verb tense. Then have students complete the rest of p. 185.*

WRITING CLUB

Place students into their Writing Club groups. See p. T413 for details on how to run Writing Club. See the **Conference Prompts** on p. T394.

Share Back

Ask two or three students to share verbs they edited and why.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share their editing and writing to show how they have applied grammatical skills they learned this week. They can confer with other Writing Club members during the editing process.

Students should spend the first 5-10 minutes in their groups discussing how they will follow these listening and speaking rules:

- Take turns speaking.
- Listen actively by facing the speaker and asking questions to clarify information.
- Build on what others say in order to stay on topic.

What Are We Sharing? Prior to sharing their writing, students should determine which draft they would like feedback on in today's Writing Club. As students read their work aloud, their Writing Club can listen for errors in verb tense. The Writing Club can also offer feedback related to other grammar rules or the elements and structure of a personal narrative.



How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- How did you check for capital letters, punctuation marks, and verb tense?
- I like that you used the verb _____ to tell about _____.
- What edits did you already make?



Spelling Spell Words with Diphthongs *ow, ou*

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

SPELLING WORDS

cow	how
chow	out
loud	owl
sound	ground

HIGH-FREQUENCY WORDS

again
soon

LESSON 5


Assess Understanding

Read aloud the words and sentences. Ask students to spell each word with the diphthong *ow* or *ou* and the high-frequency words. Repeat sentences to allow enough time for students to spell the words.

Spelling Sentences

1. I hear the **sound** of music.
2. She came late **again**.
3. The **cow** looks happy.
4. The sun will rise **soon**.
5. He ran **out** the door.
6. Look at the **owl** fly!
7. **How** did you get here?
8. That music is too **loud**.
9. Do you have any **chow**?
10. The leaf fell to the **ground**.

FLEXIBLE OPTION 
LESSON 1

 Assess Prior Knowledge


LESSON 2

Teach Spell Words with Diphthongs *ow, ou*


FLEXIBLE OPTION 
LESSON 3

Review and More Practice Spell Words with Diphthongs *ow, ou*

FLEXIBLE OPTION 
LESSON 4

 Spiral Review: Spell Words That Compare

LESSON 5

 Assess Understanding



Language & Conventions

Verbs

FLEXIBLE OPTION

LESSON 5

Standards Practice

Prompt students to read the sentence carefully before answering the question.

(1) We ___ at home.

Which word should be added to the sentence?

- A is
- B am
- C was
- D were

APPLY Have students complete *Language and Conventions* p. 242 from the *Resource Download Center*.

Name _____

Language and Conventions

Verbs
Am, are, is, was, and were are verbs. They do not show actions.

MY TURN Circle a word to complete each sentence.

1. My name ___ Katie. am <input checked="" type="radio"/> is are	2. I ___ seven years old. are is <input checked="" type="radio"/> am
3. It ___ raining yesterday. is were <input checked="" type="radio"/> was	4. How old ___ you? is am <input checked="" type="radio"/> are
5. We ___ at the park. was <input checked="" type="radio"/> were is	6. We ___ good friends. am is <input checked="" type="radio"/> are

Grade 1, Unit 4, Week 4
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OBJECTIVE

Edit drafts using standard English conventions, including past and present verb tense.

FLEXIBLE OPTION

LESSON 5

Standards Practice

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Future Tense
Verbs

FLEXIBLE OPTION

LESSON 2

Oral Language:
Verbs

LESSON 3

Teach Verbs

LESSON 4

Practice Verbs

Weekly Overview

This week, students will

- edit their writing for pronouns, adjectives, and articles.
- choose and prepare their best writing for publication.
- celebrate what they have learned.

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
▶ 5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	FAST TRACK LESSON 2	LESSON 3
MINILESSON 5–10 min.	Edit for Pronouns T420	Edit for Adjectives and Articles T424	Prepare for Celebration T428
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T421	Independent Writing and Conferences T425	Independent Writing and Conferences T429
SHARE BACK FOCUS 5–10 min.	Revised Pronouns T421	Adjectives and Articles Examples T425	Publishing Plans T429
READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T422 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Verbs (<i>am, is, are, was, and were</i>) T423 	<ul style="list-style-type: none"> • Spelling Teach Spell Words with Diphthongs <i>oi, oy</i> T426 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Compound Sentences T427 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Review and More Practice T430 • Language & Conventions Teach Compound Sentences T431



Mentor STACK



The following criteria may be helpful in selecting texts from the stack to teach students how to edit and publish their personal narratives.

- Texts that use a variety of pronoun cases
- Texts that include adjectives and articles
- Texts that are published in an interesting and engaging way

FAST TRACK

LESSON 4

LESSON 5

Celebrate T432	Assessment T436
Celebrate T433	Assessment T436–T437
Celebrate T432–T433	Assessment T436–T437
<p>FLEXIBLE OPTION</p> <ul style="list-style-type: none"> • Spelling Spiral Review T434 • Language & Conventions Practice Compound Sentences T435 	<ul style="list-style-type: none"> • Spelling Assess Understanding T438 • Language & Conventions Standards Practice T439 <p>FLEXIBLE OPTION</p>

ADDITIONAL RESOURCES

<p>MINILESSON</p> <p>5–10 min.</p>	Dramatic Reading	Apply Subject-Verb Agreement
<p>INDEPENDENT WRITING AND CONFERENCES</p> <p>30–40 min.</p>	Writing Club and Conferences	Independent Writing and Conferences
<p>SHARE BACK FOCUS</p> <p>5–10 min.</p>	Share Dramatic Readings	Reading Writing Aloud
 <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 editing, publishing, and celebrating writing in order to gauge where students may need support in this last step of the writing process. Have stack books and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT

Conference Prompts

Edit for Pronouns

If students need additional support,


 **Then** point out nouns in a stack text and model how to change the noun to a pronoun.

If students show understanding,

Then ask: How will you prepare your book for the celebration? What else do you need to edit for or complete?

Edit for Adjectives and Articles

If students need additional support,


 **Then** review the student's work and point out any incorrect articles. Guide the student to edit the articles.

If students show understanding,

Then review the student's work for other errors and guide the student to fix them.

Prepare for Celebration

If students need additional support,

 **Then** work with students to create a checklist for their writing.

If students show understanding,

Then ask: What did you do to prepare for the celebration?

Conference Support for ELL

EMERGING

- Read a stack text to identify pronoun cases.
- Model revising a sentence to add a more general or specific article.
- Use a stack text to support understanding of each skill.

DEVELOPING

- Have students identify pronouns in their personal narratives.
- Do a Think Aloud to model choosing a correct article.
- Invite students to think aloud about their personal narrative writing skills.

EXPANDING

- Model the pronoun case when discussing real-life experiences.
- Provide explicit instruction on how to revise a student's writing for correct use of articles.
- Use guided writing to help students reflect on their narrative writing skills.

BRIDGING

- Have students explain how to choose the correct pronoun case.
- Have students discuss their use of adjectives and articles.
- Guide students as they complete the checklist on p. 223 of the *Student Interactive*.



Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **point of view** and **compound sentences**.



ELL Minilesson Support

Week 5: Publish, Celebrate, and Assess

During the Publish, Celebrate, and Assess week, ELLs will benefit from additional writing support that helps them understand how authors edit and prepare their writing for publication. These targeted supports were chosen to help students better understand the final stage of the writing process.

Use this note for the minilesson on p. T420.

ELL Targeted Support

EDIT FOR PRONOUNS

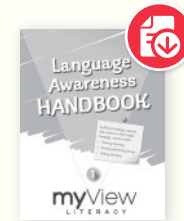
Explain to students that good writers edit their writing for standard grammar and usage, including pronoun agreement. A pronoun takes the place of a noun. Writers need to use the correct pronoun when replacing a noun.

Copy sentences on the board from a stack text and demonstrate how to change a noun to a pronoun. Use visual cues, such as underlining, to help students understand how to edit for pronouns in their writing. **EMERGING**

Point out sentences in a stack text with nouns that can be replaced with a pronoun. Ask students to edit those sentences for pronouns. Then have them edit their own writing for pronouns. **DEVELOPING**

Have partners exchange drafts and edit each other's writing, focusing on pronouns. **EXPANDING**

Have students edit their own writing to check for pronoun agreement. Work with students to edit their pronouns as necessary. **BRIDGING**



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T428.

ELL Targeted Support

PREPARE FOR CELEBRATION

The more students practice, the easier it will be for them to transition from concrete to abstract vocabulary and concepts. Help them to begin this transition as they prepare for an extended speaking assignment in which they will present their writing.

Help students use high-frequency words and concrete language to give information to the class about their topic. **EMERGING**

Have students use concrete language to give information to a partner about their topic. Then help them to add abstract ideas to their presentation. **DEVELOPING**

Have partners talk about how they will give information to their classmates about their writing. Tell them to ask each other questions to help them to add more abstract language and concepts to their speaking assignment. **EXPANDING**

Have partners read their writing to each other and ask and answer questions about how they will give information to their classmates about their writing. Tell them to help each other include abstract language and ideas in their speaking assignments. **BRIDGING**

FAST TRACK

Edit for Pronouns

OBJECTIVE

Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

STUDENT INTERACTIVE, p. 221

Minilesson

Mentor **STACK**



TEACHING POINT A pronoun takes the place of a noun. Authors understand pronouns and edit their drafts for pronoun cases, such as:

- Subjective pronouns: *I, you, she, he, it, we, they*
- Objective pronouns: *me, you, him, her, us, them*
- Possessive pronouns: *mine, yours, ours, hers, his*

MODEL AND PRACTICE Use the following sentences to identify and explain the three pronoun cases.

I want to see the painting. Say: **The pronoun *I* is a subjective pronoun. A subjective pronoun replaces the noun that is the subject of the sentence.**

The artist will draw the painting for **me**. Say: **In this sentence, the pronoun *me* is an objective pronoun. An objective pronoun replaces a noun that receives the action of the sentence.**

That painting is **mine**. Say: **The pronoun *mine* is a possessive pronoun. A possessive pronoun shows that someone owns something.**

Use texts from the stack to identify examples of each pronoun case and how authors use them. Copy sentences onto the board, changing all of the pronouns to nouns. Say: **Today I will teach you how to edit your drafts for the correct use of pronouns. Let's read these sentences together and decide which of the three pronoun cases we should use.** Model how to edit the nouns in the sentences, changing them to pronouns. Then direct students to complete the editing activity on p. 221 in the *Student Interactive*.

Independent Writing

Mentor **STACK**



FOCUS ON EDITING FOR PRONOUNS During independent writing time, students should review the books they have written in this unit and select the one they would like to prepare for publication.

- Today, students should edit their personal narrative for the correct use of pronouns.

WRITING SUPPORT

- **Modeled** Choose a stack text and do a Think Aloud to model identifying various pronoun cases.
- **Shared** Read a stack text. Prompt students to identify various pronoun cases.
- **Guided** Use the stack texts to provide explicit instruction on editing for pronoun case.

 **Intervention** Refer to the *Small Group Guide* for support.

- If students demonstrate understanding of pronoun case, they should continue writing and editing.

See the **Conference Prompts** on p. T418.

Share Back

Have a few students share their revised pronouns.

Spelling Spell Words with Diphthongs *oi, oy*

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

SPELLING WORDS

boy	coin
toy	join
joy	soil
boil	spoil

HIGH-FREQUENCY WORDS

going
been

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Read the following words and sentences aloud to students. Have them spell the words with diphthongs *oi* and *oy* and the two high-frequency words.

Spelling Sentences

1. My brother is a **boy**.
2. My favorite **toy** is a doll.
3. Watching fireflies fills me with **joy**.
4. Wait until the water starts to **boil**.
5. I found a **coin** on the ground.
6. Jen should **join** our team.
7. Worms live in the **soil**.
8. We don't want the food to **spoil**!
9. My sister is **going** to camp.
10. I haven't **been** to the park lately.

ELL Targeted Support

Spelling Patterns Display *toy* and *noise*. Ask students to underline the letters that spell the /oi/ sound. Have students write sentences with the words. Offer sentence frames if needed. **EMERGING/DEVELOPING**

Have pairs take turns saying a spelling word and then writing the word with the correct spelling pattern. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with Diphthongs *oi, oy*


FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Diphthongs *oi, oy*

FLEXIBLE OPTION

LESSON 4

 Spiral Review: Spell Words with Diphthongs *ow, ou*

LESSON 5

✓ Assess Understanding



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Verbs (*am, is, are, was, and were*)

FOCUS Remind students that the words *am, is, are, was, and were* are verbs that do not show action.

MODEL AND PRACTICE Display the following sentences for students: *We _____ at home now. Ellie _____ there last night.* Ask students which verb should be used in each sentence. (*are, was*)

APPLY Have student partners create their own sentences using the verbs *am, is, are, was* and *were*.

OBJECTIVE

Edit drafts using standard English conventions, including past and present verb tense.

ELL Targeted Support

Edit Writing Review past and present verb tenses with students. Explain the difference between regular past tense (-ed verbs) and irregular past tense forms. Then have students practice editing for appropriate verb tenses in their writing.

Write on the board: *I help you. I helped you yesterday.* Read each sentence to the class. Then write the sentences: *I am sick. I ___ sick yesterday too.* Tell students the past tense of *am* is not *amed* but *was*. Complete and read the

sentence frame and have students repeat it after you. Then help students edit their writing for appropriate verb tenses, including past tense verb forms. **EMERGING/DEVELOPING**

Write the following sentences on the board: *I am late. We are hungry. I am lost.* Direct students to rewrite these sentences using correct past tense verb form. Direct students to edit their own writing and encourage them to review the verb forms and tenses they used. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Verbs (*am, is, are, was, and were*)

FLEXIBLE OPTION

LESSON 2

Oral Language:
Compound Sentences

LESSON 3

Teach Compound
Sentences

LESSON 4

Practice Compound
Sentences

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Edit for Adjectives and Articles

OBJECTIVE

Edit drafts using standard English conventions, including adjectives, including articles.

STUDENT INTERACTIVE, p. 222

PERSONAL NARRATIVE **Read Together**

Edit for Adjectives and Articles

An **adjective** is a word that describes a noun. The article **the** tells about a specific noun. The articles **a** and **an** tell about any noun. The words **this**, **that**, **these**, and **those** tell which one or which ones. **This** and **that** tell about singular nouns. **These** and **those** tell about plural nouns.

MY TURN Edit these sentences by adding adjectives and articles.

- I need a new book for class.
- I want to write this story.
- Will I need that book?

MY TURN Edit the adjectives and articles in your personal narrative.

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Minilesson

TEACHING POINT When revising, authors check to make sure they have used adjectives, including articles, correctly.

- An adjective describes a noun.
- An article is a word that introduces a noun. It tells whether the noun refers to specific or general people, places, and things.
- The article *the* tells about specific nouns.
- The article *a* or *an* tells about any noun.
- The words *this*, *that*, *these*, and *those* tell about which one or ones.

MODEL AND PRACTICE Explain adjectives, including articles, using the Teaching Point. List the words *the*, *a/an*, *this*, *that*, *these*, and *those* on the board.

Model the difference between specific and general articles. Say: *I need a book for science. The word a is not specific—I have to get a book, but the sentence doesn't say which one. If I say: I need the book, the book I need is a specific one. The words this, that, and these tell which books. Listen to these sentences: Will you hand me that book? This book is about oceans. These books will help me do my project.*

Direct students to p. 222 in the *Student Interactive* and say: *Today I will teach you how to edit for adjectives and articles. Let's review the information at the top of the page and then edit the first sentence together.* After you review the instruction and do the first sentence together, have students complete the page.

Possible Teaching Point

Spelling | My Words to Know

Tell students that each week they learn commonly used words in printed text that don't follow the regular spelling patterns they have learned. These words are called My Words to Know. List the Unit 4 My Words to Know on the board:

- *always*
- *were*
- *away*
- *again*
- *going*
- *please*
- *very*
- *pretty*
- *soon*
- *been*

If students have used words from the My Words to Know list in their personal narratives, they should make sure the spelling is correct.

Independent Writing

FOCUS ON ADJECTIVES AND ARTICLES

- Students should edit their drafts for adjectives and articles.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model identifying specific and general articles.
- **Shared** Help students correct any errors in article use.
- **Guided** Provide explicit instruction on editing for adjectives and articles.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T418.

Share Back

Call on a few students to share examples of adjectives and articles they used in their narratives.

Spelling Spell Words with Diphthongs *oi, oy*

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

Alphabetize a series of words to the first or second letter and use a dictionary to find words.

SPELLING WORDS

boy	coin
toy	join
joy	soil
boil	spoil

HIGH-FREQUENCY WORDS

going
 been

LESSON 2

Teach

FOCUS The letters *oi* and *oy* spell the sound /oi/ in *coin* and *toy*.

MODEL AND PRACTICE Say the following words aloud: *boil, soil, joy*. Repeat the words aloud a couple of times, emphasizing the sound /oi/. Guide students to spell each word. Then place students into small groups and ask them to use a dictionary to confirm the spellings.

APPLY My TURN Have students complete the activity on p. 219 in the *Student Interactive*.

SPELLING **READING-WRITING BRIDGE**

Spell Words with Diphthongs *oi, oy*

The letters *oi* and *oy* spell the sound you hear in *join* and *boy*. A **dictionary** tells the meanings and spellings of words.

MY TURN Sort and spell the words. Find four words in a dictionary.

oi	oy	Spelling Words boy join spoil boil coin toy soil joy My Words to Know going been
boil	boy	
coin	toy	
join	joy	
soil		
spoil	going	
	been	

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LESSON 2

Teach Spell Words with Diphthongs *oi, oy*

FLEXIBLE OPTION
LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION
LESSON 3

Review and More Practice Spell Words with Diphthongs *oi, oy*

FLEXIBLE OPTION
LESSON 4

Spiral Review: Spell Words with Diphthongs *ow, ou*

LESSON 5

Assess Understanding



Language & Conventions

Compound Sentences

FLEXIBLE OPTION

LESSON 2

Oral Language: Compound Sentences

FOCUS Explain to students that a compound sentence is two simple sentences joined by a comma and a conjunction. Conjunctions are words, such as *and*, *so*, and *but*. They connect two ideas in one sentence.

MODEL AND PRACTICE Display the following sentences for students. *I like the park. I like going down slides.*

Ask: *Can you think of a conjunction, or word, that could help join these two sentences? (and)*

Prompt students to say the two sentences as one compound sentence. (*I like the park, and I like going down slides.*)

APPLY Have each student say two simple sentences. Then have a partner combine the sentences into an oral compound sentence using the correct conjunction.

OBJECTIVES

Edit drafts using standard English conventions.

Use frequently occurring conjunctions.

Produce and expand complete simple and compound declarative, interrogative, imperative, and explanatory sentences in response to prompts.

FLEXIBLE OPTION

LESSON 2

Oral Language:
Compound Sentences

FLEXIBLE OPTION

LESSON 1

Spiral Review:
Verbs (*am, is, are, was, and were*)

LESSON 3

Teach Compound Sentences

LESSON 4

Practice Compound Sentences

FLEXIBLE OPTION

LESSON 5

Standards Practice

Prepare for Celebration

OBJECTIVE

Publish and share writing.

Minilesson

Mentor STACK 

TEACHING POINT When authors prepare for a celebration, they get their writing ready to share. They will decide on the format they will use to publish, gather materials needed, and prepare the final product.

MODEL AND PRACTICE It is time to prepare to celebrate all the hard work you've done in this unit by getting a piece of writing ready to share. Look at the book you've chosen to publish. Check to make sure your writing is clear and interesting to readers. You can ask yourself some questions, such as:

- Did I use interesting details to make my experience come alive?
- Did I describe events in the order they happened?
- Did I write in a way that readers understand what my problem was? How did I resolve it?
- Does my writing use proper spelling, capitalization, and grammar to help readers understand my experience?

Use texts from the stack as examples of published writing. Engage students in a class discussion about how they might publish their writing. For example, they can:

- Read their narrative aloud.
- Print the narratives out on a computer.
- Display the narratives as part of a classroom exhibit.
- Add graphics, such as time lines and personal photos, and create a slideshow of the visuals.

After students decide how they will publish, have them gather the materials they will need and proofread their final draft.

Possible Teaching Point

Language & Conventions | Compound Sentences

Remind students that a compound sentence is two simple sentences joined together by a comma and a conjunction such as *and*, *or*, *so*, or *but*. Tell students that they can continue to improve their personal narratives by combining two simple sentences to make a more interesting compound sentence. Have them check that any compound sentences in their drafts include a comma and the appropriate conjunction.

Independent Writing

Mentor STACK



FOCUS ON PREPARING TO PUBLISH

- During independent writing time, students can prepare their writing to publish and create a final copy.

WRITING SUPPORT

- **Modeled** Choose a stack text and do a Think Aloud to identify an author's use of interesting details.
- **Shared** Prompt students to offer suggestions on how to publish and celebrate each other's writing.
- **Guided** Provide explicit instruction on how to prepare for publishing and celebration.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T418.

Share Back

Call on a few students to share how they plan to publish and celebrate their writing.

Spelling Spell Words with Diphthongs *oi, oy*

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Alphabetize a series of words to the first or second letter and use a dictionary to find words.

SPELLING WORDS

boy	coin
toy	join
joy	soil
boil	spoil

HIGH-FREQUENCY WORDS

going
 been

FLEXIBLE OPTION

LESSON 3

Review and More Practice

FOCUS Remind students that the letters *oi* and *oy* spell the /oi/ sound in *join* and *boy*.

MODEL AND PRACTICE Write *join* and *boy* on the board. Underline the *oi* in *join* and the *oy* in *boy*. Then ask students to spell the following words: *spoil, coin, toy*. Then have them use a dictionary to confirm the words' spellings.

APPLY Have students complete *Spelling* p. 237 in the *Resource Download Center*.

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Diphthongs *oi, oy*

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with Diphthongs *oi, oy*

FLEXIBLE OPTION

LESSON 4

📖 Spiral Review: Spell Words with Diphthongs *ow, ou*

LESSON 5

✓ Assess Understanding



Language & Conventions

Compound Sentences

LESSON 3

Teach Compound Sentences

FOCUS Remind students that a compound sentence is two simple sentences joined together by a comma and a conjunction. Conjunctions, such as *and*, *so*, and *but*, are words used to connect two ideas in one sentence.

MODEL AND PRACTICE Model combining two simple sentences into one compound sentence. Write the following simple sentences on the board: *I want to stay. I have to go home.* Then form a compound sentence from your two example sentences. (*I want to stay, but I have to go home.*) Point out the comma in the new sentence.

Have students practice by writing a pair of their own related simple sentences. Then have them join the sentences together using a conjunction and a comma. Then have students produce and expand four more compound sentences. One sentence should be declarative, one should be exclamatory, one should be imperative, and one should be interrogative. If needed, remind them of the difference between each sentence type.

OBJECTIVES

Edit drafts using standard English conventions.

Use frequently occurring conjunctions.

Produce and expand complete simple and compound declarative, interrogative, imperative, and explanatory sentences in response to prompts.

ELL Targeted Support

Writing Sentences Remind students that compound sentences contain a comma and a conjunction, such as *and* or *but*.

Guide students to identify a compound sentence from a list of examples on the board. Have students write their own compound sentence using the following frame: *I am _____, but they are _____.* **EMERGING**

Ask pairs to find a compound sentence from a text they have read this week. Using a variety of sentence lengths, have them

write a compound sentence using the same conjunction as the one in the sentence they found. **DEVELOPING**

Have students write their own compound sentences using a variety of sentence lengths. Prompt them to share their compound sentences with the class. **EXPANDING**

Challenge students to write a short story using a variety of grade-appropriate sentence lengths and at least one compound sentence. **BRIDGING**

LESSON 3

Teach Compound Sentences

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Verbs (*am, is, are, was, and were*)

FLEXIBLE OPTION

LESSON 2

Oral Language:
Compound Sentences

LESSON 4

Practice Compound Sentences

FLEXIBLE OPTION

LESSON 5

Standards Practice

Celebrate

OBJECTIVES

Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.

Publish and share writing.

Minilesson

TEACHING POINT In celebration of the work completed over the course of the unit, students will publish and share their personal narratives.

MODEL AND PRACTICE *Today we will celebrate our writing!* Review listening and speaking rules for celebrating as well as social communication that is appropriate. Then model how to share a personal narrative you have written by reading it aloud to the class. Say: *I am going to read aloud my writing. First, I will introduce myself to the class and then I will read the title of my personal narrative.* Present your book to the class, modeling how to speak loudly and clearly.

Now have students share their writing. Remind them to:

- Introduce themselves and the title of their narratives.
- Read clearly and slowly.
- Make eye contact.
- Display graphics as needed.
- Pay attention when classmates are presenting.
- Consider questions they can ask to learn more about a topic.

Possible Teaching Point

Writing Process

Publishing | Creating a Final Copy

In Writing Workshop, students work through the steps of the Writing Process at their own pace until it is time to publish their writing.

Help students choose and prepare the best format for publishing their personal narratives.

- Share examples of published narratives and discuss how photos and graphics make the experiences come alive for readers.
- Provide a variety of art supplies and, if possible, digital tools to help students create.
- Remind students to proofread their final copy for correct spelling, capitalization, and punctuation.

Independent Writing

Mentor STACK



FOCUS ON SHARING WRITING

- Have students share their personal narratives. They should celebrate the new skills they have learned and the new things they have learned about each other.

WRITING SUPPORT

- **Modeled** Choose a stack text and demonstrate reading clearly and slowly.
- **Shared** Prompt students with a sentence frame to introduce themselves.
- **Guided** Provide explicit instruction on how to listen actively.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T418.



Spelling Spiral Review

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Alphabetize a series of words to the first or second letter and use a dictionary to find words.

SPELLING WORDS

boy	coin
toy	join
joy	soil
boil	spoil

HIGH-FREQUENCY WORDS

going
 been

Writing Workshop

Ask students to check the spellings of words with diphthongs *oi*, *oy*, *ow*, and *ou* as they edit their Writing Workshop personal narratives.

FLEXIBLE OPTION

LESSON 4



Spiral Review: Spell Words with Diphthongs *ow*, *ou*

FOCUS Have students review the rules for spelling words with *ow* and *ou*.

MODEL AND PRACTICE Say the following words aloud: *how*, *mouse*, *chow*, *proud*. Have them identify the *ow* /*ou*/ words and the *ou* /*ou*/ words. Then ask students to spell each word and confirm spellings using a dictionary.

APPLY Have students work in pairs to spell the following words: *cloud*, *cow*, *sound*, *owl*. Then prompt them to look up each word in the dictionary.

FLEXIBLE OPTION

LESSON 4



Spiral Review:
 Spell Words with
 Diphthongs
ow, *ou*

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with Diphthongs *oi*, *oy*

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Diphthongs *oi*, *oy*

LESSON 5

✓ Assess Understanding



Language & Conventions

Compound Sentences

LESSON 4

Practice Compound Sentences

APPLY MyTURN Have students complete the activity on p. 220 in the *Student Interactive*.

LANGUAGE AND CONVENTIONS **Read Together**

Compound Sentences

A compound sentence is two simple sentences joined by a comma and a conjunction. Some conjunctions are **and**, **so**, and **but**.

She traveled. She met people.
She traveled, **and** she met people.

MYTURN Edit these simple sentences to make one compound sentence.

- They needed help. She helped them.
Possible response:
They needed help, so she helped them.
- What can we do? How can we help?
Possible response:
What can we do, and how can we help?

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OBJECTIVES

- Edit drafts using standard English conventions.
- Use frequently occurring conjunctions.
- Produce and expand complete simple and compound declarative, interrogative, imperative, and explanatory sentences in response to prompts.

Writing Workshop

Have students include compound sentences in their Writing Workshop personal narratives. Make sure they include a comma and an appropriate conjunction.

FLEXIBLE OPTION
LESSON 1

Spiral Review:
Verbs (*am, is, are, was, and were*)

FLEXIBLE OPTION
LESSON 2

Oral Language:
Compound Sentences

LESSON 3

Teach Compound Sentences

LESSON 4

Practice Compound Sentences

FLEXIBLE OPTION
LESSON 5

Standards Practice

FAST TRACK

Assessment

OBJECTIVE

Write narratives that recount two or more appropriately sequenced events, include details regarding what happened, use temporal words to signal event order, and provide closure.

STUDENT INTERACTIVE, p. 223

Assessment
You have learned how to write a personal narrative.

MY TURN Read the list. Put a check next to what you can do.

I can generate an idea to plan a narrative.	<input type="checkbox"/>
I can choose a setting.	<input type="checkbox"/>
I can write about me as the narrator.	<input type="checkbox"/>
I can write a problem and resolution.	<input type="checkbox"/>
I can write what happens first, next, and last.	<input type="checkbox"/>
I can edit for capitalization and punctuation.	<input type="checkbox"/>
I can edit for verbs, pronouns, adjectives, and articles.	<input type="checkbox"/>

223

Minilesson

TEACHING POINT Before completing an assessment, students can review the skills they have learned and applied to their personal narratives.

MODEL AND PRACTICE Direct students to p. 223 in the *Student Interactive*. Read the list aloud with students. Explain that they will use the list to review the skills needed to write a personal narrative. For the first couple of skills, model how to decide if the box should be checked. Explain that they should only check the box if they completely understand the skill.

Say: *As you go through the list, check off skills you know how to do when writing a personal narrative. If you are unsure or do not understand some skills, make a note of them. You can go back and review the skills.*

Read the skills, pausing to give students time to check the box or make a quick note.

Review any skills that students have difficulty understanding. Allow them to ask questions until they show understanding.

Assessment

Inform students that they are going to take a writing assessment. Using the skills they have learned in this unit, they should respond to the prompt on p. T437. Another form of assessment is to score students' published writing using the rubric on p. T437.



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 about a really great day.

Be sure to

- be the narrator of your story.
- include a setting.
- describe a problem, if there was one, and its resolution.
- write events in the order they happened.
- use correct pronouns, adjectives, and articles.

4-Point Personal Narrative Writing Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Personal narrative is clearly developed and focused.	Personal narrative tells the events in order and has the author as the main character.	Personal narrative includes details about the event.	Personal narrative uses precise language and/or domain-specific vocabulary.	Writing has correct grammar, usage, spelling, and subject-verb agreement.
3	Personal narrative is mostly focused and developed.	Personal narrative has events that may not be in order, and the author is the main character.	Personal narrative includes adequate details about the event.	Personal narrative uses adequate language and/or domain-specific vocabulary.	Writing has some slight grammar, usage, spelling, and/or subject-verb agreement errors but is understandable.
2	Personal narrative is developed but may lack some key details.	Personal narrative has some ideas, but they are still lacking and not well connected.	Personal narrative includes only a few details about the event.	Language in personal narrative is not precise; lacks domain-specific vocabulary.	Writing has some errors in usage, grammar, spelling, and/or subject-verb agreement.
1	Personal narrative may be confusing or unclear.	Personal narrative has little organization of ideas.	Personal narrative includes almost no details about the event.	Language in personal narrative is vague, unclear, or confusing.	Writing is hard to understand because of errors.
0	Writing gets no credit if it does not demonstrate adequate command of personal narrative writing.				

Spelling Spell Words with Diphthongs *oi, oy*

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

SPELLING WORDS

boy	coin
toy	join
joy	soil
boil	spoil

HIGH-FREQUENCY WORDS

going
been

LESSON 5

✓ Assess Understanding

Read the words and sentences aloud to students. Ask students to spell the words with the diphthongs *oi* and *oy* and the high-frequency words. Repeat each word for students and allow them time to spell it.

Spelling Sentences

1. There is a new **boy** in our class.
2. I like that **toy** boat.
3. My puppy is always full of **joy**.
4. The water is about to **boil**.
5. This quarter is my favorite **coin**.
6. I like to **join** my mom on trips.
7. We planted beans in the **soil**.
8. Don't **spoil** the ending of the book!
9. I like **going** for walks.
10. It has **been** a great year!

LESSON 5

FLEXIBLE OPTION
LESSON 1

✓ **Assess Prior Knowledge**


LESSON 2

Teach Spell Words with Diphthongs *oi, oy*

FLEXIBLE OPTION
LESSON 3

Review and More Practice Spell Words with Diphthongs *oi, oy*

FLEXIBLE OPTION
LESSON 4

 **Spiral Review:** Spell Words with Diphthongs *ow, ou*

✓ **Assess Understanding**



Language & Conventions

Compound Sentences

FLEXIBLE OPTION

LESSON 5

Standards Practice

Show students the following sentence and ask them to answer the question.

I wanted to go inside, but my little brother wanted to keep playing.

Which word is the conjunction?

- A wanted
- B brother
- C playing
- D but**

APPLY Have students complete *Language and Conventions* p. 243 in the *Resource Download Center*.

Name _____

Language and Conventions

Compound Sentences

MY TURN Use a conjunction from the box to combine the sentences.

or but and

1. Mila fell off her bike. She didn't get hurt.
Mila fell off her bike, but she didn't get hurt.

2. Liz can eat cereal. She can eat eggs.
Liz can eat cereal, or she can eat eggs.

MY TURN Write a sentence on the back for each conjunction from the box that is left. There may be one or two.

Grade 1, Unit 4, Week 5

OBJECTIVES

Edit drafts using standard English conventions.

Use frequently occurring conjunctions.

FLEXIBLE OPTION

LESSON 5

Standards Practice

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Verbs (*am, is, are, was, and were*)

FLEXIBLE OPTION

LESSON 2

Oral Language:
Compound Sentences

LESSON 3

Teach Compound Sentences

LESSON 4

Practice Compound Sentences

Weekly Overview

Students will

- explore the genre of opinion writing.
- identify topics, opinions, and reasons.
- generate ideas and plan their own opinion books.

WEEK	WRITING PROCESS	FLEXIBLE PATH
▶ 1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

FAST TRACK

	LESSON 1	LESSON 2	LESSON 3
MINILESSON 5–10 min.	Opinion Writing WW2	Opinion Writing: Topics and Opinions WW3	Opinion Writing: Reasons WW4
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences WW2	Independent Writing and Conferences WW3	Independent Writing and Conferences WW4
SHARE BACK FOCUS 5–10 min.	Common Features of Opinion Writing WW2	Topics and Opinions WW3	Reasons WW4



Mentor STACK



- *The Perfect Pet* by Margie Palatini
- *A Pig Parade Is a Terrible Idea* by Michael Ian Black
- *In My Opinion* by Deb Bird

Use the following criteria to add to your opinion writing stack:

- The topic is interesting to students.
- The opinion is clearly stated.
- The opinion is supported with strong reasons.

Preview these selections for appropriateness for your students.

FAST TRACK

LESSON 4

LESSON 5

Brainstorm Ideas WW5

Plan Your Opinion Writing WW6

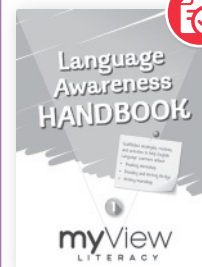
Independent Writing and Conferences WW5

Writing Club and Conferences WW6–WW7

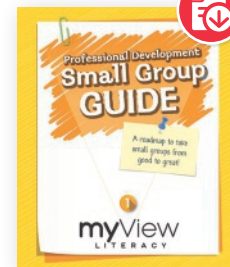
Opinion Ideas WW5

Making a Plan WW6

ADDITIONAL RESOURCES



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences



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During this time, assess for understanding of the elements of opinion writing to gauge students' ability to brainstorm and plan their own opinion writing. Have stacks and minilessons available to reference during conferences.

FORMATIVE ASSESSMENT

Conference Prompts

Opinion Writing

If students need additional support,


 **Then** show a stack book the students are familiar with. Ask: What does the person in this book believe or think about the topic? How do you know?

If students show understanding,

Then ask students to tell different opinions people might have about the same topic in the stack book.

Brainstorm Ideas

If students need additional support,


 **Then** ask about some of the students' favorite things, movies, heroes, or sports teams.

If students show understanding,

Then ask students to state a reason someone might have that is different from their own reason.

Plan Your Opinion Writing

If students need additional support,

 **Then** have students practice stating their opinion and one reason aloud.

If students show understanding,

Then ask: Which of your reasons is most important to you? Why?

Conference Support for ELL

EMERGING

- Read an opinion piece with a simple sentence structure.
- Create a sentence frame such as *I like ____ better than ____ because ____.*
- Explain that reasons tell why.

DEVELOPING

- Use stack books students have heard before. Ask students to tell who has an opinion and how they know the character has that opinion.
- Model language used to identify a reason. Use words such as *because* and *since*.
- Model how to choose a favorite from options within a topic and give a reason to explain the choice.

EXPANDING

- Have students review several stack books and restate the opinions and reasons found.
- Discuss how their own opinion is similar to, or different from, the opinion in one of the stack books.
- Discuss additional reasons the author could have given to support the opinion in one of the stack books.

BRIDGING

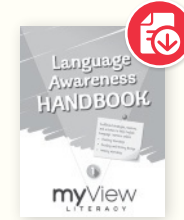
- Ask students to work with partners to plan their opinion pieces and generate additional reasons.
- Have students identify the opinion and reasons in a new opinion piece.
- Have students make a word bank of specific words that help state opinions and reasons.



ELL Minilesson Support

Week 1: Introduce and Immerse

During the week, your ELLs will benefit from additional support that increases their ability to understand published opinion writing on various topics and plan their own opinion piece.



See the Language Awareness Handbook for additional writing support.

Use this note for the minilesson on p. WW2.

ELL Targeted Support

OPINION WRITING

Use the stack books to help students identify the opinion and reasons in an opinion piece.

Work individually with students to identify the opinion and reasons. Have them repeat or retell the opinion and reasons using a simple sentence frame such as *He likes ___ because ___*. **EMERGING**

Ask students to restate the opinion and a reason from the stack book with a sentence that includes the word *because*. **DEVELOPING**

Have several students talk together about their favorites within a common topic such as favorite fruit, favorite sport, or favorite story. **EXPANDING**

Have students talk about which reason in one of the stack books is the strongest and why. **BRIDGING**

Use this note for the minilesson on p. WW5.

ELL Targeted Support

BRAINSTORM IDEAS

Students may need support generating words to identify reasons that support their opinion.

Display pictures that fit within the same category such as animals, plants, or types of cars. Help students name how the items within a category are different. Help students use those different features to frame their reasons. Provide a sentence frame such as *I like ___ best because ___*. **EMERGING**

Have students choose two related pictures. Think aloud as you compare the two and select a favorite. Model different ways to identify your choice and reasons such as, *I think ___ is better because it has ___*. **DEVELOPING**

Have students talk with a partner and state their preferences or opinions about several simple topics and provide several reasons. Remind students that they do not need to have the same opinion or the same reasons. **EXPANDING**

Have students talk together about their opinions and reasons related to a topic such as the best day of the week. Then ask them to restate their partner's opinion and reasons to the larger group. **BRIDGING**

FAST TRACK

Opinion Writing

OBJECTIVE

Identify characteristics of opinion writing.

STUDENT INTERACTIVE 1.5, p. 235

I can write an opinion book.

Opinion Writing
An opinion tells what you think about something. Opinion books have:

- a topic
- reasons
- an opinion
- a conclusion

Opinion Writing Sandwich

Topic and Opinion
My favorite... is the best
I like... I think...
I feel... I believe...


Reason
because

Conclusion
These are the reasons why...
Now you know why...
That explains why...
That is why...

235

Writing Support

- **Modeled** Choose a stack text. Do a Think Aloud to explain why it is an example of opinion writing.
- **Shared** With students' input, make a list of reasons given in one of the stack texts.
- **Guided** Use a stack text to provide explicit instruction on the elements of opinion writing.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT An opinion book expresses the writer's opinion or preference. It includes

- an introduction that tells the topic and opinion.
- reasons that support and explain the opinion.
- a conclusion that restates the opinion in a different way.

MODEL AND PRACTICE Tell students that they will be learning about opinion writing and then write opinion books of their own. Introduce opinion writing by selecting an opinion book from the stack. Read the title aloud and display the cover. Ask students if they can tell what opinion this writer might be expressing in the book. Read the book aloud. As you read, pause to reinforce the topic, opinion, and reasons.

After reading, tell students: *The writer helps us know what he or she likes, thinks, or believes. What words does the author use to do that? Ask for specific examples of a clear opinion from within the book. Authors need to give reasons for the opinions. What are some of the reasons given in this book?* Help students identify the reasons that support the opinion.

This book is an example of opinion writing. You will be writing your own opinion books during this unit. You can share an opinion about a topic you choose. Read additional books from the stack, pointing out the elements of good opinion writing.

Have students turn to p. 235 in *Student Interactive 1.5*. Review the parts of an opinion piece: the clear introduction, the supporting reasons, and a solid conclusion.

Independent Writing

Mentor STACK 

After the immersion lesson, students can continue reading stack books if they need more time to develop their understanding of opinion writing. If students demonstrate understanding, they can begin jotting down ideas for their own opinion book. See the **Conference Prompts** for suggestions.

Share Back

Call on students to tell an element one can find in good opinion writing. Ask students to cite an example from one of the stack texts to demonstrate understanding. Correct any misconceptions as they arise.

Opinion Writing: Topics and Opinions

Minilesson

Mentor **STACK** 

TEACHING POINT An opinion piece includes a topic, a clearly stated opinion, and reasons that explain and support that opinion.

MODEL AND PRACTICE Select a book from the stack and read it aloud to the class. Ask students to tell why the text is an example of opinion writing. Encourage and model the use of the terms *introduction*, *topic*, *opinion*, *reasons*, *support*, and *conclusion*.

When you have finished reading, remind students that an opinion is a choice or preference and that not everyone will have the same opinion. Explain that even people who share the same opinion may have different reasons to support that opinion.

Use questions similar to these to prompt discussion:

- What words in the text let you know that this is an opinion?
- What reasons are given to support the opinion?
- Which reason do you think is the strongest?
- What question might you ask the author or a character in this book?

OBJECTIVE

Answer questions about important details in a text.

Writing Support

- **Modeled** Read a stack text aloud and do a Think Aloud to point out the opinion and a reason.
- **Shared** Prompt students to identify the topic and opinion from one of the books from the stack.
- **Guided** Use the stack texts to provide explicit instruction on identifying the elements of opinion writing.



Intervention Refer to the *Small Group Guide* for support.

Independent Writing

Mentor **STACK** 

As students begin their independent writing time, invite them to continue studying the stack books if they need more time to learn about the elements found in opinion writing. If some students are ready to write, they can use this time to write ideas about how they could introduce their topic and opinion. See the **Conference Prompts** for suggestions.

Share Back

Ask students to share the topics and opinions from either stack books or the opinion pieces they are starting to write. Ask listeners to restate the writer's topic and opinion in their own words. Remind students to use different words in their restatements.

Opinion Writing: Reasons

OBJECTIVE

Retell the important details in opinion texts.

Writing Support

- **Modeled** Read a stack book aloud and do a Think Aloud to retell the topic, opinion, and at least one supporting reason.
- **Shared** Have students choose a stack text and retell a reason given in the text.
- **Guided** Have students retell several reasons given in one of the stack texts, providing explicit instruction and support as needed.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT Good opinion writing provides not just an opinion, but solid reasons that support and explain the opinion. A clearly stated reason will help the reader understand, and perhaps even agree with, the opinion that is presented.

MODEL AND PRACTICE Read aloud from a text in the stack. Ask students to restate the opinion in the text. Write the opinion on a chart or the board. Ask students to retell a reason given in the text. Write that reason on the chart. Have students tell you if the reason is a good connection to and support for the opinion. If the reason supports the opinion, put a check mark by the reason. Provide a non-example of a reason that would not be supportive of the opinion. Ask students to explain why that reason would not be a good one to include.

Read another stack text aloud. Invite students to suggest a reason given that would earn a check mark. Encourage them to explain their thinking.

Independent Writing

Mentor STACK 

If students need additional support before moving to writing independently, have them review the stack books to see how writers use reasons to support their opinions. If students show understanding, have them begin writing reasons to support their opinions. See the **Conference Prompts**.

Share Back

Invite students to share a reason from their opinion piece. Model how to ask clarifying questions that may help the writer strengthen the reason even more.

Brainstorm Ideas

Minilesson

Mentor STACK 

TEACHING POINT Writers often brainstorm ideas before finalizing what they will write. The writer will then choose the opinion that interests them most. Opinion writers also may generate many reasons and then choose only the strongest reasons to include in the final opinion book.

MODEL AND PRACTICE Show several opinion examples from the stack. Help students recall the opinions and reasons in each text. Say: *We all have opinions about many things. First, we need to decide on a topic to write about.* Model listing several topics and circling the topic of your choice, such as hobbies. Follow the same thinking-aloud process for listing choices within that topic, such as types of hobbies. Circle one choice, such as gardening, that will become the basis of your opinion.

Have students turn to p. 236 in *Student Interactive* 1.5. Explain that they will use this page to help them choose a topic. They will list choices or items that belong with that topic and then develop an opinion by circling one of the choices. Help them state their topic and opinion as a sentence. Model an example: *My topic is hobbies. I could choose swimming, gardening, or dancing. I think gardening is the best hobby.*

OBJECTIVE

Plan an opinion piece by selecting a topic and opinion.


STUDENT INTERACTIVE 1.5, p. 236

Read Together

OPINION WRITING

Brainstorm Ideas

The topic of an opinion book should be something the author cares about. The author should have a strong opinion or feeling about the topic.

 **MYTURN** What topics are interesting to you? List some of those topics. Circle the topic you will write about.


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 **MYTURN** What choices belong in that topic? List some of those. Circle the one you like the best.

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Independent Writing

Mentor STACK 

Following the minilesson, have students begin independent writing. If students haven't yet determined a topic and opinion that interests them, have them look through stack books for ideas. If students are comfortable with their topics and opinions, they may continue developing their opinion piece in their stapled booklets. See **Conference Prompts** for suggestions.

Share Back

Invite students to share the topics and opinions they have chosen. Ask them to explain why they made those choices. Model different ways students might state their topics and opinions.

Writing Support

- **Modeled** Use a Think Aloud to model brainstorming ideas for an opinion book.
- **Shared** Once students have brainstormed several topics, suggest an unrelated opinion as a non-example. Ask students to tell why that opinion doesn't fit.
- **Guided** Help students think of multiple possible topics by looking through picture cards and determining a category that a picture might belong to, such as vehicles, times of day, or animals that fly.



Intervention Refer to the *Small Group Guide* for support.

FAST TRACK

Plan Your Opinion Writing

OBJECTIVES

Listen actively, ask questions, and provide useful feedback.

Plan the elements for writing an opinion piece.

STUDENT INTERACTIVE 1.5, p. 237

Read Together WRITING WORKSHOP

Plan Your Opinion Writing

MY TURN Plan your opinion book by writing down your ideas.

Topic

Opinion

Reason Reason

237

Minilesson

TEACHING POINT An opinion piece focuses on one opinion about one topic. After selecting a topic, the writer considers several opinions within that topic before selecting one. Once the writer has chosen an opinion, the writer uses a reason or reasons to explain that opinion to readers.

MODEL AND PRACTICE Remind students that all the authors of the books in the stack had a plan before beginning to write. When writing an opinion book, writers need to first decide the category or topic they will write about.

Direct students to p. 237 in *Student Interactive 1.5*. Model selecting a topic and writing in the graphic organizer. Have students assist you in naming and listing choices that fall in that topic or category. Think aloud as you try to decide on an opinion. Then choose your favorite item and write it. State your choice as an opinion. **I like taking the train best. It is my favorite way to travel.** When you are finished, talk about the suggestions students made and how they were helpful to you as you planned your opinion piece. Follow the same process for planning a reason.

Ask students to complete the page and talk about their decisions with a partner. Circulate around the room and comment on positive examples of collaboration.

WRITING CLUB

Place students in Writing Club groups. See p. WW7 for details on how to facilitate Writing Club.

Share Back

Invite students to share their topics and opinions with the class. Encourage them to tell how comments from others were helpful in making their choices. Ask for specific examples of changes or additions they made based on suggestions from others. Remind students that giving and receiving feedback is an important part of successful writing.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share their topics and opinions for their opinion book.

As students are in new Writing Club groups, they should spend the first 5–10 minutes discussing the following:

- How to listen politely to the speaker
- How to give a helpful suggestion
- How to stay focused

What Are We Sharing? Students should share the topics, opinions, and reasons they are planning to use in their opinion writing. Students may give helpful feedback by suggesting other reasons that might be used to support each opinion. This conversation will help students begin to plan their opinion books.

How Do We Get Started? *Conversation Starters*

Use these prompts to help students begin the discussions in their Writing Clubs.

- What opinion did you choose?
- What are some of the other opinions you thought about?
- What other reasons are you thinking about giving to support your opinion?

Weekly Overview

Students will

- learn how to introduce a topic.
- learn how to state an opinion.
- learn how to supply reasons that support their opinion.

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	LESSON 2	FAST TRACK LESSON 3
MINILESSON 5–10 min.	Introduce a Topic WW12	Explore State an Opinion WW13	Apply State an Opinion WW14
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences WW12	Independent Writing and Conferences WW13	Independent Writing and Conferences WW14
SHARE BACK FOCUS 5–10 min.	State the Topic WW12	Identify Opinions WW13	State Opinions WW14



Mentor STACK



Use the following criteria to add to your opinion writing stack:

- Books that have an engaging topic.
- Books that include a clearly stated opinion.
- Books containing reasons that support the opinion.

FAST TRACK

LESSON 4

LESSON 5

Explore Supply Reasons
WW15

Apply Supply Reasons
WW16

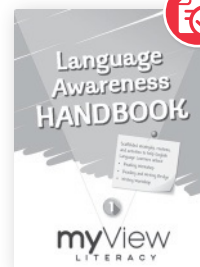
Independent Writing
and Conferences WW15

Writing Club and
Conferences
WW16–WW17

Reasons WW15

Reasons WW16

ADDITIONAL RESOURCES



See the online
*Language
Awareness
Handbook*
for additional
writing support.



See the *Small
Group Guide*
for additional
writing support.




Conferences



Mentor STACK



During this time, assess for understanding of the elements of opinion writing to gauge the need for additional support and to address any misconceptions. Have stacks and minilessons available to reference during conferences.

FORMATIVE ASSESSMENT		Conference Prompts
Introduce a Topic		
If students need additional support,		Then choose a book from the stack and guide students to identify the topic.
If students show understanding,		Then ask: What ideas do you have for introducing your topic?
State an Opinion		
If students need additional support,		Then review a book from the stack and help students identify which words tell the opinion.
If students show understanding,		Then ask: How else could you have stated that same opinion?
Supply Reasons		
If students need additional support,		Then state an opinion and work with students to develop possible reasons to explain and support that opinion.
If students show understanding,		Then have students evaluate which of the reasons given in a stack book is the strongest.

Conference Support for ELL

EMERGING

- Show students pictures of foods. Have students give a “thumbs up” or “thumbs down” signal for each picture. Use a sentence frame such as *I like _____. I do not like _____.*
- Have students draw pictures of a favorite food or place. Help them generate a sentence as a reason that explains why they like it.

DEVELOPING

- Work with students to create a word bank of words to state opinions such as *like, love, favorite, and best.*
- Have students talk about a favorite snack or type of vehicle.
- As students state opinions and reasons, transcribe what they have said. Encourage them to refer back to this as they draft their own writing.

EXPANDING

- Prompt students to tell about a favorite character. Ask questions to draw out reasons for their preferences.
- Ask students to talk with a partner about a favorite wild animal and ask questions of each other.
- Have students retell information about their partner’s favorite wild animal.

BRIDGING

- Invite students to create a topic list for conversations about favorites.
- Encourage students to tell a partner their opinions and reasons before writing.
- Encourage students to provide feedback to partners who are planning their opinion books.



ELL Minilesson Support

Week 2: Develop Elements

During this week, your ELLs will benefit from additional writing support that helps them develop the elements of opinion writing. These targeted supports help students better understand how to draft their own opinion books.

Use this note for the minilesson on p. WW13.

ELL Targeted Support

EXPLORE STATE AN OPINION

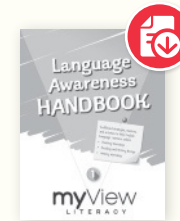
Use stack books to identify the stated opinion.

Work with individual students to identify the opinion. Help students draw a picture that shows their own opinion on the same topic. Model and transcribe as needed. **EMERGING**

Using a stack book, help students form sentences to state whether they have the same opinions as or different opinions from the one stated in a stack book. If students have the same opinions, encourage them to supply different reasons. **DEVELOPING**

Have students look through stack books with partners and talk about whether they agree or disagree with the opinions and reasons in the books. **EXPANDING**

Have students state an opposite or differing opinion from one stated in a stack book. Encourage them to give reasons to support their opinions. **BRIDGING**



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW16.

ELL Targeted Support

APPLY SUPPLY REASONS

Support students as they develop and state reasons that support their opinions.

Have students draw what they want to express an opinion about. Help students develop a reason sentence that uses the word *because*.

EMERGING

Have students describe the items they are expressing opinions about. Help students use those descriptive words as a bank for writing sentences to state reasons. **DEVELOPING**

Have students tell partners the reasons for their opinions. Encourage them to use the word *because* or *since* when telling why. **EXPANDING**

Ask students to state reasons someone might give who has the opposite opinion from theirs. **BRIDGING**

FAST TRACK

Introduce a Topic


OBJECTIVE

Select and introduce a topic for an opinion piece.

STUDENT INTERACTIVE 1.5, p. 238

Writing Support

- **Modeled** Choose a stack book to do a Think Aloud to model identifying the topic and noting how it is introduced.
- **Shared** Have students choose one of their opinion books and talk with partners about what the topic is and how it is introduced.
- **Guided** Use students' opinion books to provide explicit support to identify the topic and the words they chose to introduce it.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT The topic of an opinion book is the subject the writer will be writing about. The writer introduces the topic at the beginning of the book. The writer then chooses a position or preference related to that topic.

MODEL AND PRACTICE On small pieces of paper write the titles of several topics such as: first grade, holidays, movies, superheroes, games, books, colors, teams, and baby animals. Place the pieces of paper in a bag. Remind students that a topic is what a person talks or writes about. Invite one student to select a paper from the bag and read the topic aloud. Invite other students to name things that would fall in that category or topic. Ask the first student to then state an opinion about which of those things is his or her favorite. Continue the process with other topics from the bag.

Review several of the stack books, and ask students to identify the topic of each. Discuss how the author introduces the topic to the readers.

Work with students to complete the activity on p. 238 of *Student Interactive 1.5*.

Independent Writing

During independent writing time, students should write or edit their topic sentences. Then they should continue to write their opinion books. If students have difficulty selecting a topic, encourage them to review topics that were in the bag. See the **Conference Prompts** for suggestions.

Share Back

Invite several students to read what they have written to introduce their topics. If multiple students select the same topic, discuss different words that are used to introduce it. You may use some of the stronger introductions to create sentence frames as models for future use.

Explore State an Opinion

Minilesson

Mentor **STACK** 

TEACHING POINT An opinion tells a choice or preference. The writer may write about the best or favorite within a topic. Some writers might write about the worst or least favorite within a topic.

MODEL AND PRACTICE Display a book from the stack. Say: *This book is an example of opinion writing. You are writing opinion books. The author of this book wrote an opinion that tells how a character thinks or feels about something. Let's find the opinion in this book.* As you read the book aloud, ask students to stop you when they hear an opinion. Discuss the words the author chose to state the opinion.

On a flip chart or the board, create a graphic organizer with *Topic* written in a box. Draw an arrow from the topic box down to another box in which you write the word *Opinion*. Using the stack books, do a Think Aloud to model identifying and then writing the topics and the opinions. Work as a group to identify the topics and opinions from several other stack books and record the results on the graphic organizer. Encourage students to use words from the books that state the opinion. Point out any frequently used words or phrases.

Independent Writing

During independent writing time, students should state an opinion in their opinion piece. Provide support for students who have difficulty making a choice. Remind students that their opinions are their own and that different people will likely have different opinions on the same topic. Use **Conference Prompts** as needed.

Share Back

Ask several students to share their opinions. Point out words and phrases that are used to show a clear choice or preference. You may use some of those words to create an Opinion Word Bank for future use in their writing.

OBJECTIVE

Identify and state an opinion.

Writing Support

- **Modeled** Read aloud a stack book and talk through the identification of the stated opinion. On a chart, write the opinion sentences you find.
- **Shared** Have students look through the stack books with partners and find examples of the opinion in both text and images. Invite students to jot down the opinion sentences they find.
- **Guided** Use stack books to provide explicit instruction to identify and discuss strong opinion sentences.



Intervention Refer to the *Small Group Guide* for support.

FAST TRACK

Apply State an Opinion

OBJECTIVE

State an opinion clearly when writing an opinion piece.

STUDENT INTERACTIVE 1.5, p. 239

State an Opinion
An author clearly states, or tells, the opinion.

MY TURN Read the text. Underline the opinion.

Not all animals make good pets. I think a fish would be a great pet.

MY TURN Write a sentence that tells your opinion about your pet.

239

Minilesson

Mentor STACK



TEACHING POINT Opinions state choices or preferences that people have. When a writer expresses a strong opinion, it is more interesting to a reader.


MODEL AND PRACTICE Tell students that authors write about opinions they have or that they want their characters to have. An opinion tells what someone thinks, feels, or believes about something.

Say: Today you will be writing about an opinion. When I write about an opinion I have, I might begin thinking of a topic I'm interested in. I like to exercise. I'll write about the exercise I like the best. I might begin by writing, "There are many ways to exercise. Swimming is my favorite." That will tell you that I'm writing about the topic of exercise and that my opinion is swimming is the one I like the most. Write your sentence on the board or a chart.

Tell students that they will be practicing writing an opinion on p. 239 of *Student Interactive 1.5*. Discuss why writers use strong words like *best* and *favorite*. Remind them that not everyone will share the same opinion.

Writing Support

- **Modeled** Do a Think Aloud as you choose and then state an opinion. Model both a weak and a strong statement to point out the differences.
- **Shared** Have students practice stating their opinions to a partner before writing it.
- **Guided** Prompt students to write their opinions as if they were talking with someone who had the opposite opinion. Provide explicit instruction to help students state opinions clearly.

 **Intervention** Refer to the *Small Group Guide* for support.

Independent Writing

Mentor STACK



During independent writing time, have students review their opinion book and write a sentence that states a clear opinion. If students need extra support, have them look through stack books and identify some models showing how opinions are stated. Help them craft a sentence using some of those words. Students who are ready may review their other opinion books to check how they stated the opinions. Use **Conference Prompts** to guide conversations.

Share Back

Have a few students share their opinion statements with the class. Invite students who shared the same topic to state if their opinions are the same or different. You might make a list of words used in clear opinion statements.

Explore Supply Reasons

Minilesson

Mentor **STACK** 

TEACHING POINT Reasons tell or explain why someone has a certain opinion. Writers want to use precise language to help readers understand the opinion. Reasons should support and explain the opinion.

MODEL AND PRACTICE Read aloud one of the stack books. After reading, model how to identify the reasons that were given to explain and support the opinion. Draw attention to words such as *because* or *since*. Work with students to identify reasons found in another stack book. Pause while reading to ask why the character has that opinion. Help students use the words *because* or *since* when retelling the reasons. Discuss reasons that are especially supportive of the opinion. Repeat with several stack books to help students build confidence in identifying and stating reasons.

Say: *When people tell us their opinions, we might wonder why they think or feel that way. You might wonder why swimming is my favorite exercise. Reasons tell why and explain the opinions. A reason might even help someone agree with your opinion or it might lead to a fun conversation with people who have a different opinion or different reasons.*

OBJECTIVE

Identify and supply a reason that supports an opinion.

Writing Support

- **Modeled** Use stack books to model how to identify reasons.
- **Shared** Encourage students to state a reason they might add to support an opinion in one of the stack books.
- **Guided** Provide explicit instruction and support as needed to help students supply reasons that connect to and support opinions.



Intervention Refer to the *Small Group Guide* for support.

Independent Writing

Students should transition into independent writing. If students need additional support supplying reasons, have them draw a picture of their opinion before writing and use their drawing for ideas of reasons to include in their writing. Students who are confident writing reasons should continue working on their opinion books and adding reasons that support their opinions. Use **Conference Prompts** as needed.

Share Back

Invite students to share a reason that would explain their opinion. Model giving helpful feedback by asking clarifying questions. Encourage students to restate one of the reasons and then ask clarifying questions of each other.

FAST TRACK

Apply Supply Reasons

OBJECTIVE

Supply reasons that support an opinion within an opinion piece.

STUDENT INTERACTIVE 1.5, p. 240

OPINION WRITING **Read Together**

Supply Reasons

An author gives reasons that support and explain the opinion.

MY TURN Write a sentence that tells a reason for the opinion.

A shark would be a bad pet.

MY TURN In your opinion book, supply at least two reasons that support your opinion.

240

Minilesson

Mentor STACK 

TEACHING POINT Opinion pieces need reasons to support and explain the opinions. Reasons help readers understand why a character likes or doesn't like something. Authors plan reasons that support the opinions.

MODEL AND PRACTICE Tell students that readers like to understand why a character holds an opinion. Display one of the stack books the students know well. *What were some of the reasons we read in this book? What would the book have been like if the author didn't include any reasons? Do you think we would have enjoyed it as much?*

Have students look at p. 240 in *Student Interactive 1.5*. Say: *What if a book just said that sharks do not make good pets? Would that be very interesting?* Talk together about some of the reasons that explain why sharks do not make good pets. Ask students to choose a reason to add to the page. Remind students that it is natural for different people to have different reasons even if they share the same opinion. Encourage students to then add reasons to their own opinion books.

WRITING CLUB

Use p. WW17 to guide Writing Club. See the **Conference Prompts** for conducting individual conferences.

Share Back

When Writing Club ends, invite a few students to share their opinions and reasons with the group. Point out how the reasons support the opinion and answer why the writer has that opinion.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share their topics, opinions, and reasons in their opinion books.

Students should spend the first 5–10 minutes of their Writing Club time reviewing the following:

- Listening actively to others
- Making certain everyone has a chance to participate
- Having different opinions from each other is natural

What Are We Sharing? Tell students that they will be sharing their topics, opinions, and reasons with their Writing Club. Writing Club members may help them think of additional or stronger reasons to support their opinions.



How Do We Get Started? Conversation Starters

You may use these prompts to help students begin the discussion in Writing Club meetings.

- What is the opinion you want to share?
- I think your strongest reason was ____.
- How did you decide which reasons to include?



Weekly Overview

Students will

- identify the parts of an opinion book.
- organize and draft their own opinion writing.
- develop a conclusion to an opinion book.

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	LESSON 2	FAST TRACK LESSON 3
MINILESSON 5–10 min.	Organize Parts of the Page WW22	Explore Organize Introduction WW23	Apply Organize Introduction WW24
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences WW22	Independent Writing and Conferences WW23	Independent Writing and Conferences WW24
SHARE BACK FOCUS 5–10 min.	Parts of Opinion Pieces WW22	Elements of Introductions WW23	Write Introductions WW24



Mentor STACK



Use the following criteria to add to your opinion writing stack:

- The book clearly introduces a topic and opinion.
- The author provides strong reasons.
- The book has an identifiable conclusion that restates the opinion.

FAST TRACK

LESSON 4

LESSON 5

Explore Write a Conclusion WW25

Apply Write a Conclusion WW26

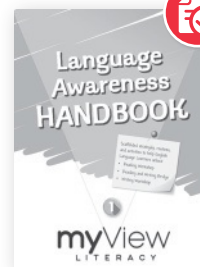
Independent Writing and Conferences WW25

Writing Club and Conferences WW26–WW27

Elements of Conclusions WW25

Write Strong Conclusions WW26

ADDITIONAL RESOURCES



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences



Mentor STACK




During this time, assess for understanding of the structure and organization of opinion writing including introductions and conclusions. Have stacks and minilessons available to reference during conferences.

FORMATIVE ASSESSMENT

Conference Prompts

Organize Parts of the Page

If students need additional support,


 **Then** review a selection from the stack together and discuss the parts.

If students show understanding,

Then ask: How do you plan to organize your writing?

Organize Introduction

If students need additional support,


 **Then** have students choose a book from the stack. Read the introduction together and point out what is included.

If students show understanding,

Then ask: What makes your introduction clear to the readers?

Write a Conclusion

If students need additional support,

 **Then** work together to compare their conclusions to their introductions and note what is different and what is similar.

If students show understanding,

Then ask: How did you word your opinion differently in the conclusion?

Conference Support for ELL

EMERGING

- Create a color-coded diagram to make the parts of an opinion book more visible.
- Have students create pictures to remind them of each section of an opinion book.
- Do a picture walk through the parts of a stack book. Have students repeat your simple retelling.

DEVELOPING

- Have students retell the parts of an opinion book.
- Use sentence frames to practice stating an opinion with reasons.
I think ___ is the best ___ because _____. ___ is my favorite ___ because _____.
- Help students create their own anchor charts to remember how to organize an opinion book.

EXPANDING

- Have students explain how they will organize their opinion books.
- Discuss how the introduction in opinion writing is different than in other types of writing.
- Prompt students to identify the part in their opinion books.

BRIDGING

- Help students do their own Think Aloud as they plan their own opinion books.
- Use guided writing to help students write strong introductions and conclusions by using targeted questions.
- Invite students to talk about how their introductions and conclusions are different.



ELL Minilesson Support

Week 3: Develop Structure

During the Develop Structure week, your ELLs will benefit from additional writing support that helps them become more aware of how an opinion book is structured. These targeted supports were chosen to help students better understand how to compose and organize their writing.

Use this note for the first minilesson on page WW22.

ELL Targeted Support

ORGANIZE PARTS OF THE PAGE

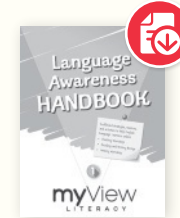
Use the stack books to increase student familiarity with the parts of an opinion piece. Guide students to identify the introduction, topic, opinion, reasons, and conclusion in each book. Talk together about why all the parts are important.

Have students fold a paper in three sections horizontally. Help them name and label what would go in the top introduction section, the middle section with reasons, and the conclusion on the bottom. **EMERGING**

Help students create several sentence frames that may be helpful in opinion writing. Model how the sentence frames might be useful in the different parts of the page. **DEVELOPING**

Have students choose a book from the stack and use different color sticky notes to identify the parts of the opinion book. Ask students to share how they decided where the sticky notes should go. **EXPANDING**

Challenge students to tell two options within the topic and explain why they would choose one over the other. **BRIDGING**



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on page WW25.

ELL Targeted Support

EXPLORE WRITE A CONCLUSION

Students may need support finding different words to use in their conclusions from what they wrote in their introductions.

Write one of their introduction sentences on word cards with one word per card. Demonstrate how the words can be rearranged with only a few new words added to create a similar, but different, sentence for the conclusion. **EMERGING**

Have students read their introductions to a partner. Ask the partners to restate the introduction in their own words. Have the writers listen for ideas on how to restate their opinions in new ways to use in the conclusion. **DEVELOPING**

Ask students to work with a partner to pull apart a sentence that states an opinion and reword it at least two different ways for the conclusion. **EXPANDING**

Tell students to swap drafts with a partner and each draft a conclusion for the other's opinion piece and then read it aloud to the partner. **BRIDGING**

FAST TRACK

Organize Parts of the Page

OBJECTIVES

Identify the elements of opinion writing.

Develop drafts of opinion books in oral, pictorial, and written form by organizing ideas.

STUDENT INTERACTIVE 1.5, p. 241

I can write an opinion book.

Organize Parts of the Page
Authors organize their opinion books before they write. They include the topic, opinion, reasons, and an ending.

MYTURN Label each part.


Topic	We are trying to find the best pet for my family.
Opinion	I think the best pet would be a fish.
Reasons	It would be the best pet because it is quiet. It also can stay in my bedroom.
Ending	Those are a few reasons why I think a fish is a great pet.

MYTURN Develop your opinion book by organizing the parts of the page.

241

Writing Support

- **Modeled** Use a stack book to model identifying the elements of opinion writing.
- **Shared** On a flip chart or the board, have students help you list and describe the sections of an opinion book.
- **Guided** Ask questions to help students describe the elements of opinion writing and how the parts are organized.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT A well-written opinion book should include an introduction to the topic and the opinion, reasons that support the opinion, and a conclusion or sense of closure.

MODEL AND PRACTICE Tell students that an opinion book should first include an introduction that introduces the topic and the opinion, followed by one or more reasons that support and explain the opinion. A conclusion should remind readers of the author's opinion and restate it in a new way.

Use a book from your stack. Reread the book and then ask students to identify the elements of opinion writing they noticed in the book. Encourage them to be as specific as possible when telling where an element is found.

After discussing the book, create a three-row chart on a flip chart or the board. Say: *When I plan my opinion book, I'll first think of how I will introduce the topic and my opinion.* In the top section of the chart write *Introduction = Topic + Opinion.* I then need to support my opinion with reasons so everyone will understand my opinion. Add the Word *Reasons* in the center section of the chart. *I end with a conclusion that reminds readers of my opinion.* Add *Ending or Conclusion* to the bottom section of the chart.

Have students turn to p. 241 in *Student Interactive 1.5*. Read and discuss the page together and have them work with a partner to complete the page.

Independent Writing

After completing the minilesson, students should transition to independent writing. If students need extra support, remind students they can use the parts listed on p. 241 in *Student Interactive 1.5* as a model for their plans. Students who are confident with their plans may continue working on their opinion books. Use the **Conference Prompts** as needed.

Share Back

Have students share what they will include in each part of their opinion books. Show how to check that all parts of opinion writing are included and model giving constructive feedback.

Explore Organize Introduction

Minilesson

Mentor STACK 

TEACHING POINT The introduction of an opinion book gives important information to the reader. It lets readers know the topic and opinion clearly. A good introduction sets up the rest of the opinion book.

MODEL AND PRACTICE Talk about the value of a strong introduction in opinion writing. Say: *A strong introduction is very important in an opinion book. Your introduction should quickly let the readers know the topic you are writing about and the opinion you will be explaining.*

Read several introductions from the stack. Discuss the introduction of each book. Ask: *How did the author introduce the topic? How did the author express an opinion? How did the author help us know what the rest of the text would be about?*

After reading several models, conduct a shared writing to generate some introductory sentence models that introduce the topic and opinion. Transcribe for the class and display the suggestions on a flip chart or the board.

OBJECTIVES

Draft an introduction to an opinion book.

Identify the topic and opinion in an opinion book.

Independent Writing

Mentor STACK 

After the minilesson, students should transition to independent writing. If students need extra support drafting an introduction, have them review a few stack books for ideas. Encourage them to make a short list of what they want to include, and work with them to craft those thoughts into a sentence or sentences. Students who understand strong conclusions should be encouraged to try several versions of their introductions before deciding on one. See the **Conference Prompts** for additional suggestions.

Writing Support

- **Modeled** Read a stack text aloud and point out the topic and opinion.
- **Shared** Work with students as you write several introduction sentences. Transcribe the ideas of the group or student.
- **Guided** Ask targeted questions to guide students to include any missing information in their introductions.



Intervention Refer to the *Small Group Guide* for support.

Share Back

Invite several students to share the drafts of their introductions. Ask the class to check that both the topic and the opinion are stated. Point out particularly strong words or phrases and create an Introduction Bank for future reference.

FAST TRACK

Apply Organize Introduction

OBJECTIVES

Draft an introduction to an opinion book.

Accept and provide feedback to strengthen writing.

STUDENT INTERACTIVE 1.5, p. 242

OPINION WRITING **Read Together**

Organize Introduction
The **introduction** should include the topic and your opinion.

MY TURN Write a sentence that introduces the topic of the best pet. Write a sentence that states what you think would be the best pet.

.....
.....
.....
.....


MY TURN Draft an introduction to your own opinion book. Be sure to include the topic and your opinion.

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Writing Support

- **Modeled** Walk through a stack text with students to help them identify introductions that might be used as models for their writing.
- **Shared** Have students work with you to stretch a short introduction sentence by adding stronger and more interesting words.
- **Guided** Provide explicit instruction if elements of the introduction are missing or unclear.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT The introduction to an opinion book must clearly state the topic and opinion.

MODEL AND PRACTICE Refer to a stack book and review that a strong introduction needs to let the reader know the topic and opinion that will be the focus of the book. Say: *We know that the introduction needs to be a strong beginning to our writing. The introduction of an opinion book needs to tell the topic and opinion. If I decide to write about my favorite type of weather, which is rain, how could I begin?* Transcribe several possible sentences of introduction to your topic using suggestions from the class.

Work with the group to revise the sentence or sentences to make a compelling introduction. Continue modeling how you will follow the introduction by stating reasons for your opinion.

Direct students to p. 242 in *Student Interactive 1.5*. Read the text on the page and make certain students know the task. Encourage students to try saying several options aloud before deciding what to write.

Independent Writing

Following the minilesson, have students continue working on the introductions to their opinion books. If students have difficulty, suggest they add a descriptive word or words to their introductions. If students feel confident in their writing, encourage them to stretch and strengthen the introduction to make it more interesting. Students may then go on to crafting the reasons in their opinion books. See **Conference Prompts** for suggestions.

Share Back

Invite students to share the introductions they have written. Ask them to share how they stretched and strengthened their original introduction. Model how to give feedback that restates the introduction and encourages the writer's efforts.

Explore Write a Conclusion

Minilesson

Mentor STACK 

TEACHING POINT The conclusion of an opinion book gives the author one more chance to state his or her opinion on a topic. A good conclusion states the opinion in a new way and gives a sense of closure to the book.

MODEL AND PRACTICE Explain the importance of a strong conclusion or ending statement in an opinion piece. Read the conclusion of a stack book aloud and discuss the role the conclusion plays. Say: *When we read this conclusion we know that the text is finished. We are reminded of the opinion. A good conclusion restates the same opinion, but does so in a new way.* Repeat this process with several other stack books.

As you talk through conclusions in the stack books, note words and phrases that are used. Help students develop a bank of phrases that may serve as models when writing conclusions. Post these on a chart for all to see.

Have students work with a partner to review what they have written and plan what they will draw.

OBJECTIVE

Identify the conclusion in opinion writing.


Independent Writing

Mentor STACK 

As students transition to independent writing, have them draft possible conclusions to their opinion books. Students who understand the elements of conclusions should continue writing their opinion books. If students have difficulty, encourage them to modify one of the models or review a stack text as a jumpstart. See the **Conference Prompts** for additional suggestions.

Writing Support

- **Modeled** Conduct a Think Aloud as you reword your opinion in several different ways for use in a conclusion.
- **Shared** Challenge students to come up with at least five different ways to restate an opinion for use in the conclusion. Transcribe the group's suggestions.
- **Guided** Ask questions that guide students to check their conclusions to see that they have provided closure and also reworded their opinions in new ways.

 **Intervention** Refer to the *Small Group Guide* for support.

Share Back

Call on several students to share what they have written. Ask the listeners to check if the conclusions restate the opinion in a new way and provide a sense of closure. If an element is missing, invite the group to offer suggestions.

FAST TRACK

Apply Write a Conclusion

OBJECTIVES

Draft a conclusion to an opinion book.

Accept and provide feedback to strengthen writing.

STUDENT INTERACTIVE 1.5, p. 243

Read Together WRITING WORKSHOP

Write a Conclusion

The **conclusion** ends an opinion book by reminding the reader of the author's opinion.

MY TURN Read the text. Write a sentence that would be a good conclusion.

I think a parrot is the most interesting wild animal. Parrots are interesting because they can make many different sounds. Some parrots can live longer than a person.

Possible response:
You can see that
parrots are very
interesting animals.

MY TURN Revise your opinion book to include a strong conclusion.

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Minilesson

Mentor STACK 

TEACHING POINT Opinion writing includes an introduction that states the topic and opinion, reasons that support the opinion, and a conclusion that restates the opinion and provides a sense of closure. The conclusion might even encourage some readers to agree or think more deeply about the topic.

MODEL AND PRACTICE Choose a familiar stack book. Ask students to tell what should be included in a strong conclusion in opinion writing and if the stack book you have chosen has a strong conclusion. Invite a student to select a different book from the stack and lead the group to discuss how strong or not that conclusion is.

Conduct a shared writing activity as you write and polish the conclusions of an opinion piece. Say: **I wrote that rain was my favorite type of weather and gave reasons that tell why. I need to write a conclusion. What ideas do you have to help me?** Work together to craft several different conclusions. Help students revise the conclusions to include stronger words.

Have students turn to p. 243 in *Student Interactive 1.5*. Read the page with the students. Encourage them to try saying aloud several possible concluding statements before deciding which to write.

WRITING CLUB

Use the Writing Club guide on the following page to guide discussions. Use the **Conference Prompts** when conferring with individual students.

Share Back

Have several students read their opinion books aloud and focus attention on the conclusions. Model how to give encouraging feedback. Invite listeners to tell which words in the conclusions they found strongest.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share the opinion books they have been writing. They will talk about the inclusion of all the elements of an opinion piece.

Students should spend the first 5–10 minutes of their Writing Club time reviewing the following:

- Behaviors of active listeners
- Process for making helpful suggestions
- Using the proper volume and speed when speaking

What Are We Sharing? Students can share how they organized their opinion books and how they checked that all the elements were included. Remind the group that people may have different opinions on the same topic and to be respectful of those differences.

How Do We Get Started? *Conversation Starters*

Use these prompts to help students begin the discussions in their Writing Club.

- How did you introduce your topic and opinion?
- What other reasons did you think about using?
- How did you state your opinion differently in the conclusion?
- Which part of your opinion book is your favorite? Why?

Weekly Overview

Students will

- learn capitalization rules and edit opinion writing drafts.
- learn how to correctly use conjunctions.
- check and correct for usage of commas in a series.

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	LESSON 2	FAST TRACK LESSON 3
MINILESSON 5–10 min.	Use Capitalization WW32	Explore Conjunctions WW33	Apply Conjunctions WW34
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences WW32	Independent Writing and Conferences WW33	Independent Writing and Conferences WW34
SHARE BACK FOCUS 5–10 min.	Edit for Capitalization WW32	Identify Conjunctions WW33	Use Conjunctions WW34

Mentor **STACK**

Use the following criteria to add to your opinion writing stack:

- The book includes examples of conjunctions.
- The book contains example sentences with series that are separated by commas.

FAST TRACK**LESSON 4****LESSON 5****ADDITIONAL RESOURCES**

Explore Commas
WW35

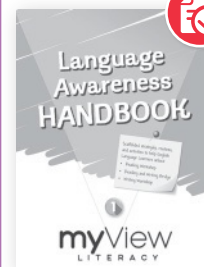
Apply Commas
WW36

Independent Writing
and Conferences WW35

Writing Club and
Conferences
WW36–WW37

Identify How to Use
Commas WW35

Use Commas in a Series
WW36



See the online
*Language
Awareness
Handbook*
for additional
writing support.



See the *Small
Group Guide*
for additional
writing support.

Conferences



Mentor STACK




During this time, assess for understanding of how to use capitalization, conjunctions, and commas to determine where students need support. Have stacks and minilessons available to reference during conferences.

FORMATIVE ASSESSMENT

Conference Prompts

Capitalization

If students need additional support,


 **Then** review a book from the stack. Have students point out capitalized words that begin each sentence.

If students show understanding,

Then ask: Your sentences begin with capital letters. When else do we use capital letters?

Conjunctions

If students need additional support,


 **Then** model how to create sentences using conjunctions. Have students copy the sentences as reminder models.

If students show understanding,

Then ask: How did you choose which conjunction to use here?

Commas

If students need additional support,

 **Then** have students draw or name several items that fit within the topics of their opinion books. Work together to turn that list into a sentence that includes a series.

If students show understanding,

Then ask: How did you know that a comma was needed here?

Conference Support for ELL

EMERGING

- Write a sentence for each student. Have students circle the initial capital letter and ending punctuation. Tell them to use this as a reminder when they write.
- Model sentences with conjunctions. Have students repeat each sentence and snap their fingers when the conjunction is said.

DEVELOPING

- Use modeled writing to focus attention on the use of capital letters.
- During shared writing, write a sentence that includes a series. Invite students to add the commas where they belong and explain why they should be there.

EXPANDING

- Transcribe sentences students suggest that include conjunctions. Have students circle each conjunction.
- Ask several students to suggest items that belong in the same category. Turn that list into a sentence with a series. Ask students to circle the conjunction in the sentence and tell where the commas should be placed.

BRIDGING

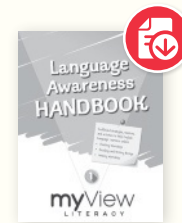
- Have students work with partners to create a sentence that contains a series. Ask which word in the sentence is a conjunction. Check for correct use of initial capitalization and placement of commas.
- Ask students to do a Think Aloud as they place commas in a sentence containing a series.



ELL Minilesson Support

Week 4: Writer's Craft

During the Writer's Craft week, your ELLs will benefit from additional writing support that helps them focus on understanding grammar rules. These targeted supports were chosen to help students better understand the English language and build foundational writing skills.



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW33.

ELL Targeted Support

EXPLORE CONJUNCTIONS

As students begin to focus on the sentences in their opinion books, they learn to expand and enhance them. Provide practice using conjunctions in sentences.

Write the word *because* on a word card for each student. Say a sentence including *because* and ask students to hold up the card when they hear that word. Have students repeat your sentence and then say a sentence of their own. Remind students to hold up the word card when they hear or say *because*. **EMERGING**

Write a sentence that includes a conjunction. Point to and say each word and ask students to stop you when you get to the conjunction. Repeat with several sentences. Invite students to create their own sentences and then lead the group to identify the conjunctions. **DEVELOPING**

Write conjunctions on an index card with one conjunction per card. Ask students to choose a card and then work with partners to develop sentences using that conjunction. Have partners share the sentences with the group. **EXPANDING**

Challenge students to find sentences that include a conjunction in books from the stack or classroom library. Have them share their findings and tell what two sentences were joined. **BRIDGING**

Use this note for the minilesson on p. WW35.

ELL Targeted Support

EXPLORE COMMAS

Help students understand how to create a series that includes correct comma usage.

Use picture cards to have students create categories such as animals or vehicles. Create sentences using those cards. "The animal cards I see are lions, bears, and seals." Write the sentences and have students repeat them with you. Point to each comma and pause slightly.

EMERGING

Tell students a category and have them suggest words that fit the category. Transcribe their suggestions. Model a sentence that uses at least three words on the list, and write the sentence for all to see. Discuss where the commas should be placed. **DEVELOPING**

Write a sentence containing a series. Invite students to place commas where they belong and explain why they belong there. **EXPANDING**

Have students write a sentence with a series and ask them not to include any commas. Have students exchange sentences with partners and add commas to the other person's sentence. Check for understanding. **BRIDGING**

FAST TRACK

Use Capitalization

OBJECTIVES

Identify that sentences begin with initial capitalization. Capitalize the pronoun *I*.

Edit drafts using standard English conventions including capitalization for the beginning of sentences and the pronoun *I*.

STUDENT INTERACTIVE 1.5, p. 244

OPINION WRITING Read Together

My Learning Goal I can write an opinion book.

Use Capitalization
Every sentence needs to begin with a capital letter. The word *I* is always a capital letter.

MY TURN Edit the capital letters in these sentences. Write the correct words.


- a dog is my favorite pet. A
- This is what i think is the worst pet. I
- frogs might hop out of a cage. Frogs

MY TURN Write a complete sentence on a separate sheet of paper. Remember to begin the sentence with a capital letter.

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Writing Support

- **Modeled** Use stack books to point out initial capitalization.
- **Shared** Have partners work together to check for correct capitalization in their opinion books.
- **Guided** Use stack books to provide explicit instruction on capitalization.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT Authors use the rules of capitalization when writing opinion books. They check to be certain that every sentence begins with a capital letter. The word *I* is also capitalized.

MODEL AND PRACTICE Tell students that when writing, it is important to be certain that their writing follows the rules of English. One important rule is to begin every sentence with a capital letter. Show a page from one of the stack books. Point out that every sentence begins with a capital letter.

Write a sentence on the board that contains the pronoun *I* somewhere other than as the first word. Say: **There is another rule for using capital letters. The word *I* should be capitalized. In this sentence, there should be two capital letters. What should be capitalized?**

Have students turn to p. 244 in *Student Interactive* 1.5. Have students tell a partner what capitalization rules they should remember. When students have completed the page, talk about the capitalization rules they used.

Independent Writing

Mentor STACK 

After the minilesson, students should transition to independent writing and check their opinion books for the correct usage of capital letters. If students need extra support, help them find capitalization rules that are followed in a stack text. Students who are using capital letters correctly should continue writing their opinion books. See the **Conference Prompts** on p. WW30 for more suggestions.

Share Back

Have students share sentences in their opinion books and tell what capitalization rules they used. Check that examples are given of initial capitalization and capitalization of *I*.

Explore Conjunctions

Minilesson

Mentor STACK 

TEACHING POINT A conjunction is a type of word. Conjunctions connect words or parts of sentences. The words *and* and *because* are both conjunctions.

MODEL AND PRACTICE Write the words *and* and *because* on a chart or the board and have students read them with you. Invite a student to say a sentence that uses one of these words. Tell students that *and* and *because* are conjunctions. Explain conjunctions connect words or parts of sentences.

Select a book from the stack that has several uses of the words *and* and *because*. Read a sentence containing one of those conjunctions aloud. Have students repeat the sentence and snap their fingers when they say the conjunction. Write the sentence on a flip chart or the board and discuss what the conjunction is connecting. Repeat the process with several other sentences using the conjunctions *and* and *because*.

Talk with students about why the word *because* is especially useful in writing opinion books. Remind them that *because* can be helpful when writing reasons to explain or support opinions. Write a sentence using *because* that contains a reason. Say: **I might write, “I enjoy swimming because it is good exercise.” That sentence sounds better to me than writing, “I enjoy swimming. It is good exercise.”**

Have students work with partners to create several sentences that use a conjunction. Ask each pair to share a sentence and invite the class to snap their fingers when they hear the conjunction.

OBJECTIVE

Identify and use conjunctions correctly in speaking and writing.

Writing Support

- **Modeled** Demonstrate how to use *and* and *because* to join two smaller sentences. “I have a dog. I have a cat. I have a dog and a cat.” “I like this book. It is so funny. I like this book because it is so funny.”
- **Shared** Work with students to practice using *because* to state a reason. Show how a *because* sentence can be written as two sentences.
- **Guided** Ask targeted questions to help students identify sentences that could be expanded by using *and* or *because*.



Intervention Refer to the *Small Group Guide* for support.

Independent Writing

Mentor STACK 

Students should continue writing their opinion books and include conjunctions correctly. If students are struggling with using conjunctions, remind them to look through stack books for examples. Transcribe their possible sentences as needed. When students are comfortable editing their writing to use conjunctions, they should proceed independently to make those changes. See the **Conference Prompts** on p. WW30 for additional suggestions.

Share Back

Call on students to share sentences from their opinion books that use conjunctions. Talk together about what words or ideas are joined together.

FAST TRACK

Apply Conjunctions

OBJECTIVE

Identify and use conjunctions correctly in speaking and writing.

STUDENT INTERACTIVE 1.5, p. 245

Read Together WRITING WORKSHOP

Conjunctions
Conjunctions are words that can join words or thoughts. The word **because** and the word **and** are both conjunctions.

MY TURN Circle the conjunction in each sentence.

I think a fly is the worst pet **because** it is so small. Flies are tiny **and** are not fun to play with.

MY TURN Revise your opinion book to include at least one conjunction.

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Writing Support

- **Modeled** Walk through a stack text with students to help them identify conjunctions and how they are used.
- **Shared** Have students dictate sentences using conjunctions as you transcribe them.
- **Guided** Ask focused questions as students work with partners to write sentences that include conjunctions.

Intervention Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT Conjunctions, such as *and* and *because*, connect words and ideas in sentences. Authors may use one sentence containing *and* rather than writing two short sentences. Authors of opinion books often use the conjunction *because* to connect a reason to the opinion in supports.

MODEL AND PRACTICE Read a sentence containing *because* from one of the stack books. Demonstrate how using *because* helps signal the reader that the sentence contains a reason. Say: *I could write, "I love rainy days because the rain helps the plants grow." You know that I'm giving a reason why I love rainy days. The conjunction because connects the reason to the opinion.* Have students help you think of another sentence about your topic that uses the conjunction *and*.

Direct students to p. 245 in *Student Interactive 1.5*. Read the text on the page and review what students are asked to do to complete the page. Guide students to complete the activity. Then they should begin to look for ways to improve their opinion books with the inclusion of conjunctions.

Independent Writing

Have students continue working on their opinion books. Remind them to use conjunctions when joining words or parts of sentences. If students are struggling with conjunctions, have them refer to how conjunctions are modeled on p. 245 in *Student Interactive 1.5*. If you observe students using conjunctions correctly, encourage them to continue writing their opinion books independently. See **Conference Prompts** on p. WW30 for suggestions.

Share Back

Invite a student to share a sentence containing a conjunction. Ask listeners to tell what words or ideas the conjunction brought together. Continue with several more examples.

Explore Commas

Minilesson

Mentor STACK 

TEACHING POINT When a sentence contains a list of three or more items, commas are used to separate the listed items.

MODEL AND PRACTICE Select a book from the stack that contains a series of items in a sentence that are separated by commas. Read the sentence aloud and then write it on a flip chart or the board. Point out the commas and say: *When three or more items are listed in a sentence, we put a comma between each of them. Commas are like a pause in a sentence.* Read the sentence again with a clear pause as you get to each comma.

Ask students to name a topic about which you might state an opinion. Using the topic suggested, ask for several items that fit in that category. Use sentence frames such as: *____, ____, and ____ are all types of ____.* Say: *Let's read that sentence together and pause when we get to a comma.* Repeat the process with several other examples that use student suggestions.


Tell students that when they are writing opinion books, they might think about telling several items that belong in the topic before stating a favorite. Provide an example such as, "Apples, oranges, and pears are all fruits I enjoy. Pears are my favorite."

OBJECTIVE

Use commas to separate words in a series.

Writing Support

- **Modeled** Conduct a Think Aloud as you talk about how to determine if commas are needed and where they should be placed.
- **Shared** If students are uncertain that they have placed commas correctly, encourage them to read the sentence aloud to a partner. Have them listen for a natural pause.
- **Guided** Use leading questions to guide students in determining whether there are enough items in a sentence so as to require separation by commas, as well as the correct placement of those commas.

 **Intervention** Refer to the *Small Group Guide* for support.

Independent Writing

Mentor STACK 

Have students continue working on their opinion books and encourage them to include sentences that include a series separated by commas. If students are uncertain where serial commas go, have them review stack books for examples of comma placement. Students who can use serial commas correctly should continue writing their opinion books. See the **Conference Prompts** on page WW30 for additional suggestions.

Share Back

Ask a student to read a sentence that contains a series separated by commas. Remind students to pause, but not stop, when they come to a comma as they are reading aloud.

FAST TRACK

Apply Commas

OBJECTIVES

Use commas to separate words in a series.

Edit drafts with adult assistance using standard English conventions, including using commas to separate words in a series.

STUDENT INTERACTIVE 1.5, p. 246

OPINION WRITING **Read Together**

Commas

Commas separate words in a list.

MY TURN Add commas where they are needed in each sentence.

- Sam, Liz, and I love animals.
- We like frogs, toads, and lizards.
- We find them near ponds, under leaves, or by rocks.

MY TURN Add a sentence to your opinion book that includes a list. Remember to add commas where they are needed.

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Minilesson

Mentor STACK 

TEACHING POINT When a sentence contains three or more items in a series, the items should be separated by commas. Authors edit their writing to be certain commas are used correctly.

MODEL AND PRACTICE Read aloud a sentence from one of the stack books that contains a series separated by commas. Ask: *What do we know about a sentence that contains a series or list like this one has?* Restate that commas are used to separate words in a series.

Direct students to p. 246 in *Student Interactive* 1.5 and say: *Today we are going to practice editing sentences that contain a list or series. We are going to make certain that the commas we need are in the correct place.* Have students read the first sentence on the page with you. Read it aloud again, pausing where the commas would go. Ask: *How many items are there in the series? If there are three or more, we know we will need commas. Where should we place the commas in this sentence?* Invite students to tell where they think commas are needed and explain why. Have students complete the page and offer support as needed.

WRITING CLUB

Use the Writing Club guide on the following page to guide discussions. As time allows, use the **Conference Prompts** on p. WW30 when conferring with individual students.

Share Back

Have several students read their opinion books aloud. Ask questions to be certain the books have been checked for capitalization, conjunctions, and serial commas.

WRITING CLUB



What's Happening This Week? In this week's Writing Club, students will share their writing to demonstrate understanding of capitalization, conjunctions, and serial commas. Students may confer with other Writing Club members during the editing process.

Students should spend the first 5–10 minutes of their Writing Club time reviewing how they will follow these listening and speaking rules:

- Listen actively by facing the person who is speaking.
- Ask questions to clarify information.
- Everyone should be given a chance to participate.

What Are We Sharing? Before sharing their writing, students should decide which book they would like feedback on during Writing Club. Students who are sharing may begin by asking for specific feedback related to areas such as commas or conjunctions. Students can share the sentences they revised in their opinion books. Tell them to talk about the changes they made and why they made the changes.



How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- What conjunctions did you use?
- What changes or edits did you make?
- I like the sentence that _____.



Weekly Overview

Students will

- edit their writing for conjunctions and commas.
- present their opinion books to the class.
- review what they have learned about opinion writing.

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
▶ 5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	FAST TRACK LESSON 2	LESSON 3
MINILESSON 5–10 min.	Edit for Conjunctions WW42	Edit for Commas WW43	Prepare for Celebration WW44
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences WW42	Independent Writing and Conferences WW43	Independent Writing and Conferences WW44
SHARE BACK FOCUS 5–10 min.	Include Conjunctions in Opinion Books WW42	Use Serial Commas Correctly WW43	Revise Opinion Books WW44



Mentor STACK



Use the following criteria to add to your opinion writing stack:

- Books that are strong examples of opinion writing with clear topics and strong reasons.
- Texts that include conjunctions.
- Texts that include serial commas.

FAST TRACK

LESSON 4

LESSON 5

Celebration WW45

Assessment WW46

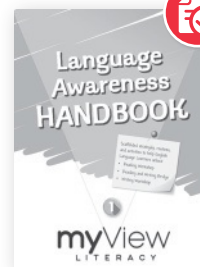
Independent Writing
and Conferences WW45

Assessment
WW46–WW47

Celebration WW45

Assessment
WW46–WW47

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 conjunctions and the use of commas to separate words in a series. Determine where students may need extra support. Have stack books and minilessons available to reference during conferences.

FORMATIVE ASSESSMENT

Conference Prompts

Edit for Conjunctions

If students need additional support,


 **Then** have them read their opinion books aloud. Point out sentences that could be improved with the use of conjunctions.

If students show understanding,

Then ask: How does the conjunction improve the sentence?

Edit for Commas

If students need additional support,


 **Then** point out an opportunity for a series in the students' writing. Work together to correctly use commas in the sentence.

If students show understanding,

Then ask: How do the commas you used help make the sentence easier to read?

Prepare for Celebration

If students need additional support,

 **Then** review their opinion books. Help them each decide on the two most important edits to make before sharing their writing.

If students show understanding,

Then have students take turns practicing reading their opinion books aloud to partners who will then offer feedback.

Conference Support for ELL

EMERGING

- Use stack books to identify conjunctions and how they are used.
- Model revising a sentence involving a reason so that it now includes the word *because*.

DEVELOPING

- Have students point out conjunctions in stack books and their own opinion books.
- Do a Think Aloud as you insert commas in a sentence that includes a series.
- Encourage students to practice reading their opinion books aloud. Consider recording their practices for them to review.

EXPANDING

- Have students tell how they know where to place commas in sentences that have a series.
- Ask students to find examples of conjunctions in a stack book. Have them then tell how the conjunctions are used.
- Use guided writing to help students reflect on their opinion writing skills.

BRIDGING

- Challenge students to work with partners to create an anchor chart to remind themselves and others where to use commas in a sentence that includes a series.
- Have students practice reading their opinion books fluently and with expression.



ELL Minilesson Support

Week 5: Publish, Celebrate, Assess

During this week, your ELLs will benefit from additional writing support that helps them focus on using conjunctions and serial commas. These targeted supports help students build confidence when sharing their opinion writing.

Use this note for the minilesson on p. WW42.

ELL Targeted Support

EDIT FOR CONJUNCTIONS

As students focus on the sentences in their opinion books, they should note how to use the conjunctions *and* and *because* correctly.

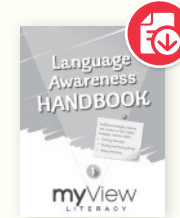
Point to the words *and* and *because* in sentences written on a chart or the board. Read the sentences together. Help students create sentences similar to the models using those conjunctions. **EMERGING**

Provide students practice sentences with the conjunction missing. Example: *I like dancing _____ it is good exercise.* Help students determine which conjunction makes more sense in the sentence. **DEVELOPING**

Have students find sentences in stack texts that contain the conjunction *because*. Determine if it helps connect the reason to the opinion.

EXPANDING

Have students find several examples of *because* in stack texts. Ask them to explain how they can tell if the word is used to connect a reason to an opinion. **BRIDGING**



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW43.

ELL Targeted Support

EDIT FOR COMMAS

Have students practice creating sentences that include a series and placing the commas correctly.

Display the following on a chart or the board: *I ate fruit cheese and bread for lunch.* Read the sentence and ask students to help you decide where the commas should be placed. Repeat with several other examples. **EMERGING**

Point out sentences in stack texts that include a series. Have students note where the commas are placed. Then have students write similar sentences with the correct placement of commas. **DEVELOPING**

Have partners check each other's writing for the correct use of commas in sentences with series. Students should discuss what they find.

EXPANDING

Have each student write a sentence that includes a series, but without any commas. Have students exchange sentences and insert commas in the correct locations. **BRIDGING**

FAST TRACK

Edit for Conjunctions

OBJECTIVES

Identify and use the conjunctions *and* and *because* correctly in speaking and writing.

Edit writing for proper use of conjunctions.

STUDENT INTERACTIVE 1.5, p. 247

Read Together WRITING WORKSHOP
My Learning Goal

I can write an opinion book.

Edit for Conjunctions
Remember that conjunctions join words and thoughts.

I like owls. They have large eyes.
I like owls because they have large eyes.

MY TURN Choose the better conjunction. Write *and* or *because* to complete each sentence.

I like butterflies and bees.

One reason I like them is because they fly near flowers.

MY TURN Edit for conjunctions in your opinion book.

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Writing Support

- **Modeled** Use stack books to point out the conjunctions *and* and *because*.
- **Shared** Read aloud a page of a stack book that includes the conjunctions *and* or *because*. Have students snap their fingers when they hear the conjunction. Talk together about how it is used.
- **Guided** Provide examples of specific places in students' opinion books where *and* could be used.

Intervention Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK



TEACHING POINT Before publishing their writing, authors check their writing and make changes that are needed. Authors try to avoid using short, choppy sentences by using the conjunctions *and* and *because* to join parts together.

MODEL AND PRACTICE Choose an opinion book from the stack that includes several examples of the conjunctions *and* and *because*. Read one of the sentences aloud. Ask students if they heard a conjunction. Ask them to tell what it might have sounded like if the author had written two short sentences and not used the conjunction. Repeat the process with several other sentences.

After discussing the sentences, remind students that not every short sentence needs to be revised to include a conjunction. Talk with students about the value of editing and making changes that are needed.

Have students turn to p. 247 in *Student Interactive* 1.5. Talk together about what they need to do to complete the activity.

Independent Writing

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If students need extra support, help them identify more examples of sentences using conjunctions in different stack books. Students who are comfortable using conjunctions should continue adding to their opinion books and choosing what they will share at the Celebration. See the **Conference Prompts** on p. WW40.

Share Back

Have students share sentences that they improved with the addition of a conjunction. Talk as a class about what the conjunction joined together in each sentence.

FAST TRACK

Edit for Commas

Minilesson

TEACHING POINT When editing, authors check to make certain they have used proper punctuation. When writing sentences that include series or lists, commas are placed between the words in the series or lists.

MODEL AND PRACTICE Explain that reading sentences that include lists or series can be confusing if the commas are not there to separate the items. Write: *I like days that are sunny rainy and cloudy.* Say: **I want to include a sentence that tells some types of weather before telling my favorite. Help me decide where the commas should be placed.** Have students show where the commas belong and explain their thinking. Check for any misconceptions. Read the corrected sentence aloud, and pause slightly at each comma.

Have students complete the activity on p. 248 in *Student Interactive 1.5*. Check that students understand where the commas belong. If students need extra support, work together to complete a model and discuss that commas are a pause between each item in a series or list.

Independent Writing

If students need assistance, work with them as they check each sentence. Students who show understanding should edit their opinion books for the correct use of serial commas. See the **Conference Prompts** on p. WW40 for additional suggestions.

Share Back

Call on students to read a sentence they changed. Prompt students to tell why that change was made. Explain that editing and making changes is one of the most important steps in writing.

OBJECTIVES

Correctly use commas to separate items in a series.

Edit drafts with adult assistance using standard English conventions, including usage of commas.

STUDENT INTERACTIVE 1.5, p. 248

Read Together

OPINION WRITING

Edit for Commas

Commas are used to separate words in a list.

My kitten is smooth, soft, and fuzzy.

MY TURN Add commas to the correct place in each sentence.

1. Lions,tigers,and leopards are all big cats.
2. They are large,strong,and can roar.
3. They can be found in Asia,Africa,and in other parts of the world.


MY TURN Edit your opinion book for commas.

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Writing Support

- **Modeled** Do a Think Aloud to model how to use commas to separate words in a series.
- **Shared** Help students correct any errors of their usage of serial commas in their opinion books.
- **Guided** Provide explicit instruction on editing for serial commas.

 **Intervention** Refer to the *Small Group Guide* for support.

Prepare for Celebration

OBJECTIVE

Publish and share writing.

Writing Support

- **Modeled** Choose a stack text and do a Think Aloud as you prepare to share the book with the class.
- **Shared** Have students identify speaking skills they need to practice using the checklist to assist them.
- **Guided** As students practice sharing their opinion books, direct them to individual points on the checklist to guide them in presenting their work.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

TEACHING POINT Before they celebrate their writing, authors get their opinion books ready to share. They check for all of the necessary elements of an opinion book and ensure the writing is clear and polished. They make certain each sentence begins with a capital letter. They check that they have used conjunctions and commas correctly.

MODEL AND PRACTICE Create a checklist with students for sharing their opinion books aloud. Model each of the checklist items and discuss why it is important to remember.

- Speak clearly.
- Read with expression.
- Speak loud enough to be heard by everyone.
- Look at the audience at times.

Reread each item on the list and ask if students have any questions. Remind students to review the checklist as they practice. Display the checklist as students move into independent writing.

Independent Writing

Have students revise and edit their opinion books. Encourage students to practice reading their opinion books aloud quietly using the checklist as a guide. See **Conference Prompts** on p. WW40 for suggestions.

Share Back

Invite students to share revisions they made. Reinforce the value of making sure their opinion books have all the necessary elements before sharing them with the class.

Celebration

Minilesson

TEACHING POINT Celebrations help students see their own progress and grow in confidence. While students write at different levels, celebrate the growth each student has made throughout the unit. Students will be motivated to write throughout the unit if they have a goal to work toward.

MODEL AND PRACTICE Tell students that you are going to celebrate the writing of your opinion book by reading it aloud to them. Do a Think Aloud before sharing by stating what you need to remember when speaking to a group. Say: *I want to do a good job reading my work in front of people. I practice so I can read my opinion book with confidence. I need to speak clearly and loudly enough for everyone to hear me. I need to stand tall and be proud of my work. I know that the listeners will tell me the parts of my writing they thought were written especially well.*

Model reading aloud your opinion book. When finished, invite students to give positive feedback about your opinion writing. Prompt students to ask questions and share parts of the opinion books that they thought were especially well done. They should state specific examples. Remind students that they do not need to have the same opinions as the writers to admire the opinion books.

Ask students to practice sharing their opinion books with partners before the formal Celebration begins. You may also have students audio record themselves practicing and do a self-assessment of their reading.

OBJECTIVE

Publish and share opinion books.

Writing Support

- **Modeled** Do a Think Aloud as you reflect on the experience of writing your opinion books.
- **Shared** Ask questions to help students think more deeply about what they did well and the areas where they want to improve their writing.
- **Guided** Give students prompts to help them think about the comments they heard that were helpful and positive.

Independent Writing

Ask students to share their opinion books. Prompt listening students to ask questions and share parts of the opinion books that they thought were especially well done.

Have students reflect on what they have learned about opinion writing. Have them write or tell about something new they learned.

FAST TRACK

Assessment

OBJECTIVE

Compose opinion books in which they introduce the topic and opinion, supply reasons that support the opinion, and provide a conclusion.

STUDENT INTERACTIVE 1.5, p. 249

Read Together WRITING WORKSHOP

Assessment
You have learned how to write an opinion book.

MY TURN Read the list. Put a check next to what you can do.

- I can write about a topic.
- I can state an opinion clearly.
- I can supply reasons that support my opinion.
- I can write an introduction and a conclusion.
- I begin each sentence with a capital letter.
- I use commas when writing a list.
- I use conjunctions correctly.

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Minilesson

TEACHING POINT Assessing and looking back at writing helps students identify all that they have learned and see any areas where they may still need more practice. As you review their assessments, notice what they did well and what areas need improvement. Consider how you will share your feedback with students to help them make improvements and to celebrate what they have learned.

MODEL AND PRACTICE Tell students that today they will be looking back on what they have learned about opinion writing. They will assess what they learned and how their writing has improved. Have students recall the opinion books they have written and also the books they have read from the stack.

Have students turn to p. 249 in *Student Interactive 1.5*. Review the list as a class to remind them what they have learned. Have students check each skill they have learned and included in their opinion books. Remind students that they should look back at the opinion books they have written to find evidence that they understand and have used that skill.

Assessment

See the unit assessment on p. WW47 and tell students that they will be taking a writing assessment to demonstrate all they have learned. Explain that they should respond to the writing prompt on WW47 using all they have learned about opinion writing. Another form of assessment is to score students' writing using the rubric on p. WW47.



WRITING ASSESSMENT



Opinion Writing

Provide students with the assessment prompt below. The prompt may be displayed for students or printed from SavvasRealize.com.

Prompt Write an opinion piece about your favorite place or favorite sound. First, state the topic and your opinion about the topic. Then supply reasons and include a conclusion.

4-Point Opinion Writing Rubric



Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	The opinion is clearly stated and well supported.	Organization is clear and effective, creating a sense of cohesion.	The reasons closely connect to, and clearly support, the opinion.	The ideas are clearly conveyed using precise language.	The command of conventions is clearly shown.
3	The opinion is fairly well stated and generally supported.	Organization is generally clear though some ideas are not well connected.	The reasons connect to, and somewhat support, the opinion.	The ideas are adequately conveyed using more general language.	The command of conventions is somewhat shown.
2	The opinion is stated and somewhat supported.	Organization is inconsistent and some elements are missing.	The reasons somewhat connect to the opinion.	The ideas are unevenly conveyed using very simple language.	The command of conventions is weak or uneven.
1	The opinion is not clearly stated and not well supported.	Organization is poor or nonexistent.	The reasons do not connect to the opinion or are missing.	The ideas are conveyed in a vague or confusing manner.	There is very little use of correct conventions.
0	Opinion piece gets no credit if it does not demonstrate adequate command of opinion writing traits.				

Week 6

PROJECT FOCUS

This week students will

- interview an older person.
- write an informational essay.

Lesson 1

T446–T447,
T448
T444–T445
T464–T465

Foundational Skills

- Phonological Awareness: Segment and Blend Sounds
- Phonics: Endings
- Spelling

Compare Across Texts

- Answer the Essential Question

Inquire

- Introduce the Project
- Read “American Progress”
- Choose an older person to interview
- Use Academic Words

Lesson 2

T450–T453,
T448
T466–T467
T468–T469

Foundational Skills

- Phonics: Endings
- Spelling: Spell Words with Endings

Explore and Plan

- Explore Informational Writing
- Read “A Moment of Truth”
- Explore characteristics of informational texts

Conduct Research

- Interview a Person
- Ask and record questions

Lesson 3

T454–T455,
T449
T470–T471

Foundational Skills

- Phonological Awareness: Middle and Final Sounds
- Phonics: Vowel Team *ie*
- High-Frequency Words
- Spelling

Collaborate and Discuss

- Analyze Student Model
- Read “Technology Over Time”
- Take Notes

Lesson 4

T456–T461,
T449
T472–T473

Foundational Skills

- Phonics: Vowel Team *ie*
- Decodable Story: *A Piece of the Past*
- Spelling

Extend Research

- Write a Thank-You Note
- Revise
- Edit

Lesson 5

T462–T463,
T449
T474
T475

Foundational Skills

- Phonological Awareness: Distinguish Between /i/ and /ī/
- Phonics: Spiral Review
- Spelling

Celebrate and Reflect

- Share your informational essay
- Reflect on your project

Reflect on the Unit

- Reflect on Your Goals
- Reflect on Your Reading
- Reflect on Your Writing



INTEGRATE your INSTRUCTION

English Language Arts

- Write informative/explanatory pieces.
- Participate in collaborative conversations.

Quest SOCIAL STUDIES



For alternative inquiry projects with a social studies focus, go online to SavasRealize.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	Main idea is stated clearly.	Two or more facts from the interview are used.	Essay begins with a main idea, and facts and details follow logically.	Pronouns, articles, and adjectives are used appropriately.	Student reads clearly at a good pace, waits to speak, and answers in complete sentences.
3	Main idea is stated.	At least one fact from the interview is used.	Essay does not begin with a main idea. Details may not all support the main idea.	Writing has few errors in pronouns, articles, and adjectives.	Student reads mostly clearly but may read too slowly or too quickly. Student may not always wait to speak or answers in incomplete sentences.
2	Main idea may be unclear.	Student interviewed a person but may not have included facts from the interview.	Main idea and details are unrelated or in illogical order.	Several errors in pronouns, articles, and adjectives are present throughout writing.	Student struggles to read clearly and/or with appropriate rate. Student may interrupt others or answers with short phrases.
1	Main idea is confusing or unfocused.	Student did not interview anyone.	Sentences are disorganized. Word order may be illogical.	Numerous errors in pronouns, articles, and adjectives obscure meaning.	Student's speech is unclear. Student interrupts frequently or answers with single words or phrases.
0	Possible characteristics that would warrant a 0: <ul style="list-style-type: none"> • No response is given. • Student does not demonstrate adequate command of writing or delivery of an informational essay. • Response is unintelligible, illegible, or off topic. 				



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.

Making History

Students have learned more about the past by reading various selections in this unit. Remind students of the unit theme, *Making History*, and the Essential Question: *Why is the past important?*

TURN, TALK, AND SHARE **Looking Back at the Past** Have students revisit each text from this unit to find pictures that show something or someone from the past. Have students write the page number of the picture in the *Student Interactive* on pp. 224–225. Have students consider how the text evidence can help them answer the Essential Question.

Compare Across Texts

Explain to students that the theme for the unit, *Making History*, is the same as the theme across the text selections. Ask volunteers to briefly retell each selection from the unit. Use the prompts below to facilitate a discussion about the unit theme and the texts.

- **How are Jackie Robinson and Eleanor Roosevelt the same?** (Possible responses: They made the world a better place for others. They were very brave.)
- **How is *What Is the Story of Our Flag?* different from the other selections in this unit? What does it tell about the past?** (It is an informational text. It tells how the American flag changed over time.)
- **How are Samuel in *Before the Railroad Came* and Georgia in *Through Georgia's Eyes* different? How are they the same?** (Possible responses: Samuel wanted to go to the city, but Georgia wanted to get away. They both want to see the world. They both lived and worked on a ranch or farm.)

Essential Question

My TURN Have students answer the Unit 4 Essential Question: *Why is the past important?*



ELL Targeted Support Expand Vocabulary Help students expand and internalize English vocabulary words as they respond to the Essential Question.

Help students talk about the past using sentence frames, such as the following: *In the past, _____, but now, _____.* *Something/Someone from the past that is important is _____.* **EMERGING**

Have students discuss pictures from the past in small groups before answering the Essential Question. Offer discussion prompts, such as *What does this picture show about the past? How is the past different from now? Why do we need to know about the past?* **DEVELOPING**

Ask students to tell their opinion on why the past is important and support their opinion with two reasons. Have them use evidence from the texts and share their opinion and reasons in small groups. **EXPANDING/BRIDGING**



Use the *ELL Observational Assessment Checklists* to monitor student progress for this unit.

STUDENT INTERACTIVE, pp. 224–225

COMPARE ACROSS TEXTS

UNIT THEME
Making History

MY TURN
Look back at each text.
Find a picture that shows something or someone from the past.
Write the page number of the picture.

WEEK 1
Through Georgia's Eyes
From the past:
Possible responses:
Page 30

WEEK 2
Jackie Robinson
From the past:
Page 79

WEEK 3
Before the Railroad Came
From the past:
Page 125

Read Together **WEEK 6**

WEEK 4
from *What Is the Story of Our Flag?*
from *The First American Flag*
From the past:
Page 165

WEEK 5
Eleanor Roosevelt
From the past:
Page 201

Essential Question
MY TURN
Why is the past important?

WEEK 6 Project
Now it's time to apply what you learned about the past in your **WEEK 6 PROJECT: My Interview.**

Word Work

OBJECTIVES

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

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

Decode words with inflectional endings, including -ed, -s, and -es.

Identify and read common high-frequency words.

Phonological Awareness: Segment and Blend Sounds

SEE AND SAY Point to the picture of the fly on p. 226 in the *Student Interactive*. Tell students to listen to each sound as you say the word *fly*: /f/ /l/ /ī/. Have students segment the sounds in the word *fly*, and then blend the sounds to say the word *fly*.

PRACTICE Point to the picture of the girl crying. Say the picture name *cry*, and have students segment the sounds: /k/ /r/ /ī/. Then have students blend the sounds to say the word. Repeat using the picture of the wave and the word *wave*.

Phonics: Decode Words with Endings

Minilesson

FOCUS Display Sound-Spelling Card 130 (*cries*) to introduce changing the final *y* to *i* before adding the endings -es, -ed. Write the words *cry*, *cries*, and *cried* on the board. Read each word for students. Say: **When a word ends in the letter *y*, change the letter *y* to *i* before adding the endings -ed or -es.**

Display Sound-Spelling Card 128 (*baking*) to introduce dropping the final *e* before adding the endings -ing, -ed. Write the words *bake*, *baked*, and *baking* on the board. Read each word for students. Say: **When a word ends in the letter *e*, drop the letter *e* before adding the endings -ed or -ing.** Read the words again, pointing out the spelling change in each one.

MODEL AND PRACTICE Write and read the word *baby*. Say: **I want to write the word *babies*. What do I need to change in the word to write the word *babies*?** Elicit the response, change the *y* to *i* and add -es. Write the word *babies* under the word *baby* and have students read both words. Repeat this process with the words *dry*, *dries*, *dried*; *take*, *takes*, *taking*.



Sound-Spelling Cards
128, 130

APPLY MyTURN Have partners read the words on the bottom of p. 226 in the *Student Interactive*.



ELL Targeted Support High-Frequency Words English Language Learners should be exposed to high-frequency words throughout the day. Incorporating the words into other subject areas helps the learner to see the words being used in context.

Review the list of high-frequency words: *may, give, right, other, number*. Have student pairs write questions about people or animals they read about using high-frequency words. Then instruct students to take turns asking and answering the questions. Monitor their discussions. **EMERGING/DEVELOPING**

Have student pairs review books they have read and identify examples of people or animals that they can describe using the high-frequency words. Have them record the sentences in their notebooks. **EXPANDING/BRIDGING**

HIGH-FREQUENCY WORDS



Write the high-frequency words *may, give, right, other, number*. Remind students to practice these words.

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

may

other

give

number

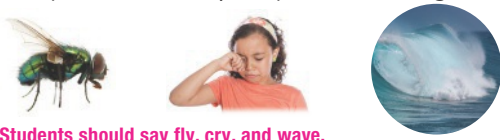
right

STUDENT INTERACTIVE, p. 226

PHONOLOGICAL AWARENESS | PHONICS **Read Together**

Segment and Blend Sounds

SEE and SAY Say each sound as you name each picture. Then say the picture name again.



Students should say fly, cry, and wave.

Adding Endings

Sometimes words that end with **y** or **e** change before an ending is added.
The final **y** becomes the letter **i** before **-es** or **-ed** is added.
The final **e** is dropped before **-ed** or **-ing** is added.

MY TURN Read these words.

t	r	i	e	d
→	→	→	→	→

l	i	k	e	d
→	→	→	→	→

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Spelling: Spell Words with Endings

OBJECTIVES

Spell words using sound-spelling patterns.

Spell high-frequency words.

SPELLING WORDS

baby	babies
city	giving
cities	having
living	baking

HIGH-FREQUENCY WORDS

give
right

ELL Targeted Support

Adding Endings Write *city* and *cities* on the board. Say the words aloud as you underline the *y* in *city* and the *ies* in *cities*. Have students tell how the word *city* changed to make the word *cities*. **EMERGING**

Write sentence frames with *-ing* words similar to the following for students to complete: *I used to live on a farm, but now I am ___ing in the city.* **DEVELOPING**

Write a list of base words on the board. For each word, ask a student to write the word with the added *-es* or *-ing* ending next to the base word on the board. **EXPANDING**

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

Read aloud the words and sentences. Have students write each word.

Spelling Sentences

1. The **baby** smiled at his mother.
2. I live in a big **city**.
3. We visited three **cities** on our trip.
4. I like **living** in the country.
5. Three **babies** were crying.
6. Are you **giving** her a present?
7. She is **having** a party.
8. We are **baking** a cake.

HIGH-FREQUENCY WORDS

9. Can you **give** me a glass?
10. Do I turn to the **right** to go home?

LESSON 2

Teach

FOCUS ON STRATEGIES Explain that you need to change *y* to *i* or drop the final *e* before adding the ending to some base words.

MODEL AND PRACTICE Write or display the words *baby* and *babies*. Demonstrate how the ending *-es* is added to *baby*.

APPLY MyTURN Have students complete the activity on p. 229 in the *Student Interactive*.

SPELLING **Read Together** FOUNDATIONAL SKILLS

Spell Words with Endings

Base words can change *y* to *i* or drop final *-e* before adding the ending.

MYTURN Sort and spell the words.

Spelling Words			
baby	city	cities	living
babies	giving	having	baking

No Ending baby, city

Change y to i cities, babies

Drop Final -e living, giving, having, baking

My Words to Know give, right

229

Use the leveled support in the side column for additional support for ELLs.



FLEXIBLE OPTION

LESSON 3

Review and More Practice

FOCUS ON STRATEGIES Tell students that when endings are added to words that end in *y* or *e*, change the *y* to *i* and dropped the *e* before adding the endings.

MODEL AND PRACTICE Write or display the following sentences. Have students work in pairs to complete the sentences.

1. What ___ have you visited? (cities)
2. He is ___ fun. (having)
3. The ___ is crying. (baby)

APPLY Have students complete *Spelling* p. 238 from the *Resource Download Center*.

Read Together

Name _____

Spelling

Words with Endings

Spelling Words			
city	babies	having	baby
living	cities	baking	giving

MY TURN Add -ing to each base word. Write the new word.

1. live living
2. have having
3. give giving
4. bake baking

MY TURN Circle the words in the box that you used. Write the other words on the back. Then write a sentence for each.

Grade 1, Unit 4, Week 6
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FLEXIBLE OPTION

LESSON 4

Spiral Review

FOCUS ON STRATEGIES Have students recall the previous spelling words with the sound /or/ spelled *or* and *ore*.

MODEL AND PRACTICE Write the following words and have students read them aloud to you: *or*, *form*, *torn*, *sore*, *more*, *storm*, *score*, and *store*.

APPLY Have pairs work together to sort the words into two groups. One group should be words with /or/ spelled *or*. The second group should be words with /or/ spelled *ore*.

Project-Based Inquiry As students proofread their writing, remind them to check their spelling, including the spelling of words with the sound /or/ spelled *or* and *ore*.

LESSON 5

Assess Understanding

Use the following sentences for a spelling test.

Spelling Sentences

1. The **baby** took a nap.
2. **City** traffic can be very busy.
3. Many **cities** have buses.
4. I have been **living** here a long time.
5. How many **babies** are in the nursery?
6. What are you **giving** Teresa?
7. I am **having** cereal for breakfast.
8. My cousin is **baking** some food.

HIGH-FREQUENCY WORDS

9. Can I **give** you a ride?
10. My answer was **right**.

Word Work

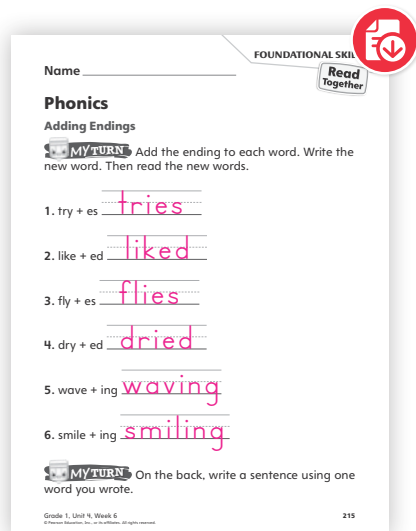
OBJECTIVES

Decode words with inflectional endings, including -ed, -s, and -es.

Identify and read common high-frequency words.

ADDITIONAL PRACTICE

For additional student practice with endings, use *Phonics* p. 215 from the *Resource Download Center*.



Phonics, p. 215.

Phonics: Decode and Write Words with Endings

Minilesson

FOCUS Remind students that the spelling of a base word sometimes changes when an ending is added.

MODEL AND PRACTICE Display the words *try* and *tries*. Say: *In the word try, the letter y changes to the letter i before the ending -es is added.* Display the following words and have students decode them: *tries, dry, dries, dried, like, liked, liking, lady, ladies, shake, shaking.*

tr	_	_	s
dr	_	_	d
shak	_	_	_
lik	_	_	_
lad	_	_	_

TURN, TALK, AND SHARE Have partners decode the words at the top of p. 227 in the *Student Interactive*.



FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 MyTURN Have students complete p. 227 and p. 228 in the *Student Interactive*.

OPTION 2 Independent

Activity Display the following: List 1 *try, cry, spy*; List 2 *bake, joke, wave*. For List 1, have students write the words with the endings *-es* and *-ed*. For List 2, have students write the words with the endings *-ed* and *-ing*. Have partners decode the words.

QUICK CHECK

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

Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T452–T453.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T452–T453.

HIGH-FREQUENCY WORDS

Display the words *may, give, right, other, number*. Have students

- read each word.
- spell each word.
- clap as they say each letter.

STUDENT INTERACTIVE, p. 227

Read Together FOUNDATIONAL SKILLS

Adding Endings

TURN and TALK Read these words with a partner.

tries	dried	shaking
liked	ladies	waving

MY TURN Add the ending to each word. Write the word. Then read the words.

cry + ed	bake + ing
<u>cried</u>	<u>baking</u>
file + ed	sky + s
<u>filed</u>	<u>skies</u>

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STUDENT INTERACTIVE, p. 228

PHONICS **Read Together**

Adding Endings

MY TURN Choose one of the words below. Add the ending to the word. Then write a sentence using the word.

Add -s	Add -ing
fly try	smile wave

Possible response:

The baby is smiling
at me.

MY TURN Draw a picture of your sentence.

Possible response: Drawing of a baby smiling

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Use the  **QUICK CHECK** on p. T451 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group

WORDS WITH ENDINGS

Sound-Spelling Cards

Display Sound-Spelling Card 128 (*baking*). Say: *The word baking has the ending -ing. The final e in the word bake is dropped to add the ending -ing.* Repeat with Sound-Spelling Card 130 (*cries*) for changing the final y before adding an ending.



Display the words *try/tries*, *smile/smiling*, *wave/waved*. Have students read the words.

ELL Targeted Support

Words with Endings Have students illustrate words with the endings *-es*, *-ed*, *-ing*.

Have students tell words they know with the endings *-ed*, *-es*, and *-ing*, such as *cries*, *tried*, *babies*, *flies*, *smiled*, *waving*. Have them choose one of the words to illustrate. Then have them label their drawings and read the word for the group. **EMERGING/DEVELOPING**

Ask students to list words they know with the endings *-es*, *-ed*, and *-ing*. Then have them choose a word to illustrate. Have them label their drawing and write a sentence using their word. **EXPANDING/BRIDGING**



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

Intervention Activity

INFLECTED ENDINGS

Use Lesson 27 in the *myFocus Intervention Teacher's Guide* for instruction on reading words with inflected endings.

LEVEL B • MODEL AND TEACH


Lesson 27 **Inflected Endings**

INTRODUCE Remind students that many words are made up of smaller word parts. In this lesson, you will learn to read words with the word parts *-s*, *-es*, *-ed*, and *-ing* and to add endings to words to change their meanings and make new words.

MODEL Display or share copies of the passage “The Cooks” from Student Page S155, and read it aloud. Say: *The words in this story have the endings -s, -es, -ed, and -ing.*

The Cooks

Mai has fixed the grill.
Sal is mixing the batter.
I am tossing the salad.
Kim moved away and misses us.



TEACH Point to the title and the word *Cooks*. An *-s* added to the end of *cook* makes a new word. Cover the word part *-s* and read the root word aloud: *cook*. Then cover the root word and read the word part *-s* aloud: */s/*. The *s* in *cooks* makes the sound */s/*. *Cooks* means “more than one cook.” The letter *s* can have the sound */s/* as in *cooks* or the sound */z/* as in *legs*.

Explain that action words such as *fix*, *mix*, *toss*, *move*, and *miss* have endings to show when actions happen. Then point to *fixed* and *mixing* in the story and read the words aloud. Say: *When we add -ed or -ing to action words, such as fix or mix, we tell when actions happen. These endings change the meanings of the words.*

OBJECTIVES:

- Decode letter-sound correspondences for common inflectional endings (e.g., *-es*, *-ed*, *-ing*).
- Read fluently root words that can have common inflectional endings added to them.
- Recognize inflectional endings on words.
- Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences; and by decoding words with inflectional endings including *-ed*, *-s*, and *-es*.
- Identify the meaning of words with the affixes *-s*, *-ed*, and *-ing*.

Phonics, Morphology, and Spelling T • 155

Intervention Activity

PHONOLOGICAL AWARENESS

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

Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Have students use Letter Tiles to form words with endings *-es*, *-ed*, or *-ing*, such as *try/tries*, *dry/dried*, and *smile/smiling*. Have students read the words with a partner.



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

Decodable Reader



Have students read and listen to the Decodable Reader *A Day at the Park*. The story will help reinforce students' understanding of inflected endings and high-frequency words.

After students finish reading *A Day at the Park*, ask them to look back through the story to find a word in the story with the target endings. Have students draw a picture of or write a sentence about their chosen word.

High-Frequency Words

Have students make their own word cards for this week's high-frequency words: *may*, *give*, *right*, *other*, *number*. Then have students practice reading the words with a partner.

Centers



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

Decodable Reader

A Day at the Park
Written by Anita Flores

Decodable Reader
47

Adding Endings (Change y to i)
cried dried tried

Long e: Vowel Digraph ee
dream Jean leaf neat team treat

Short e: Vowel Digraph ea
instead wealth weather

High-Frequency Words
a look they was again of three yellow are said to enjoy the

81

Jean and Tom went to this park. The weather was nice. At the gate it said, "Keep this park neat."

82

"We will treat it well so that we can enjoy it again," Tom said.

83

"Look at this wealth of trees!" Jean cried. "These reds and yellows are a nice treat."

84

Tom asked Jean, "Can we play with that team?" They played three games.

85

Then Tom sketched the sky on his art pad. Jean tried to sketch a dried leaf instead. She made it look nice.

86

At the lake, Jean and Tom got to feed the ducks and see big fish.

87

At last this fun day ended. "Such a nice day!" Jean cried. "It seemed like a dream."

88

Word Work

OBJECTIVES

Demonstrate phonological awareness.

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

Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.

Identify and read common high-frequency words.



Sound-Spelling Card 69



Sound-Spelling Card 70

Phonological Awareness: Middle and Final Sounds

SEE AND SAY Point to the picture of the pie on p. 230 in the *Student Interactive*. Say the word *pie* and then say the sounds /p/ /ī/. Ask: *What is the final, or last, sound in pie?* (/ī/) Point to the shield and then segment the word /sh/ /ē/ /l/ /d/ and have students identify the final sound. (/d/) Then point to the ties and segment the word /t/ /ī/ /z/. Have students identify the middle sound. (/ī/)

PRACTICE Say the word *dime* and segment the sounds: /d/ /ī/ /m/. Then say: *I hear the sound /ī/ in the middle of the word dime. I hear the sound /m/ at the end of the word.* Say the following words and have students identify the middle and final sounds in each: *fine* (/ī/, /n/); *fin* (/ī/, /n/); *seen* (/ē/, /n/); *dried* (/ī/, /d/).

Phonics: Decode Words with Vowel Team *ie*

Minilesson

FOCUS Use Sound-Spelling Card 69 (*field*) to introduce the sound /ē/ spelled *ie*. Tell students that the vowel sound they hear in the word *field*, /ē/, can be spelled *ie*. Write the word *field* on the board. Read the word and have students repeat the word with you as you underline *ie*. Then repeat the process with the Sound-Spelling Card 70 (*pie*) to introduce the sound /ī/ spelled *ie*.

MODEL AND PRACTICE Write the word *cried* on the board and read it aloud. Have students read the word. Then have students tell what vowel sound they hear in the word *cried* and how that vowel sound is spelled. Continue with the following words:

niece	field	pie	tie	piece	chief
-------	-------	-----	-----	-------	-------

APPLY My TURN Have students practice decoding the words at the bottom of p. 230 in the *Student Interactive*.



High-Frequency Words

Minilesson

FOCUS ON STRATEGIES Review the high-frequency words for the week:
may, give, right, other, number.


MODEL AND PRACTICE Display the word *may*. Say: *This is the word may.*
The letters in *may* are *m, a, y*. Have students read and spell the word.
Repeat with the remaining high-frequency words. Then have students
turn to p. 231 in the *Student Interactive* and read the words at the top of
the page.




APPLY MyTURN Have students complete p. 231 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 230

PHONOLOGICAL AWARENESS | PHONICS **Read Together**

Middle and Final Sounds

 Say each sound as you name the pictures. Then say the picture names again.

Students should say *pie, shield, ties*.

Vowel Team ie

The letters **ie** can make the long i sound in *tie* or the long e sound in *piece*.

MYTURN Read the words. Try the long e sound. Then try the long i sound.

p
i
e
c
e

c
r
i
e
s

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STUDENT INTERACTIVE, p. 231

HIGH-FREQUENCY WORDS **Read Together** FOUNDATIONAL SKILLS

My Words to Know

Some words you will see a lot when you read.

MYTURN Read these words.

may
give
right
other
number

MYTURN Use the words in the box to complete the sentences. Then read the sentences.

1. Mom bakes a number of pies.
2. She says I may take one piece.
3. I will get it right now.
4. Mom will give the other pie to her niece.

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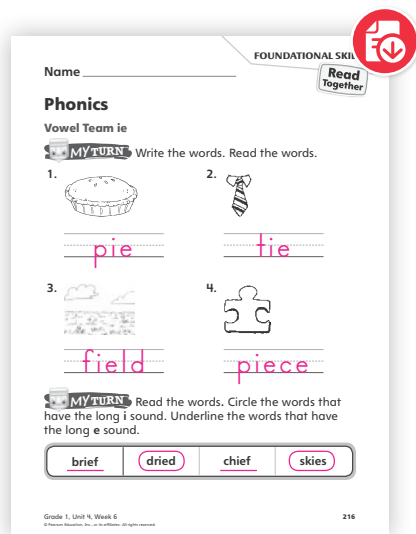
Word Work

OBJECTIVE

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

ADDITIONAL PRACTICE

For additional student practice with vowel team *ie*, use *Phonics* p. 216 from the *Resource Download Center*.



Phonics, p. 216.

Phonics: Decode and Write Words with Vowel Team *ie*

Minilesson

FOCUS Remind students that the letters *ie* sometimes spell the sound /ī/, as in the word *tie*, and sometimes spell the sound /ē/, as in the word *field*.

MODEL AND PRACTICE To help students practice the sound-spelling correspondences of /ē/ spelled *ie* and /ī/ spelled *ie*, write the following words on the board. Have students read each word as you point to it.

tried	piece	skies	chief	dried	shield	flies	brief
-------	-------	-------	-------	-------	--------	-------	-------

After students have read the words, provide a sheet of paper for each student. Read aloud the words one at a time for students to write on their paper. Say: **Listen to the sounds in the word. Write the letter or letters that spell each sound. Remember the sound /ē/ and the sound /ī/ can be spelled *ie*. Use the words on the board to help you.** If time allows, have students circle the words with the sound /ē/ spelled *ie* and underline the words with the sound /ī/ spelled *ie*.

TURN, TALK, AND SHARE

Have partners decode the words at the top of p. 232 in the *Student Interactive*. Then have them tell which vowel sounds they hear.



FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 MyTURN Have students complete the rest of p. 232 and p. 233 in the *Student Interactive*.

OPTION 2 Independent Activity Write the words *piece*, *ties*, *niece*, and *lie* on the board. Have students write them on paper, sorting them into words with the sound /i/ spelled *ie*, and the sound /ē/ spelled *ie*. Have them add words to the lists.

QUICK CHECK

Notice and Assess Are students able to decode and write words with the vowel team *ie*?

Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T460–T461.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T460–T461.

STUDENT INTERACTIVE, p. 232

PHONICS **Read Together**

Vowel Team ie

TURN and TALK Decode these words with a partner. Tell which vowel sound you hear.

	brief	piece	shield	chief
	dried	skies	flies	tried

Students should identify the long e sound in the first row and the long i sound in the second row.

MYTURN Choose a word that has the long e or long i sound spelled *ie*. Write the word and draw a picture showing the word.

Possible response: piece

Possible drawing:

232

STUDENT INTERACTIVE, p. 233

FOUNDATIONAL SKILLS **Read Together**

Vowel Team ie

MYTURN Write *ie*. Read the words. Match the word to the picture it names.

	c r i e s	
	p i e c e	
	f i e l d	
	t i e	

MYTURN Write a sentence using a word with the vowel team *ie*.

Possible response: I tried to help Dad fix his tie.

233

Decodable Story

OBJECTIVES

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

Identify and read common high-frequency words.

ELL Access

Have students complete a T-chart for the vowel team *ie* words in the decodable story. Have them use these headings: long *e*, long *i*. Tell students to write the vowel team *ie* words in their chart under the appropriate heading.

Read *A Piece of the Past*

FOCUS Have students turn to p. 234 in the *Student Interactive*. Say: **We are going to read a story today about a girl and her mom. In this story, we will read words with endings and we will read words with the vowel team *ie*.** Point to the title. Say: **Today's story is called *A Piece of the Past*.**

IDENTIFY AND READ HIGH-FREQUENCY WORDS Before reading, review this week's high-frequency words: *may, give, right, other, number*. Tell students that they will practice reading these words in the story *A Piece of the Past*. Display the words. Have students read them with you.

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

Have students turn to p. 235. **Look at this word.** (Point to the word *brief*.) **I see the word *brief*. What sound does *ie* spell?** Students should supply the answer /ē/. Have students read and say the word *brief*. Repeat with the word *pie* in the last sentence. Then have students underline the words with vowel team *ie* on pp. 234–235.

Have students turn to p. 236. Say: **Look at the sentences. Which words change *y* to *i* before adding the ending?** Students should supply the words *tried* and *cried*. Have them highlight the words.

Have students turn to p. 237. Say: **Which words drop a final *e* before adding an ending on this page?** Students should supply the words *smiled, riding, and dancing*. Have them underline the words.



STUDENT INTERACTIVE, pp. 234–235



DECODABLE STORY

FOUNDATIONAL SKILLS

A Piece of the Past



AUDIO

Audio with
Highlighting

ANNOTATE

234

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Mom tells me what her past
was like.
She points to a number
of pages.
For a brief time she danced.
Mom baked pumpkin pie too!



Read the title and story. Underline the
three words with the vowel team ie.

235

STUDENT INTERACTIVE, pp. 236–237



DECODABLE STORY

FOUNDATIONAL SKILLS

Mom points to the other page.
“On the right side, I am riding.
I tried making the team.
I cried when I didn’t.”



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I smiled at Mom.
“I like your page for riding,”
I said.
“I may give dancing a try!”



Highlight the two words that change
y to i before adding an ending.

Underline the three words that drop
final -e before adding an ending.

236

237

Use the  **QUICK CHECK** on p. T457 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group

VOWEL DIGRAPH *ie*

Sound-Spelling Cards

Display Sound-Spelling Card 69 (*field*). Say: *The word field has the sound /ē/ spelled ie.* Repeat with Sound-Spelling Card 70 (*pie*) for /ī/ spelled *ie*.



Write and read these words with students: *field, piece, brief, shield, tie, pie, cried, dried, flies, skies*. Then have students draw a picture of a word with long e spelled *ie* and long i spelled *ie*. Have them label their pictures.

ELL Targeted Support

Draw a picture of a pie and a picture of a shield on the board. Write a label underneath each picture. Model segmenting and blending the sounds in each word as you point to the letters.

Have partners point to the letters that spell the long *i* sound and long *e* sound in the labels. **EMERGING/DEVELOPING**

Have partners name the picture with the long *i* sound and the picture with the long *e* sound. Ask them to identify the letters that spell those sounds. **EXPANDING**

Have partners discuss how the labels are alike and different. (They have the vowel team *ie*. The vowel teams spell different sounds.)

BRIDGING



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

Intervention Activity

LONG VOWEL PATTERNS

Use Lesson 21 in the *myFocus Intervention Teacher's Guide* for instruction on words with long vowel patterns.

LEVEL B • MODEL AND TEACH

Lesson 21 Long Vowel Patterns

INTRODUCE Remind students that long vowel sounds sound like the letter name. Remind students they have learned to recognize and say words with long vowel sounds in words with a silent final e. Today we will learn to recognize words with these long vowel sounds—*ē*, *ī*, and *ī*—that are spelled differently.

MODEL Display Student Page S127. Read aloud the first two sentences in the passage. Point to the word *She*, read it aloud, and have students repeat after you. Point to the letter *e*. *She* is a word with a long e sound that is spelled differently from the word *Pete*.

OBJECTIVES:

- Learn sound-letter correspondences besides the silent e rule for long e (e and y), long i (i, y, and igh), and long o (o).
- Use knowledge of these correspondences to decode long vowel words in isolation and in context.
- Apply knowledge of these correspondences to spell long vowel words properly.

Hi!

She is a young girl.
Pete is a cold boy.
The young girl says hi to the cold boy.
The boy is too cold to say hi back!

e	o	i
she	cold	hi

TEACH Direct students' attention to the chart and run your finger under relevant letters and words as you read it aloud. Draw out and blend the sounds. Say the long e sound with me: /ē/. Say the word with me: /Shi/ē/. Point to the drawing of snowflakes falling. Is it warm outside? No! It is cold. /k/ /ō/. /ld/. Cold uses a long o sound, but it is spelled differently from bone. Say the long o sound with me: /ō/. Now say the word with me: /kōld/ō/. Point to the word hi in the last column. Hi uses a long i sound, but it is spelled differently from kite. Say the long i sound with me: /ī/. Now say the word with me: /hi/ī/.

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Intervention Activity

PHONOLOGICAL AWARENESS

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

Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Hand out Letter Tiles to students. Guide them to form these words: *tie*, *piece*, *field*, and *cries*. Then have students read each of the words and tell the sound the spelling *ie* makes in each word.



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

Decodable Reader



Prompt students to read the Decodable Reader, *A Fine Fit*. The story will help reinforce students' understanding of words with the vowel team *ie* and high-frequency words.

After reading *A Fine Fit*, say aloud a simple clue about a high-frequency word, or a word with the vowel team *ie* that is found in *A Fine Fit*. Have students place a sticky note by the word in the text and write the word in their notebooks.

Centers



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

Decodable Reader

A Fine Fit
Written by Luis Ibarra

Decodable Reader
48

Adding Endings
liked smaller thinnest
pets smallest tried
petting thinner wished

Vowel Digraph ie
leaf field

High-Frequency Words
give may other said
have number right was

89

ADOPT A PET

Max had a number of pets in his shop. He tried to match the right pet for each kid.

90

Beth liked smaller pets. Max tried a field mouse.

91

"May I try a smaller pet, please?" said Beth. She wished it were thinner like her tie.

92

She gave a snake a brief try.

93

"May I try petting some other small, thin pet, please?"

94

"Give this bug a try," said Max. "It is the smallest and thinnest I have."

95

She tried it. It was a fine fit.

96

Word Work

OBJECTIVES

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

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

Identify and read common high-frequency words.

ADDITIONAL PRACTICE

For additional student practice with high-frequency words, use *My Words to Know* p. 222 from the *Resource Download Center*.

My Words to Know, p. 222.

Phonological Awareness: Distinguish Between /i/ and /ī/

MODEL Say the words *knit* and *night*. Then say: Listen as I say the sounds in the word *knit*: /n/ /i/ /t/. Now I'll say the sounds in the word *night*: /n/ /ī/ /t/. What changed in the word *knit* to make the word *night*? Yes, the sound /i/ changed to the sound /ī/ to make the word *night*. Repeat with the words *fill* and *file*.

PRACTICE Using the following pairs of words, have students tell what sound changes in the first word in each pair to make the second word: *mitt/might*, *mice/miss*, *pin/pine*, *rid/ride*, *bite/bit*, *lick/like*.

Phonics: Spiral Review Diphthongs oi, oy; Vowel Digraph ea

Minilesson

FOCUS Review words with the diphthongs *oi* and *oy*, such as *coin*, *choice*, *toy*, and *joy*. Then review words with the vowel digraph *ea*, such as *eat*, *heal*, *bread*, and *head*. Have students identify the vowel sounds and spellings as you point to them.

MODEL AND PRACTICE Write each of the words listed below. Point to a word in the first row and have students read it. Have students point out the diphthong *oi* or *oy*. Have students do the same for the remaining words in the first row. Repeat the activity for the digraph *ea* for the words in the second row.

soil	breath	boil	beach
peach	boy	toy	health

APPLY Have pairs say or write other words they know with the diphthongs *oy* and *oi*. Ask volunteers to share their words with the class. Record the words in a T-chart, with the left column for *oi* words and the right column for words with the *oy* spelling. Then write the words *breath* and *leave* on the board. Have students read the word and note the sound the digraph *ea* has in each word.



ELL Targeted Support High-Frequency Words Help students expand and internalize their English vocabulary with high-frequency words. Write the high-frequency words on the board: *may, give, right, other, number*. Point to and read each word.

Help students use this week's high-frequency words to describe things. Raise your right hand. Say: **This is my right hand**. Say the word *right* again and write it on the board. Have students repeat after you. Continue providing examples with the other high-frequency words.

EMERGING

Write five sentence frames on the board that are each missing a different high-frequency word. Each sentence should describe a person, place, or object. For example: *Two is a _____*. (number) Read the sentences aloud. Have students say the appropriate high-frequency word that belongs in each blank. Write the high-frequency word in the blank. **DEVELOPING**

Provide sentence frames for student pairs to complete. Each sentence should describe a person, place, or object. For example: *Two is a _____*. (number) Ask students to read the frames and decide which high-frequency word belongs in each blank. Have students read the completed sentences aloud. **EXPANDING**

Have student pairs think of a sentence that uses one of the five high-frequency words and describes a person, place, or object. Ask students to share their sentence with the class and indicate which word is the high-frequency word. **BRIDGING**

HIGH-FREQUENCY WORDS

Remind students that high-frequency words are words that they will hear and see over and over in texts. Write each high-frequency word on the board: *may, give, right, other, and number*. Have students say and spell each word as you point to it.

Then direct students to write the words in their notebooks and write sentences using the high-frequency words for this week and those they have learned to date. Have student partners switch notebooks and read each other's sentences.

Monitor and correct as needed.

Inquire

OBJECTIVES

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

Generate questions for formal and informal inquiry with adult assistance.

Develop and follow a research plan with adult assistance.

RESEARCH ARTICLES



American Progress	400L, 480L, 540L
A Moment of Truth	380L, 390L, 520L
Technology Over Time	360L, 450L, 530L

For additional support on how to distribute the articles, see the *Small Group Guide*.

ELL Language Transfer

Negatives In Spanish and other languages, double negatives (*I don't have none*) are grammatically correct. Model correctly stating negatives in English, such as *I don't have any pens.* and *We can't go anywhere.*

Introduce the Project

Student pairs will interview an older person about someone who was important to them, and they will write an essay about the interview. Direct students to p. 238 in the *Student Interactive* and read aloud the prompt.

CRITICAL LITERACY

Build Background

Read-Pause-Make Connections Distribute copies of “American Progress.” Use the research article to help students build background knowledge about a person from history. Explain that students will read aloud a paragraph or two with a partner and take turns sharing connections to the text by saying who the person reminds them of or how the person is important to them.

COLLABORATE Tell students that generating, or asking, questions for formal inquiry will help set a purpose for their interview. Have pairs decide who to interview and then generate a list of questions. Then explain that they will develop, or make, a research plan, and then follow it by checking off the steps in the plan. Have partners develop and follow the Interview Research Plan on p. 239 in the *Student Interactive*. Use prompts to support students, such as *What do you need to do before you write your essay?*

Use Academic Words

COLLABORATE Review the Academic Vocabulary words *experience*, *supply*, *necessary*, and *record* with students. Have students work collaboratively with others by using newly acquired Academic Vocabulary words to talk about the background image on pp. 238–239 in the *Student Interactive*.



EXPERT'S VIEW Alfred Tatum, University of Illinois at Chicago

“Shape a literacy collaborative in your classroom—we are all responsible for the success of everyone in that environment. As the teacher, you set the context. When students are in an environment where the routines and expectations are very clear, they know literacy—reading and writing—is something to be embraced.”

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

DIFFERENTIATED SUPPORT

OPTION 1 Intervention Before students write their interview questions, write words to begin questions with on the board, such as *Who*, *What*, *Why*, and *How*. Encourage students to use these words to begin their interview questions.

OPTION 2 Extend Encourage students to ask questions that will get detailed answers. Guide students in editing any questions that will get yes/no or one-word answers.

ELL Targeted Support

Before students pair off for discussion, remind students of the Academic Vocabulary words for the unit. Write the words on the board and invite volunteers to say each word aloud. Encourage students to use one of these words as they collaborate with their partners.

NEXT STEPS Invite students to share their Interview Research Plan with the class. Tell students that they will continue asking questions and begin to conduct research in the next lesson. They should refer back to their plan as they research.

STUDENT INTERACTIVE, pp. 238–239

INQUIRE
Read Together
PROJECT-BASED INQUIRY

MY Interview

Activity

Interview an older person about someone who was important to them. Write about the interview in an essay.

Let's Read!

This week you will read three articles that will help you with your interview.

- 1 American Progress
- 2 A Moment of Truth
- 3 Technology Over Time

COLLABORATE Researchers think of questions they want to have answered. Who will you interview? Generate questions to ask that person.

Use Academic Words

COLLABORATE Talk about the picture with your partner. Use the academic words.

COLLABORATE When we research something, we develop, or make, a plan. Then we follow the steps. With a partner, develop and follow a research plan.

Interview Research Plan

- Ask questions. Possible response:
- Interview older person.
- Write essay.
- Revise and edit essay.
- Share my essay.

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Explore and Plan

OBJECTIVE

Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.

RESEARCH ARTICLES

American Progress	400L, 480L, 540L
A Moment of Truth	380L, 390L, 520L
Technology Over Time	360L, 450L, 530L

For additional support on how to distribute the articles, see the *Small Group Guide*.

CUSTOMIZE IT!

Have students discuss the appeal of reading an informational text. Prompt them to think about what they found interesting about the informational texts they have read previously. Then ask students to come up with ways in which they can make their informational writing appealing to readers.

Explore Informational Writing

Remind students that the purpose of an informational text is to give readers information about a topic. Explain that informational texts include a main idea and supporting evidence, or details. Have students read the research article “A Moment of Truth.” Help students recognize characteristics of informational texts within the article.

CRITICAL LITERACY

Challenge the Text

Distribute copies of “A Moment of Truth.” Explain that students will read critically to understand why the author wrote the text. Ask pairs to take turns reading paragraphs aloud. Encourage students to use sticky notes to mark information from the article after reading each paragraph. Write the following tasks on the board.

Write or draw

- an interesting fact from the article,
- who you think this article is written for,
- words you think are important, and
- how the author explains the topic.

Record students’ responses. Discuss how the author wrote about the interview in the article. Have students think about how they might write about their interview.

COLLABORATE

After reading and discussing “A Moment of Truth,” have pairs work together to complete the chart on p. 240 in the *Student Interactive*. Have students discuss how the details relate to the main idea. Encourage students to think about how they will inform readers in their essays.

Write for a Reader

Audience Ask students to think about who will be reading their essays. Have volunteers explain how writing for different audiences, such as their classmates, parents or guardians, and teachers, would change the way they write their essays.



ELL Targeted Support Listening Comprehension Have small groups read “A Moment of Truth” aloud together.

Allow students to use their home language to ask and answer questions in order to confirm understanding of the article. **EMERGING**

Ask students to draw or write an interesting or important idea from the article. Invite them to share the information in their small groups. **DEVELOPING**

Have students demonstrate listening comprehension by taking turns listing the events of the article in order. **EXPANDING**

Have students share questions they have about the research article. Encourage other students to listen closely and either try to answer the questions or share what they would do to try to find the answers. **BRIDGING**

NEXT STEPS Explain that students will conduct research for their essays. They will learn about interviews and how to gather information in an interview. Make sure students have decided who they will interview for their essay and have prepared at least two questions to ask their interviewee.

STUDENT INTERACTIVE, p. 240

EXPLORE AND PLAN **Read Together**

Inform Readers

Some authors write to inform readers about a topic. When reading informational text, look for a main, or central, idea and supporting evidence, or details.

COLLABORATE Read “A Moment of Truth” with a partner. Then fill in the chart.

Possible response:

Main Idea You can find out things by asking questions.	
Detail Possible response: You can learn surprising things.	Detail You can learn about the past.

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Conduct Research

OBJECTIVES

Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.

Identify and gather relevant sources and information to answer the questions with adult assistance.

CUSTOMIZE IT!

Students may wish to record their interviews. If they are recording video, tell them to make sure the person they are interviewing can be seen. If they are recording audio only, remind them to speak loudly and place the recorder close enough to the person they are interviewing. Before students conduct their interviews, have them practice using the recording device. Remind them to set up and test the device before their interviews.

Interview a Person

TEACHING POINT Explain to students that an interview is when one person asks questions and another person answers them. The person who is interviewed is the source. Students should gather, or choose, a relevant source that will answer their questions. People use interviews to gather information from a person. Use the Model and Practice to help students conduct an interview.

MODEL AND PRACTICE Tell students that you will prepare to interview someone by writing and bringing the questions you want to ask during the interview. Write the following questions on the board: *What is your name? How old are you? What do you like to do at school?* Invite a volunteer to be interviewed by you in front of the class. Introduce yourself and ask the questions on the board. Take notes throughout the interview by recording the student's responses on the board.

Remind students that when they conduct their interview, they will need to be prepared to ask and record their questions so they can complete their informational essay later.

COLLABORATE Have pairs decide whether they will record their interview using video or audio or write notes. Have them circle the appropriate response on p. 241 in the *Student Interactive*.



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 for more professional development on research-based best practices.

DIFFERENTIATED SUPPORT

OPTION 1 Intervention If students struggle to generate questions for their interview, have them fill out a KWL chart with what they already know about the person they will interview and what they want to know. Help students identify what they know and want to know by asking questions, such as *Where did this person live as a child? Who took care of him/her?*

OPTION 2 Extend Have pairs practice interviewing one another. Students can ask the questions on the board from the Model and Practice or ask their own questions. Remind them to introduce themselves and speak clearly.

ELL Targeted Support

Provide sentence frames to help students introduce themselves: *My name is _____. I want to interview you about _____. Write the following question stems on the board: Who was _____? When were you _____? Have pairs use the stems to take turns introducing themselves and asking one or two questions.*

NEXT STEPS Remind students that they will be writing an informational essay about a person who was important to the person that they are interviewing. Make sure students have chosen someone to interview and have at least two questions they will ask during their interview. Have students review their Interview Research Plan to check that they are on track to complete the project.

STUDENT INTERACTIVE, p. 241

CONDUCT RESEARCH **Read Together** PROJECT-BASED INQUIRY

Any Questions?

An **interview** is when one person asks questions and another person answers them. Introduce yourself to the person you interview.

Possible response:
I will interview **my neighbor.**

Possible response:
I will ask **Who is important to you? What is that person like?**

COLLABORATE Circle how you will gather information from the person you interview.

 **Record**

 **Write**

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Collaborate and Discuss

OBJECTIVES

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

Recognize characteristics of informational text, including the central idea and supporting evidence with adult assistance.

Recognize structures of informational text, including features and simple graphics to locate or gain information.

Identify and gather relevant sources and information to answer the questions with adult assistance.

Demonstrate understanding of information gathered with adult assistance.

RESEARCH ARTICLES



American Progress	400L, 480L, 540L
A Moment of Truth	380L, 390L, 520L
Technology Over Time	360L, 450L, 530L

For additional support on how to distribute the articles, see the *Small Group Guide*.

CUSTOMIZE IT!

Instead of writing or drawing one interesting fact from the article, allow students to make a poster about their chosen fact. Help students gather relevant images from the Web to decorate their posters.

Analyze Student Model

TEACHING POINT Read aloud the student model on p. 242 in the *Student Interactive*. Point out characteristics of an informational essay, such as the title, main idea, and supporting details.

MODEL AND PRACTICE Say: The title is “Mr. Kwan and His Friend Joe.” What will this essay be about? How do you know? Read aloud the first sentence of the informational essay. Then say: This sentence is the main idea. Why do you think the main idea comes at the beginning of the essay? Read aloud the rest of the essay. Make sure students understand how the details support the main idea.

CRITICAL LITERACY

Compare Viewpoints

Distribute copies of “Technology Over Time.” Use the research article to help students gain insight on what technology might have been like when their interviewees were young. Have pairs take turns reading aloud the article. After every one or two paragraphs, have them stop reading and discuss how technology changed.

Write the following tasks on the board. Have students complete these tasks after reading “Technology Over Time.”

1. Read aloud the sentence that is the main idea of the article.
2. Tell how the first technology is the same or different from the last technology.
3. Write or draw one interesting fact from the article.

Take Notes

COLLABORATE Explain that students need to be well-prepared for their interview. Read aloud the tips for taking notes during an interview on p. 243 in the *Student Interactive*. Tell students that getting answers to their questions in an interview is one way to gather relevant information for their research. Point out the space between the questions in the student model on p. 243. Explain that students will write their interviewees’ responses in that space. After students conduct their interviews, have them demonstrate understanding of the information they gathered by writing one thing they learned from the interview.

ELL Targeted Support Write an Informational Essay Support English language learners in writing an informational essay about the person that they interviewed.

Demonstrate how sentence frames work and provide one for students to practice writing the name of their interviewee. **EMERGING**

Provide different sentence frames for students to use to tell their main idea, such as *One person who was important to ____ was ____*. Have students choose one of the sentence frames and complete it orally. **DEVELOPING**

Have pairs use a main idea and details chart to outline their essays. In the top box, have them write their main idea, using one of the frames above if necessary. In each detail box, have them write one or two sentences telling more about their main idea.

EXPANDING

Have student pairs write sentence frames for their partners to fill out. In the frames, have students fill in their main idea and at least one detail. **BRIDGING**

NEXT STEPS Remind students that they will be revising and editing their informational essays before presenting their writing to the class. Have students work to complete their informational essays to be ready for revising and editing.

STUDENT INTERACTIVE, pp. 242-243

COLLABORATE AND DISCUSS

Read
Together

Informational Essay

Informational essays include a title, a main idea, and details. The information can be organized in a way that describes the topic.

Mr. Kwan and His Friend Joe

Title

Mr. Kwan's best friend was named Joe. Joe lived next to Mr. Kwan. They walked home from school together. Then they played with their yo-yos in Mr. Kwan's backyard. Mr. Kwan and Joe are still friends today!

Main Idea

Details

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REFINE RESEARCH

Read
Together

Take Notes

COLLABORATE Follow these tips for taking notes during your interview.

- 1 Write your questions before the interview.
- 2 Add space so you can write responses.
- 3 Write important words and phrases instead of sentences.

My Interview Questions

1. Who was your best friend?
2. What did you like to do together?

COLLABORATE Write something you learned about the person you interviewed.

Possible response:

I learned that **Mr. Kwan's favorite toy was a yo-yo.**

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Extend Research

OBJECTIVES

Edit drafts using standard English conventions, including adjectives, including articles.

Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

Dictate or compose correspondence such as thank-you notes or letters.

CUSTOMIZE IT!

Have students draw a picture of the person they interviewed and the person who was most important to that person. Encourage them to include as many details as they can, such as something the two did together or the place where they met. Students can display their drawings when they present their informational essays.

Primary Source SOCIAL STUDIES



Go to [SavvasRealize.com](https://www.savvasrealize.com) for primary sources that will help students with their research.

Write a Thank-You Note

COLLABORATE Have students dictate or compose a thank-you note to the person they interviewed. Direct students to the sample thank-you note on p. 244 in the *Student Interactive*. Point out the greeting, *Dear Mr. Kwan*. Read the body of the note. Ask: **How did Ben thank Mr. Kwan?** Guide students to understand that they can personalize the note by saying something they liked or learned from the interview. Explain that students should end their note with *Sincerely* or *Your friend* and their name. Have students collaborate with a partner to complete the thank-you note on p. 244.

Revise

COLLABORATE Have students read their informational essays aloud to a partner. Have students use the checklist on p. 245 to evaluate their essays and provide constructive feedback. Students should circle “yes” or “no” in response to each item. Remind students to make sure that their details support the main, or central, idea.

Edit

COLLABORATE Explain that students will read their essays again to check that they used adjectives, articles, and pronouns appropriately. Remind students of the uses of adjectives, articles, and pronouns. Use the student model to point out examples of each. Students will also edit for correct spelling. Remind them to think about the spelling rules and patterns they know. Then have students work with a partner and use the checklist to edit their informational essays.

Write for a Reader

Audience Ask students to share their purpose for writing the essay. Remind them to think about what their audience will want to learn as they revise and edit their informational essays.



DIFFERENTIATED SUPPORT

OPTION 1 Intervention If students struggle to use the Revise checklist, use the student model or an informational mentor text from the classroom library to reteach definitions of *title*, *main idea*, and *details*. Help students recognize how details expand on the main idea.

OPTION 2 Extend Have students check that their adjectives are accurate and interesting. Have them look back at the notes from the interview to look for other places to add descriptive adjectives.

ELL Targeted Support

Review pronouns by creating a chart showing subjective, objective, and possessive cases. Provide several examples of pronouns in context before inviting volunteers to tell their own examples. Then have students go back through their essays, checking for pronouns.

NEXT STEPS Make sure students have prepared a final copy of their informational texts. Remind them that they will be presenting their texts to the class.

STUDENT INTERACTIVE, pp. 244–245

Read Together

EXTEND RESEARCH

Thank You!

After your interview, write a note to thank the person you interviewed. Begin your note with **Dear** and the person's name. End your note with **Sincerely** or **Your friend** and your name.

Dear Mr. Kwan,

Thank you for the interview. I liked your stories.

Your friend, Ben

COLLABORATE Complete the thank-you note.

Dear _____,

Thank you for _____

Sincerely, _____

COLLABORATE AND DISCUSS

Revise

COLLABORATE Read your essay to your partner.

Did you check your	yes	no
title?	yes	no
main, or central, idea?	yes	no
details?	yes	no

Did you use details that support the main idea?

Edit

COLLABORATE Read your essay again.

Check for

- adjectives and articles
- pronouns
- correct spelling

PROJECT-BASED INQUIRY

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Celebrate and Reflect

OBJECTIVES

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

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Use an appropriate mode of delivery, whether written, oral, or multimedia, to present results.

CUSTOMIZE IT!

Allow students to play audio or video clips of their interview after they read aloud their essays to create a multimedia presentation.

ELL Access

Have students write new expressions and words heard during student presentations. Invite volunteers to define the expressions and use them in context.

Share

COLLABORATE Direct students to the rules for speaking and listening on p. 246 in the *Student Interactive*. Read aloud the bullet points. Then say: *As you listen to your classmates share, there might be information that you do not understand. When this happens, you can ask questions to clarify the information. Be sure the questions you ask are relevant, or on topic.* Model asking a relevant question. Then explain how to answer a question using a multi-word response. Say: *After a question is asked, the presenter will answer it. When answering questions, speak using a complete sentence and make sure your answer is clear.* Model answering a question using a complete sentence.

Explain that students should share information and ideas using the conventions of language. Say: *As you share your essay, pay attention to grammar and punctuation. You will read your essays and discuss them using proper grammar.*

Have students share ideas and information with the class by reading their essays aloud. Have students ask and answer questions after each presentation.

Reflect

My TURN Have students complete the activity at the bottom of p. 246. Model answering the questions: *My favorite part about doing the interview is learning about my grandmother's family. One question I wish I asked is: How old were you when you met Grandpa?*

Ask students to think through the steps of their plan for research. Encourage them to reflect on their successes. Use prompts, such as the ones below to encourage reflection.

- Have students explain why they chose the person that they interviewed. Have them tell the steps they took leading up to the interview.
- Ask students to tell what they learned about interviews and informational essays. Ask questions, such as *What part of this project was new to you? If you were to repeat this project, what would you do the same? What would you do differently?*



Reflect on the Unit

Reflect on Your Goals Have students look back at the Unit Goals page at the beginning of the unit. Have students reflect on their reading and writing skills. Briefly discuss the Essential Question: *Why is the past important?* Then have them assess their progress on the Unit Goals.

MyTURN Reflect on Your Reading Help students recall the reading they did throughout this unit. Ask volunteers to tell what they liked best about a book they chose.

Reflect on Your Writing Ask volunteers to tell about the writing they did throughout this unit. Invite volunteers to tell about a writing skill they want to work on, such as punctuation marks.

Reading and Writing Strategy Assessment Checklists



The *Reading and Writing Strategy Assessment Checklists* will help you monitor student progress.



STUDENT INTERACTIVE, pp. 246–247

CELEBRATE AND REFLECT

Share

COLLABORATE Share your essay with the class.

Follow the rules for **speaking and listening**.

- Speak clearly at a good pace.
- Take turns speaking.
- Answer questions in complete sentences.

Reflect

MYTURN Complete the sentences.

My favorite part about doing the interview is

One question I wish I asked is

REFLECT ON THE UNIT

Reflect on Your Goals

Look back at your unit goals. Use a different color to rate yourself again.

MYTURN Complete the sentences.

Reflect on Your Reading

One thing I like about a book I chose on my own is

Reflect on Writing

One skill I want to work on is

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BOOK CLUB

OBJECTIVES

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

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

FLEXIBLE OPTION TRADE BOOK LESSON PLAN

To teach this unit's trade book during Small Group or Whole Group, see the lesson plan for *Old Ways and New Ways*, available online at SavvasRealize.com.

Plan Book Club

- 1 CHOOSE THE BOOK** Group students who read at similar levels, or create interesting learning opportunities by allowing advanced readers to mix with emergent readers. Help students choose a book or choose one for them from the list on p. T477.
 - 2 KNOW THE BOOK** Review the book beforehand, so that you can easily guide students' conversations if necessary.
 - 3 PREVIEW THE BOOK** Present your chosen book to the assembled groups. Briefly preview the book's main idea or themes without giving away too much information. Then give students time to discover the book on their own.
 - 4 ENJOY THE BOOK** Remember that Book Club is a time for students to enjoy reading in an informal setting. As they read and discuss the book in a group, they will apply some of the same thinking they have been introduced to in the *Student Interactive*, but the focus will be on their personal responses to the book and their interactions with fellow club members.
- ★ CONNECT TO THE THEME** To help students make text connections, you might help them choose a book related to the theme, Making History, or the Essential Question for the unit: *Why is the past important?* As a class, discuss how the book relates to both.
- ★ CONNECT TO THE SPOTLIGHT GENRE** To help students focus on elements of biography, consider helping them choose a book in that genre.



READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK

 Old Ways and New Ways by Ching Yeung Russell

 Martin's Big Words by Doreen Rappaport

 George Washington Carver by Kitson Jazyuka

 Babe Ruth Saves Baseball by Frank Murphy

 Discovery in the Cave by Mark Dubowski

 Amelia Earhart: More Than a Flier by Patricia Lakin

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 session with their Book Clubs, students will share details they notice, connections they make, and things they wonder about after completing their reading.

TEACHER'S ROLE Since Book Club is a time for students to make personal connections to reading, the teacher's role should be as an observer and occasional facilitator, helping to start stalled conversations or gently guiding discussions.

COLLABORATION Book Club is designed to improve students' ability to share their ideas effectively and to listen to their classmates respectfully. Offer them examples of how to phrase their ideas constructively. **SEL**

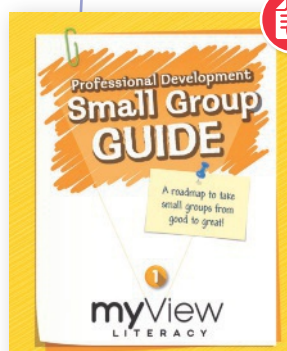
- I notice _____.
- I don't agree with _____ because _____.
- Why do you say that?
- What can we agree on?



Book Club Options

See the *Small Group Guide* for help with

- Book Club roles and responsibilities.
- Book Club routines.
- guiding a student-led Book Club.



BOOK CLUB

OBJECTIVES

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

Describe personal connections to a variety of sources.

Book Club Routine

READ ALOUD At each Book Club session, students will first listen to you read aloud from your chosen book. Then they will meet with their Book Club group to explore more deeply what was read.

ESTABLISH GROUPS Divide students into their Book Club groups for the unit.

- Tell students how much time they have to work in their groups.
- Explain that they should be prepared to share their ideas with the whole class.

WEEKLY FOCUS Over the course of Book Club, groups will discuss the book multiple times, focusing on different aspects of the book.

Text Students discuss the text of the book. What do they learn or find out from the words the author uses?

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 pages, the relationship between words and pictures, and the choices a designer has made to add interest to the text and images.

GUIDE BOOK CLUB

If students have trouble getting started in their conversations, try these talking points to guide conversation along one of the weekly focuses.

- Which words show what the characters say?
- How are the illustrations alike and different?
- How did the designer frame some of the art?

Book Support

After the individual groups have their discussions, bring them back together as a class to talk about what was said in each group. Record the groups' Noticings, Connections, and Wonderings in the Discussion Chart, adding to it on each Book Club day.

Noticings	Connections	Wonderings

Noticings Students should focus on what they notice in the text, images, and design. They might think about how their noticings are like those of their classmates or different from those of their classmates.

Connections Students should focus on aspects of the text, images, and design that connect to their own experiences in life or with other texts.

Wonderings Students should formulate questions or describe uncertainties that are prompted by the text, images, and design.

Talk about each Book Club's ideas when the whole class comes together.

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK

Old Ways and New Ways by Ching Yeung Russell

Martin's Big Words by Doreen Rappaport

George Washington Carver by Kitson Jazyka

Babe Ruth Saves Baseball by Frank Murphy

Discovery in the Cave by Mark Dubowski

Amelia Earhart: More Than a Flier by Patricia Lakin



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, *Old Ways and New Ways*. For Weeks 4–5, you can use a book from the list provided or a book of your own choosing. On pp. T476–T479 you will find a full description of the elements of Book Club with instruction that can be adapted to the book of your choice.

Old Ways and New Ways

BOOK CLUB ROUTINE Book Club will meet twice each week, during Small Group time. On each Book Club day, students will assemble and continue their collaborative discussion about the book, focusing on different elements from week to week.

WEEKLY FOCUS Over the course of Book Club, groups will focus on different aspects of the book.

Week 1: Text Students discuss the text of the book. What understandings do they come to from the words on the page?

Week 2: Pictures How do the images contribute to the book’s theme and the author’s message?

Week 3: Design How does the designer work with the look of the book to make reading an interesting experience?

TEACHER’S ROLE Since Book Club is a time for students to get their own enjoyment out of reading, the teacher’s role should be as an observer and occasional facilitator, helping to start stalled conversations or direct groups to specific understandings.



EXPERT’S VIEW Frank Serafini, Arizona State University

“We can’t assume that children know how to talk about books. For Book Clubs, you can’t just leave them alone and ask them to use their role sheets. As a teacher, you should demonstrate to children how to talk about books. Through read alouds and reading alongside children, we have to model how to talk about texts.”

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



READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK

- Old Ways and New Ways** by Ching Young Russell
- Martin's Big Words** by Doreen Rappaport
- George Washington Carver** by Kitson Jazynka
- Babe Ruth Saves Baseball** by Frank Murphy
- Discovery in the Cave** by Mark Dubowski
- Amelia Earhart: More Than a Flier** by Patricia Lakin

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 focuses:

- **Noticings** lets students note what catches their attention in the book.
- **Connections** encourages students to compare the book to what they already know.
- **Wonderings** allows students to share any questions that remain after reading the text.

Noticings	Connections	Wonderings

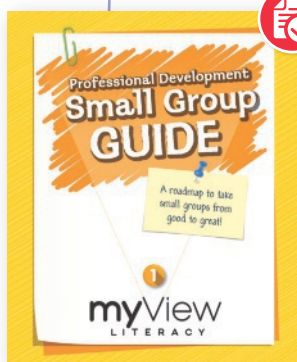
COLLABORATION Each session of Book Club features reminders and sentence starters to give students opportunities to practice their collaborative conversation skills. **SEL** SOCIAL-EMOTIONAL LEARNING



Book Club Options

See the *Small Group Guide* for help with

- choosing a different book for your class to read.
- conducting Book Club with a book of your or your students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



BOOK CLUB

OBJECTIVES

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

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

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

Week 1

Launch *Old Ways and New Ways*

INTRODUCE Tell students that Book Club is a time to enjoy books. They will listen to *Old Ways and New Ways* as it is read aloud.

READ ALOUD Tell students to listen closely as you read aloud from *Old Ways and New Ways*. Then they will meet with their Book Club group to explore more deeply what was read. Today they will focus on understanding what the text says, or what it is about.

CONNECT TO THE THEME Tell students that *Old Ways and New Ways* connects both to the unit theme, Making History, and to the Essential Question for the unit: *Why is the past important?* As a class, discuss how the book relates to both.

CONNECT TO THE SPOTLIGHT GENRE Remind students that the genre for this unit is biography, the story of a real person's life, written by another person. In contrast, *Old Ways and New Ways* is made-up fiction that contains pieces of information about Chinese culture.

- This book's purpose is to tell an interesting story about families and their old and new ways.
- *Old Ways and New Ways* tells about real places and cultures, but it uses a made-up story and made-up characters.

ESTABLISH GROUPS Divide students into their Book Club groups for the unit.

- Tell students how much time they have to work in their groups.
- Explain that they should be prepared to share their ideas with the whole class.



SMALL GROUP



CHOOSE YOUR

BOOK

- Old Ways and New Ways** by Ching Yeung Russell
- Martin's Big Words** by Doreen Rappaport
- George Washington Carver** by Kitson Jazyuka
- Babe Ruth Saves Baseball** by Frank Murphy
- Discovery in the Cave** by Mark Dubowski
- Amelia Earhart: More Than a Flier** by Patricia Lakin

Focus on Text: Noticings

Session 1

GUIDE BOOK CLUB

Give students time to discuss the book in their groups. If necessary, introduce the following points to get groups talking about their noticings based on the text:

- Where did the narrator come from? Where did she travel?
- I noticed that Great Aunt did not act the way the narrator thought she would act.
- What did you notice about the tea Great Aunt served?

Bring the class back together. Display a new Discussion Chart and tell students that today they will fill in the Noticings column. Allow each Book Club to share an idea about the text. What did they notice?



COLLABORATION Remind students that there is a purpose for talking about texts. Students should listen carefully and build on the ideas of others. Offer sentence stems such as these as examples of how students should phrase their ideas productively and respectfully. **SEL**

- I liked your idea about _____ because _____.
- I don't agree with _____ because _____.

BOOK CLUB

OBJECTIVES

Work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

Describe personal connections to a variety of sources.

Week 1

Focus on Text

Today students will continue to focus on understanding what the text of *Old Ways and New Ways* says, or what the story is about. They will listen closely during Read Aloud time. They will look at the pictures and explore the text further in their Book Clubs using the Discussion Chart, focusing today on their connections and wonderings.

RETELL Review the reading and discussion from Session 1 by having students retell *Old Ways and New Ways* in order, with each student adding a sentence. Discuss 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

- choosing a different book for your class to read.
- conducting Book Club with a book of your or your students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



Connections & Wonderings

Session 2

GUIDE BOOK CLUB

Let students discuss the book in their groups. If groups have trouble getting started, introduce a question or observation to get them talking about their connections and wonderings about the text.

- Did it surprise you that the narrator brought a present for Great Aunt? Why or why not?
- I wonder whether young people in China hug, or whether it is more of an American custom.

Bring the class back together. Display the Discussion Chart and tell students that today they will fill in the Connections and Wonderings columns. Allow each Book Club to share something they connect to or wonder about in the text.

Connections	Wonderings

COLLABORATION Remind students of the importance of taking turns to make a group discussion run smoothly. **SEL**

As students share their connections and wonderings, ask them to keep these points in mind:

- Have I already had a turn?
- Am I sticking to the topic?
- Does my idea add something interesting to this conversation?

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK

- Old Ways and New Ways** by Ching Young Russell
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- Babe Ruth Saves Baseball** by Frank Murphy
- Discovery in the Cave** by Mark Dubowski
- Amelia Earhart: More Than a Flier** by Patricia Lakin

BOOK CLUB

OBJECTIVES

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

Describe personal connections to a variety of sources.

Week 2

Focus on Pictures

Today students will focus on understanding how the illustrations in *Old Ways and New Ways* add information to the text. Students will pay close attention to the pictures during Read Aloud time. Students will explore the pictures further in their Book Clubs using the Discussion Chart. Today they will focus on their noticings.

RETELL Review the reading and discussion from Session 2 by having students take turns recalling the connections and wonderings they shared about *Old Ways and New Ways*. Display the Connections and Wonderings Chart from Session 2 as you enter into the day's discussion.



Book Club Options

See the *Small Group Guide* for help with

- choosing a different book for your class to read.
- conducting Book Club with a book of your or your students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



Noticings

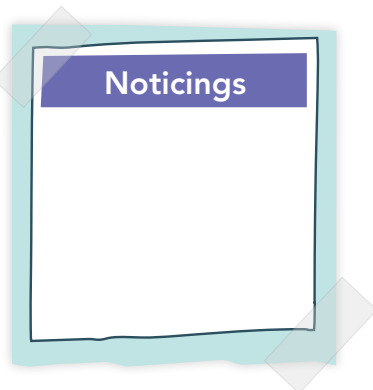
Session 3

GUIDE BOOK CLUB

Allow students time to discuss the book in their groups. You may model a noticing or ask a question to stimulate discussion.

- I notice that Great Aunt is dressed in a traditional, slightly old-fashioned way.
- What do you notice about the way the different characters eat on pages 14–15? Which way is old, and which way is new?

Bring the class back together. Display the Discussion Chart and tell students that today they will add to the Noticings column. Allow each Book Club to share something they noticed about the illustrations.



COLLABORATION Remind students to listen actively as their classmates share ideas. **SEL** SOCIAL-EMOTIONAL LEARNING

As students share their noticings, ask them to keep these points in mind.

- What is my classmate trying to say?
- Can I add something to what my classmate just said?
- Is everyone talking about what they noticed in the pictures?

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK



Old Ways and New Ways by Ching Yeung Russell



Martin's Big Words by Doreen Rappaport



George Washington Carver by Kitson Jazyuka



Babe Ruth Saves Baseball by Frank Murphy



Discovery in the Cave by Mark Dubowski



Amelia Earhart: More Than a Flier by Patricia Lakin

BOOK CLUB

OBJECTIVES

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

Describe personal connections to a variety of sources.

Week 2

Focus on Pictures

Today students will focus on understanding how the illustrations in *Old Ways and New Ways* add interest to the book. Students will observe the pictures closely during Read Aloud time. They will explore the pictures further in their Book Clubs, using the Discussion Chart to focus today on their connections and wonderings.

RETELL Review the reading and discussion from Session 3 by having students take turns describing key scenes illustrated in *Old Ways and New Ways* and discussing the noticings that students shared. Display the Noticings Chart from Session 3 as you begin the day's discussion.



Book Club Options

See the *Small Group Guide* for help with

- choosing a different book for your class to read.
- conducting Book Club with a book of your or your students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



Connections & Wonderings

Session 4

GUIDE BOOK CLUB

Give students time to discuss the book in their groups. If conversation lags, introduce a question or observation to get students talking about their connections and wonderings about the pictures.

- Have you ever seen food cooking as in the picture on page 12?
- At first, I wondered who the other people were in the picture on page 14. Do you know who they are?

Reconvene the class and display the Discussion Chart. Tell students that today they will add to the Connections and Wonderings columns. Allow each Book Club to share something they connected to and something they wondered about from the illustrations.

Connections	Wonderings

COLLABORATION Point out that speaking clearly is important to communicating with a group. **SEL** SOCIAL-EMOTIONAL LEARNING

As students share their connections and wonderings, ask them to think about these questions:

- Am I talking too fast?
- Is there a better way to say this?
- Can my classmates understand me?

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK

- Old Ways and New Ways** by Ching Yeung Russell
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BOOK CLUB

OBJECTIVES

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

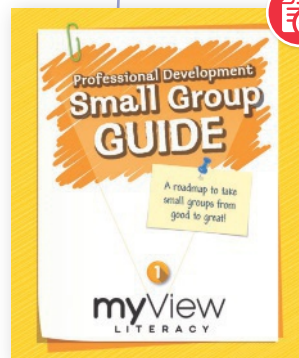
Describe personal connections to a variety of sources.

Week 3

Focus on Design

Today students will focus on understanding how their enjoyment of *Old Ways and New Ways* is aided by the book's design. They will look at how the pictures support the text, what details the illustrator chose to include, and what shapes the designer used. They will pay close attention to the design during Read Aloud time. They will explore the design further in their Book Clubs, using the Discussion Chart to focus today on their noticings.

RETELL Review the reading and discussion from Session 4 by having students recall their favorite illustrations in *Old Ways and New Ways* and discussing the connections and wonderings that they shared. Display the Connections and Wonderings Chart from Session 4 as you begin the day's discussion.



Book Club Options

See the *Small Group Guide* for help with

- choosing a different book for your class to read.
- conducting Book Club with a book of your or your students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



Noticings

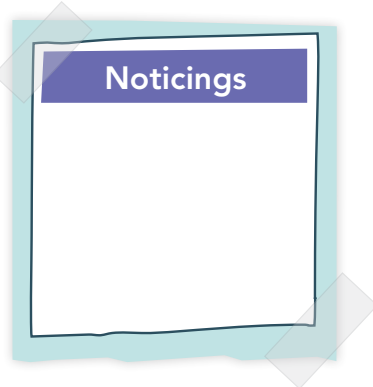
Session 5

GUIDE BOOK CLUB

Have students discuss the book in their groups. If they have trouble focusing on design, stimulate discussion with these examples.

- I notice that the words change location. Sometimes they are above the picture, and sometimes they are below.
- Why do you think some illustrations are on one page and others are across two pages?
- How do the illustrations help you learn about the characters and events?

Bring the class back together. Display the Discussion Chart and tell students that today they will add to the Noticings column. Allow each Book Club to share something they noticed about the design.



COLLABORATION Remind students that they can learn from each other in these group discussions. **SEL** SOCIAL-EMOTIONAL LEARNING

As students share their noticings, ask them to keep these points in mind:

- Do I agree or disagree with what was just said?
- What should I do if someone's idea confuses me?
- How can I tell my classmates that their ideas are helpful?

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK

- Old Ways and New Ways** by Ching Young Russell
- Martin's Big Words** by Doreen Rappaport
- George Washington Carver** by Kitson Jazyuka
- Babe Ruth Saves Baseball** by Frank Murphy
- Discovery in the Cave** by Mark Dubowski
- Amelia Earhart: More Than a Flier** by Patricia Lakin

BOOK CLUB

OBJECTIVES

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

Describe personal connections to a variety of sources.

Week 3

Focus on Design

Today students will continue to focus on understanding how the design of *Old Ways and New Ways* contributes to the experience of reading the book. They will observe the design closely during Read Aloud time. They will explore the design further in their Book Clubs using the Discussion Chart, focusing today on their connections and wonderings.

RETELL Review the reading and discussion from Session 5 by having students take turns mentioning things that they noticed in the design of *Old Ways and New Ways*. Display the Noticings Chart from Session 5 as you enter into the day's discussion.



Book Club Options

See the *Small Group Guide* for help with

- choosing a different book for your class to read.
- conducting Book Club with a book of your or your students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



Connections & Wonderings

Session 6

GUIDE BOOK CLUB

Have students begin by discussing the book in their groups. If they have trouble focusing on design elements, provide these models:

- Have you read other books where the words change location on the pages?
- I wonder why the designer chose that picture for the book's cover.

Bring the class back together. Display the Discussion Chart and tell students that today they will add to the Connections and Wonderings columns. Allow each Book Club to share something they connected to and something they wondered about from the design.

Connections	Wonderings

COLLABORATION Encourage participation by reminding students that everyone in the group deserves time to share. **SEL**

As students share their connections and wonderings, ask them to keep these points in mind:

- Is it my turn to talk?
- Can I ask someone a question to help them join our talk?
- What is the polite way to show that I have something to add?

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK

- Old Ways and New Ways** by Ching Young Russell
- Martin's Big Words** by Doreen Rappaport
- George Washington Carver** by Kitson Jazyuka
- Babe Ruth Saves Baseball** by Frank Murphy
- Discovery in the Cave** by Mark Dubowski
- Amelia Earhart: More Than a Flier** by Patricia Lakin

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, and locations.

How to Use a Picture Dictionary

Minilesson

FOCUS ON STRATEGIES A picture dictionary is a resource readers can use to find words. It has illustrations or pictures that show the definitions, or meanings, of words. Each picture has a label that names what the picture shows. Picture dictionaries can have words and pictures that belong in the same group.

- Find the word in the picture dictionary.
- Look at the picture. What does the picture show? How does the picture help you figure out the definition, or meaning, of the word?
- Look at the name of the group. How does the word fit into that group? How do all the words fit into the group?

MODEL AND PRACTICE Have students turn to pp. 248–249 in the *Student Interactive*. Say: *This is a resource called a picture dictionary. We can use a picture dictionary to find words and pictures that show the definition, or meaning, of the words. This picture dictionary has words that name sequences.* Ask students to point to the word *beginning*. Say: *The word beginning is a word we can use to tell about a sequence. We can use the picture to help us figure out the definition of the word beginning. What is the girl doing? She is waking up. It is the beginning, or first part, of the day.* Guide students to find the picture and word on p. 249. Ask: *What is the sequence word that belongs with beginning? Yes, the word end. The boy is sleeping. It is the end, or last part, of the day.*

Have partners identify and use the words that name sequences on p. 249 in the *Student Interactive*. Then ask them to use the pictures in each set (*before/after, beginning/end, first/next/then/last*) to tell a sequence.

ASSESS UNDERSTANDING

Apply

TURN, TALK, AND SHARE Have partners identify and use the word *end* to complete the activity on p. 248 in the *Student Interactive*.

STUDENT INTERACTIVE, pp. 248-249

PICTURE DICTIONARY INSTRUCTION

Read Together

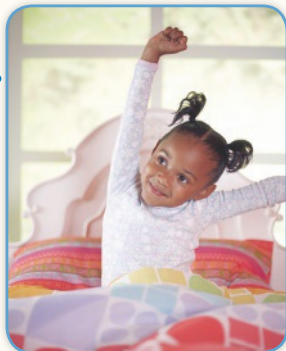
How to Use a Picture Dictionary

You can use a picture dictionary to find words. The words are grouped into topics. The topic of this picture dictionary is **sequence**. Look at the pictures, and try to read the words. The pictures will help you understand the meanings of the words.

This is a picture of the word.

This is the word you are learning.

beginning



TURN and TALK Find the word *end* in the picture dictionary. Use the word *end* to tell about your day.

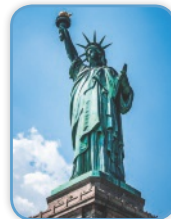
248

PICTURE DICTIONARY

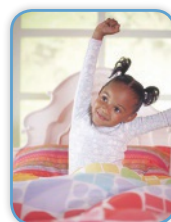
Sequence



before



after



beginning



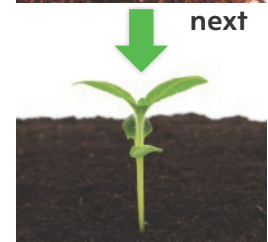
end



first



next



then



last

249

Glossary

OBJECTIVE

Use a resource such as a picture dictionary or digital resource to find words.

How to Use a Digital Resource

Minilesson

FOCUS ON STRATEGIES An online dictionary is a type of digital resource you use on a computer or tablet. It has a search box where you type the word you want to find. When you hit enter, the word and its definition, or meaning, will pop up on the screen. If a book does not have a glossary, or the word you want to find is not in the glossary, you can use an online resource to find the word.

- Use the alphabet and the guide words to find the word in the glossary. If it is not there, use an online dictionary.
- Follow the rules for using digital tools, such as visiting approved Web sites and sharing the digital tools with others.
- When you find the word, think about how the definition, or meaning, helps you understand what you were reading.

MODEL AND PRACTICE Have students turn to p. 250 in the *Student Interactive*. Read aloud the introduction. Then discuss the model. Say: **This is an example of what a digital resource, such as an online dictionary, can look like. You type the word you want to find in the search box. After you hit enter, the screen will show the word and its definition, or meaning. The word is usually used in a sentence to help you understand what it means. Sometimes there is an option to hear how the word is pronounced.** Guide students to point out the features of the online dictionary model. Ask: **Where would you type the word you want to find? Which word is in this search box? What does *time* mean? Let's read the sentence together.**


Have partners find these words in the glossary and then find them using an online dictionary: *amaze*, *leaders*, *wonder*. Ask partners to discuss what a word and its definition look like in a glossary and in an online resource.

ASSESS UNDERSTANDING

Apply

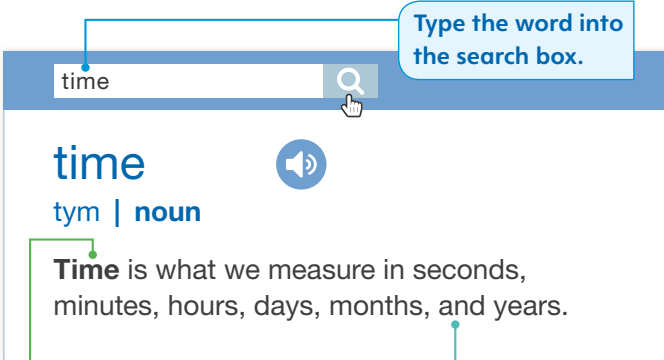
TURN, TALK, AND SHARE Have students complete the activity on p. 250 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 250

GLOSSARY INSTRUCTION 

How to Use a Digital Resource

An online dictionary, or **digital resource**, can help you find the meanings of words that are not in this glossary. Type the word you are looking for in the search box. When you hit return, the word and meaning will pop up.



The screenshot shows a search box with the word "time" entered. A callout box points to the search box with the text "Type the word into the search box." Below the search box, the word "time" is displayed in a large, dark font, followed by a speaker icon and the phonetic transcription "tym | noun". A callout box points to the definition "Time is what we measure in seconds, minutes, hours, days, months, and years." with the text "This sentence will help you understand what the word means." Another callout box points to the word "time" in the definition with the text "The word is in dark type."

TURN and TALK Use a digital resource to find the word **tradition**. To be sure you understand what the word means, use the word in a few sentences.

250

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UNIT 4 GLOSSARY

STUDENT INTERACTIVE, p. 251

GLOSSARY



admired • cheered

Aa

admired If you **admired** someone, you thought highly of that person.

allowed If something is **allowed**, it is permitted to happen.

amaze If things **amaze** you, they fill you with wonder.

Cc

cattle Cattle is a group of cows, bulls, and steers.



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cheered If a group **cheered**, they yelled support or praise.

251

STUDENT INTERACTIVE, p. 252

GLOSSARY



discovers • experience

Dd

discovers When someone **discovers** something, he or she finds or sees it for the first time.

drive A **drive** is an organized way of directing animals to move.



Ee

experience An **experience** is something a person has seen, done, or lived through.

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STUDENT INTERACTIVE, p. 253

GLOSSARY



field • patch

Ff

field A **field** is an area where information is placed.

Ll

leaders Leaders are the people in charge.

loved If a person **loved** something, he or she liked it very much.

Mm

memory A **memory** is a person, thing, or event that you can remember.

Nn

necessary If something is **necessary**, it needs to be done.

Pp

patch A **patch** is a small area that is different from the surrounding area.

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STUDENT INTERACTIVE, p. 254

GLOSSARY



railroad • rights

Rr

railroad A **railroad** is the steel tracks that trains travel on.



ranch A **ranch** is a very large farm.

record When you **record** information, you write something so that it can be used in the future.

rights **Rights** are things that a person is allowed to have, get, or do.

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Read Together

stars • wonder

Ss

stars Stars are shapes that have five or more points.



stripes Stripes are lines that are different colors.

supply When you **supply** something, you provide what is needed.

Vv

views A person's **views** are the way he or she thinks about something. Views are an opinion.



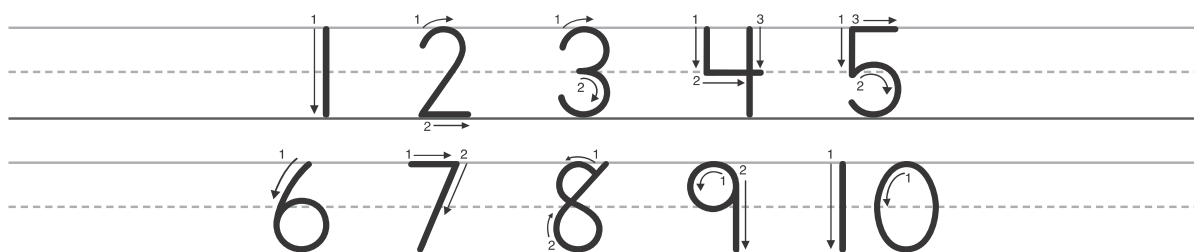
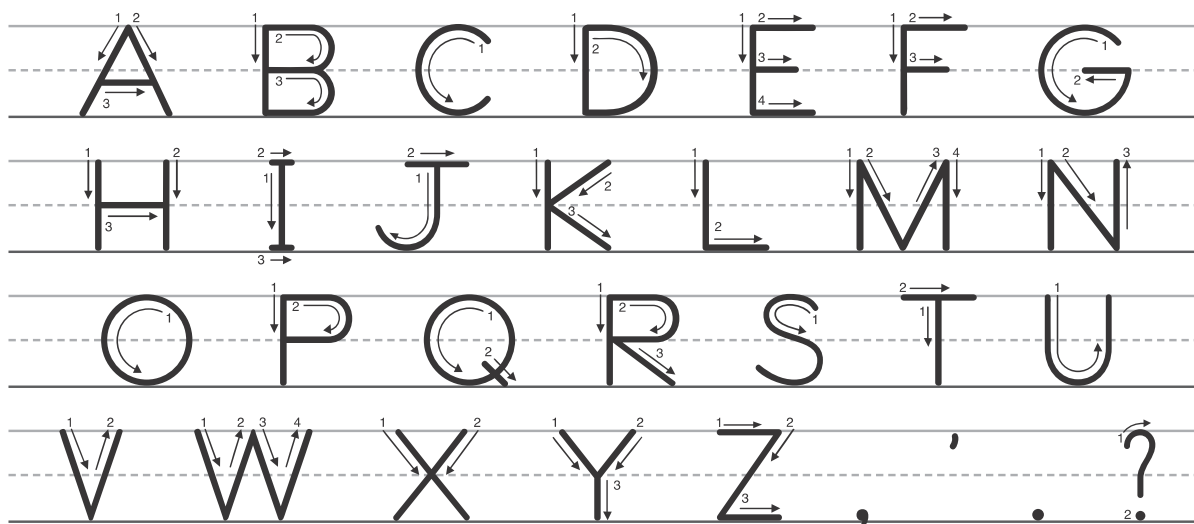
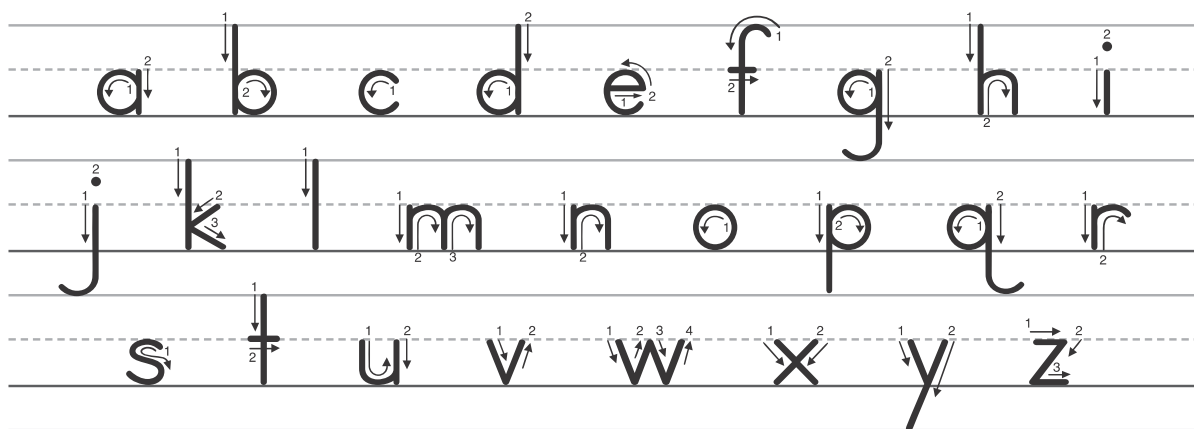
vote When you **vote**, you decide something or choose someone by making a choice.

Ww

wonder When you **wonder**, you are curious about something.

Handwriting Model

Manuscript



Handwriting Model

D'Nealian™ Alphabet

a b c d e f g h i
j k l m n o p q r s t
u v w x y z

A B C D E F G
H I J K L M N O
P Q R S T U V
W X Y Z . , ' ?

1 2 3 4 5 6
7 8 9 10

CREDITS

Text

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Illustrations

Unit 4: 21–23 Juan Caminador; 25, 77, 123, 159, 199 Ken Bowser; 27–52 Julie Paschkis; 73–75 Lucia Makuc; 119–121 Marc Monés; 125–133 Doris Ettlinger; 155–157 Carlos Aón; 169–173 Siri Weber Feeney; 195–197, 234–237 Deborah Gross

TEXT COMPLEXITY CHARTS

Through Georgia's Eyes

By Rachel Rodríguez
Genre: Biography

Recommended Placement

The **Quantitative Measures** place this text at the upper level of readability for Grade 1. Use the **Qualitative** analysis to inform your instruction.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Figurative language
- Text Structure: Signal words

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: 540L Average Sentence Length: 6.857 Word Frequency: 3.428 Word Count: 480

Complexity Level	Qualitative Measures
<p>Author's Purpose</p> <p>Simple Very Complex</p>	<p>The author's meaning and purpose are clear and revealed over the course of the text. Students should be able to follow the events in Georgia O'Keeffe's life and why she painted to "show you the world as she sees it."</p>
<p>Text Structure</p> <p>Simple Very Complex</p>	<p>The organization of the text is chronological, with signal words such as <i>first</i>, <i>soon</i>, and <i>at twelve</i>. Students may need help understanding the subtle organization of art and text describing O'Keeffe's life. Illustrations in O'Keeffe's style enhance the reader's understanding of the text.</p>
<p>Language Conventinality and Clarity</p> <p>Simple Very Complex</p>	<p>The text includes some longer sentences and some unconventional sentence structures: <i>Lean in . . . look closer</i>. Students may need help understanding figurative language: <i>Georgia's flowers make them feel like tiny butterflies, flitting through the universe of her garden</i>. The vocabulary is mostly familiar.</p>
<p>Knowledge Demands</p> <p>Simple Very Complex</p>	<p>While the subject matter is about art, little background knowledge about art or O'Keeffe's life is needed to understand the text. Concepts related to abstract art are related in simple, familiar terms: <i>Words work. But for her, the color blue says it better. Or red. Or a seashell. A pale bone. Sunset.</i></p>

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
<p>Purpose Remind students that a biography is a life story, and it often starts with a person's earliest memories or experiences. Help students use sentence frames to tell about important events and memories in their lives:</p> <ul style="list-style-type: none"> • I remember _____. • Another memory is _____. 	<p>Text Structure Explain that the text tells about the events in a person's life, in the order the events happened.</p> <ul style="list-style-type: none"> • Provide a list of words, such as <i>first</i>, <i>next</i>, <i>soon</i>, and <i>finally</i>, that authors use to describe a sequence of events. • Have students skim the text to find signal words that tell about the sequence of events or the times when events happened. Write them on the board. 	<p>Language Explain that a simile compares two things using the word <i>like</i> or <i>as</i>. Show students this example from the text: <i>Georgia's flowers make them feel like tiny butterflies</i>.</p> <ul style="list-style-type: none"> • Show students a picture of something in nature, such as a flower or a tree. • Ask students to describe it, using a simile. Remind them to use <i>like</i> or <i>as</i>.

Jackie Robinson

By Wil Mara

Genre: Biography

Recommended Placement

The **Quantitative Measures** place this text at the upper level of readability for Grade 1. Use the **Qualitative** analysis to inform your instruction.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Prepositional phrases
- Knowledge Demands: Overcoming prejudice

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **560L**

Average Sentence Length: **9.00**

Word Frequency: **3.494**

Word Count: **315**

Complexity Level

Qualitative Measures

Author's Purpose



The author's purpose of **informing readers** about Jackie Robinson's life is **clear** and **explicit** from the first page: *Jack Roosevelt Robinson ... became a Hall of Fame baseball player. He was born in Cairo, Georgia...*

Text Structure



The events in the text are described in **chronological** order. Signal words and phrases that include dates and years help clarify the sequence. Historical photos of Robinson and his teammates **enhance the reader's understanding** of the text.

Language Conventinality and Clarity



The text includes **mostly simple sentences**. Students may need support with prepositional phrases, especially those that add information about the times when events happened: *in 1945, in August of 1945, in his first season, after a while.*

Knowledge Demands



The text includes **a mix of simple and more abstract ideas** (such as prejudice and the importance of pursuing goals despite challenges). Background knowledge of the experiences of African Americans in the mid-twentieth century is not necessary to understand the text but can enhance understanding.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
<p>Language Explain that prepositional phrases can add detail about when an event happened. List common prepositions on the board, such as <i>in, at, and after</i>. Provide sentence frames so that students can practice using them:</p> <ul style="list-style-type: none"> • In the morning, _____. • At noon, _____. • After school, _____. 	<p>Structure Ask students how photographs or illustrations can help readers understand a text. Then, preview the photographs in the text.</p> <ul style="list-style-type: none"> • Ask students what the photos show about the text. • Have them write two questions about what they want to learn, based on the photos. 	<p>Knowledge Demands Point out that Jackie Robinson was the first African American to play Major League baseball, and that he faced challenges in order to play sports.</p> <ul style="list-style-type: none"> • Have partners read about another early African American baseball player, such as Satchel Paige, Willie Mays, or Minnie Miñoso. • Ask pairs to share the information they found with the class.

TEXT COMPLEXITY CHARTS

Before the Railroad Came

By Jerry Craft

Genre: Historical Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade 1 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Text Structure: Comparing and contrasting
- Knowledge Demands: Ranches and railroads

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **500L**

Average Sentence Length: **10.095**

Word Frequency: **3.838**

Word Count: **212**

Complexity Level

Qualitative Measures

Levels of Meaning



Simple

Very Complex

The theme is **explicitly stated** on the first page: *Working on a ranch is hard work, but it used to be much harder.* The text describes in a **simple, straightforward** way what life was like for ranchers before and after the railroad was built.

Text Structure



Simple

Very Complex

The storyline is **not told as a simple sequence** but rather by comparing and contrasting past events (before the railroad) with more recent events (after the railroad). The repeated phrase *before the railroad came* helps clarify when the narrator is describing the past.

Language Conventuality and Clarity



Simple

Very Complex

The sentences are **mainly simple and compound, with some complex sentences.** The vocabulary is contemporary, familiar, and conversational, helping students connect with the setting of the past.

Knowledge Demands



Simple

Very Complex

Some **background knowledge** of ranchers and their way of life is helpful for understanding the story. Prior knowledge of railroads and their benefits can enhance comprehension but is not needed to understand the events in the story.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Knowledge Demands Preview the illustrations with students. Ask questions to clarify what the illustrations show about the setting of the story:

- Which picture shows what a ranch is?
- Which picture shows what cattle are?
- Which picture shows the railroad? The city?

Structure Explain that students will read a story that compares life before and after an important event. Help students write compare-and-contrast sentences about the impact of a key event in their lives.

- Provide students with the two clauses, *Before I started school* and *After I started school*.
- Have students use each clause in a sentence.

Meaning Say: *We will read a story about how trains changed people's lives. The trains made their work easier.*

- Provide a list of technologies, such as computers, phones, and airplanes.
- Have partners choose one of the technologies and list ways it helps people.
- Call on pairs to share their ideas about how the technology made people's lives easier.

TEXT COMPLEXITY CHARTS



TEXT COMPLEXITY

from *The First American Flag*
By Kathy Allen
Genre: Informational Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 1 complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Text Structure: Sequence structure
- Knowledge Demands: Early American history

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **440L** Average Sentence Length: **10.467** Word Frequency: **3.564** Word Count: **157**

Complexity Level

Qualitative Measures

Author's Purpose



Simple Very Complex

The author's purpose is **implicitly stated** at the end of the text: *The flag of the United States has come a long way*. Illustrations and examples help clarify the purpose of explaining how the flag has changed.

Text Structure



Simple Very Complex

The text is organized in a **sequence text structure**, but students may need support to identify the connections between some ideas and events: *Adding a new stripe for each new state would mean very small stripes or a very tall flag! So, the country went back to a flag with 13 stripes*. References to dates and years **clarify** the chronology.

Language Conventuality and Clarity



Simple Very Complex

The text includes **mostly simple sentences** but also includes some sentences with introductory clauses or phrases: *As states were added to the country, stars and stripes were added to the flag*. The vocabulary is **simple and familiar**.

Knowledge Demands



Simple Very Complex

Subject matter knowledge is not required because the text includes **concrete ideas** that students can follow. **Some background knowledge** about how the United States expanded over time can enhance understanding.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Purpose Tell students they will learn about reasons the American flag has changed over time. Have students compare the picture of the flag on page 172 with the picture of the flag on page 173. Provide **sentence frames**:

- The first flag has _____.
- The second flag has _____.
- The flags are different because _____.

Knowledge Demands Remind students about what they learned in *What Is the Story of Our Flag?* **Ask:**

- **How many stars are on the American flag? How many stripes are on the flag?**
- **What do the stars stand for?**
- **What do the stripes stand for?**

Structure Make a simple **time line** to show key events in the development of the American flag. Discuss the time line with students.

- Have students identify the event on the timeline that happened first.
- List sequence words (such as *first*, *next*, and *last*) on the board. Have students use the words in sentences about the events in the time line.

Eleanor Roosevelt

By Mathangi
Subramanian
Genre: Biography

Recommended Placement

The **Quantitative Measures** place this text in the Grade 1 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Author's Purpose: How Eleanor Roosevelt used her role as President Roosevelt's wife to help others
- Knowledge Demands: American history

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: 490L

Average Sentence Length: 7.839

Word Frequency: 3.655

Word Count: 243

Complexity Level	Qualitative Measures
<p>Author's Purpose</p>  <p>Simple Very Complex</p>	<p>The author's purpose to inform readers on Eleanor's life is implied but clear: <i>She wanted to be more than a President's wife. She wanted to help people.</i> Students may need support to understand how Eleanor's role as the president's wife gave her opportunities to help others.</p>
<p>Text Structure</p>  <p>Simple Very Complex</p>	<p>The biography uses a descriptive text structure as it relates the ways that Eleanor helped people. Ideas are explicit and clear. Photos and a map support the text but are not essential for understanding social studies content.</p>
<p>Language Conventinality and Clarity</p>  <p>Simple Very Complex</p>	<p>Language is mostly straightforward and familiar, with mainly simple sentences. Some words (<i>vote, leader, rights</i>) may be unfamiliar but are defined in the text. Students may need support understanding the mention of Europe and Asia in the context of World War II.</p>
<p>Knowledge Demands</p>  <p>Simple Very Complex</p>	<p>While Roosevelt's life and character can be understood without a lot of discipline-specific content knowledge, the allusions to the Great Depression and World War II make the text more complex. Students will benefit from background knowledge of the problems of that historical period.</p>
Reader and Task Considerations	
English Language Learners	Intervention
<p>Purpose Explain the roles of Presidents and their spouses. Say: <i>The President works with others to make laws and keep the people safe. The First Lady helps the people of the United States, too.</i></p> <p>Have students share what they know in a KWL chart, completing the chart after reading.</p>	<p>Knowledge Demands Tell students that Eleanor was married to President Roosevelt. Say:</p> <ul style="list-style-type: none"> • <i>Eleanor knew that jobs were hard to find during her husband's time as president.</i> • <i>President Roosevelt had to deal with a war during that time.</i> <p>Discuss how both events would make Eleanor want to help people.</p>
On Level/Advanced	<p>Structure Say: <i>A biography gives information about a person's life.</i></p> <ul style="list-style-type: none"> • Have pairs think of and describe one important thing someone they know has done. • Have pairs brainstorm photos and text features (maps, definitions, etc.) they would include in a biography. Then, have them draw a page with those features.

SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	FOUNDATIONAL SKILLS						
	Print Concepts						
	Hold a book upright and turn from page to page	•	•				
	Track print from left to right, top to bottom of a page, and from front to back of a book	•	•				
	Know uppercase and lowercase letters	•	•				
	Understand that words are separated by spaces	•	•				
	Identify the correspondence between oral words and printed words	•	•				
	Show awareness of information in different parts of a book	•	•				
	Recognize the upper- and lowercase letters of the alphabet	•	•				
	Alphabetize to the first or second letter		•	•			
	Phonological Awareness						
	Recognize and produce rhyming words	•	•	•			
	Count syllables in spoken words	•	•				
	Segment and blend syllables in words	•	•				
	Segment and blend onset and rime	•	•				
	Identify the same and different initial sounds in words	•	•				
	Identify the same and different ending sounds in words	•	•				
	Identify the same and different medial sounds in words	•	•				
	Isolate the initial, medial, or ending sounds in words	•	•				
	Add or delete beginning or ending phonemes in words	•	•	•			
	Segment a word or syllable into sounds	•	•				
	Phonics						
	Connect sounds and letters to consonants	•	•	•	•	•	•
	Know sound-letter relationships and match sounds to letters	•	•	•	•	•	•
	Generate sounds from letters and blend those sounds to decode	•	•	•	•	•	•
	• Consonants, consonant blends, and consonant digraphs	•	•	•	•	•	•
	• Short and long vowels	•	•	•	•	•	•
	• <i>r</i> -controlled vowels, vowel digraphs, and other common vowel patterns	•	•	•	•	•	•
	Decode multisyllabic words	•	•	•	•	•	•
	Recognize common letter patterns in words and use them to decode syllables (CVC, VCCV, VCV, VCCCV)	•	•	•	•	•	•
	High-Frequency Words						
	Read common high-frequency words (sight words)	•	•	•	•	•	•
Read irregularly spelled words	•	•	•	•	•	•	

SCOPE AND SEQUENCE	K	1	2	3	4	5
Word Structure and Knowledge						
Use a dictionary to find words, determine word origin, syllabication, and pronunciation	•	•	•	•		
Recognize and know the meaning of common prefixes and suffixes		•	•	•	•	•
Recognize and know common inflectional endings (-s, -es, -er, -est, -ed, -ing)		•	•	•	•	•
Decode words with common suffixes (-ly, -ful, -able, -ible, -ment, -less)		•	•	•	•	•
Learn and recognize irregular spellings of words		•	•	•	•	•
Identify and decode compound words and contractions	•	•	•	•		
Fluency						
Read aloud with accuracy		•	•	•	•	•
Read aloud with appropriate pace and expression		•	•	•	•	•
Read aloud with prosody (stress, intonation)		•	•	•	•	•
Read aloud grade-level poetry and prose with fluency, accuracy, and comprehension		•	•	•	•	•
READING COMPREHENSION						
Genre Characteristics						
Identify and understand types of fiction (e.g., historical, realistic, traditional)	•	•	•	•	•	•
Identify and understand types of informational texts (e.g., science, social studies, technical)	•	•	•	•	•	•
Identify and understand characteristics of informational texts (e.g., headings, illustrations, maps, captions, tables, sidebars)	•	•	•	•	•	•
Identify and understand structures of informational texts (e.g., cause and effect, problem and solution, compare and contrast)	•	•	•	•	•	•
Identify and understand characteristics of opinion writing or persuasive texts (facts, opinions, claim, supporting evidence, counterclaim)	•	•	•	•	•	•
Identify and understand characteristics of poetry and drama	•	•	•	•	•	•
Identify and understand characteristics of digital and multimedia texts	•	•	•	•	•	•
Identify the audience of a text					•	•
Key Ideas and Details						
Ask and answer questions about what is read	•	•	•	•	•	•
Identify details to help determine key ideas and themes	•	•	•	•	•	•
Use text evidence to support a response	•	•	•	•	•	•
Retell and paraphrase text	•	•	•	•	•	•
Make inferences or draw conclusions about a text, character, or theme	•	•	•	•	•	•
Set a purpose for reading	•	•	•	•	•	•
Make predictions	•	•	•	•	•	•

SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	Analysis						
	Evaluate details to determine the main idea	•	•	•	•	•	•
	Retell, paraphrase, or summarize a text	•	•	•	•	•	•
	Make connections (to a text, to other texts, to personal experiences, to society)	•	•	•	•	•	•
	Identify cause and effect				•	•	•
	Compare and contrast details and information	•	•	•	•	•	•
	Recognize facts and opinions				•	•	•
	Confirm or correct predictions	•	•	•	•	•	•
	Create mental images to build understanding of a text	•	•	•	•	•	•
	Monitor comprehension and make adjustments to improve understanding		•	•	•	•	•
	Describe the relationships between ideas, events, characters, people	•	•	•	•	•	•
	Explain the effect of various elements of poetry (rhyme, imagery, line breaks, stanzas)			•	•	•	•
	Analyze elements of fiction and drama (characters, setting, plot, dialogue, theme)	•	•	•	•	•	•
	Identify and analyze the parts of a plot (rising action, conflict, falling action, resolution)	•	•	•	•	•	•
	Identify the use of literary elements and devices (e.g., alliteration, hyperbole, imagery, symbolism)			•	•	•	•
	Synthesize information to create a new understanding	•	•	•	•	•	•
	Distinguish and analyze author's point of view	•	•	•	•	•	•
	Determine the meaning of specific words or phrases used in a text	•	•	•	•	•	•
	Recognize the characteristics of persuasive or argumentative text		•	•	•	•	•
	Analyze graphic elements and features (e.g., illustrations, diagrams, graphs, maps)	•	•	•	•	•	•
Response to Sources							
Reflect on reading and respond by speaking or writing	•	•	•	•	•	•	
Use text or text evidence to write about what is read	•	•	•	•	•	•	
Interact with sources in meaningful ways	•	•	•	•	•	•	
Make connections to personal experiences, ideas in other texts, society	•	•	•	•	•	•	
Comparison Across Texts							
Compare two or more texts	•	•	•	•	•	•	
Compare two or more genres	•	•	•	•	•	•	
Compare two or more authors	•	•	•	•	•	•	
Appreciate texts across a broad range of genres	•	•	•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	Independent and Self-Selected Reading						
	Read independently for an extended period of time	•	•	•	•	•	•
	Self-select texts for independent reading	•	•	•	•	•	•
	Oral Language						
	Work collaboratively with others	•	•	•	•	•	•
	Listen actively, ask relevant questions, and make pertinent comments	•	•	•	•	•	•
	Express an opinion supported by reasons	•	•	•	•	•	•
	Use eye contact and speak with appropriate rate and volume	•	•	•	•	•	•
	Follow or restate oral directions				•	•	•
	Develop social communication skills, such as conversing politely	•	•	•	•	•	•
Report on a topic or give a presentation using an appropriate mode of delivery	•	•	•	•	•	•	
READING-WRITING WORKSHOP BRIDGE	VOCABULARY ACQUISITION						
	High-Frequency Words						
	Identify and read high-frequency (sight) words	•	•	•	•	•	•
	Word Study						
	Identify and learn words that name actions, directions, positions, sequences, and other categories and locations	•	•				
	Alphabetize words to the third letter			•	•		
	Identify and use context clues to learn about unfamiliar words	•	•	•	•	•	•
	Understand synonyms and antonyms			•	•	•	•
	Identify and understand the meaning of common prefixes	•	•	•	•	•	•
	Identify and understand the meaning of common suffixes	•	•	•	•	•	•
	Use knowledge of word roots, prefixes, and suffixes to determine the meaning of new words		•	•	•	•	•
	Use knowledge of word relationships to determine the meaning of new words		•	•	•	•	•
	Learn and understand common abbreviations			•	•		
	Identify and learn about compound words			•	•		
	Identify and learn homographs and homophones	•	•	•	•	•	
	Learn and understand idioms and figurative language, including word nuances (i.e., shades of meaning) and literal and nonliteral meanings of words and phrases	•	•	•	•	•	•
	Learn and understand transitions or signal words (e.g., time order, chronological order, cause-and-effect order, compare-and-contrast order)				•	•	•
	Learn about word origins and word histories						•
	Understand adages and proverbs						•

SCOPE AND SEQUENCE	K	1	2	3	4	5
Word Learning Strategies						
Use picture cues and other graphics to help determine the meaning of new words	•	•				
Recognize and learn selection vocabulary	•	•	•	•	•	•
Use print and digital references to determine the meaning of new words	•	•	•	•	•	•
Learn academic language	•	•	•	•	•	•
Learn and understand domain-specific vocabulary and specialized vocabulary				•	•	•
Academic Language						
Learn the language of ideas used in academic discourse				•	•	•
Understand the difference between informal spoken language and the conventions of formal written language			•	•	•	•
ANALYZE AUTHOR'S CRAFT						
Analyze and describe an author's use of imagery and figurative language	•	•	•	•	•	•
Identify and analyze an author's use of simile and metaphor			•	•	•	•
Analyze an author's use of illustrations	•	•	•	•	•	•
Analyze an author's use of print and graphic features (e.g., titles, headings, charts, tables, graphs)	•	•	•	•	•	•
Analyze an author's use of text structure (e.g., time order, compare and contrast, cause and effect)	•	•	•	•	•	•
Analyze how an author's language and word choice contribute to voice		•	•	•	•	•
Analyze an author's use of point of view	•	•	•	•	•	•
Analyze and explain an author's purpose and message in a text	•	•	•	•	•	•
DEVELOP WRITER'S CRAFT						
Introduce a topic or opinion	•	•	•	•	•	•
Use a clear and coherent organization		•	•	•	•	•
Provide reasons and evidence to support a claim or opinion		•	•	•	•	•
End with a concluding or final statement		•	•	•	•	•
Use linking words and phrases (i.e., transitions) to connect and organize ideas		•	•	•	•	•
Describe experiences with facts and descriptive details in a clear sequence		•	•	•	•	•
Use dialogue and description to develop situations and characters		•	•	•	•	•
Use description to show the reaction of characters or real persons to situations and events			•	•	•	•
CONVENTIONS OF LANGUAGE						
Spelling						
Use and apply knowledge of spelling to spell grade-level words	•	•	•	•	•	•
Consult reference materials (glossaries, dictionaries) as needed to correct spelling	•	•	•	•	•	•

SCOPE AND SEQUENCE	K	1	2	3	4	5
Spelling (cont.)						
Use and apply knowledge of base words and affixes to spell words with inflections, prefixes, or suffixes		•	•	•	•	•
Spell words with blends, digraphs, silent letters, and unusual consonant combinations	•	•	•	•	•	•
Spell words with short vowels, long vowels, <i>r</i> -controlled vowels, the schwa sound, and other vowel combinations		•	•	•	•	•
Use knowledge of Greek and Latin roots to spell words					•	•
Use knowledge of syllable patterns (e.g., VCV, VCCV, VCCCV) to spell multisyllabic words	•	•	•	•	•	•
Spell words with irregular plurals		•	•	•	•	
Learn and spell high-frequency words	•	•	•	•	•	•
Grammar and Usage						
Learn about the parts of speech, including						
• nouns and pronouns	•	•	•	•	•	•
• adjectives and adverbs		•	•	•	•	•
• prepositions and prepositional phrases	•	•	•	•	•	•
• conjunctions, interjections, and articles		•	•	•	•	•
Use and form irregular plurals of nouns		•	•	•	•	
Use and form verb tenses with regular and irregular verbs		•	•	•	•	•
Use and form comparative and superlative forms of adjectives and adverbs				•	•	•
Use coordinating, correlative, and subordinating conjunctions			•	•	•	•
Form and use contractions			•	•		
Use an apostrophe and form singular and plural possessives		•	•	•	•	
Identify and use declarative, interrogative, exclamatory, and imperative sentences	•	•	•	•		
Identify and use simple, compound, and complex sentences		•	•	•	•	•
Write sentences with subject-verb agreement		•	•	•	•	•
Avoid common sentence errors (e.g., misused words, misplaced modifiers, double negatives, shifts in verb tense)					•	•
Capitalization and Punctuation						
Capitalize the beginnings of sentences, proper nouns and adjectives, the pronoun <i>I</i> , days of the week and months of the year, holidays	•	•	•	•	•	•
Use end punctuation with sentences (period, question mark, exclamation mark)	•	•	•	•		
Use common conventions for commas (e.g., in dates and addresses; with items in a series; in compound sentences; with greetings and closings; in dialogue)		•	•	•	•	•
Use an apostrophe to form contractions and possessives, when appropriate		•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
WRITING WORKSHOP	Capitalization and Punctuation (cont.)						
	Learn how and when to use quotation marks with dialogue				•	•	•
	FOUNDATIONAL SKILLS FOR WRITING						
	Letter Formation, Handwriting, Cursive						
	Develop handwriting by printing words legibly	•	•	•			
	Write legibly by leaving appropriate spaces between words		•	•	•		
	Write cursive letters legibly			•	•	•	•
	Ways of Writing						
	Create writing in both printed and digital forms	•	•	•	•	•	•
	Write regularly both short and longer products			•	•	•	•
	Revise and edit drafts of writing		•	•	•	•	•
	Develop keyboarding skills				•	•	•
	Use technology to produce and publish writing	•	•	•	•	•	•
	Use technology to interact and collaborate with others	•	•	•	•	•	•
	Speaking and Listening						
	Participate in discussions with partners and groups about writing	•	•	•	•	•	•
	Work with a peer or group to revise and edit writing	•	•	•	•	•	•
	COMPOSITION						
	The Writing Process: Plan, Draft, Revise, Edit, Publish						
	Prewrite and plan using a variety of strategies	•	•	•	•	•	•
	Develop drafts into organized pieces of writing	•	•	•	•	•	•
	Revise drafts for coherence and clarity	•	•	•	•	•	•
	Edit drafts for the conventions of standard English	•	•	•	•	•	•
	Publish written work for audiences	•	•	•	•	•	•
	Genre Immersion: Modes and Products						
	Write in a variety of modes						
	• Informative or explanatory	•	•	•	•	•	•
	• Narrative	•	•	•	•	•	•
• Opinion	•	•	•	•	•	•	
Write and produce a variety of forms of writing							
• Letters, thank-you notes, emails		•	•	•	•	•	
• Editorials, presentations, speeches, essays, brochures	•	•	•	•	•	•	
• News stories, reports, summaries, how-to articles, informational articles	•	•	•	•	•	•	
• Poems, stories, plays, and other creative writing	•	•	•	•	•	•	
Write in self-selected forms			•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
ORAL LANGUAGE	SPEAKING						
	Retell an experience or story	•	•	•	•	•	•
	Summarize a text or experience with descriptive details and relevant facts	•	•	•	•	•	•
	Discuss politely and respectfully in groups	•	•	•	•	•	•
	Speak clearly and coherently about a topic or text	•	•	•	•	•	•
	Speak with sufficient volume and appropriate rate	•	•	•	•	•	•
	Communicate effectively while following the conventions of English	•	•	•	•	•	•
	Ask and answer questions	•	•	•	•	•	•
	Ask for and provide clarification or elaboration	•	•	•	•	•	•
	Connect ideas to those of others in a group	•	•	•	•	•	•
Report on a topic or text		•	•	•	•	•	
Include media in an oral presentation or report			•	•	•	•	
ORAL LANGUAGE	LISTENING						
	Listen to others when working in groups or with partners	•	•	•	•	•	•
	Use active listening strategies (e.g., making eye contact, facing the speaker, asking questions)	•	•	•	•	•	•
	Work collaboratively with others by following agreed-upon rules, norms, and protocols	•	•	•	•	•	•
PROJECT-BASED INQUIRY	COLLABORATION						
	Engage in discussions (e.g., one-on-one, in groups, teacher-led) on collaborative projects	•	•	•	•	•	•
	Work in pairs or with partners for inquiry projects		•	•	•	•	•
	RESEARCH SKILLS AND PROCESS						
	Conduct Short Research Projects						
	Develop and follow a plan for research	•	•	•	•	•	•
	Compose correspondence that requests information		•	•	•	•	•
	Take notes on sources and organize information from notes		•	•	•	•	•
	Generate questions for formal or informal inquiry	•	•	•	•	•	•
	Use an appropriate mode of delivery to present results		•	•	•	•	•
Paraphrase information from research sources		•	•	•	•	•	
Identify and Gather Information							
Use primary and secondary sources for research			•	•	•	•	
Avoid plagiarism				•	•	•	
Find information for research from both print and online sources	•	•	•	•	•	•	
Cite research sources (including print and online sources) and develop a bibliography			•	•	•	•	
Review sources critically for relevance and reliability		•	•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
	Identify and Gather Information (cont.)						
	Demonstrate understanding of information gathered	•	•	•	•	•	•
	Make appropriate use of media and technology	•	•	•	•	•	•
	Interact with sources in meaningful ways	•	•	•	•	•	•
ASSESSMENT	TEST PREPARATION						
	Editing						
	Edit for complete sentences (avoid sentence fragments, run-on sentences, and comma splices)				•	•	•
	Edit for capitalization (e.g., proper nouns and adjectives, first word in a sentence, pronoun <i>I</i> , days of the week, months of the year) and punctuation (periods, question marks, apostrophes, quotation marks)	•	•	•	•	•	•
	Edit for end punctuation (periods, question marks, exclamation marks) and other punctuation, including commas, apostrophes, and quotation marks, where appropriate	•	•	•			
	Edit for commas in dates, addresses, compound sentences, and quotations			•	•	•	•
	Edit to avoid spelling mistakes		•	•	•	•	•
	Edit to maintain consistent verb tense		•	•	•	•	•
	Edit to maintain subject-verb agreement		•	•	•	•	•
	Extended Writing Prompts						
	Develop a personal narrative		•	•	•	•	•
	Develop an informational or explanatory paragraph or essay		•	•	•	•	•
	Develop poetry or fiction		•	•	•	•	•
	Develop a persuasive paragraph or essay				•	•	•
	Develop correspondence		•	•	•	•	•
	Author's Craft and Structure						
Identify the author's purpose and craft	•	•	•	•	•	•	

A

Academic vocabulary

integrate/integration, **U1**:T50, T60, T68, T112, T122, T130, T168, T178, T186, T230, T240, T248, T286, T296, T304; **U2**:T50, T60, T68, T108, T118, T126, T164, T174, T182, T220, T230, T238, T276, T286, T294; T52, T62, T70, T116, T126, T134, T172, T182, T190, T228, T238, T246, T284, T294, T302; **U4**:T56, T66, T74, T118, T128, T136, T174, T184, T192, T234, T244, T252, T292, T302, T310; **U5**:T52, T62, T70, T110, T120, T128, T166, T176, T184, T224, T244, T284, T294, T302

language of ideas, **U1**:T20, T140, T196, T258; **U2**:T20, T78, T136, T192, T248; **U3**:T20, T80, T144, T200, T256; **U4**:T20, T84, T146, T202, T262; **U5**:T20, T80, T138, T194, T254

use/using academic vocabulary, **U1**:T458; **U2**:T448; **U3**:T456; **U4**:T464; **U5**:T456

Word Wall, **U1**:T12; **U2**:T12; **U3**:T12; **U4**:T12; **U5**:T12

See also Vocabulary skills/strategies, academic vocabulary strategies

Accuracy. See Fluency, reading

Achieving English proficiency. See ELL (English Language Learners)

Adjectives, U1:T276, T417, T421, T425, T429, T433; **U2**:T311

articles, **U1**:T397, T401, T405, T409, T417; **U4**:T424–T425

Advanced-high learners. See ELL (English Language Learners)

Advanced learners. See ELL (English Language Learners)

Adverbs, U3:T400–T401, T404; **U5**:T37, T343, T392–T393, T396–T397

Affixes. See Phonics/decoding, suffixes; Word Work, suffixes

Agreement, subject-verb, U2:T392–T393, T396; **U3**:T416–T417

Anchor chart, U1:T24, T82, T144, T200, T262; **U2**:T24, T82, T140, T196, T252; **U3**:T24, T84, T148, T204, T260; **U4**:T24, T88, T150, T206, T266; **U5**:T24, T84, T142, T198, T258

Articles. See Adjectives, articles

Assess and Differentiate

Quick Check, **U1**:T25, T33, T43, T51, T57, T61, T69, T83, T91, T105, T113, T119, T123, T131, T145, T153, T161, T167, T169, T179, T187, T201, T209, T223, T231, T237, T241, T249, T263, T271, T279, T287, T293, T297, T305, T445, T451; **U2**:T25, T33, T43, T51, T57, T61, T69, T91, T101, T109, T115, T119, T127, T141, T149, T157, T165, T171, T175, T183, T197, T205, T213, T221, T227, T231, T239,

T253, T261, T269, T277, T283, T287, T295, T435, T441; **U3**:T25, T32, T45, T53, T59, T63, T71, T85, T93, T109, T117, T123, T127, T135, T149, T157, T165, T173, T179, T183, T191, T205, T213, T221, T229, T235, T239, T247, T261, T269, T277, T285, T291, T295, T303, T443, T449; **U4**:T25, T33, T49, T57, T63, T67, T75, T89, T97, T111, T119, T125, T129, T137, T151, T159, T167, T175, T181, T185, T193, T207, T227, T235, T241, T245, T249, T253, T267, T275, T285, T293, T299, T303, T311, T451, T457; **U5**:T25, T33, T45, T53, T59, T63, T71, T85, T93, T103, T111, T117, T121, T129, T143, T151, T159, T167, T173, T177, T185, T199, T207, T219, T225, T233, T237, T245, T259, T267, T277, T285, T295, T303, T443, T449

Small Group, **U1**:T28–T29, T44–T47, T54–T55, T62–T65, T70–T71, T86–T89, T106–T109, T116–T117, T124–T127, T132–T133, T148–T151, T162–T165, T172–T173, T180–T183, T188–T189, T204–T207, T224–T227, T234–T235, T242–T245, T250–T251, T266–T269, T280–T283, T290–T291, T298–T301, T306–T307, T446–T447, T454–T455; **U2**:T28–T31, T44–T47, T54–T55, T62–T65, T70–T71, T86–T89, T102–T105, T112–T113, T120–T123, T128–T129, T144–T147, T158–T161, T168–T169, T176–T179, T184–T185, T200–T203, T214–T217, T224–T225, T232–T235, T240–T241, T256–T258, T270–T273, T280–T281, T288–T291, T296–T297, T436–T437, T444–T445; **U3**:T28–T31, T46–T49, T56–T57, T64–T67, T72–T73, T88–T91, T110–T113, T120–T121, T128–T131, T136–T137, T152–T155, T166–T169, T176–T177, T184–T187, T192–T193, T208–T211, T222–T225, T232–T233, T240–T243, T248–T249, T264–T267, T278–T281, T288–T289, T296–T299, T304–T305, T444–T445, T452–T453; **U4**:T28–T31, T50–T53, T60–T61, T68–T71, T76–T77, T92–T95, T112–T115, T122–T123, T130–T133, T138–T139, T154–T157, T168–T171, T178–T179, T186–T189, T194–T195, T210–T213, T228–T231, T238–T239, T246–T249, T254–T255, T270–T273, T286–T289, T296–T297, T304–T307, T312–T313, T452–T453, T460–T461; **U5**:T28–T31, T46–T49, T56–T57, T64–T67, T72–T73, T88–T91, T104–T107, T114–T115, T122–T125, T130–T131, T146–T149, T160–T163, T170–T171, T178–T181, T186–T187, T202–T205, T220–T223, T230–T231, T238–T241, T246–T247, T262–T265, T278–T281, T288–T289, T296–T299, T304–T305, T444–T445, T452–T453

Independent/Collaborative, **U1**:T31, T45, T47, T55, T63, T65, T71, T89, T107, T109, T117, T125, T127, T133, T151, T163, T165, T173, T181, T183, T189, T207, T225, T227, T235, T243, T245, T251, T269, T281, T283, T291, T299, T301, T307, T447, T455; **U2**:T31, T45, T47, T55, T63, T65, T71, T89, T103, T105, T113, T121, T123, T129, T147, T159, T161, T169, T177, T179, T185, T203, T215, T217, T225, T233, T235, T241, T258, T271, T273, T281, T289, T291, T297, T437, T445; **U3**:T31, T47, T49, T57, T65, T67, T73, T91, T111, T113, T121, T129, T131, T137,

T155, T167, T169, T177, T185, T187, T193, T210–T211, T223, T225, T233, T241, T243, T249, T267, T279, T281, T289, T297, T299, T305, T445, T453; **U4:**T31, T51, T53, T61, T69, T71, T77, T95, T113, T115, T123, T131, T133, T139, T157, T169, T171, T179, T187, T189, T195, T213, T229, T231, T239, T247, T249, T255, T273, T287, T289, T297, T305, T307, T313, T453, T461; **U5:**T31, T47, T49, T57, T65, T67, T73, T91, T105, T107, T115, T123, T125, T131, T149, T161, T163, T171, T179, T181, T187, T204–T205, T221, T223, T231, T239, T241, T247, T265, T279, T281, T289, T297, T299, T305, T445, T453

Book Club, **U1:**T31, T71, T89, T133, T151, T189, T207, T251, T269, T307; **U2:**T31, T71, T89, T129, T147, T185, T203, T241, T258, T297; **U3:**T31, T73, T91, T137, T155, T193, T211, T249, T267, T305; **U4:**T31, T77, T95, T139, T157, T195, T213, T255, T273, T313; **U5:**T31, T73, T91, T131, T149, T187, T205, T247, T265, T305

Conferring, **U1:**T31, T47, T55, T65, T71, T89, T109, T117, T127, T133, T151, T165, T173, T183, T189, T207, T227, T235, T245, T251, T269, T283, T291, T301, T307; **U2:**T31, T47, T55, T65, T71, T89, T105, T113, T123, T129, T147, T161, T169, T179, T185, T203, T217, T225, T235, T241, T258, T273, T281, T291, T297; **U3:**T31, T49, T57, T67, T73, T91, T113, T121, T131, T137, T155, T169, T177, T187, T193, T211, T225, T233, T243, T249, T267, T281, T289, T299, T305; **U4:**T31, T53, T61, T71, T77, T95, T115, T123, T133, T139, T157, T171, T179, T189, T195, T213, T231, T239, T249, T255, T273, T289, T297, T307, T313; **U5:**T31, T49, T57, T67, T73, T91, T107, T115, T125, T131, T149, T163, T171, T181, T187, T205, T223, T231, T241, T247, T265, T281, T289, T299, T305

Decodable Reader, **U1:**T45, T63, T107, T125, T163, T181, T225, T243, T281, T299, T447, T455; **U2:**T45, T63, T103, T121, T159, T177, T215, T233, T271, T289, T437, T445; **U3:**T47, T65, T111, T129, T167, T185, T223, T241, T279, T297, T445, T453; **U4:**T51, T69, T113, T131, T169, T187, T229, T247, T287, T305, T453, T461; **U5:**T47, T65, T105, T123, T161, T179, T221, T239, T279, T297, T445, T453

High-Frequency Words, **U1:**T45, T63, T107, T125, T163, T225, T243, T281, T447; **U2:**T45, T103, T159, T215, T271, T437; **U3:**T47, T111, T167, T223, T279, T445; **U4:**T51, T69, T113, T169, T229, T287, T453; **U5:**T47, T105, T123, T161, T221, T279, T445

Independent Reading, **U1:**T31, T47, T55, T65, T71, T89, T109, T117, T127, T133, T151, T165, T173, T183, T189, T207, T227, T235, T251, T269, T283, T291, T301, T307; **U2:**T31, T47, T55, T65, T71, T89, T105, T113, T123, T129, T147, T161, T169, T179, T185, T203, T217, T225, T235, T241, T258, T273, T281, T291, T297; **U3:**T31, T49, T57, T67, T73, T91, T113, T121, T131, T137, T155, T169,

T177, T187, T193, T211, T225, T233, T243, T249, T267, T281, T289, T299, T305; **U4:**T31, T53, T61, T71, T77, T95, T115, T123, T133, T139, T157, T171, T179, T189, T195, T213, T231, T239, T249, T255, T273, T289, T297, T307, T313; **U5:**T31, T49, T57, T67, T73, T91, T107, T115, T125, T131, T149, T163, T171, T181, T187, T205, T223, T231, T241, T247, T265, T281, T289, T299, T305

Leveled Readers, **U1:**T29, T31, T47, T55, T65, T71, T87, T89, T109, T117, T127, T133, T149, T151, T165, T173, T183, T189, T205, T207, T227, T235, T245, T251, T267, T269, T283, T291, T301, T307; **U2:**T29, T31, T47, T55, T65, T71, T87, T89, T105, T113, T123, T129, T145, T147, T161, T169, T179, T185, T201, T203, T217, T225, T235, T241, T256, T258, T273, T281, T291, T297; **U3:**T29, T31, T49, T57, T67, T73, T89, T91, T113, T121, T131, T137, T153, T155, T169, T177, T187, T193, T209, T211, T225, T233, T243, T249, T265, T267, T281, T289, T299, T305; **U4:**T29, T31, T53, T61, T71, T77, T93, T95, T115, T123, T133, T139, T155, T157, T171, T179, T189, T195, T211, T213, T231, T239, T249, T255, T271, T273, T289, T297, T307, T313; **U5:**T29, T31, T49, T57, T67, T73, T89, T91, T107, T115, T125, T131, T147, T149, T163, T171, T181, T187, T203, T205, T223, T231, T241, T247, T263, T265, T281, T289, T299, T305

Literacy Activities, **U1:**T31, T47, T55, T65, T71, T89, T109, T117, T127, T133, T151, T165, T173, T183, T189, T207, T227, T235, T245, T251, T269, T283, T291, T301, T307; **U2:**T31, T47, T55, T65, T71, T89, T105, T113, T123, T129, T147, T161, T169, T179, T185, T203, T217, T225, T235, T241, T258, T273, T281, T291, T297; **U3:**T31, T49, T57, T67, T73, T91, T113, T121, T131, T137, T155, T169, T177, T187, T193, T211, T225, T233, T243, T249, T267, T281, T289, T299, T305; **U4:**T31, T53, T61, T71, T77, T95, T115, T123, T133, T139, T157, T171, T179, T189, T195, T213, T231, T239, T249, T255, T273, T289, T297, T307, T313; **U5:**T31, T49, T57, T67, T73, T91, T107, T115, T125, T131, T149, T163, T171, T181, T187, T205, T223, T231, T241, T247, T265, T281, T289, T299, T305

Word Work Activity, **U1:**T45, T63, T107, T125, T163, T181, T225, T243, T281, T299, T447, T455; **U2:**T45, T63, T103, T121, T159, T177, T215, T233, T271, T289, T437, T445; **U3:**T47, T65, T111, T129, T167, T185, T223, T241, T279, T297, T445, T453; **U4:**T51, T69, T113, T131, T169, T187, T229, T247, T287, T305, T453, T461; **U5:**T47, T65, T105, T123, T161, T179, T221, T239, T279, T297, T445, T453

Teacher-Led Options, **U1:**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, T224–T227, T234–T235, T242–T244, T250–T251, T268–T269, T280–T283, T290–T291, T298–T301, T306–T307, T446–T447, T454–T455; **U2**:T30–T31, T44–T47, T54–T55, T62–T65, T70–T71, T88–T89, T102–T105, T112–T113, T120–T123, T128–T129, T146–T147, T158–T161, T168–T169, T176–T179, T184–T185, T202–T203, T214–T217, T224–T225, T232–T235, T240–T241, T257–T258, T270–T273, T280–T281, T288–T291, T296–T297, T436–T437, T444–T445; **U3**:T30–T31, T46–T49, T56–T57, T64–T67, T72–T73, T90–T91, T110–T113, T120–T121, T128–T131, T136–T137, T154–T155, T166–T169, T176–T177, T184–T187, T192–T193, T210–T211, T222–T225, T232–T233, T240–T243, T248–T249, T266–T267, T278–T281, T288–T289, T296–T299, T304–T305, T444–T445, T452–T453; **U4**:T30–T31, T50–T53, T60–T61, T68–T71, T76–T77, T94–T95, T112–T115, T122–T123, T130–T133, T138–T139, T156–T157, T168–T171, T178–T179, T186–T189, T194–T195, T212–T213, T228–T231, T238–T239, T246–T249, T254–T255, T272–T273, T286–T289, T296–T297, T304–T307, T312–T313, T452–T453, T460–T461; **U5**:T30–T31, T46–T49, T56–T57, T64–T67, T72–T73, T90–T91, T104–T107, T114–T115, T122–T125, T130–T131, T148–T149, T160–T163, T170–T171, T178–T181, T186–T187, T204–T205, T220–T223, T230–T231, T238–T241, T246–T247, T264–T265, T278–T281, T288–T289, T296–T299, T304–T305, T444–T445, T452–T453

Fluency, **U1**:T46, T54, T64, T108, T116, T126, T164, T172, T182, T226, T234, T244, T282, T290, T300; **U2**:T46, T54, T64, T104, T112, T122, T160, T168, T178, T216, T224, T234, T272, T280, T290; **U3**:T48, T56, T66, T112, T120, T130, T168, T176, T186, T224, T232, T242, T280, T288, T298; **U4**:T52, T60, T70, T114, T122, T132, T170, T178, T188, T230, T238, T248, T288, T296, T306; **U5**:T48, T56, T66, T106, T114, T124, T162, T170, T180, T222, T230, T240, T280, T288, T298

Intervention Activity, **U1**:T30, T44, T46, T54, T62, T64, T70, T88, T106, T108, T116, T124, T126, T132, T150, T162, T164, T172, T180, T182, T188, T206, T224, T226, T234, T242, T244, T250, T268, T280, T282, T290, T398, T300, T306, T446, T454; **U2**:T30, T44, T46, T54, T62, T64, T70, T88, T102, T104, T112, T120, T122, T128, T146, T158, T160, T168, T176, T178, T184, T202, T214, T216, T224, T232, T234, T240, T257, T270, T272, T280, T288, T290, T296, T436, T444; **U3**:T30, T46, T48, T56, T64, T66, T72, T90, T110, T112, T120, T128, T130, T136, T154, T166, T168, T176, T184, T186, T192, T210, T222, T224, T232, T240, T242, T248, T266, T278, T280, T288, T296, T298, T304, T444, T452; **U4**:T30, T50, T52, T60, T68, T70, T76, T94, T112, T114, T122, T130, T132, T138, T156, T168,

T170, T178, T186, T188, T194, T212, T228, T230, T238, T246, T248, T254, T272, T286, T288, T296, T304, T306, T312, T452, T460; **U5**:T30, T46, T56, T64, T66, T72, T90, T104, T106, T114, T122, T124, T130, T148, T160, T162, T170, T178, T180, T186, T204, T220, T222, T230, T238, T240, T246, T264, T278, T280, T288, T296, T298, T304, T444, T452

On-Level and Advanced, **U1**:T30, T70, T88, T132, T150, T188, T206, T250, T268, T306; **U2**:T30, T70, T88, T128, T146, T184, T202, T240, T257, T296; **U3**:T30, T72, T90, T136, T154, T192, T210, T248, T266, T304; **U4**:T30, T76, T94, T138, T156, T194, T212, T254, T272, T312; **U5**:T30, T72, T90, T130, T148, T186, T204, T246, T264, T304

Strategy Group, **U1**:T30, T46, T54, T64, T70, T88, T108, T116, T126, T132, T150, T164, T172, T182, T188, T206, T226, T234, T244, T250; T260; T268, T282, T290, T300, T306; **U2**:T30, T46, T54, T64, T70, T88, T112, T122, T128, T146, T160, T168, T178, T184, T202, T216, T224, T234, T240, T257, T272, T280, T290, T296; **U3**:T30, T48, T56, T66, T72, T90, T112, T120, T130, T136, T154, T168, T176, T186, T192, T210, T224, T232, T242, T248, T266, T280, T288, T298, T304; **U4**:T30, T52, T60, T70, T76, T94, T114, T122, T132, T138, T156, T170, T178, T188, T194, T212, T230, T238, T248, T254, T272, T288, T296, T306, T312; **U5**:T30, T48, T56, T66, T72, T90, T106, T114, T124, T130, T148, T162, T170, T180, T186, T204, T222, T230, T240, T246, T264, T280, T288, T298, T304 ELL Targeted Support, **U1**:T30, T46, T54, T64, T70, T88, T108, T116, T126, T132, T150, T164, T172, T182, T188, T206, T226, T234, T244, T250, T268, T282, T290, T300, T306; **U2**:T30, T46, T54, T64, T70, T88, T112, T122, T128, T146, T160, T168, T178, T184, T202, T216, T224, T234, T240, T257, T272, T280, T290, T296; **U3**:T30, T48, T56, T66, T72, T90, T112, T120, T130, T136, T154, T168, T176, T186, T192, T210, T224, T232, T242, T248, T266, T280, T288, T298, T304; **U4**:T30, T52, T60, T70, T76, T94, T114, T122, T132, T138, T156, T170, T178, T188, T194, T212, T230, T238, T248, T254, T272, T288, T296, T306, T312; **U5**:T40, T56, T60, T66, T70, T114, T128, T132, T138, T142, T186, T198, T202, T208, T212, T256, T272, T276, T282, T286. *See also* ELL (English Language Learners)

Word Work Strategy Group, **U1**:T44, T62, T106, T124, T162, T180, T224, T242, T280, T298, T446, T454; **U2**:T44, T62, T102, T104, T120, T158, T176, T214, T232, T270, T288, T436, T444; **U3**:T46, T64, T110, T128, T166, T184, T222, T240, T278, T296, T444, T452; **U4**:T50, T68, T112, T130, T168, T186, T228, T246, T286, T304, T452, T460; **U5**:T46, T64, T104, T122, T160, T178, T220, T238, T278, T296, T444, T452

ELL Targeted Support, **U1**:T44, T62, T106, T124, T162, T180, T224, T242, T280, T298, T446, T454; **U2**:T44, T62, T102, T104, T120, T158, T176, T214, T232, T270, T288, T436, T444; **U3**:T46, T64, T110, T128, T166, T184, T222, T240, T278, T296, T444, T452; **U4**:T50, T68, T112, T130, T168, T186, T228, T246, T286, T304, T452, T460; **U5**:T46, T64, T104, T122, T160, T178, T220, T238, T278, T296, T444, T452. *See also* ELL (English Language Learners)

Whole Group, **U1**:T31, T47, T55, T65, T71, T89, T109, T117, T127, T133, T151, T165, T173, T183, T189, T207, T227, T235, T245, T251, T269, T283, T291, T301, T307; **U2**:T31, T47, T55, T65, T71, T89, T105, T113, T123, T129, T147, T161, T169, T179, T185, T203, T217, T225, T235, T241, T258, T273, T281, T291, T297; **U3**:T31, T49, T57, T67, T73, T91, T113, T121, T131, T137, T155, T169, T177, T187, T193, T211, T225, T233, T243, T249, T267, T281, T289, T299, T305; **U4**:T31, T53, T61, T71, T77, T95, T115, T123, T133, T139, T157, T171, T179, T189, T195, T213, T231, T239, T249, T255, T273, T289, T297, T307, T313; **U5**:T31, T49, T57, T67, T73, T91, T107, T115, T125, T131, T149, T163, T171, T181, T187, T205, T223, T231, T241, T247, T265, T281, T289, T299, T305

Assessment

formative, **U1**:T25, T33, T43, T51, T57, T61, T69, T83, T91, T105, T113, T119, T123, T131, T145, T153, T161, T169, T175, T179, T187, T201, T209, T223, T231, T237, T241, T249, T263, T271, T279, T287, T293, T297, T305, T308, T316, T340, T388, T445, T451; **U2**:T33, T25, T43, T51, T57, T61, T69, T91, T101, T109, T115, T119, T127, T141, T149, T157, T165, T171, T175, T183, T197, T205, T213, T221, T227, T231, T239, T261, T253, T269, T277, T283, T287, T295, T306, T330, T354, T378, T402, T435, T441; **U3**:T25, T33, T45, T53, T59, T63, T71, T85, T93, T109, T117, T123, T127, T135, T149, T157, T165, T173, T179, T183, T191, T205, T213, T221, T229, T235, T239, T247, T261, T269, T277, T285, T291, T295, T303, T314, T338, T362, T386, T410, T443, T449; **U4**:T25, T33, T49, T57, T63, T67, T75, T89, T97, T111, T119, T125, T129, T137, T151, T159, T167, T175, T181, T185, T193, T207, T227, T235, T241, T245, T249, T253, T267, T275, T285, T293, T299, T303, T311, T322, T346, T370, T394, T418, T451, T457; **U5**:T25, T33, T45, T53, T59, T63, T71, T85, T93, T103, T111, T117, T121, T129, T143, T151, T159, T167, T173, T177, T185, T199, T207, T219, T225, T233, T237, T245, T267, T259, T277, T285, T295, T303, T314, T338, T362, T386, T410, T443, T449

scoring guide/rubric, **U1**:T437; **U2**:T421, T427; **U3**:T435; **U4**:T443; **U5**:T435

spelling, **U1**:T336, T360, T384, T408, T432, T443; **U2**:T326, T350, T374, T398, T422, T433; **U3**:T334, T358, T382,

T406, T430, T441; **U4**:T342, T366, T390, T414, T438, T449; **U5**:T334, T358, T382, T406, T430, T441

writing, **U1**:T430, T431; **U2**:T420, T421; **U3**:T428, T429; **U4**:T436, T437; **U5**:T428, T429. *See also* Writing rubrics

Audience. *See* Literary devices/terms, audience

Author's craft

dialogue, **U3**:T230–T231

elements of poetry, **U3**:T174–T175

first-person text, **U1**:T26–T27, T38; **U4**:T163, T176–T177

persuasive words, **U3**:T275

print and graphic features, **U1**:T159, T170–T171; **U4**:T103, T108, T120–T121, T218, T236–T237; **U5**:T98, T112–T113, T272, T286–T287

text features, **U5**:T97, T101

text structure, **U2**:T37, T166–T167; **U5**:T38, T54–T55

third-person text, **U3**:T39, T54–T55; **U4**:T282, T294–T295

visualize, **U4**:T36

word choice, **U1**:T100, T114–T115, T215, T232–T233, T275, T288–T289; **U2**:T52–T53, T95, T110–T111, T210, T222–T223, T266, T278–T279; **U3**:T99, T105, T118–T119, T286–T287; **U4**:T43, T44, T58–T59; **U5**:T155, T168–T169, T211, T214, T228–T229

Author's message. *See* Author's purpose

Author's purpose, **U2**:T144, T155, T164–T165; **U3**:T88, T97, T103, T105, T116–T117. *See also* Listening, listening comprehension

B

Background, build. *See* Background knowledge

Background knowledge, **U1**:T34, T146, T199, T211, T217, T458; **U2**:T34, T92, T149, T206, T448; **U3**:T34, T94, T147, T158, T214, T456; **U4**:T34, T98, T160, T216, T222, T464; **U5**:T34, T62, T94, T152, T197

Base words. *See* Word Work

Bilingual children. *See* ELL (English Language Learners)

Biography. *See* Genres, biography

Book Club, **U1**:T31, T71, T89, T133, T151, T189, T207, T251, T269, T307, T470–T487; **U2**:T31, T71, T89, T129, T147, T185, T203, T241, T258, T297, T460–T477; **U3**:T31, T73, T91, T137, T155, T193, T211, T249, T267, T305, T468–T485; **U4**:T31, T77, T95, T139, T157, T195, T213, T255, T273, T313, T476–T493; **U5**:T31, T73, T91, T131, T149, T187, T205, T247, T265, T305, T468–T485

Book parts. *See* Parts of a book

C

Capitalization, U2:T380–T381, T404–T405; **U3:**T272, T419, T423, T427, T431; **U4:**T327, T396–T397

Cause and Effect. See Listening, listening comprehension

Central idea, of informational text. See Informational text

Central message. See Literary devices/terms

Characters
describe/discuss, **U1:**T28, T39, T50–T51, T204, T215, T219, T221, T230–T231
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

Commas, U2:T408–T409
in dates and sentences, **U5:**T419, T423, T427, T431
in sentences, **U5:**T271

Compare and contrast, U4:T210, T219, T225, T234–T235.
See also Listening, listening comprehension

Compare texts, U1:T29, T68–T69, T87, T130–T131, T149, T186–T187, T205, T248–T249, T267, T304–T305, T438–T439; **U2:**T29, T68–T69, T87, T126–T127, T145, T182–T183, T201, T238–T239, T256, T294–T295, T428–T429; **U3:**T29, T70–T71, T89, T134–T135, T153, T190–T191, T209, T246–T247, T265, T302–T303, T436–T437; **U4:**T29, T74–T75, T93, T136–T137, T155, T192–T193, T211, T252–T253, T271, T310–T311, T444–T445; **U5:**T29, T70–T71, T89, T128–T129, T147, T184–T185, T203, T244–T245, T263, T302–T303, T436–T437

Composition. See Writing forms/products; Writing mode; Writing traits

Compound words. See Word Work, words, compound

Comprehension strategies/skills. See Strategies/skills

Computers, using. See Technology

Concepts of print. See Print awareness

Conclusions, draw. See Listening, listening comprehension

Conferring. See Assess and Differentiate, Small Group, Independent/Collaborative, Conferring

Conjunctions, U5:T100, T347, T351, T355, T359, T367.
See also Language and conventions

Connections

describe, **U4:**T28, T39, T41, T43, T56–T57
make, **U3:**T89, T97, T103, T107, T126–T127, T153, T163, T182–T183, T265, T273, T294–T295; **U4:**T155, T165, T184–T185; **U5:**T29, T37, T41, T62–T63
text to learning, **U1:**T28–T29, T86–T87, T148–T149, T204–T205, T266–T267; **U2:**T28–T29, T86–T87, T144–T145, T200–T201, T256–T256; **U3:**T28–T29, T88–T89, T152–T153, T208–T209, T264–T265; **U4:**T28–T29, T92–T93, T154–T155, T210–T211, T270–T271; **U5:**T28–T29, T88–T89, T146–T147, T202–T203, T262–T263
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, **U2:**T36, T38, T98, T152, T209, T211, T265; **U3:**T41, T96, T100; **U5:**T40, T42, T96, T154, T210, T212, T215, T270
social studies, **U1:**T41, T96, T156, T212, T219, T274; **U3:**T36, T107, T160, T219, T274; **U4:**T38, T42, T45, T47, T100, T105, T109, T224, T278, T281, T283; **U5:**T36, T42, T217, T274

Cross-text evaluation. See Compare texts

D

Decodable Readers. See Assess and Differentiate, Small Group, Independent/Collaborative, Decodable Reader

Decode

digraphs. See Phonics/decoding, consonant digraphs; Phonics/decoding, vowels, digraphs
trigraphs. See Phonics/decoding, consonant trigraphs
words in context. See Phonics/decoding
words in isolation. See Phonics/decoding
words with final consonant blends. See Phonics/decoding, consonant blends, final
words with initial consonant blends. See Phonics/decoding, consonant blends, initial

Demonstratives. See Adjectives; Language and Conventions

Details, identify. See Main idea, and details

Differentiated instruction. See Assess and Differentiate

Discussion. See Listening

Drama. See Genres, drama/play



Electronic information. See Technology

ELL (English Language Learners)

access, **U1:**T34, T58, T120, T176, T202, T211, T217, T238, T294;

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long vowels, **U2**:T246–T247, T260–T261, T430–T431, T434–T435, T446–T447; **U3**:T68–T69, T78–T79, T92–T93, T114–T115, T122–T123, T142–T143, T156–T157, T188–T189, T244–T245; **U5**:T18–T19, T78–79, T126–T127, T182–T183, T192–T193, T206–T207, T300–T301

r-controlled, **U3**:T438–T439, T442–T443; **U4**:T18–T19, T32–T33, T72–T73, T82–T83, T96–T97, T134–T135, T190–T191

short vowels, **U1**:T18–T19, T32–T33, T56–T57, T66–T67, T76–T77, T90–T91, T138–T139, T152–T153, T194–T195, T208–T209, T256–T257, T270–T271

vowel teams, **U4**:T454–T457; **U5**:T136–T137, T150–T151, T242–T243, T282–T283, T290–T291, T454–T455

words

compound, **U3**:T446–T449; **U4**:T72–T73
 with *Qu*, *qu*, **U1**:T440–T441, T444–T445

Phonological awareness

alliteration, **U1**:T48–T49, T110–T111, T166–T167

consonants, distinguish/discriminate

final consonant sounds, **U1**:T448–T449
 initial consonant sounds, **U1**:T448–T449

phonemes

add, **U1**:T184–T185; **U2**:T106–T107, T162–T163; **U3**:T300–T301, T454–T455

change, **U1**:T456–T457; **U2**:T66–T67, T246–T247, T430–T431; **U4**:T72–T73, T134–T135, T250–T251

manipulate, **U2**:T236–T237; **U3**:T68–T69, T244–T245; **U5**:T182–T183, T242–T243

remove, **U2**:T124–T125, T180–T181; **U3**:T78–T79, T142–T143; **U4**:T190–T191; **U5**:T192–T193

segment and blend, **U1**:T66–T67, T128–T129, T302–T303, T246–T247; **U2**:T18–T19, T134–T135, T446–T447; **U3**:T18–T19, T50–T51, T170–T171, T226–T227, T438–T439, T446–T447; **U4**:T18–T19, T82–T83, T116–T117, T446–T447; **U5**:T51, T58, T108–T109, T126–T127, T136–T137, T164–T165, T224–T225, T252–T253, T438–T439, T454–T455

sounds

final sounds, **U2**:T48–T49; **U3**:T254–T255; **U4**:T54–T55, T144–T145, T172–T173, T200–T201, T260–T261, T290–T291, T454–T455; **U5**:T18–T19

initial /kw/, **U1**:T440–T441

initial sounds, **U1**:T228–T229, T284–T285; **U4**:T290–T291

manipulate, **U5**:T282–T283, T446–T447

medial sounds, **U2**:T274–T275; **U4**:T200–T201, T454–T455; **U5**:T18–T19

syllables, **U3**:T282–T283

vowels, distinguish/discriminate, **U2**:T292–T293, T438–T439;

U3:T132–T133, T188–T189; **U4**:T232–T233

final vowel sounds, **U1**:T448–T449; **U3**:T198–T199

initial vowel sounds, **U1**:T448–T449

long vowels and short vowels, **U4**:T308–T309, T462–T463; **U5**:T68–T69, T78–T79

medial vowel sounds, **U1**:T18–T19, T76–T77, T138–T139, T194–T195, T256–T257; **U3**:T114–T115

words

rhyming, **U2**:T190–T191, T218–T219
 identify and produce, **U2**:T76–T77

Phrasing. See Fluency, reading

Play. See Genres, drama/play

Plot, U3:T28, T41, T43, T52–T53; **U4**:T332–T333. See also Listening, listening comprehension

Plurals. See Nouns, plural

Poetic devices. See Literary devices/terms; Sound devices and poetic elements

Poetry. See Genres, poetry

Possible Teaching Point. See Teaching strategies, Possible Teaching Point

Predict

confirm predictions, **U1**:T267, T275, T296–T297; **U3**:T29, T39, T41, T62–T63; **U5**:T89, T97, T99, T120–T121, T147, T155, T176–T177

Prefixes

re-, *un-*, **U5**:T164–T165, T172–T173

See also Phonics/decoding, prefixes; Word Work, prefixes

Prepositions and prepositional phrases, U5:T157, T213, T371, T375, T379, T383, T388–T389, T391, T395, T399, T403, T407, T415, T416–T417

Print awareness

author/illustrator/titles, identify, **U2**:T262; **U3**:T214; **U4**:T34
 parts of a book. See Parts of a book

Prior knowledge. See Background knowledge; ELL (English Language Learners)

Procedural text. See Genres, procedural text

Project-Based Inquiry, **U1**:T437–T469; **U2**:T427–T459;

U3:T435–T467; **U4**:T443–T475; **U5**:T435–T467

celebrate and reflect, **U1**:T468–T469; **U2**:T458–T459;

U3:T466–T467; **U4**:T474–T475; **U5**:T466–T467

collaborate and discuss, **U1**:T464–T465; **U2**:T454–T455;

U3:T462–T463; **U4**:T470–T471; **U5**:T462–T463

compare across texts, **U1**:T438–T439; **U2**:T428–T429;

U3:T436–T437; **U4**:T444–T445; **U5**:T436–T437

explore and plan, **U1**:T460–T461; **U2**:T450–T451; **U3**:T458–

T459; **U4**:T466–T467; **U5**:T458–T459

inquire, **U1**:T458–T459; **U2**:T448–T449; **U3**:T456–T457;

U4:T464–T465; **U5**:T456–T457

research, **U1**:T462–T463, T466–T467; **U2**:T452–T453, T456–

T457; **U3**:T460–T461, T464–T465; **U4**:T468–T469, T472–

T473; **U5**:T460–T461, T464–T465

Pronouns, **U3**:T162, T217, T371, T375, T379, T383, T388–

T389, T391, T395, T399, T403, T407; **U4**:T420–T421

Prosody, **U1**:T46, T54, T64, T108, T116, T126, T164, T172,

T182, T226, T234, T244, T282, T290, T300; **U2**:T46,

T54, T64, T104, T216, T224, T234, T272, T280, T290;

U3:T48, T56, T66, T112, T120, T130, T168, T176, T186,

T224, T280, T288, T298; **U4**:T60, T70, T114, T122, T132,

T170, T178, T188, T230, T238, T248, T288, T296, T306;

U5:T56, T66, T106, T114, T124, T162, T170, T180, T222,

T230, T240, T280, T288, T298. *See also* Assess and

Differentiate, Small Group

Publish, Celebrate, and Assess, **U1**:T410–T415, T418–

T419, T422–T423, T426–T427, T430–T431; **U2**:T400–

T405, T408–T409, T412–T413, T416,–T417, T420–T421;

U3:T408–T413, T416–T417, T420–T421, T424–T425,

T428–T429; **U4**:T416–T421, T424–T425, T428–T429,

T432–T433, T436–T437; **U5**:T408–T413, T417–T418,

T420–T421, T424–T425, T428–T429

Punctuation. *See* Comma

Purpose and audience. *See* Author’s purpose



Quick Check. *See* Assess and Differentiate, Quick Check



Rate. *See* Fluency, reading

Read aloud. *See* Reading to students

Reader response. *See* Connections

Reading fluency. *See* Fluency, reading; Oral reading ability

Reading rate. *See* Fluency, reading

Reading to students, **U1**:T22, T142, T198, T260, T316;

U2:T22, T80, T138, T194, T250; **U3**:T22, T82, T146,

T202, T258; **U4**:T22, T86, T148, T204, T264; **U5**:T22,

T82, T140, T196, T256

Reading Workshop

Foundational Skills

fluency. *See* Fluency, reading

high-frequency words. *See* Vocabulary development, high-frequency words

listening comprehension. *See* Listening, listening comprehension

phonics. *See* Phonics/decoding

phonological awareness. *See* Phonological Awareness

word structure and knowledge. *See* Phonics/decoding;

Prefixes; Spelling; Suffixes

reading comprehension analysis. *See* Strategies/skills

compare across texts

compare two or more texts, **U1**:T29, T68–T69, T87,

T130–T131, T149, T186–T187, T205, T248–T249,

T267, T304–T305, T438–T439; **U2**:T29, T68–T69, T87,

T126–T127, T145, T182–T183, T201, T238–T239,

T256, T294–T295, T428–T429; **U3**:T29, T70–T71,

T89, T134–T135, T153, T190–T191, T209, T246–T247,

T265, T302–T303, T436–T437; **U4**:T29, T74–T75, T93,

T136–T137, T155, T192–T193, T211, T252–T253,

T310–T311, T444–T445; **U5**:T29, T70–T71, T89,

T128–T129, T147, T184–T185, T203, T244–T245,

T263, T302–T303, T436–T437

genre characteristics. *See* Genres

response to sources

interact with sources, **U1**:T20–T21, T140–T141, T178–

T179, T196–T197, T258–T259; **U2**:T20–T21, T78–T79,

T136–T137, T192–T193, T248–T249; **U3**:T20–T21,

T80–T81, T144–T145, T200–T201, T256–T257;

U4:T20–T21, T84–T85, T146–T147, T202–T203, T262–

T263; **U5**:T20–T21, T80–T81, T138–T139, T194–T195,

T254–T255

reflect on reading and respond, **U1**:T42–T43, T104–

T105, T160–T161, T222–T223, T278–T279; **U2**:T42–

T43, T100, T100–T101, T156–T157, T212–T213,

T268–T269; **U3**:T44–T45, T108–T109, T164–T165,

T220–T221, T276–T277; **U4**:T48–T49, T110–T111,

T166–T167, T226–T227, T284–T285; **U5**:T44–T45,

T102–T103, T158–T159, T218–T219, T276–T277

Reading-Writing Workshop Bridge

analyze author’s craft

dialogue, **U3**:T230–T231

elements of poetry, **U3**:T174–T175

first-person text, **U1**:T26–T27, T38; **U4**:T163, T176–T177

persuasive words, **U3**:T275

print and graphic features, **U1**:T159, T170–T171; **U4**:T103, T108, T120–T121, T218, T236–T237; **U5**:T98, T112–T113, T272, T286–T287

text features, **U5**:T97, T101

text structure, **U2**:T37, T166–T167; **U5**:T38, T54–T55

third-person text, **U3**:T39, T54–T55; **U4**:T282, T294–T295

visualize, **U4**:T36

word choice, **U1**:T100, T114–T115, T215, T232–T233, T275, T288–T289; **U2**:T52–T53, T95, T110–T111, T210, T222–T223, T266, T278–T279; **U3**:T99, T105, T118–T119, T286–T287; **U4**:T43, T44, T58–T59; **U5**:T155, T168–T169, T211, T214, T228–T229

conventions of language. See Language and conventions

spelling. See Spelling

vocabulary acquisition

- academic language/vocabulary. See Vocabulary skills/strategies, academic vocabulary
- Word Study. See Word Work

Read Like a Writer. See Teaching strategies, Possible Teaching Point

Realism and fantasy. See Listening, listening comprehension

Realistic fiction. See Genres, realistic fiction

Reference sources

- audio sources, **U3**:T460–T461
- digital sources, **U2**:T452–T453
- Internet. See Technology
- interview, **U4**:T468–T469
- print sources, **U1**:T462–T463; **U2**:T452–T453
- relevant sources, **U1**:T464
- technology. See Technology
- video sources, **U3**:T460–T461

Research/study skills

- interview, **U4**:T468–T469
- review/revise topic, **U1**:T466; **U2**:T456; **U3**:T464; **U4**:T472; **U5**:T464
- take notes, **U4**:T470
- See also Graphic organizers; Graphic sources; Parts of a book; Reference sources

Response to literature. See Connections; Literary response

Rhyme. See Sound devices and poetic elements, rhyme

Routines. See Teaching strategies, routines

Rubric. See Assessment, scoring guide/rubric; Writing rubrics; Writing Workshop

S

Science activities. See Cross-Curricular Perspectives, science

Science in reading, U2:T427; **U5**:T435. See also Cross-Curricular Perspectives, science

Self-selected text, U1:T11, T31, T47, T55, T65, T71, T89, T109, T117, T127, T133, T151, T165, T173, T183, T189, T207, T227, T235, T245, T251, T269, T283, T291, T301, T307; **U2**:T11, T31, T47, T55, T65, T71, T89, T105, T113, T123, T129, T147, T161, T169, T179, T185, T203, T217, T225, T235, T241, T258, T273, T281, T291, T297; **U3**:T11, T31, T49, T57, T67, T73, T91, T113, T121, T131, T137, T155, T169, T177, T187, T193, T211, T225, T233, T243, T249, T267, T281, T289, T299, T305; **U4**:T11, T31, T53, T61, T71, T77, T95, T115, T123, T133, T139, T157, T171, T179, T189, T195, T213, T231, T239, T249, T255, T273, T289, T297, T307, T313; **U5**:T11, T31, T49, T57, T67, T73, T91, T107, T115, T125, T131, T149, T163, T171, T181, T187, T205, T223, T231, T241, T247, T265, T281, T289, T299, T305

Sentences

- complete, **U2**:T392–T393, T396; **U3**:T416–T417
- kinds of
 - compound, **U4**:T280, T427, T431, T435, T439; **U5**:T319
 - declarative, **U2**:T94, T339, T343, T347, T351, T250
 - exclamatory, **U2**:T387, T391, T395, T399, T358
 - imperative, **U2**:T264, T411, T415, T419, T423; **U3**:T78
 - interrogative, **U2**:T154, T363, T367, T371, T375, T383
- structure, simple, **U1**:T222–T223, T298; **U2**:T41, T315, T319, T323, T327, T335

Sequence

- sequence of events, **U4**:T372–T373, T376–T377, T380–T381, T384–T385, T388
- steps in a process, **U5**:T368–T369, T372–T373
- See also Listening, listening comprehension

Setting. See Listening, listening comprehension; Literary devices/terms, setting

Shared Read, U1:T34–T43, T92–T105, T154–T161, T210–T223, T272–T279; **U2**:T34–T43, T92–T101, T150–T157, T206–T213, T262–T269; **U3**:T34–T45, T94–T109, T158–T165, T214–T221, T270–T277; **U4**:T34–T49, T98–T111, T160–T167, T216–T227, T276–T285; **U5**:T34–T45, T94–T103, T152–T159, T208–T219, T268–T277

Small Group. See Assess and Differentiate, Small Group

Social studies activities. See Cross-Curricular Perspectives, social studies

Social studies in reading, U1:T437; **U3:**T435; **U4:**T387.
See *also* Cross-Curricular Perspectives, social studies

Sound devices and poetic elements

imagery, **U3:**T344–T345, T348–T349

onomatopoeia, **U3:**T368–T369, T372–T373

rhyme, **U3:**T376–T377, T380

sensory details, **U3:**T340–T341

Sources. See Interact with Sources; Reference sources; Technology

Sources, Interact with. See Interact with Sources

Speaking. See Listening, listening comprehension

Speaking and listening. See Listening

Spelling, U5:T412–T413

patterns and rules, **U3:**T392–T393, T396–T397

phonics, connection to

consonant blends, final, **U2:**T358, T362, T366, T374

consonant blends, initial, **U2:**T310, T314, T318, T326

consonant digraphs, **U2:**T382, T386, T390, T398; **U3:**T318, T322, T326, T334

consonant patterns, **U2:**T334, T338, T342, T350; **U3:**T414, T418, T422, T430

trigraphs, **U3:**T318, T322, T326, T334

vowel diphthongs, **U4:**T398, T402, T406, T414, T422, T426, T430, T434, T438

vowels, **U3:**T390, T394, T398, T406

vowels, long, **U2:**T406, T410, T414, T422, T432–T433;

U3:T342, T346, T350, T358, T366, T370, T374, T378, T382; **U5:**T318, T322, T326, T334, T354, T390, T394, T398, T406

vowels, *r*-controlled, **U3:**T440–T441; **U4:**T326, T330, T334, T342, T350, T354, T358, T366

vowels, short, **U1:**T74–T75, T150–T151, T220–T221, T296–T297, T366–T367

vowel sound in *foot*, **U5:**T440–T441

vowel teams, **U5:**T366, T370, T374, T382

words

with endings, **U4:**T448–T449

with open and closed syllables, **U5:**T414, T418, T422, T430

with *Qu, qu*, **U1:**T442–T443

that compare, **U4:**T374, T378, T382, T390

Spiral review, U1:T184, T246, T302, T321, T332, T345, T356, T369, T380, T393, T404, T417, T428, T443, T456; **U2:**T66, T180, T236, T292, T311, T322, T335, T346, T359, T370, T383, T394, T407, T418, T433, T446; **U3:**T68, T132, T300, T319, T330, T343, T354, T367, T378, T391, T402, T415, T426, T441, T454; **U4:**T72,

T134, T308, T327, T338, T351, T362, T375, T386, T399, T410, T423, T434, T449, T462; **U5:**T182, T242, T300, T319, T330, T343, T354, T367, T378, T391, T402, T415, T426, T441, T454

Story elements. See Literary devices/terms, characters, events, plot, setting, theme

Story structure. See Plot; Text structure

Strategies/skills

analyze text features, **U2:**T360–T361, T364–T365

ask and answer questions, **U1:**T87, T99, T101, T122–T123, T406; **U2:**T145, T155, T174–T175; **U4:**T29, T41, T47, T66–T67, T271, T281, T283, T302–T303

assessment, **U1:**T378; **U2:**T420; **U3:**T428; **U4:**T436; **U5:**T376
author's purpose, **U2:**T144, T164–T165; **U3:**T97, T103, T105, T116–T117

brainstorm topic and main idea, **U2:**T320–T321

compare and contrast texts, **U4:**T210, T219, T225, T234–T235

compose introduction and conclusion, **U2:**T368–T369, T372

correct and confirm predictions, **U1:**T267, T296–T297; **U5:**T89, T97, T99, T120–T121, T147, T155, T176–T177

create new understandings, **U2:**T201, T209, T211, T230–T231; **U4:**T93, T101, T107, T128–T129

describe connections, **U4:**T28, T39, T41, T43, T56–T57

describe/discuss characters, **U1:**T28, T39, T50–T51, T204, T215, T219, T221, T230–T231

describe elements of poetry, **U2:**T200, T209, T211, T220–T221

describe main events, **U3:**T219

describe main events and settings, **U3:**T228–T229

describe plot, **U3:**T28, T41, T43, T52–T53

describe setting, **U1:**T86, T97, T101, T112–T113; **U3:**T217

determine theme, **U4:**T154, T163, T174–T175; **U5:**T211, T217, T224–T225

discuss author's purpose, **U2:**T155; **U3:**T88

elements of drama, **U2:**T256, T265, T267, T276–T277

elements of poetry, **U3:**T152, T161, T163, T172–T173

facts and details, **U2:**T336–T337, T340–T341

find graphics, **U1:**T266, T275, T277, T286–T287

find/identify main idea, **U2:**T28, T37, T50–T51, T332–T333; **U4:**T23, T293, T270, T279, T283

find important details, **U2:**T29, T39, T41, T60–T61; **U4:**T211, T220, T225, T244–T245; **U5:**T203, T213, T215, T217, T236

find text features, **U1:**T148, T157, T159, T168–T169

find text structure, **U2:**T86; **U5:**T37, T39, T41

fluency, **U5:**T275

generate ideas, **U3:**T328–T329

identify events and settings, **U3:**T208

identify persuasive text, **U3:**T264, T273, T275, T284–T285; **U5:**T146, T155, T157, T166–T167

identify theme, **U5:**T202

incorporating peer and teacher suggestions, **U1:**T282

main idea and details, **U2**:T312–T313
 make and/or confirm predictions, **U1**:T275; **U3**:T29, T39, T41, T62–T63
 make connections, **U3**:T89, T97, T103, T107, T126–T127, T153, T163, T182–T183, T265, T273, T294–T295; **U4**:T155, T165, T184–T185; **U5**:T29, T37, T41, T62–T63
 make inferences, **U2**:T87, T97, T118–T119, T256, T265, T267, T286–T287; **U5**:T263, T275, T294–T295
 organize with structure, **U2**:T356–T357; **U5**:T364–T365
 text structure, **U2**:T95, T97, T108–T109
 use graphics, **U5**:T376–T377, T380
 use pictures and text, **U5**:T262, T271, T273, T284–T285
 use text evidence, **U1**:T29, T41, T60–T61, T149, T157, T178–T179
 use text features, **U5**:T88, T99, T101, T110–T111
 use text structure, **U4**:T92, T103, T105, T107, T109, T118–T119; **U5**:T28, T52–T53
 visualize details, **U1**:T205, T240–T241; **U3**:T209, T217, T238–T239
 See also Unit Overview

Strategy Group. See Assess and Differentiate, Small Group, Teacher-Led Options

Structures of informational text. See Informational text

Struggling readers. See Assess and Differentiate

Study strategies. See Graphic organizers; Graphic sources; Research/study skills

Subject-verb agreement. See Agreement, subject-verb

Suffixes

-er, -or, **U5**:T108–T109, T116–T117, T182–T183
 -ly, -ful, **U5**:T224–T225, T232–T233, T300–T301
 See also Word Work

Syllables. See Phonics/decoding; Word Work, common syllable patterns



Taking notes. See Research/study skills, take notes

Teaching strategies

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Technology

Internet, **U4**:T84–T85; **U5**:T80–T81, T460, T460–T461

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Text Complexity Charts, U1:R2–R7; **U2**:R2–R6; **U3**:R2–R6; **U4**:R2–R7; **U5**:R2–R6

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Text evidence, U1:T29, T41, T60–T61, T149, T193, T178–T179

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Theme, of unit. See Unit Overview

Timeline. See Graphic sources

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Vocabulary skills/strategies

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Word attack skills. See Phonics/decoding; Vocabulary skills/strategies, academic vocabulary strategies, context clues; Word Work

Word identification. See Vocabulary skills/strategies, academic vocabulary strategies, context clues; Word Work

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consonant digraphs, **U2**:T190–T191, T204–T205, T292–T293; **U3**:T18–T19, T32–T33, T132–T133

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U3:T68–T69

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initial, **U1**:T48–T49, T56–T57, T66–T67, T110–T111, T118–
 T119, T166–T167, T228–T229, T284–T285

initial consonant sounds, **U1**:T448–T449

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-ed, **U4**:T116–T117, T124–T125, T190–T191

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-ed, **U3**:T170–T171, T178–T179

-es, **U4**:T54–T55, T62–T63, T134–T135

-ing, **U2**:T218–T219, T226–T227, T292–T293

-s, **U2**:T162–T163, T170–T171, T236–T237

-ing, **U4**:T116–T117, T124–T125, T190–T191

plural, -es, **U4**:T54–T55, T62–T63, T134–T135

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 T301, T454–T455

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 T143; **U4**:T190–T191; **U5**:T192–T193

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 T302–T303; **U2**:T18–T19, T134–T135, T446–T447; **U3**:T18–
 T19, T50–T51, T170–T171, T226–T227, T438–T439, T446–
 T447; **U4**:T18–T19, T82–T83, T116–T117, T446–T447;
U5:T50–T51, T108–T109, T126–T127, T136–T137, T164–
 T165, T224–T225, T252–T253, T438–T439, T454–T455

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-er, -or, **U5**:T108–T109, T116–T117, T182–T183

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 T189, T244–T245; **U5**:T18–T19, T32–T33, T78–T79, T92–
 T93, T126–T127, T182–T183, T192–T193, T206–T207,
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medial vowel sounds, **U1**:T18–T19, T76–T77, T138–T139,
 T194–T195, T256–T257; **U3**:T114–T115

r-controlled, **U3**:T438–T439, T442–T443; **U4**:T18–T19,
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U3:T132–T133, T188–T189; **U4**:T232–T233

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